

## Camden Post-16 Education & Training Strategy and Implementation Plan 2025/30

### Background

Throughout the Spring and Summer terms last academic year (2024/25), a group of Camden headteachers and deputy principal from Capital City College Group (CCCG) worked collaboratively, supported by Camden Learning, to develop a strategy for Post-16 education and training in the borough for the next five years. This work is intended to build upon the original work done as part of the Building Back Stronger Strategy 2030. At points in the process, the emerging strategy was tested out with Camden Secondary Headteachers (CASH) and feedback taken before further developing the draft strategy and implementation plan. This paper sets out the final, signed-off<sup>1</sup> version of the strategy and implementation plan (as of March 2026).

### Introduction

The paper starts by setting out the rationale for a Camden Post-16 education and training strategy. It then goes on to explain how Camden secondary headteachers see the community, values, mission and vision for Camden's Post-16 education and training provision, sets out a strategy statement that brings these elements together with strategic action areas and a draft plan to implement the proposed strategy over the next five years.

### Why do we need a Post-16 strategy for Camden?

In 2021, when Camden Learning commissioned external support<sup>2</sup> to review the borough's Post-16 provision, five conclusions were reached:

1. The majority of young people in Camden are served well at Key Stage 5
2. Information, Advice and Guidance (IAG) about courses, institutions and pathways is inconsistent and underdeveloped
3. The non-A Level offer is often unclear, under-developed, and outcomes are relatively weak
4. A Level students in sub-scale sixth forms may have limited curriculum choice and provision is harder to deliver
5. A commitment to collaboration leads to equitable Post-16 destinations, but care must be taken that it doesn't blunt continuous improvement.

Taking these conclusions into account, *Building Back Stronger: Camden's Education Strategy to 2030* (BBS), set out a goal under *Flourishing Lives* to develop 'a post-16 education system that benefits all students'<sup>3</sup>. To help achieve this, as one of the 'Initiatives 2022/4', the BBS called for the development of 'a post-16 action plan **and strategy** which:

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<sup>1</sup> The Post-16 Partnership Board (CASH) signed off this strategy as agreed by Camden Secondary Headteachers at the CASH meeting on 18 March 2026.

<sup>2</sup> 'Public First' and 'better purpose' carried out this work as part of the research for the BBS Strategy.

<sup>3</sup> *Building Back Stronger: Camden's Education Strategy to 2030*, p.52.

- a. establishes a new post-16 partnership to develop a coherent and more inclusive sixth form system for Camden
- b. uses the partnership to rationalise provision and improve the non-A level offer
- c. gives greater priority to developing technical and vocational education, including T Levels
- d. develops links with high status universities, including Oxbridge and Russell Group universities, exploring a co-ordinated 'Flying High' boroughwide scheme
- e. establishes effective liaison with Capital City College Group (CCCG) so that local FE provision is more closely aligned with the ambition set out in this strategy and better meets the changing needs of young people in Camden.'

In summary, since Spring 2022, progress on these areas has been as follows:

- a. CASH has taken on the additional role of the Post-16 Partnership Board, with an implementation group reporting to it made up of the schools' sixth form leaders/directors/deputy heads, nominated by their headteachers. This 'Post-16 Strategy Implementation Working Group' has met three or four times each year since November 2022
- b. the Post-16 Partnership Board judged borough-wide rationalisation of A-level courses geographically impractical and so...
- c. prioritised strengthening technical and vocational education through a coordinated T Level curriculum. LaSWAP, Haverstock, Maria Fidelis and the Capital City College campus at Kings Cross are now delivering T Levels, supported by borough-wide brokerage, the Education and Training Foundation (ETF), and a CL-coordinated T Level Network. A [Camden Post-16 website](#) ('Next Steps – Post 16') developed by CL through collaboration with all the borough's providers, also maps all provision and could inform future rationalisation
- d. the Camden Learning/Camden Council-funded [Future Leaders](#) programme has strengthened disadvantaged students' confidence and ambition to apply for Oxbridge and wider-Russell Group universities. The initiative has high demand for places<sup>4</sup> and strong impact: in AY 2024/25, most participants reported raised aspirations, greater readiness for leadership, increased empowerment on equality and diversity, and a significantly higher likelihood of applying for competitive universities or apprenticeships
- e. CCCG's senior leadership involvement in CASH and the Post-16 Partnership Board strengthens links between school sixth forms and Camden's FE college campus. This has enabled the college to contribute to the new Post-16 website, reflecting both mainstream and specialist SEND provision, and help shape the development of this Post-16 education and training strategy.

However, while there is some cause for optimism about the increased level of collaboration across the borough from this work to date, Post-16 outcomes still require improvement, and information, advice and guidance for students, especially focused on apprenticeships, needs

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<sup>4</sup> Applications for Future Leaders from Camden schools has steadily risen over the last three years from around 120 in AY 2023/24 to over 300 in AY 2025/26, with 100 in-person places being funded and all applicants able to access the provision online.

strengthening. In AY 2024/25, for the first time, all Camden's schools signed up to ALPS analysis. This showed that just two of our 10 schools achieved ALPS A-Level Quality Indicators (QI) for progress in the top 25% of the country, with two others in the bottom 25% and four others in the interval between the bottom 25% and 40%. The borough's schools' overall A-Level QI was 5, i.e. in the 'broadly average' interval. Additionally, at the top two grades (A/A\*) in AY 2024/25, Camden achieved 28.2% of entries, which was nearly 4 percentage points below the London figure (32.1%), 3 percentage points below the figure for the South-East (31.2%) and only just in-line with the national figure (28.2%). There was a similar ALPS QI progress score picture for BTECs: of the eight schools providing BTECs, two were in the top 25%, two in the bottom and four were broadly average, with an overall QI of 5.

Analysis of the 2024 outcomes<sup>5</sup> found that just over three-quarters (77%) of Camden students were qualified to Level 2 by age 19<sup>6</sup>. This was just below the statistical neighbour and London averages, although above the England average. While this means that Camden does not have a 'forgotten third', it is still the case that nearly a quarter of our students are not as equipped with the basics, including English and mathematics, as they should be to enter the world of work with confidence. Additionally, the proportion of students not in education, employment or training (NEET) after KS5 was relatively high in Camden: at 16.9%, this was one of the highest proportions of any local authority in England.

These statistics demonstrate that while Camden continues to serve the majority of young people well at KS5, there is room for improvement and a need for greater coordination and collaboration across our Post-16 providers to achieve that improvement.

With this backdrop of reasonable performance, but with ambition to do more, our secondary leaders have reviewed the community we serve as a borough, identified the values with which we approach that service, explained the mission and articulated the vision we have for Post-16 provision in the borough and what we want it to achieve for our young people. The following explains these and then sets out the strategy and plan to achieve our vision for 2030.

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<sup>5</sup> 'Camden Post-16 Analysis' carried out for Camden Learning by MIME in May 2025.

<sup>6</sup> '...qualified to Level 2 by age 19' means achieving five GCSEs at grade 4 or above, or equivalent, including English and mathematics.

## Camden's Post-16 Education & Training Strategy 2025-2030

### Executive Summary

The Camden Post-16 Education & Training Strategy 2025–2030 builds directly on the ambition of *Building Back Stronger (BBS) to 2030*, translating its commitment to *Flourishing Lives* into a coherent, borough-wide system for Post-16 education and training. The theory of change is rooted in the belief that Camden's diversity is a powerful asset and that sustained collaboration between schools, colleges, other providers, employers and Camden Council is the lever through which standards, equity and destinations can be transformed.

BBS identified the need for a more inclusive and coherent Post-16 system, with stronger technical and vocational routes, better careers education, information, advice and guidance (CEIAG), closer alignment with FE provision, and wider access to high-status universities and apprenticeships. Since 2022, these foundations have been laid through the creation of a Post-16 Partnership Board (CASH), the development of a borough-wide T Level curriculum, the Future Leaders programme and deeper engagement with Capital City College Group. The 2025–30 strategy now moves from development to delivery.

The core theory of change is that **a collaborative network of high-performing providers, aligned around shared values, standards and ambition, will deliver better outcomes and fairer life chances for all young people in Camden.** By working as a system rather than as isolated institutions, providers can raise quality, strengthen pathways and ensure that no learner is left behind.

This will be achieved through four mutually reinforcing strategic objectives:

1. **Raising Standards and Attendance** – using shared data (e.g. ALPS), peer challenge and support, subject-specific communities of practice and targeted CPD to drive top-quartile progress in academic and technical routes, and to make Camden the borough of choice for Post-16 learners.
2. **Creating Meaningful Pathways for All** – strengthening CEIAG, especially for apprenticeships and technical routes; clarifying entry requirements; and improving SEND and lower-attainer provision.
3. **Securing Strong Literacy and Numeracy** – embedding a consistent, evidence-based approach to English and mathematics for the 'forgotten third', so that every learner achieves Level 2 by age 19 and is equipped for work and further study.
4. **Developing Future Skills** – aligning curriculum and enrichment with industry, enterprise and public services, so that Camden learners are prepared for the evolving labour market and achieve economically independent futures.

Through these actions, the strategy seeks to eliminate NEETs at age 16–17, halve NEET figures for 18–24 year-olds, secure Level 2 English and mathematics for all, and deliver top-quartile progress across academic and technical programmes.

## Camden's Strategy for Post-16 Education & Training 2025-2030

### A. Our Community – whom do we serve?

- **Our community is powerfully diverse** – racially, economically, linguistically and in terms of educational needs. It includes many different families, many:
  - with scarce resources
  - who could consider private provision
  - with different languages and cultures at home.
- **Our community is 'proudly London'** and recognises opportunities and the challenges of our special geography, which includes barriers like cost and time to travel for our learners.
- **Our community believes in its education providers** and our ability to unlock advantage from the diverse community we serve, whatever the needs of its members.

### B. Our Values

- **The power of young people** – we believe in the potential of all our learners. They are not commodities; they are the key to a better future for our community.
- **The unique learner** – we believe that difference is a strength and we need to work to learners' strengths by supporting their different pathways.
- **Community commitment** – we are deeply connected with our young people and our community. We commit to doing whatever we can to help them be good, successful citizens.
- **Wellbeing** – we prioritise the social, emotional and physical wellbeing of our young people, seeking to develop their resilience.
- **Innovation and adaptability** - we act quickly and continuously to innovate our approach in response to the needs of the young people we work with and the community we are part of.
- **Standards over numbers** – we are committed to high quality provision by working together relentlessly to raise the standard of provision for students.

### C. Our Post-16 Mission

As a network of Post-16 education and training providers in Camden, we develop learners to be good, successful citizens by:

- providing for learners from the borough and beyond
- developing our learners' knowledge, skills and personal qualities, supporting their social, emotional and physical health to enable them to be successful amongst their peers in the future
- providing meaningful pathways for all learners, making sure they know about all the opportunities available to them
- ensuring that all learners have strong literacy and numeracy, so we have no 'forgotten third'
- working in tandem with industry, enterprise and public services to support future skills demands.

## D. Our Post-16 Vision

Our collaborative network of Post-16 education and training providers will make Camden:

- the borough of choice for Post-16 learners - retaining all Camden learners and attracting in many from elsewhere because of our high standards and meaningful links with industry, enterprise and public services
- a Post-16 high-achieving borough - delivering ALPS top-quartile progress in academic and technical/vocational subjects, and attainment that supports great destinations
- a borough where no learners are left behind - all achieving at least Level 2 English and mathematics by age 19 (or the government benchmark) – no ‘forgotten third’; no learners become NEET before the age of 18 and many fewer than currently after that
- a borough that sees advantage in diversity - using the breadth and diversity of our community to deliver great outcomes for our young people
- a borough that shows our learners the ‘wonder of what’s available Post 16’ - identifying meaningful pathways for all learners from age 14 and the different routes to success
- a borough that is financially sustainable - delivering high quality Post-16 education and training that provides excellent value for money for our citizens.

## E. Our Camden Strategy for Post-16 Education and Training

**Our strategy is to** deliver leading state education for students in Camden and beyond **through** our diverse Post-16 system being continually improved by seeking out and applying the best of what works. The strategy has a special focus on providing the right, high quality courses and training for all our learners, all of whom achieve the highest qualifications possible and reach destinations that set them up for happy, economically-independent lives.

We have ambitious aims for Camden residents for 2030:

- No young people aged 16-17 who are NEET
- Halve the percentage of young people aged 18-24 who are NEET
- No learner without Level 2 English and Maths by age 19
- ALPS top-quartile progress across the borough’s providers for academic and technical/vocational subjects.

## F. Strategic Objectives and Action Areas<sup>7</sup> (that link Mission, Vision and Strategy)

**Strategic Objective 1: The Camden Post-16 Network will provide high quality education and training so that all learners attend and achieve well**

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<sup>7</sup> Each of the strategic objectives and associated action areas in the implementation of this strategy have been developed with the [Post-16 education and skills white paper](#), and final report of the [Curriculum and Assessment Review](#) in mind. As these two documents develop into firm government policy, we will ensure they are considered for impact on and alignment with our strategy’s implementation.

Mission: High quality provision for Camden learners & beyond, developing successful citizens (socially, emotionally and physically healthy - resilience).

Vision: Post-16 high achieving borough (Top Quartile progress – ALPS A Levels and Applied General Qualifications, T Levels and potentially V Levels); the Post-16 borough of choice; financially sustainable.

Achieved through (linked into the two-year implementation plan below):

- raising standards, including use of data sharing (for example ALPS) & regular support and challenge (through the KS5 Raising Standards Network<sup>8</sup>, reporting to the Post-16 Partnership Board/CASH)
- identifying providers where specific post-16 subjects are taught well and great results are achieved, from within Camden and/or from elsewhere. Link high performing/underperforming departments for coaching, support and challenge work, developing strong pedagogy and curriculum specific subject knowledge, focusing on the right things to enable higher grades
- identifying, sharing and developing expertise in the use of ALPS to develop subject specific raising achievement plans, and opportunities for communities of practice, including a focus on feedback from exam boards, course choices and interventions shown to be effective
- providing CPD on curriculum and subject teaching (building on existing Masterclasses but across L1, 2 & 3 courses)
- raising Post-16 attendance – the level of sixth form absence since Covid, anecdotally from provision leaders, has held back the raising of standards – we need to identify which providers in/out of borough are doing well and seek to apply good practice
- more high-profile marketing, including emphasising: how providers and the annual Future Leaders programme stretch high-attainers and support Oxbridge/wider Russell Group applications, especially from disadvantaged students; the role and successes of Camden's unique Google London AI Campus; the importance we place on providing the right provision for SEND students and lower-academic attainers. We will also build upon the content and functionality of the [Camden Post-16 Next Steps website](#) to improve CEIAG and to support further the work already done by the STEAM Team in this area of the BBS.

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<sup>8</sup> Terms of Reference (TORs) in appendix 2 set out the members of the 'KS5 Raising Standards Network' and how it will operate and report to the Post 16 Partnership Board (CASH), it will be made up of each school's sixth form lead/director, chaired by Camden Learning, meeting every half term and drawing upon workstreams set out in this strategy under the four strategic objectives. This model has successfully brought together Camden's secondary schools to focus on raising standards at KS4.

## **Strategic Objective 2: The Camden Post-16 Network will provide meaningful pathways for all learners**

Mission: Provide the right pathways for all learners to succeed.

Vision: Showing the wonder of what's available Post-16; leveraging our advantage in diversity.

Achieved through (linked into the two-year implementation plan below):

- the STEAM Team building upon the wider [STEAM strategy](#)<sup>9</sup> to work with stakeholders to scope out what they want to support them on improving knowledge about apprenticeships and how they can play their part in expanding numbers of apprenticeship starts. For example, by providing CPD for careers leads/pastoral staff on pathways, especially apprenticeships (including Foundation Apprenticeships)
- reviewing entry requirements through thorough data analysis and identifying where recruitment of learners has positive impact
- identifying cohorts of students most at-risk of becoming NEET and giving them targeted support to consider options across all pathways
- reviewing Post-16 SEND and lower-attainers' provision with a view to identifying sufficiency (more like the Avalon Project? Talacre?)
- ensuring consistent, high quality L1 provision (employability/work experience).

## **Strategic Objective 3: The Camden Post-16 Network will ensure all learners have strong 'basics' in English and Mathematics**

Mission: Ensure strong literacy & numeracy, appropriate to pathways, for all learners.

Vision: No learners left behind; no 'forgotten third' (literacy and numeracy); no learners age 16-17 become NEET and many fewer than currently after that.

Achieved through (linked into the two-year implementation plan below):

- a consistent, researched approach to provision for 'forgotten third', identifying and learning from providers/places/programmes where English and mathematics resit programmes are taught exceptionally well and great results are achieved, from within Camden or from elsewhere.

## **Strategic Objective 4: Camden's Post-16 Network will support the development of the future skills of all our learners**

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<sup>9</sup> The *Camden STEAM Strategy 2022-2025* is currently being reviewed; the Camden Post-16 Education & Training Strategy 2025-2030 will align with the refreshed STEAM strategy.

Mission: Support future skills demands (working closely with industry, enterprise & public services).

Vision: Post-16 education & training with excellent value for money.

Achieved through (linked into the two-year implementation plan below):

- a thorough audit of all employment-linked activity being undertaken by Camden Learning and Camden Council teams to identify how we can raise awareness of this work, encourage greater participation and support even greater impact
- connecting providers with wider initiatives from Skills England / Local Skills Improvement Plans; Industrial Strategy sectors; supporting them to deliver on, for example, necessary Curriculum and Assessment Review changes.

## Outline implementation plan

Strategic Action Area	Key Actions	Timeline	Lead Responsibility	Success Measures / KPIs	Dependencies & Risks
<p><b>1. Provide high quality education and training so that all learners attend and achieve well</b></p>	<p><b>1.1 Next stage of development of the Post-16 Partnership Board</b></p> <p>1.1.1 ‘Get the KS5 Raising Standards Network up and running’.            Agree how to develop the role of the Post-16 Partnership Board, ie CASH and how schools will work together through a ‘KS5 Raising Standards Network’ to provide supportive challenge to each other through working collaboratively, analysing data (e.g. including ALPS, attendance &amp; potentially other agreed progress data termly) and identifying strategies for raising standards based on the workstreams in the four strategic objectives of this Post 16 strategy. Agree TORs for the KS5 Raising Standards Network, inc. reporting lines between Post-16 Partnership Board (CASH) and approaches to potential funding/resourcing for support needs. Much of this will require CL input/guidance/agreement regarding funding and resources.</p> <p>Engage governors with Post-16 strategy and encourage support for collaboration and mutual challenge approach</p>	<p>Mar 2026-Jul 2028</p> <p>By end July 2026</p> <p>By end Dec 2026</p>	<p>Post-16 Partnership Board (CASH), supported by CL Post-16 Specialist and CL Data<sup>10*</sup></p> <p>CL Post-16 Lead and governance leads</p>	<p>CASH engaged as Post-16 Partnership Board; KS5 Raising Standards Network to report termly to CASH; data shared on time by CL and schools</p>	<p>Agreement on data sharing protocols; GDPR compliance; funding for support</p>

<sup>10</sup> \*A post-16 data pack will be commissioned, e.g. from MIME, to set out the relevant statistics and information required for the different actions in this plan

	<p>1.1.2 Develop analysis of Camden providers' Post-16 outcomes to form basis of Post-16 Partnership Board focus and KS5 Raising Standards Network approach (based on ALPS plus other attainment/progress outcomes and destinations data)</p> <p>1.1.3 Agree timetable for Post-16 slots on the CASH agenda for the coming year</p>	<p>By end April 2026</p> <p>By end July 2026</p>	<p>CL Post-16 Lead, CL Post-16 Specialist and CL Data*</p> <p>Post-16 Partnership Board (CASH)</p>		
	<p><b>1.2 Targeted school-to-school subject support</b></p> <p>1.2.1 Through data and other research, identify schools in the borough that provide subjects with substantial student entries that are higher-performing (i.e. A Levels and Applied General ALPS QIs of 1 to 4) and those lower-performing in terms of ALPS (i.e. QIs below 4). Report findings to KS5 Raising Standards Network/Post-16 Partnership Board. <b>NB this may necessitate looking outside Camden for higher-performing departments.</b> NB LaSWAP data will be required at 'taught at' level to analyse quality of education (not 'registered at', which better reflects pastoral and leadership aspects, inc QA).</p> <p>1.2.2 Decide on feasible size and scope of approach (resource driven), then pair up higher-performing subject departments with lower-performing departments for</p>	<p>Mar 2026 onwards</p> <p>By end July 2026</p> <p>By end July 2026</p>	<p>CL Post-16 Lead, CL Post-16 Specialist and CL Data*</p> <p>Post-16 Partnership Board (CASH)/KS5 Raising Standards Network, supported by</p>	<p>Target subject departments ALPS improve to QI of 4 or better by Summer 2028</p> <p>Overall ALPS QI (academic and tech/voc) for Camden secondary schools/college improves to 3 or better (top quartile progress) by summer 2030</p>	<p>Funding of coaching, support and challenge work will be required</p>



	<p>school/cluster decides to work on its identified areas for improvement.</p> <p>1.2.4 Review outcomes and effectiveness of subject support against KPIs; decide on next steps</p>	By Autumn 2028	Post-16 Partnership Board (CASH)/KS5 Raising Standards Network, supported by CL Post 16 Lead and CL Post-16 Specialist		
	<p><b>1.3 Borough-wide Post-16 CPD programme</b></p> <p>1.3.1 Develop agreed (by Post 16 Partnership Board (CASH), informed by KS5 Raising Standards Network) borough-wide CPD programme on Post-16 curriculum &amp; subject pedagogy (for Levels 1, 2 &amp; 3). Build upon existing A Level Science Masterclass programme.</p> <p>1.3.2 Implement agreed CPD programme</p> <p>1.3.3 Assess impact of CPD programme and make recommendations to the Post-16 Partnership Board (CASH)/KS5 Raising Standards Network for next steps</p>	<p>Mar 2026 – Jul 2027</p> <p>By end Jul 2026</p> <p>From September 2026 to Jul 2027</p> <p>Summer Term 2027</p>	<p>CL CPD Lead</p> <p>CL CPD Lead</p> <p>CL Post-16 Lead and CL Post-16 Specialist</p>	<p>X% of teaching staff in targeted subjects attend at least 2 sessions/yr; improvement in ALPS scores in targeted subjects, starting with the 'biggest subjects', inc Ma (NB review impact of L3 Science subjects CPD already provided). Success here will support the aim of achieving borough-wide ALPS QI of 3 or better (see 1.2 above).</p>	Staff availability; budget
	<p><b>1.4 Improve Post-16 Attendance</b></p> <p>1.4.1 Agree on Post-16 attendance reporting across the borough and provision of data to the Post-16 Partnership Board/KS5 Raising Standards Network for discussion and identification of what's working to improve attendance</p>	<p>Mar 2026 to Jul 2027</p> <p>By end Jul 2026</p>	<p>Post-16 Partnership Board (CASH)/ KS5 Raising Standards Network, supported by CL Post-16 Lead, CL Post-</p>	<p>Improvement of X ppt (TBD following data collection) on borough Post-16 attendance by Jul 2028 (baseline needs to be established)</p> <p>Improve Post-16 attendance in Camden</p>	Complex social and /or safeguarding cases

	<p>1.4.2 Review what providers are doing to improve Post-16 attendance, including the pivotal role of pastoral care and breaking down barriers for students; identify potentially effective approaches to share. Look outside Camden if necessary (London/national success stories).</p> <p>1.4.3 Present paper on improving attendance to Post-16 Partnership Board (CASH) for discussion and consideration of potentially effective approaches to implement</p> <p>1.4.4 Implement any agreed approaches to improve Post-16 attendance; keep under review and keep Post-16 Partnership Board informed</p> <p>NB this could link/overlap with the KS5 Raising Standards Network work in 1.1 above, e.g. it could be the way a school/cluster decides to work on its identified areas for improvement.</p>	<p>By end Jul 2026</p> <p>By end Autumn Term 2026</p> <p>Jan to Jul 27</p>	<p>16 Specialist and CL Data*</p> <p>Post-16 Education Strategy Implementation Group<sup>11</sup>, supported by CL Post-16 Lead</p> <p>CL Post-16 Lead</p> <p>Post-16 Education Strategy Implementation Group, supported by CL Post-16 Lead</p>	<p>schools to above national average by 2030 (dependent on identifying the national average; possibly use secondary school national average as benchmark?). Success here will also support the aim of achieving borough-wide ALPS QI of 3 or better (see 1.2 above) – if students are attending better they will learn better.</p>	
	<p><b>1.5 Camden Post-16 Marketing Campaign</b></p> <p>1.5.1 With the support of professional marketing expertise, develop a coordinated Camden Post-16 marketing campaign (to incl. “Oxbridge &amp; Elite</p>	<p>Launch Autumn Term 2026; refresh annually.</p> <p>By end of Autumn Term 2026</p>	<p>CL/Council Comms + Marketing Leads</p>	<p>Maintain Camden resident applications to Camden providers and increase applications to Camden Post-16 from non-borough residents rise by XX ppt (year-on-year)</p>	<p>Competition from other boroughs/providers .</p> <p>Funds for Post-16 Next Steps website and for</p>

<sup>11</sup> The Post-16 Education Strategy Implementation Group is the group of post-16 leaders (directors/heads of sixth/deputy heads) who have been meeting 3 or 4 times a year since 2022. It might be that this group is replaced by the KS5 Raising Standards Network.

	<p>Pathways” and “Camden Google AI/STEAM” programmes)</p> <p>1.5.2 Review the effectiveness of the <u>Camden Post-16 Next Steps website</u> to improve further for 2026/27 version. Gather student and teaching staff voice, latest enrolment data; respond by updating the website as required and build upon its content and functionality to improve careers information, advice and guidance (CEIAG) and to support further the work already done by the STEAM Team in this area of the BBS.</p>	Refresh of Next Steps website for AY2026/27 by half term Autumn 2026	CL/Council Comms + Marketing Leads. STEAM Team via work already underway in BBS.		professional marketing support
From original BBS Strategy	<p><b>1.6 ‘Flying High’ initiatives:</b></p> <p>1.6.1 Future Leaders (CC/CL funded) Continue with the annual FL programme (see <a href="https://www.futureleaders.uk/">https://www.futureleaders.uk/</a>), funding 100 Camden sixth form students. AY 25/26 cohort commences programme.</p> <p>1.6.2 Review the outcomes of the Future Leaders programme (impact reports as well as available destinations information) for Camden students of the 2023/24, 2024/25 and 2025/26 cohorts. Use review to take a decision on future funding.</p> <p>1.6.3 Access Project (pilot – CL funded) Explore possibilities of school(s) working with the Access Project (see <a href="https://theaccessproject.org.uk/about/">https://theaccessproject.org.uk/about/</a>) as a complementary/alternative programme to Future Leaders. Test&amp; Learn year 25/26</p>	<p>AY25/26 cohort in place by Nov25</p> <p>By end Jul 26</p> <p>By end Jul 26</p>	<p>CL Post-16 Lead</p> <p>CL Post-16 Lead Decision made by CEO CL/CC official</p> <p>CL Post-16 Lead</p>	<p>Successful applications to Russell Group universities by disadvantaged students rise by X ppt by summer term 27 (number to be determined following ascertainment of baseline – see CL Data pack to be commissioned)</p>	<p>Continuing annual funding from CC/CL for the Future Leaders programme.</p> <p>Pilot funding from CL for the Access Project exploratory work</p>

	1.6.4 Review progress of initiative between CSG and LaSWAP to link prospective medicine students – impact in terms of applications/success rate, sustainability of partnership, scope for expansion.	By end Jul 26	CL Post-16 Lead		
Strategic Action Area	Key Actions	Timeline	Lead Responsibility	Success Measures / KPIs	Dependencies & Risks
<b>2. Provide meaningful pathways</b>	<b>2.1 Apprenticeship Pathways</b>	Mar 2026 to Jul 2027			
	2.1.1 Carry out a scoping exercise to engage key stakeholders and gather insights into current apprenticeship provision, as well as schools’ confidence and knowledge of the sector. <b>NB detail of plan here will be provided following the outcome of the STEAM Team’s scoping exercise (but see opening suggestions in the grid at Appendix 3).</b> FOR EXAMPLE:	By end Jul 2026	CL Apprenticeships Lead (STEAM Team)	For example: 100% of careers staff and KS4/5 tutors trained; apprenticeships uptake ↑ Xppt by Jul 2027 (number to be determined following ascertainment of baseline - see CL Data pack to be commissioned)	DfE changes to apprenticeship levy approach
	2.1.2 Provide borough-wide CPD for careers leads and KS4/5 tutors on apprenticeships, inc. Foundation Apprenticeships. Provide other apprenticeships support to schools, guided by the STEAM TEAM-led scoping exercise	From start of Autumn term 2026	CL Apprenticeships Lead (STEAM Team) and Future Talent (CC team)		
2.1.3 Review impact of CPD and other support provided with a view to improve for 2027/28 (inc. level of appropriate take up of apprenticeships, teaching staff knowledge of apprenticeship routes and	By end Jul 2027	CL Post-16 Lead			

	<p>the effectiveness of pastoral care and the role of the tutor in supporting students' decision making and raising aspirations, especially of disadvantaged students. NB student voice!)</p> <p>2.1.4 Provide refreshed continuing support for appropriate school staff for 2027/28</p>	By Autumn Term 2027	CL Apprenticeships Lead (STEAM Team) and Future Talent (CC team)		
	<p><b>2.2 Review Entry Requirements to Post-16 Pathways</b></p> <p>2.2.1 Data analysis of 2025 Post-16 outcomes for each provider to review how entry requirements correlate with those outcomes at learner level (inc. use of transition matrices and ALPS QI progress data to ensure attainment and progress are considered). Present findings to the Post-16 Partnership Board (CASH) for discussion, e.g. what pathways, in the evolving Post-16 landscape, can we develop for those not at A Level standard but have a clutch of 'standard passes'?</p> <p>2.2.2 Borough-wide review of appropriateness of providers' entry requirements for different pathways. Paper presented and recommendations made to Post-16 Partnership Board (CASH).</p>	<p>Mar 2026 to Jul 2027.</p> <p>By end Jul 2026</p> <p>By end July 2026</p>	<p>CL Post-16 Lead and CL Data*</p> <p>CL Post-16 Lead and CL Data*</p>	<p>Reduced learner drop-out in Y12/13 (provide a number post-data analysis); improved L3 outcomes, especially A Levels; improved technical/vocational outcomes at L2 and L3. (provide numbers post-data analysis). Success here will support the aim of achieving borough-wide ALPS QI of 3 or better (see 1.2 above).</p>	Institutional autonomy concerns
	<p><b>2.3 SEND and lower-attainers Post-16 Pathways</b></p>	Mar 2026 to Jul 2027.		New/expanded pathways operational from Sept 2027.	

	<p>2.3.1 Analyse existing SEND and lower-attainers Post-16 provision across the borough using the latest Post-16 Next Steps website information (in 'Directory'). Identify gaps in provision and potential for necessary growth of existing provision; include an analysis of outcomes as part of review. Present paper to Post 16 Partnership Board (CASH) for consideration and feedback.</p> <p>2.3.2 Use CASH feedback to develop recommendations for improvement to SEND and lower-attainers Post-16 pathways in the borough. Ensure a focus on employability skills/appropriate work experience NB need for student voice. Present draft proposals to CASH.</p> <p>2.3.3 Develop proposals from CASH feedback and present back to CASH for refinement/agreement.</p> <p>2.3.4 Plan for implementation of CASH-agreed approach to improve Post-16 SEND and lower-attainers provision.</p> <p>2.3.5 Implement/plan for agreed revised approach.</p>	<p>By end Summer Term 2026</p> <p>By end Autumn Term 2026</p> <p>By end Spring Term 2027</p> <p>April 2027 to Jul 2027</p> <p>From Sep 2027</p>	<p>CL Post-16 Lead, CL/CC SEND Leads, STEAM Team</p> <p>CL Post-16 Lead, CL/CC SEND Leads, STEAM Team</p> <p>CL Post-16 Lead, CL/CC SEND Leads, STEAM Team</p> <p>CL Post-16 Lead, CL/CC SEND Leads, STEAM Team</p> <p>Schools</p>	<p>Camden SEND NEET ↓ X ppt and overall NEET ↓ Y ppt by Sept 2028. Establish baselines and targets using the CL Data* pack – to be commissioned)</p> <p>(NB National NEET figures 2024: 16-17 YO 4.6%; 18-24 YO 16.2%.)</p>	<p>Specialist staff recruitment and funding. Availability of appropriate courses/qualifications (following outcomes from Curriculum and Assessment Review – Autumn 2025)</p>
<p>From original BBS Strategy</p>	<p><b>2.4 Technical Pathways: the Camden T Level Curriculum</b></p> <p>2.4.1 Through the existing 'Camden T Level Network' (set up by the STEAM Team T Level lead in Autumn 2024),</p>	<p>Termly meetings throughout each academic year</p>	<p>STEAM Team T Levels lead</p>		<p>DfE changes to curriculum and assessment landscape. Continuing CL support for schools in sourcing</p>

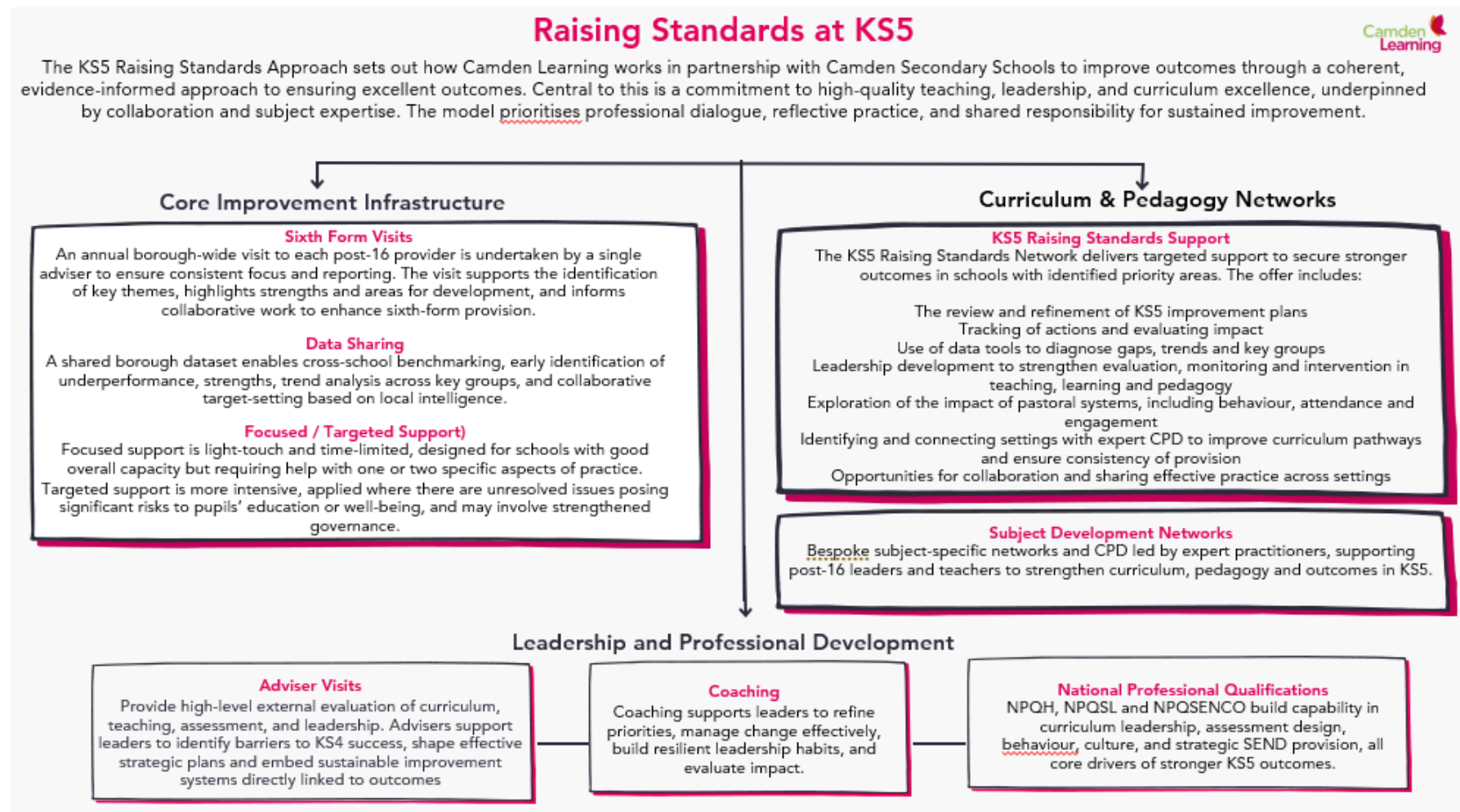
	<p>ensure that Camden’s provider schools are collaborating to:</p> <ul style="list-style-type: none"> <li>(i) to solve T Level implementation issues</li> <li>(ii) identify best practice in teaching and assessing T Levels, drawing on the support of Education &amp; Training Foundation (ETF) colleagues</li> <li>(iii) learn from each other when considering new subjects and setting them up for commencement</li> <li>(iv) communicate with each other about which subjects are being considered for commencement and how schools can work together to ensure student needs are met while not over-supplying the borough with overlapping courses</li> <li>(v) use evidence from T Level outcomes to improve standards and provision.</li> </ul> <p>2.4.2 Review the Camden T Level Curriculum in terms of provision and outcomes (using first two cohorts data – covering AYs2025/26 and 2026/27). Make recommendations based on the review to Post-16 Partnership Board (CASH).</p> <p>2.4.3 Using the Post-16 Education &amp; Skills White Paper (October 2025), consider the role of the new ‘V Levels’ in the Post-16 landscape and for whom and how they will provide meaningful pathways. Keep the Post-16 Partnership Board (CASH) informed on how V Levels are developing and the progress of the subsequent Bill.</p>	<p>Sep 2027</p> <p>July 2026</p>	<p>STEAM Team T Levels Lead and CL Post-16 Lead</p> <p>STEAM Team T Levels Lead and CL Post-16 Lead</p>		<p>meaningful industry placements.</p>
<p>From original BBS Strategy</p>	<p>2.5 Planning Pathways: Learner Profiles (previously ‘Life Futures Plans’)</p>	<p>From Mar 2026 to Jul 2027</p>		<p>Each school has an approach to students</p>	

	<p>2.5.1 Build on the test and learn 'life futures plan' pilot work from last year by:</p> <p>(i) bringing together the right people from each Camden secondary school to explain what their schools are doing to prepare their students for developing their own learner profiles (or the like) that support them in thinking about and applying for the next steps in their education/training journey</p> <p>(ii) collaboratively identifying the best practice in this area and develop potential approaches for our schools to support students in producing learner profiles that celebrate achievements and help them think about planning next steps. Include consideration of relevant platforms on which the learner profiles are/could be based upon.</p> <p>(iii) as part of the work here, develop ways to identify cohorts of students most at-risk of becoming NEET (at age 17 and also from age 19) and provide targeted support to consider options across all pathways.</p> <p>(iv) Present the findings to CASH for consideration and potential adoption.</p>	<p>By Summer Half Term 2026</p> <p>By end Jul 2026</p> <p>By end Jul 2026</p> <p>By end Autumn Term 2026</p>	<p>CL Post-16 Lead and PSHE/Careers/Pastoral Staff in schools</p> <p>CL Post-16 Lead and PSHE/Careers/Pastoral Staff in schools</p> <p>CL Post-16 Lead</p>	<p>producing a learner profile by the end of Year 11</p>	<p>Curriculum time constraints</p>
<b>Strategic Action Area</b>	<b>Key Actions</b>	<b>Timeline</b>	<b>Lead Responsibility</b>	<b>Success Measures / KPIs</b>	<b>Dependencies &amp; Risks</b>
<b>3. Ensure strong 'basics' of English and Mathematics</b>	<p><b>3.1 Camden approach to English and Maths</b></p> <p>3.1.1 Carry out a thorough data analysis for 2024 and 2025 outcomes for En and</p>	<p>Jan 2026 to Jul 2027</p> <p>By end Spring Term 2026</p>	<p>CL Data*</p>	<p>Reduced proportion of students not achieving 4+ in En and Ma GCSE at age 16. (provide a</p>	<p>Outcome actions from CAR unclear on grade 2 and below at GCSE in Y11; learner</p>

	<p>Ma for all Camden schools/CCCG (Kings Cross) at: (i) KS4; (ii) KS5 (to include transition matrices for KS5 to identify best performing providers). Present to the Post-16 Partnership Board (CASH) for discussion and identification of potential action.</p> <p>3.1.2 Using the output from the Post-16 Partnership Board (CASH) and the final report of the Curriculum and Assessment Review, develop a range of approaches to: (i) improve En and Ma outcomes at KS4 (i.e. to reduce the proportion of students needing to resit En and Ma after Y11); (ii) identify a potential optimal approach to Post-16 En and Ma resits (bearing in mind the output from the CAR) – what’s working well, what isn’t across the Post-16 providers. NB potential for teacher CPD, exam board analysis, curriculum approach (inc when students entered for resit), learning from other schools, potential external provider initiatives.</p> <p>3.1.3 Present potential approaches to Post-16 Partnership Board (CASH) for feedback/agreement.</p> <p>3.1.4 Implement agreed approaches and keep under review.</p>	<p>By end Jul 2026</p> <p>By end Jul 2026</p> <p>From Sep 2026</p>	<p>Heads of En and Ma in Camden (KS4 and 5), supported by CL Maths Lead</p> <p>Post-16 Strategy Implementation Group, involving Heads of En and Ma in Camden (KS4 and 5), supported by CL Post Lead and CL Maths Lead Camden Schools/CCCG</p>	<p>number post-data analysis)</p> <p>All learners achieve L2 Eng/Maths (or any equivalent measure that the Curriculum and Assessment Review identifies, if agreed by government) by age 19; supports NEET-rate reduction in 2.3.</p> <p>NB 2024 and 2025 Camden Y11 gaining GCSE En <u>and</u> Ma: standard pass+ 67%('24)/63%('25); strong pass+ 51%('24)/47%('25).</p>	<p>engagement, inc attendance; timetable pressures; institutional autonomy concerns</p>
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Strategic Action Area	Key Actions	Timeline	Lead Responsibility	Success Measures / KPIs	Dependencies & Risks
<b>4. Develop future skills</b>	<p>4.1 Meet the demands for skills of local enterprise, industry and public service</p> <p>4.1.1 Audit the range of employment-based activities being undertaken by CL STEAM, Camden Council and CCCG teams. Review progress on Goal 18 (STEAM led) in the BBS implementation plan to see what has improved with schools CEIAG. Bring together in a coherent paper, including a comprehensive calendar of annual/other events provided by CC and CL teams for the Post-16 Partnership Board (CASH) to consider.</p> <p>4.1.2 Develop further ways to connect providers with wider initiatives from Skills England / Local Skills Improvement Plans; Industrial Strategy sectors; supporting them to deliver on, for example, necessary Curriculum and Assessment Review changes.</p> <p>4.1.2 Work on Post-16 Partnership Board (CASH) recommendations from summer term CASH meeting – focus on best ways to raise awareness of events and how schools can plan these into their curricula.</p>	<p>Mar 2026 onwards</p> <p>By Summer Half Term 2026</p> <p>By end Jul 2026</p> <p>From Jul 2026</p>	<p>CL Post-16 Lead and STEAM/Council team leads</p> <p>CL Post-16 Lead and STEAM/Council team leads</p> <p>CL Post-16 Lead and STEAM/Council team leads</p>		<p>Employer capacity</p>

## Appendix 1 – Overview of Approach



## Appendix 2 - KS5 Raising Standards Network Terms of Reference

### 1. Purpose

The KS5 Raising Standards Network operates as a strategic school improvement forum focused on collective accountability, evidence-informed leadership, and shared professional expertise, bringing together Post-16 and Sixth Form leaders from schools and colleges across the borough to:

- Secure improved outcomes across all KS5 qualification pathways (A Level, Applied General, Technical).
- Develop a shared understanding of borough-wide trends in attainment, progress, retention, and destinations.
- Strengthen the quality, coherence, and evaluative rigour of KS5 Improvement Plans.
- Ensure robust systems for monitoring, intervention, and quality assurance in teaching, learning and curriculum.
- Explore how pastoral systems, attendance, behaviour, and learner engagement contribute to academic success and progression.
- Promote high-quality curriculum pathways and access to expert CPD that strengthens subject and pedagogical expertise.
- Facilitate collaboration, shared practice, and system leadership across settings.
- Support the effective implementation of the Camden Post 16 Strategy.

### 2. Core Principles

The KS5 Raising Standards Network brings together Post 16 and Sixth Form leaders from schools and colleges across the borough to:

- **Collective moral purpose** – improving outcomes and life chances for all young people.
- **Transparency and professional challenge** – open, honest sharing of data, strategies, and evaluation.
- **Evidence-informed practice** – using robust analysis to identify gaps, risks, and priorities.
- **System leadership** – schools and colleges supporting and challenging each other to raise standards across the borough.
- **Equity and inclusion** – reducing attainment, retention, and destination gaps for disadvantaged and vulnerable learners.
- **Sustainability** – strengthening leadership capacity and subject expertise for long-term impact.

### 3. Scope

The Terms of Reference apply to all Post-16 pathways delivered in the borough, including:

- A Levels
- Applied General qualifications
- Technical and vocational routes
- Level 2 resit or transition pathways (where delivered as part of Post-16 provision)

The Network will consider the full breadth of KS5 accountability measures, including attainment, progress, retention, completion, and destinations.

#### **4. Key Functions**

##### **The Network will:**

##### **4.1 Analyse Post 16 borough data trends**

- Review headline outcomes across all qualification types.
- Analyse value-added estimates, grade distribution, subject-level variation, and high-risk areas.
- Review performance trends for key groups (e.g. Disadvantaged, SEND, EAL, gender, ethnicity).
- Use available data tools (e.g. ALPS, SISRA, internal systems) to diagnose gaps and inform improvement.
- Benchmark borough performance against national trends and statistical neighbours where available.

##### **4.2 Review and revise KS5 improvement plans**

- Conduct structured reviews of KS5 Improvement Plans from member settings.
- Evaluate the clarity of priorities, actions, milestones, and impact measures.
- Ensure alignment between diagnostic evidence, curriculum pathways, and planned interventions.
- Support refinement of plans through professional dialogue and constructive challenge.

##### **4.3 Strengthen the evaluation, monitoring, and intervention cycle**

- Review approaches to target-setting, assessment points, and progress monitoring.
- Share models for intervention mapping, teacher-level and student-level evaluation, and responsive planning.
- Examine the effectiveness of quality assurance processes, including lesson visits, work scrutiny, and subject reviews.
- Develop shared understanding of high-impact KS5 pedagogy such as extended writing, metacognition, disciplinary literacy, conceptual depth, and independent learning routines.

##### **4.4 Explore pastoral systems and learner engagement**

- Analyse the impact of attendance, punctuality, engagement, and behaviour patterns on academic outcomes.

- Review pastoral models (mentoring, coaching, safeguarding, study support) that promote resilience and positive learner habits.
- Identify strategies to strengthen retention and prevent subject or course drop-out.
- Review emerging themes in student voice relating to workload, support, curriculum experience, and wellbeing.

#### **4.5 Strengthen curriculum pathways and expert CPD access**

- Review the suitability, coherence, and demand of local curriculum pathways.
- Identify common subject-level CPD priorities across the borough.
- Connect schools with specialist CPD providers and subject networks.
- Commission subject-specific working groups (e.g. STEM, Humanities, Applied pathways) where needed.

#### **4.6 Improve Destinations and Progression Outcomes**

- Analyse positive destination data, including higher education, apprenticeships, employment, and training.
- Identify trends related to “not sustained” destinations or transitions.
- Share effective CEIAG models that develop aspiration, readiness, and progression.
- Strengthen consistency and equity of guidance for disadvantaged or vulnerable groups.

#### **4.7 Facilitate collaboration and sharing of effective practice**

- Share effective teaching, assessment, curriculum, and pastoral practices across settings.
- Support cross-school moderation and professional learning communities.
- Broker peer support for high-risk subjects or improvement priorities.
- Build leadership capacity through joint problem-solving and collaborative inquiry.

### **5. Membership**

Membership reflects strategic leadership responsibility for KS5 outcomes within each school including:

- KS5 Leaders, Directors of Sixth Form from each secondary school.
- Camden Learning Post 16 Adviser.
- Director of Learning and Impact

### **6. Frequency and Format of Meetings**

- Meetings will take place half-termly.
- Meetings will follow a structured agenda aligned to the annual assessment cycle.
- Sessions may include data workshops, peer review activities, and expert inputs.

## 7. Annual Cycle of Work

The Network's work will align to the KS5 academic cycle:

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Review summer outcomes.</li> <li>• Analyse subject-level strengths and gaps.</li> <li>• Identify &amp; signpost to examples of strong performance in individual schools</li> <li>• Review KS5 Improvement Plans.</li> <li>• Confirm target-setting frameworks and assessment points.</li> </ul>	<ul style="list-style-type: none"> <li>• Review mock / midpoint assessments.</li> <li>• Evaluate impact of interventions and curriculum adjustments.</li> <li>• Review learner engagement, attendance, and retention.</li> <li>• Adapt improvement plans based on risk profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Review readiness for final assessments.</li> <li>• Evaluate the effectiveness of teaching, learning and pastoral systems.</li> <li>• Identify borough-wide priorities for the next academic year</li> </ul>

## 8. Accountability and Reporting

- Meeting minutes will be provided to Headteachers following each half termly meeting.
- An update will be provided at each half termly CASH meeting.

## 9. Measures of Impact

The effectiveness of the Network will be evaluated through delivery and impact against the aims and ambitions set out in the Camden Post 16 Strategy and include:

- Improved borough-wide KS5 outcomes across pathways.

- Reduced attainment and progress gaps for key groups.
- Improved retention and completion rates.
- Higher rates of positive destinations and reduced “not sustained” outcomes.
- Stronger quality and consistency in KS5 Improvement Plans.
- Enhanced leadership confidence and subject expertise across settings.
- Evidence of effective cross-school collaboration and shared practice.

#### **10. Review of Terms of Reference**

This Terms of Reference will be reviewed annually.

### Appendix 3 - Draft ideas (pre-scoping work) linked with action area 2.1 on apprenticeships

Programme element/Resource	Description	Lead/Owner	Target Audience	Timeframe
Camden Apprenticeships Fair	Event to showcase apprenticeships that are available in Camden. Invite employers along to host stalls and interact with students	Kayleigh + STEAM Partners	Students (KS3/KS4), teachers	Medium term (National Apprenticeships Week 9-13 Feb 2026)
Staff Training / CPD for Teachers and Careers Leads	Deliver CPD sessions to school staff, careers leads and subject teachers to build confidence in talking about apprenticeships. Training will cover the apprenticeship landscape, progression routes, and specific opportunities in STEAM sectors.	Kayleigh + CFT Team	Teachers, Careers Leads, School Leadership	Short–Medium term (pilot during 2025/26 academic year, with annual refresh thereafter)
Introductory resource – 'What is an Apprenticeship?'	Overview of what apprenticeships are, how they work, and why they matter.	Kayleigh with support from Camden Future Talent (CFT)	Students (KS3/KS4), Teachers	Short-term (1–2 months)
Apprenticeship pathway maps by industry	Visual maps showing routes into apprenticeships across key STEAM sectors.	Kayleigh + STEAM Partners	Students, Careers Leads, Parents	Medium-term (3–4 months)
Assembly/workshop plans for KS3 & KS4	Ready-to-deliver content for in-school sessions on apprenticeships.	STEAM and CFT	Teachers, Careers Staff	Short-term (1–2 months)
Case studies of Camden apprentices in STEAM roles	Real stories that showcase local role models and pathways.	Kayleigh, STEAM partners/ambassadors	Students, Schools, Parents	Ongoing / Rolling
Teacher briefing pack	A resource to support confident, accurate conversations about apprenticeships.	Kayleigh with support from wider STEAM/CL team	Teachers, Careers Advisors	Short-term (1–2 months)
Parent/Carer fact sheet	Simple guide addressing FAQs and common concerns.	Kayleigh with support from wider STEAM/CL team	Parents/Carers	Short-term (1–2 months)
Video content – apprentice/employer interviews	Engaging short videos that bring apprenticeship journeys to life.	Kayleigh + Media Partners/Schools	Students, Parents, Teachers	Medium-term (3–6 months)