



# Annual Review 2024-25



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# Introduction

Launched in 2017, Camden Learning is a schools-led, place-based school partnership that spans age ranges and types of provision. A joint enterprise between Camden schools and Camden Council, we are a group of schools working in deep and purposeful collaboration within a single legal entity.

All schools in Camden have chosen to be involved, and we are very proud that our model has been genuinely co-constructed, founded on the principle that there is far more we can achieve together than by acting alone. We are a strong civic partner, working closely with the council and others locally, with schools supporting the places where they are based to solve some of their most pressing problems.

Our activity is underpinned by the vision of **Building Back Stronger**, Camden's Education Strategy to 2030. This sets out our ambitions, founded on the twin pillars of equity and excellence. During the last year Camden Learning has continued to work successfully with schools to foster and strengthen communities of learning, seeking to share and

integrate knowledge about effective practice, constantly developing ideas and new approaches, and trialling new ways of working from the ground up.

Our schools continue to face tough challenges, although these are by no means unique to Camden. Falling pupil rolls are putting pressures on school budgets, and the growth in the numbers of children with significant special educational needs presents educational, organisational, and financial challenges. School attendance and ensuring the mental health and well-being of pupils continues to be a focus. We continue to work closely with our secondary schools to improve outcomes for all at Key Stage 4 so that these can be amongst the best in London. Nevertheless, Camden schools can be proud of their exceptional offer



to children and young people, the high levels of attainment, inclusive pedagogy, and the broad curriculum offer that enriches the education and lives of young people in Camden.

This review highlights some of our key achievements of the past year, along with examples of how our schools have successfully worked together to improve opportunities and outcomes, drawing on school expertise in a peer-led system that recognises the lifelong impact classroom experiences can have on opportunity and life chances.

Camden Learning is united by a shared moral purpose, embracing the belief that education has the power to transform lives. We are excited to build on the strengths of our ambitious and inclusive local system in the coming year to ensure that we are truly meeting the needs and aspirations of our school community and the young people and families we serve.

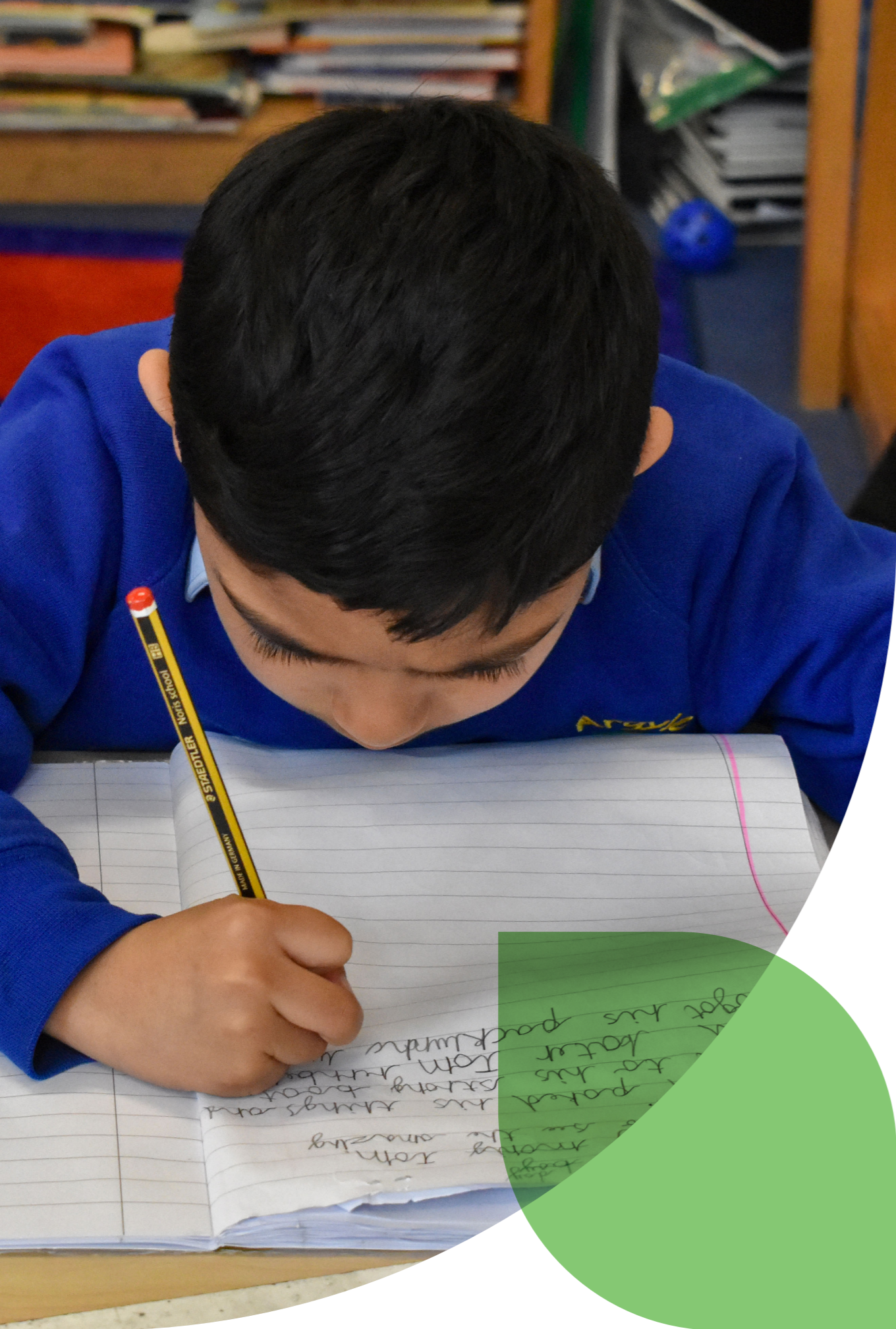


**Stephen Hall**  
Chief Executive



**Dame Christine Gilbert**  
Independent Chair





# About Camden Learning

All Camden schools are members of Camden Learning and choose to subscribe to a range of central services. We work closely with them to identify pressure points, areas of excellence and challenge, drawing from the breadth of expertise within our school community for the benefit of all.

The company's activities are overseen by an independent chair and a board of directors drawn from schools, the community, higher education and the Council. The board reports formally to all members at the annual general meeting. Our financial base is sound, with low fixed costs and an ability to flex to cope with fluctuations in income.

We are commissioned by Camden Council to deliver a broad range of services centred on school improvement, while also providing wider educational services. In addition, we deliver services to schools on a traded basis through a subscription model and on an ad hoc basis. Our critical mass enables us to obtain funding for specific initiatives and innovations.



# Our Ambitions for 2030

## Our ambitions for 2030

### An excellent school experience

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

### A fair start

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

### Flourishing lives

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

## Equity and Excellence

## A high-performing school system

Camden's school system is successful and improving from a strong base, with all schools being judged as providing a good or outstanding quality of education by Ofsted as of 31 March 2025. Schools identified as at risk and in receipt of additional support from Camden Learning have demonstrated improvements in terms of attainment, local evaluation, and Ofsted inspection outcomes.

	Outstanding	Good
Primary & Nursery	43%	57%
Secondary	10%	90%
Special	50%	50%

100%  
of schools good or outstanding

In 2025, at the end of **Key Stage 2**, 72% of children in Year 6 achieved the expected standard in Reading, Writing, and Mathematics, placing Camden 8th nationally.

Overall, 15% of pupils reached the higher standard in all 3 subjects, in line with recent years. This remains well above the 2025 national average (8%) and the London average (13%).

Disadvantaged pupils performed significantly better than the national average, with a narrower achievement gap between disadvantaged and non-disadvantaged pupils.

Results at the end of **Key Stage 4** indicate that Camden's Attainment 8 scores are slightly higher than the national average, with Camden placed 51st nationally and 26th in London. Although there are notable achievement gaps between boys and girls, and between disadvantaged and non-disadvantaged pupils, these are typically narrower than those seen nationally. We remain ambitious, to improve outcomes at Key Stage 4 so that they benchmark better against our London neighbours, and achieve even stronger outcomes in GCSE English and Mathematics.

### Camden Key Stage 2 2025

72%

### National Key Stage 2 2025

62%



## Camden Learning's Model of Improvement

**Our school system is not simply an amalgamation of isolated schools, but a network of groups of schools that benefit from collaboration to improve both individually and at system level.**

A self-improving system embodies a collective responsibility. The architecture of this rests on:

- Being a school-led, inclusive, civic partnership that is rooted in the communities of the children and families that schools serve.
- Acting as the engine of purposeful collaboration, improvement and achievement.
- Being a sustainable and entrepreneurial organisation.

As a successfully locally aligned area partnership, Camden learning works with all Camden schools to enact a sustainable model of a self-improving

school system drawing from local practitioners, external professionals, experts and advisers, all informed by research. Camden Learning maintains an overview of all member schools, monitoring risks and emerging issues as well as tracking attainment as part of our commission from Camden Council.

While all schools receive a wide range of services as part of a universal level of support, which is outlined in our package of services to schools, additional support is then allocated to schools based on need or interest. This includes each school receiving support and challenge from a designated school improvement expert, as well as specific subject support and curriculum development, particularly where a school has staffing changes or dips in attainment. Schools can also buy additional services on an ad hoc basis or through an enhanced subscription. In the 2024/25 academic year, all Camden schools renewed their two-year subscription with Camden Learning.

## Quality support to schools – What do schools value about Camden Learning?

**There's collective responsibility for helping schools in challenging and difficult circumstances**

**Schools work in collaboration not competition**

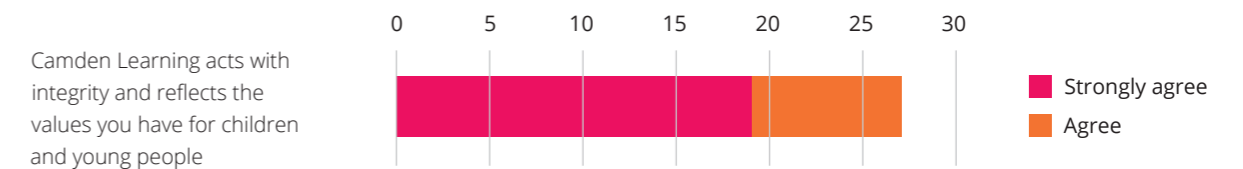
**We work from shared values and a shared understanding of the local context**

**There are experts to call on when things go wrong**

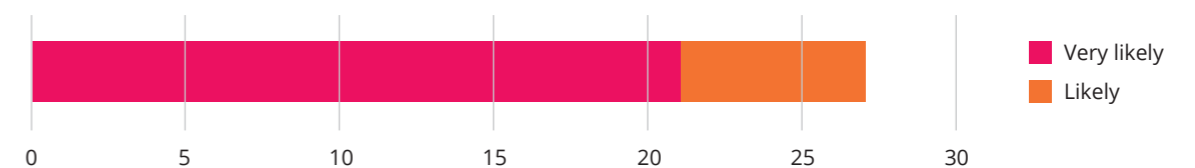
**It helps us access the advantages of London's cultural capital**

**Talent is nurtured so there's good career development and progression in Camden - from Early Career Teachers to headteachers**

**Our members tell us that we act with integrity and reflect the values they have for children and young people (2025 survey)**



**Our members would recommend Camden Learning to others\***



\*2025 Member Survey



## Ambition One:

# A Fair Start

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

### How are we helping schools give our youngest children the best possible start?

- Camden Learning provides all Camden schools access to **practical workshops** for Early Years staff on planning and observation cycles, setting up engaging learning environments, and fostering strong relationships with children.
- Leaders and new teachers join termly meetings to review provision, **share best practice**, and receive guidance on assessments like the Early Years Foundation Stage profile. There are also **cross-school moderation** sessions to ensure consistency in judging the seven areas of learning.
- Eight primary schools joined Camden Learning's **oracy initiative** to close language and communication gaps in the Early Years. Leaders took part in training to create language-rich classrooms, teach and model

vocabulary, and design activities that encourage children to talk and share ideas. They also learned how to support their teams, so these strategies are used in everyday teaching.

- Better collaboration has been developed between schools and the Early Years Intervention Team, including the Primary Learning Support Service of specialist intervention teachers making it easier for schools to access relevant expertise. We have also supported the extension of the **Camden KidsTalk** programme to 18 Camden Primary schools, with its aim of improving communication, speech and language from pregnancy to age 5. This was developed in response to national and local concerns about children's speech and language development when starting school. Camden Kids Talk has demonstrated positive results in the

pilot stage, equipping staff to identify and address children with speech and language needs early using the Wellcomm Screening Tool.

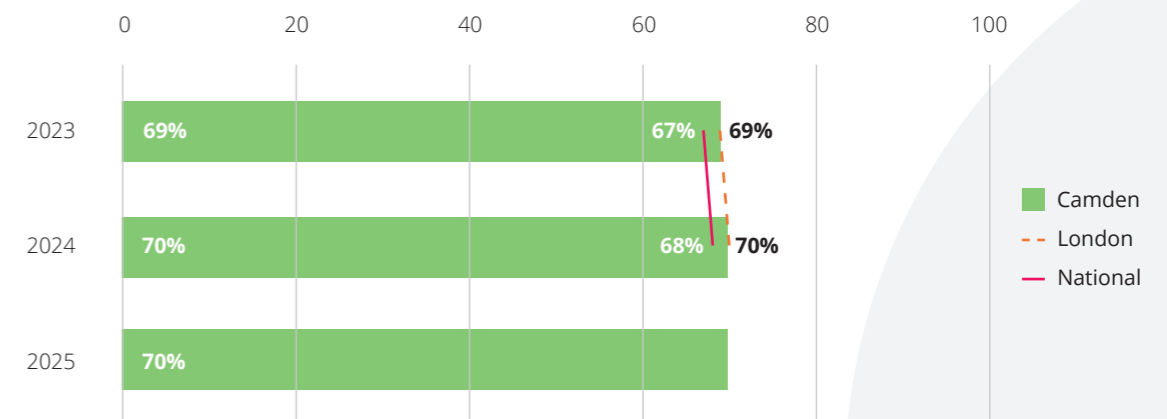
- Our **SEND Hub** brought together 19 schools to share ideas on supporting pupils with special educational needs, focusing on what a good day looks like in the early years for

autistic learners.. Activities included planning sessions for different age groups, training in Attention Autism, school visits, and creating resources together. Schools also secured funding to improve learning spaces and introduce high-impact strategies. Feedback highlighted the practical value of sessions and peer collaboration.

### Key achievements

- Ofsted has evaluated the early years provision in all Camden primary schools as Good or better, with 45% being found to be offering the then highest grade of Outstanding provision.
- At the end of the Early Years Foundation Stage (EYFS), 70% of pupils in Camden maintained schools achieved a good level of development, an increase from 65% in 2022 and above the national average of 68%.
- Disadvantaged pupils in Camden achieved above both London and England national averages. In 2025, Camden ranked 6th nationally for the achievement of disadvantaged pupils at the end of Reception year.

### % good level of development



Ambition Two:

# An Excellent School Experience

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

## 1. A good, local school place available for every Camden child

**How are we helping schools cope with the fall in pupils rolls, to maintain financial liability, and sustain a high quality education?**

Camden Learning has:

- Supported three different groups of Camden schools to form partnerships, to share resources and leadership. The Governing boards of 9 other schools were supported to successfully manage the transition to new school leadership.

- Delivered training and scenario-planning workshops for headteachers and governors to develop thinking and planning of what school partnership might look like in their setting, alongside the role of executive school leaders.
- Acted as advocates for Camden schools as the Local Authority implemented a new school sufficiency strategy, also providing key data metrics and wider contextual knowledge to ensure the support being offered to schools with challenges to pupil roll is well placed.
- Formed an **Executive Headteacher Group** to share expertise in running more than one school and as a supportive community to reflect on the unique nature of the role. This group has drafted a **new school partnerships toolkit**, providing school leaders with case studies and resources with which to consider and develop school partnerships.

### Key achievements

26 Camden schools (45%) are now working in a formalised federation or partnership with another school, with 3 additional partnerships formed during 2024/25.

## 2. Every Child Reading by 7

**How are we working to improve reading, with the specific objective that all children can read by age 7?**

Camden Learning continues to drive forward the borough-wide ambition of Every Child Reading by 7 with a strong focus on improving early reading outcomes through targeted support, professional development, and inclusive practice.

- Over the past year, 16 schools with the lowest phonics and Key Stage 1 performance have engaged consistently in our tailored support to strengthen reading provision. This has included 15 well-attended **Professional Development sessions** covering reading pedagogy from Early Years through to Year 7, alongside bespoke one-to-one support requested by schools.
- We developed the **Every Child Reading by 7 booklet** 'Developing pre-reading skills for babies and pre-school children' which was distributed to every Camden Primary School, early years setting, and library in Camden, and is also now included in a pack shared with new parents by Camden registrars.
- In each of 10 schools supported through our partnership with Bloomsbury Publishing, there were **family reading sessions** with free books for groups of children most at risk of not making progress. Thousands of free books including class sets and individual copies were given to pupils to take home.



- We've tackled the myth that some pupils with SEND shouldn't learn phonics. Working with Special Educational Needs Co-ordinators and support staff, this initiative promotes every child's right to

develop decoding skills by adapting teaching methods. Together, we've created practical approaches to help children with high needs access phonics and build strong foundations for reading.

### Key achievements

- Camden is now ranked 6th in England for Year 1 phonics results, with outcomes improving for three years in a row. For disadvantaged pupils, Camden ranked 2nd nationally, and the achievement gap narrowed to 9% compared to 17% nationally.
- Camden Learning has built a strong network of literacy expertise by working with school leaders and partners like Bookmark and Coram Beanstalk. This has led to borough-wide training in reading from Early Years through to Year 7, including 15 professional development sessions and one-to-one support for 12 schools.
- Schools are seeing real progress in phonics tracking, assessment, and targeted support, helping more Camden children become confident readers by age seven

**Camden ranked 6th out of 153 local authorities in England for the number of pupils passing the Year 1 phonics check in 2025.**

**Outcomes for disadvantaged pupils ranked 2nd out of 153 local authorities**

### How are we building on the success of Every Child Reading by 7 to ensure Camden children can speak and write with clarity and confidence by 11?

Camden Learning has:

- Launched a school-led **Oracy and Debating initiative** using the link between oracy and writing to develop an inclusive, structured debating curriculum for Years 3–6 across Camden Primary Schools. Eight schools collaborated to co-create a sequenced programme supported by practical resources. Baseline lessons and trials highlighted the need for scaffolding to support pupils with English as an additional language (EAL) and additional needs, and informed curriculum design. Outcomes include increased teacher confidence, shared strategies for embedding debating, and dissemination of learning through borough networks and conferences. Early pupil feedback shows enthusiasm for debating, with plans for a borough-wide competition and professional development events to ensure sustainability and wider adoption.

### Key achievements

In 2025, 78% of Year 6 pupils in Camden maintained schools met the expected standard in Writing, compared to 72% nationally. The gap between disadvantaged and non-disadvantaged pupils was also 6% smaller than the national average.



### 3. Knowledgeable and skilled leaders and teachers who love working and learning in Camden

#### How are we investing in our teachers and school leaders to improve the quality of leadership, teaching and learning?

Camden Learning has:

- Launched a refreshed **Professional Development offer** having listened to schools' priorities and feedback. The offer includes the very successful **Early Career Framework support**, an enriched local programme that offers more than statutory induction, and a suite of leadership development opportunities, from middle leadership training to **National Professional Qualifications** and system leadership coaching. Our offer emphasises evidence-informed practice, networking, and bespoke support, ensuring Camden educators at every career stage have access to high-quality, collaborative professional development.
- Developed and expanded communities of learning through our **School-Led Learning Hubs** including those for SEND and Primary Maths, providing collaborative spaces for research, resource development, and school-to-school visits.
- Delivered **Key Stage 5 chemistry and physics networks** in partnership with the North London

Science Learning Partnership and funded by the Crick Institute that were attended by more than 20 colleagues from all 10 Camden secondary schools.

- Facilitated an **Adaptive Teaching and Inclusive Pedagogy Hub**, led by Parliament Hill School, bringing together teachers from eight secondary schools to share evidence-based strategies for supporting all learners. Through collaborative sessions, modelling, and resource sharing, teachers significantly improved their understanding of adaptive teaching (from 23% to 89%) and increased the use of these strategies. Feedback showed better engagement and independence for SEND learners, with case studies highlighting real impact in classrooms.
- The Headteachers of all Camden maintained schools are offered professional **executive coaching** as part of their membership of Camden learning with 31 headteachers accessing the offer during the last year. 80% reported a significant or moderate improvement in their personal resilience because of coaching, with 80% reporting that their decision-making process was now more effective.

#### Key achievements

Our analysis of attendee responses to our professional development sessions demonstrates a well received, high impact offer [CPD analysis 24-25]:

97%

said the professional learning objectives were clearly defined and met

94%

would recommend the professional learning they attended to a colleague

96.6%

found the learning useful in their work

**Our National Professional Qualifications for Senior Leaders and for Behaviour and Culture each had a 100% completion rate.**



#### 4. An inclusive, inspiring, creative and horizon-broadening curriculum in all our schools

**How are we working to provide a broad and balanced curriculum designed to develop the range of knowledge, skills and attitudes that will enable children to thrive in the 21st century?**

Camden Learning has:

- Delivered termly **Secondary Subject Networks & Primary Subject Networks** including those for Art, Music, PE, and Design and Technology attracting an average attendance from the majority of our member schools at each session. Feedback from attendees about the quality of the sessions was universally positive. During the last year we have increasingly used school leaders from Camden schools to lead networks.
- Facilitated a **mentoring programme** led by Christ Church Primary school to support new and inexperienced curriculum leaders in four Camden primary schools. The initiative helped build leadership skills, improve subject knowledge, and boost confidence, leading to stronger curriculum provision. Participants valued the practical, non-judgemental peer-to-peer approach, which encouraged collaboration and accelerated improvements in teaching.

- Supported schools through our **Primary Maths Hub** including termly network days, subject knowledge and moderation sessions, and shared resources. Pupils also enjoyed fun competitions like Spring Slam (Year 4 times tables) and the **Camden Team Challenge** (Year 6 problem-solving).

**These efforts contributed to 81% of Camden Year 6 pupils meeting the expected standard in Maths, compared to 74% nationally.**

- Camden Learning built a network of schools leading research-based initiatives, with two sessions led by the North London Research School Alliance on **effective implementation**. These sessions helped schools share learning and ensure that hub leaders were supported in ensuring their work is grounded in research and evidence-informed practice.



#### Key achievements

- In April, our Music Service ran a spectacular showcase of talent, as all Camden schools had the opportunity to participate in the Camden Schools' Music Festival at the iconic Royal Albert Hall.
- Over the year, 3,600 pupils took part in Camden Music activities:
- **1,750** pupils in 31 schools beginning their musical journey through our Whole Class Ensemble Teaching programme.
- **1,141** students receiving instrumental or vocal lessons in school with a Camden Music tutor.
- **698** students joining out-of-school activities to sing, learn an instrument or play in a group.
- During the last year our Music Service ran 41 musical groups and ensembles, including two new Steel Bands, the Camden Youth Orchestra, Early Years Music Making, and Voyagers, our inclusive music ensemble.



## 5. Harnessing technology to improve learning, schools and our local system

**How are we reducing the digital divide and developing digital competence for students and teachers to enable them to thrive through the technological changes?**

Camden Learning has:

- Provided high-quality resources and training to deliver an inspiring **computing curriculum** in primary schools through The Camden Learning Centre (CLC). This includes using age-appropriate technology to build pupils' digital literacy and physical computing skills, while supporting teacher development.

- Facilitated a group of local expert school leaders to refresh Camden's Digital Learning Plan, focusing on three pillars: **Digital Leadership, Digital Learner, and Digital Foundations**. Schools received clear guidance on Artificial Intelligence and benefited from training sessions with global experts.
- In partnership with Google and Camden Council, the **London AI Campus** completed its first year of the flagship **AI Connect** programme. Thirty sixth-form students from Camden schools learned AI fundamentals, explored robotics with UCL researchers, and built their own robots to understand how AI links to neuroscience and behaviour. The Campus also began training schools on implementing AI and will welcome its second student cohort in October 2025.

## 6. Successful transition between phases and settings for every child

**How are we improving children's experience of moving between phases and settings to maximise well-being and attainment?**

Camden Learning has:

- Worked with primary and secondary schools to strengthen Year 6 to Year 7 transitions. Improvements included a refined data transfer system with pre-populated fields to reduce workload, clear risk ratings, and better confidential sharing for vulnerable pupils.
- Updated our "**Say Hello, Wave Goodbye**" guidance for schools and parents to promote best practice and support families. Next year, we'll review the impact, refresh guidance with new case studies, explore digital formats, and run a dedicated transition training session.
- Continued to explore and develop ways to improve transition for pupils from Year 6 to Year 7. There remains an ambition to further seek to minimise the ways in which transition can impact on pupil achievement and well-being.

### Key achievements

- Camden Learning supported Year 6 teachers with two focused training days: **'New to Year 6'** and a **'KS2 SATs Focus Day'**, providing practical strategies in English and maths to help pupils succeed and prepare for a smooth transition to secondary school.
- In 2025, 73% of pupils in Camden achieved the expected standard in reading, writing and mathematics, placing Camden Key Stage 2 outcomes 8th Nationally and in the highest 5% in the country. We now need to make sure that this success is carried through to stronger achievement at Key Stage 4.



## 7. Children's health and well-being are supported through the ethos, curriculum, and practices of school life

**How are schools supported to improve children's health and well-being, including through pedagogical strategies and classroom practices?**

Camden Learning has:

- Led an innovative project to support pupils at risk of **Emotionally Based School Avoidance (EBSA)** during the move from primary to secondary school. This included peer mentoring, transition workshops, and collaboration between educational

psychologists, professionals, and families. A new toolkit is being developed to help schools and parents understand and address the causes of school anxiety.

- Supported schools through **Personal, Social, Health and Economic (PSHE) curriculum support**, including networks and workshops on key topics such as mental health, sexual harassment, and child exploitation.
- Began a review of the primary **PSHE curriculum** to establish a clear, cyclical approach reflecting local and national priorities, including mental health and safeguarding. This work will support schools in implementing the revised statutory RSHE guidance from September 2026.

### Key achievements

- Camden's PSHE leader networks remain strong, **95% of secondary PSHE leads** and **80% of primary schools** were actively involved through network meetings and one-to-one curriculum support during 2024–25.
- As part of Camden's commitment to tackling violence against women and girls, every maintained secondary school hosted a **two-day healthy relationships workshop** delivered by Tender Education & Arts to help address child-on-child sexual harassment.

## 8. Improving school attendance

**How did we work with schools and other partners to improve attendance and tackle persistent absence?**

Camden Learning has:

- Enhanced data and insight for schools providing **bespoke attendance data booklets** for each school, enabling benchmarking and identification of priority cohorts.
- Strengthened professional networks and training including regular **attendance network meetings** bringing school leaders together to review trends and share best practice, supported by dedicated training for attendance officers and leads.
- Deployed three **School Inclusion Support Officers** to visit each maintained school at least once a term (more frequently for schools with

the greatest attendance challenges) and assist schools to identify the most appropriate support for those pupils at the highest risk of non-attendance.

- Provided a **monthly newsletter** and a comprehensive range of **resources** to schools to support their practice.
- **Targeted campaigns** and pupil engagement initiatives have included the borough-wide 'Every School Day Counts' campaign and a pupil-led attendance video project and **peer mentor programme** with Fitzrovia Youth in Action, reaching over 220 young people and raising awareness of the importance of regular school attendance.
- Worked in partnership with Camden Council to pilot a **'team around the school'** approach with Family Hubs to address barriers for pupils with 10–20% absence, fostering closer collaboration between schools and family support services.

### Key achievements

- In 2024-25 the focus on attendance delivered improvements, with 22 of our 38 primary schools now being above the national average, compared to just 10 in 2023/24, however our primary school attendance overall remains below national averages. This remains a focus for us.
- In 2024/25, five Camden secondary schools had attendance above the national average (up from four the previous year). However, four schools remain more than 1% below the national figure, so they are a priority for targeted support to help Camden secondary attendance meet national standards
- During the coming year, we expect our initiatives to improve school attendance in Camden to have an impact, with more children attending school each day.



## 9. Ambitious, inclusive schools

**How are we building a system of education that is inclusive of all, supports those at risk of exclusion, and which closes equality gaps?**

Camden Learning has:

- Worked closely with partners including The Winch, SYDRC, and Future First to deliver the **Inspiring Inclusion Programme** that is aimed at reducing exclusions and addressing systemic disproportionality across six Camden secondary schools. Through this, mentoring services have been embedded within school life.
- Facilitated a **Primary Inclusion Forum** that continues to play a key role in early intervention and support. Chaired by Camden Headteachers, the forum works closely with schools to facilitate support that will avert the risk of exclusion.
- Supported the **Camden Pathways Programme (CPP)**, which offers an alternative KS4 route for students at risk of exclusion through tailored vocational and academic placements. In 2024–25, 28 students accessed placements, with none ending due to behaviour or suspension. All Year 11 students successfully moved on to post-16 education.
- Piloted approaches to improving **oracy and metacognition** in Year 7, led by Parliament Hill School with participation from Acland Burghley School, focusing on how school staff can improve disadvantaged students' confidence in speaking, enhancing their metacognitive awareness, increasing classroom engagement, and fostering a sense of belonging.

### Key achievements

- The most recent published data show that overall, the **rates of suspensions and exclusions from Camden Schools remain below National and London averages**. Suspension rates for disadvantaged pupils also remained below national and regional averages with Camden recently ranking 7th lowest nationally.
- The **Inspiring Inclusion** programme has supported 479 Camden pupils through mentoring and reached over 1,100 through workshops and career events. This year, 51 students from racially minoritised backgrounds began mentoring across six schools, all of which have engaged with high-profile career opportunities. Next year, sessions co-designed by young people and Youth Voice activities will ensure their perspectives shape the programme.



### How are we improving education for children with special educational needs and disabilities (SEND)?

Camden Learning has:

- Strengthened our support for pupils with SEND combining strategic leadership, targeted school improvement, and family engagement. A dedicated **SEND advisory team** now delivers responsive visits, SEND reviews, and bespoke professional development focused on adaptive teaching and inclusive practice. SENDCO forums and leadership training have been expanded, alongside the development of a new **Complex Needs Assessment Framework** and guidance for enhanced in-school provision.
- Worked collaboratively with the Camden Council SEND team to support Camden-wide priorities, including the development of a **Meeting Predictable Needs Toolkit** supporting schools to adapt provision proactively.
- Developed a programme to develop the skills of **support staff** in meeting increasing SEND Needs in mainstream classrooms, given the growing demands.
- Supported parents of children with SEND through the **SEND Information, Advice and Support**



**Service (SENDIASS)**, helping improve communication between schools and families. Over the past year, SENDIASS hosted 10 coffee mornings for 78 parents, provided SEND training for 74 parents, and delivered professional development for 105 school staff to ensure children's needs are met.

- Significantly increased our capacity to support schools to manage the increasing number of pupils with significant needs. We now need to demonstrate that our support has impact and share the knowledge of what works well around the school system to benefit all.

Our **SEND Hub** based at Kentish Town Primary brought together SENDCOs and inclusion leads from 20 Camden schools to share strategies and resources for supporting pupils with complex needs. This included certified **Attention Autism training**, peer visits to see interventions like sensory circuits and early reading strategies, and a shared online platform for tools and guidance. The impact has been clear: pupils improved attention and sensory regulation, staff gained confidence in assessing learners with high needs, and SENDCOs felt less isolated thanks to a strong professional network.

## Key achievements

Despite increasing number of pupils presenting high levels of need, Camden schools have continued to deliver strong outcomes for pupils with SEND

- At Key Stage 2, 39% of pupils with SEND Support achieved the expected standard in reading, writing and mathematics—10 percentage points above the national average—while 17% of pupils with an Education, Health and Care Plan (EHCP) met the standard, ranking Camden 5th nationally out of 153 boroughs.
- At Key Stage 4, although results for pupils with SEND declined slightly in 2025, 19% achieved a strong pass (grade 5+) in English and mathematics, which is broadly in line with national averages. At Key Stage 5, Camden schools reported high outcomes for the small SEND cohort, with performance above national benchmarks. In vocational subjects, the average point score for Applied General qualifications was 29.2, equivalent to a Merit+.

## How did we work to ensure that those holding positions of power in Camden are as diverse as our community – and that the next generation is ready to follow?

Camden Learning has:

- Amplified the voices of Global Majority governors through case studies, leadership showcases, and borough-wide forums, while supporting a network that promotes anti-racist leadership and inclusive governance. Also recruited new governors at community events like Windrush celebrations and Camden Melas to boost diversity.
- Conducted the annual governors' diversity survey (now in its fourth

year), showing improved participation and a modest rise in first-time governors from Global Majority backgrounds, though White British governors remain over-represented.

- Placed a cohort of 13 young adults (aged 18–30) on Camden school governing boards as **Young Governor Associate Members** to address age imbalances and bring fresh perspectives to school leadership.
- Launched a support network for Black and Global Majority educators to help them progress into school leadership roles through mentoring, shadowing, and community events.



## 10. Opportunity Centres to facilitate learning beyond the school day

### How have we provided facilities for those students who do not have the space or technology at home to study?

Camden Learning has:

- Developed a network of 'test and learn' **Opportunity Centres**, operating outside traditional school hours, designed to address inequalities and barriers to learning faced by young people who lack access to quiet study spaces, digital resources, or personalised support at home.
  - Supported into their second year, the Acland Burghley School and La Sainte Union school-based
- Opportunity Centres. These centres have provided a mix of academic and enrichment activities during evenings, weekends, and holidays with homework support, one-to-one tutoring, GCSE revision sessions, digital and AI-enhanced learning resources as well as enrichment activities including cookery, martial arts, robotics, and creative arts
- Launched in March 2025, **the AI Campus Opportunity Centre**, developed in partnership with Google. This offers Camden students in Years 7–13 a calm, tech-enabled space for after-school study and digital skills development. Activities are designed to be inclusive and engaging, with no prior experience in AI required.

### Key achievements

- Attendance at the school-based Opportunity Centres has been strong, particularly among **disadvantaged students**, with data showing that they, alongside pupils with SEND are well represented in academic-focused sessions. Student feedback has been overwhelmingly positive, with many valuing the opportunity to study with friends in a distraction-free environment.
- The AI campus opportunity centre has tested a range of programming in AI and tech reaching a total of 162 young people since its initiation. The average student satisfaction rating for recent sessions was 4.47/5, and the team successfully supported students with a range of learning needs ensuring the sessions are inclusive and engaging for all. The success of the hands-on sessions and mentor interactions provides a clear blueprint for future activities.

### A Camden accountability framework which captures the real story of the school

Parents and governors told us they wanted much fuller information about local schools including more about the breadth of the education children experience. Camden schools have been supported to explore models of school accountability which capture the voices and experience of children, parents and employees in schools. A Developer Group of 15 school leaders attended 7 workshops to develop a model '**Camden school report**'. The group agreed the report's key components and then discussed the model with groups of parents across schools to reach a format for a prototype which gives each school a unique profile. The prototype 'Camden school report' was trialled by a wider cross section of schools in the spring term 2024, and during the last year have been rolled out across the borough with every Camden school now having their own online school report. These were reviewed and updated in Autumn 2025, having been publicised through Camden admissions booklets and events.



You can see them here.



## Ambition Three:

# Flourishing Lives

By 2030, all young people, including those from disadvantaged backgrounds, will move into adulthood as confident lifelong learners, able to relate well to others, drive change for social good and making progress towards fulfilling lives in work, training or education.

### 15. Goal: A generation of changemakers with impact in their communities

Camden Learning has:

- Raised the profile of children's rights through the **Rights Respecting Schools** initiative, with 30 schools joining and termly networks established to share strategies—fostering a culture of pupil empowerment and staff engagement.

- Enabled **Future Leaders Camden**, a year-long development programme for 100 Year 12 students from diverse and representative backgrounds, providing leadership skills, training, mentoring, enrichment visits to institutions such as Oxford University and the Houses of Parliament, specialist career and apprenticeship sessions, and a guest speaker series featuring prominent leaders. Participants also led social action projects. Impact was significant: 98% reported raised educational aspirations and 78% are now more likely to apply to competitive universities or apprenticeships.

### 16. Goal: A post 16 education system that benefits all students

**How have we improved the opportunities for all young people to succeed post-16, maximising engagement and outcomes?**

Camden Learning has:

- Worked with schools and partners to create a new borough-wide Post-16 strategy and collaborative group, aiming for an inclusive sixth-form system with strong academic and vocational pathways, including T Levels and better links to local FE provision.
- Launched the **Camden Next Steps Post-16 website** to give students and families clear, accessible guidance on all options after Year 11, including pathways, application advice, and tips for university, employment, and financial planning.
- Developed a leading-edge **T Level programme** with five courses across Camden schools—from Laboratory Science to Media Production—providing industry placements with eight employers. The first cohort of 12 students successfully completed 45-day placements in Management and Administration, earning excellent feedback for enhanced skills, confidence, and industry understanding.

### Key achievements

- Post-16 destinations remain a strength, with **86% of students progressing to higher education or training within two years**, significantly above the national average.
- At Key Stage 5, the average point score (APS) at Camden Schools for A level entries was **36.2** equivalent to a grade B- and an improvement on the previous year, above national and in line with London averages.
- Applied General (vocational) qualifications also showed improvement, with an APS of **29.2** and above previous years.





## 17. Goal: Greater access for young people to education, work and opportunity

**How are we building young people's awareness of the world of work and supporting them to develop the skills, knowledge and attributes employers need?**

Camden Learning has:

- Expanded young people's awareness of **STEAM careers**, nearly doubling school participation (from 26 to 51) and delivering 13,891 student engagements, up from 6,526 the previous year, making this the partnership's most successful year to date.
- Worked with over **60 employers and 200 STEAM Ambassadors** to deliver bespoke projects, including Google office visits for 180 Year 5 pupils, a Google Apprenticeships event for 80 students, and securing industry placements with

organisations like the Roundhouse, ITV, Havas, and the Francis Crick Institute.

- Increased involvement of special schools in STEAM projects, involving the Francis Crick Institute and the Roundhouse with three of our special schools
- Primary school involvement in STEAM increased, with 36 out of 38 schools are now engaged. A major highlight was the **Primary Careers Day** held in June 2025. More than 200 Year 4 pupils from 24 schools came together to engage with over 20 STEAM employers, showcasing real-world roles with interactive stalls ranging from robot dogs to 3D-printed bones.

Delivering

13,891

Student engagements

### Key achievements

- The STEAM programme offers high-quality placements and 83% of students reported developing skills such as collaboration, public speaking, and leadership.
- The Camden STEAM **Work Experience** programme continues to grow, offering placements to 391 Year 12 students from across Camden's secondary schools and the college, with increased numbers of young people from under-represented backgrounds participating.



Ambition Four:

# A Thriving Organisation

## How are we developing and improving how we work as an organisation?

Camden Learning has:

- Focused on strengthening its financial and organisational foundations while enhancing its offer to schools. A detailed **budget reforecast** confirmed a strong financial position, and the 2025/26 budgeting process was launched with greater alignment to team priorities. **Audit arrangements** were refreshed with the appointment of a new auditor, and work began on a longer-term business plan to support sustainability and growth.
- Improved the **Camden Learning Offer** and School subscription offer for 2025–27, ensuring clarity of value and better drawdown usage across schools. All Camden schools renewed their subscription. There has also been a significant increase in schools using their drawdown effectively at the point of subscription purchase.
- **HR systems and processes** have been modernised, with new approaches to support our aim of recruiting a diverse workforce.
- Used feedback from staff to improve the way we communicate, and enhance our collective culture and wellbeing. Away days and leadership sessions have reinforced Camden Learning's commitment to being a **leader for social justice** and a thriving force for improvement.
- With the support of the Isos Partnership, we are carrying out a stakeholder informed refresh of Camden Learning, including reinvigorating our vision and operating model so that we are fully fit for the future. This will involve improving the way we



communicate our model and share the learning gained from school initiatives and hubs, alongside ensuring we are agile and responsive, learning from the best of other similar partnerships and organisations.

- We now need to utilise our collective strength as a place based group of schools to respond to the changing national climate including the ambitions of the **Post 16 Education & Skills** White Paper, the revised **Ofsted inspection framework**, the Government response to the **Curriculum & Assessment Review** and the publication of the Children and Families White Paper, using these opportunities to promote the benefits our area based partnership model on the national stage.





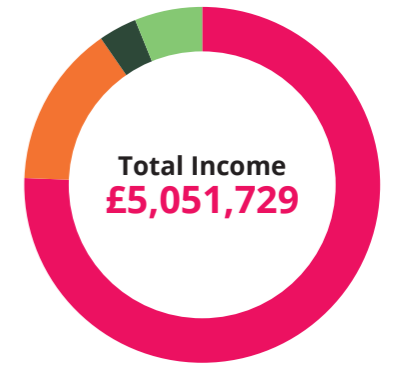
# Finance summary

Camden Learning's primary source of income remains the commission contract to deliver education services for the London Borough of Camden. In 2024-25, this contract, together with other income from the Local Authority, accounted for 80% of total turnover.

Commissioned services include school improvement, governor services, the Camden Learning Centre, Camden SENDIASS services, Inclusion and Attendance. In addition to these services, Camden Learning also manages STEAM and Partnership work, and the work of Camden Music.

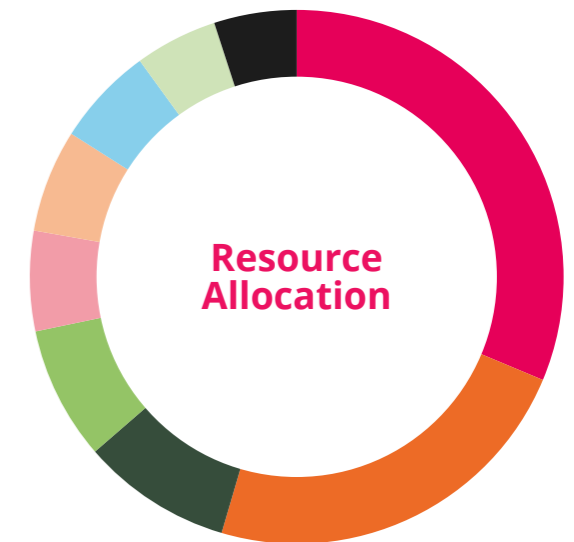
The balance of revenue was derived from schools who pay Camden Learning for school improvement or other services, including training, CPD, and targeted consultancy provided by our staff and consultant network.

INCOME	2025
■ Provision of Services to London Borough of Camden	£3,819,461
■ Provision of Services to Schools	£745,880
■ Grant income	£175,868
■ Other income	£310,520
<b>TOTAL</b>	<b>£5,051,729</b>



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

RESOURCE ALLOCATION	
■ Inclusion and Safeguarding	31%
■ School Improvement	23%
■ Research, Development & Initiatives Development	9%
■ SENDIASS	8%
■ Leadership & Teacher Development	6%
■ Governor Services	5%
■ School Based Opportunity Centres	5%
■ AI Campus	4%
■ STEAM	4%



All surplus after taxation will be reinvested in the company to ensure Camden Learning has a sustainable long-term future and continues improving services for our school members.



# About Camden

| 100% schools judged good or outstanding (Ofsted Framework to August 2025)

| 629 Governors

| 116 Parent governors

| 54% of primary pupils learning English as an additional language

| 42% of secondary pupils learning English as an additional language

| 44% of pupils eligible for the Pupil Premium Grant

| 43% of primary pupils eligible for free school meals

| 41% of secondary pupils eligible for free school meals

| 36% of pupils from Black and Global Majority communities

| 1,230 Teachers in our schools

| 21,022 Pupils in our schools

| 38 Primary Schools

| 2 Hospital Schools

| 10 Secondary Schools

| 2 Pupil Referral Units (PRUs)

| 4 Special Schools

| 1 Nursery School

| 1,779 Teaching assistants and support staff

| 161 Early Career Teachers (ECTs) at the end of Summer 2025

\* Data correct Autumn 2025



# Board Members



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

The Board met as a group six times in 2024/25 to set strategic direction, oversee the implementation of the business plan, assure performance, and to assess and manage financial and operational risks. The Board has two committees: The Finance and General Purposes Committee, which incorporates the role and responsibilities of the Remuneration Committee, and a Performance Committee. Both met six times. The Board also met for development sessions.

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



**Timothy Aldridge**  
Appointed by Local Authority



**Larry Edevbie**  
Coopted by the Board



**Marcus Boyland**  
Appointed by Local Authority



**John Hayes**  
Elected by Primary Schools



**Alan Chesters**  
Elected by Special Schools



**Katherine Forsdyke**  
Elected by Primary Schools



**Christine Gilbert**  
Independent Chair appointed by the Board



**Nicholas John**  
Elected by Secondary Schools



**Julian Turner**  
Coopted by the Board



**Gary Moore**  
Elected by Secondary Schools



**Qing Gu**  
Coopted by the Board

## Register of members

Register of Members Camden Learning Ltd Company Number 10238772

### Primary & Nursery Schools

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

### Secondary Schools

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

### Special Schools / Hospital Schools / Pupil Referral Units

The Children's Hospital School at Great Ormond Street and UCH	Heath School	Swiss Cottage School, Development and Research Centre
Frank Barnes School for Deaf Children	Robson House	
Harmood School	Royal Free Hospital Children's School	

### Council

London Borough of Camden





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