

# Annual Review

## 2019-2020





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# Introduction

## This has been an extraordinary year but one which has demonstrated the benefits of Camden Learning as a school-led partnership.

Up and down the country, the pandemic exposed the many inequities in our education system and underlined the fragility of children struggling with a concentration of disadvantages. Working productively alongside one another and in active collaboration with the council, with health and other key partners, our schools created a powerful platform for managing the response to the immense challenges of the pandemic. Their commitment, not only to collaborative and inclusive values, but also to engagement with families and communities, has driven a coordinated response bringing schools together to provide much needed support, particularly for those most in need. The unique integration of local health and wellbeing services into Camden Learning services has been especially important in enabling effective, coordinated support to our educational settings during the pandemic.

The challenges that emerged from the pandemic early in 2020 did not prevent schools making progress. We're starting from strong foundations. All our schools are good or outstanding, compared with 86% nationally, and as you will see in this report, the attainment levels of our children and young people continue to improve across all key stages – even allowing for national uncertainties around exam outcomes in the summer. In 2019, nearly three-quarters of children began school with a good level

of development, compared to just over half in 2009; almost three-quarters of pupils left primary school with the skills they would need for their next stage in learning; and more young people than ever before are achieving well in their GCSEs and A-Levels.

And yet we know that we have much further to go. For example, the chances of leaving school in Camden without a purposeful destination – with no education, no training and no job – remains higher for young people from a disadvantaged background compared with their peers. And while the number of pupils being excluded from Camden mainstream secondary schools has

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*Our schools created a powerful platform for managing the response to the immense challenges of the pandemic.*

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reduced for the past three years, there remains disproportionality of exclusion for some groups. These problems are not unique to Camden, but the impact of COVID-19 has brought the stark reality of growing inequalities even more sharply into focus and has reinforced our determination to do more about them.

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*These achievements rest on the work of children and young people and on the enormous efforts of our leaders and all involved in our schools.*

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This report focuses on the academic year 2019-2020. We cannot wait around to see how the immediate aftermath of the pandemic pans out. Waiting is a luxury our children – especially the most disadvantaged – cannot afford. We need to build on our learning from the early months of the pandemic. For example, experience has underlined the fact that, while teachers and the quality of teaching remain as important as ever, technology and online learning and support are playing an increasingly important role. We need to ensure that this is effectively harnessed as we move into the future. At the start of the new academic year, we embarked – in partnership with the council – on the development of a new Education Strategy for Camden. We expect this to guide our policy and action over the next few years. It is important therefore that everyone with an interest in education has the opportunity to contribute their ideas, energy and inspiration and we look forward to engaging with you in that process.

We hope that you find this Annual Report informative and take pride in being part of the many achievements of this past year. These rest on the work of children and young people and on the enormous efforts of our leaders and all involved in our schools. We should also like to recognise the contributions from the staff and directors of Camden Learning, and to other key partners and supporters. Many significant challenges lie ahead, and we will only be able to address these through continued partnership and collaboration. We look forward to working with you all in the coming year to make sure that our children and young people have the best possible start in life.

**Jon Abbey, Managing Director** and **Christine Gilbert, Independent Chair**



# Who we are

## Camden Learning is a not-for-profit company set up as a joint venture between local schools and the council.

As a company limited by guarantee, we do not have share capital or shareholders. Instead, we have 'members': these are our schools, who have committed to supporting Camden Learning's work for the good of all children in our schools. We are a distinctly **school-led** organisation, drawing on the pool of skills and experience within our members, for the benefit of all.

We bring teachers, headteachers and other education professionals together to share expertise and drive improvement; not only for the good of their own school, but also for the collective benefit of all local schools and their pupils.

### Our vision

We want Camden to be a place where everyone has a chance to learn and thrive. This means ensuring that every child enjoys learning and achieves well, so all leave school as confident, successful learners and good citizens.

### Our partnership promise

#### Camden Learning will:

- Make sure every child is known, valued and thrives
- Support early learning as the foundation for success
- Create opportunities so every teacher enjoys teaching and keeps improving
- Build connections to support school and area improvement, innovation and excellence
- Share intelligence and act on evidence
- Welcome challenge
- Celebrate success
- Work with other public services, such as health and housing
- Learn from, and contribute to, the best practice in the world.

### Our goals

- High standards
- Exceptional schools
- No child left behind
- Joint endeavour
- A centre of innovation and educational excellence

### What we do

**Camden Learning works with schools to improve teaching and learning, sharing responsibility for the achievements and wellbeing of children and the excellence of all schools.**

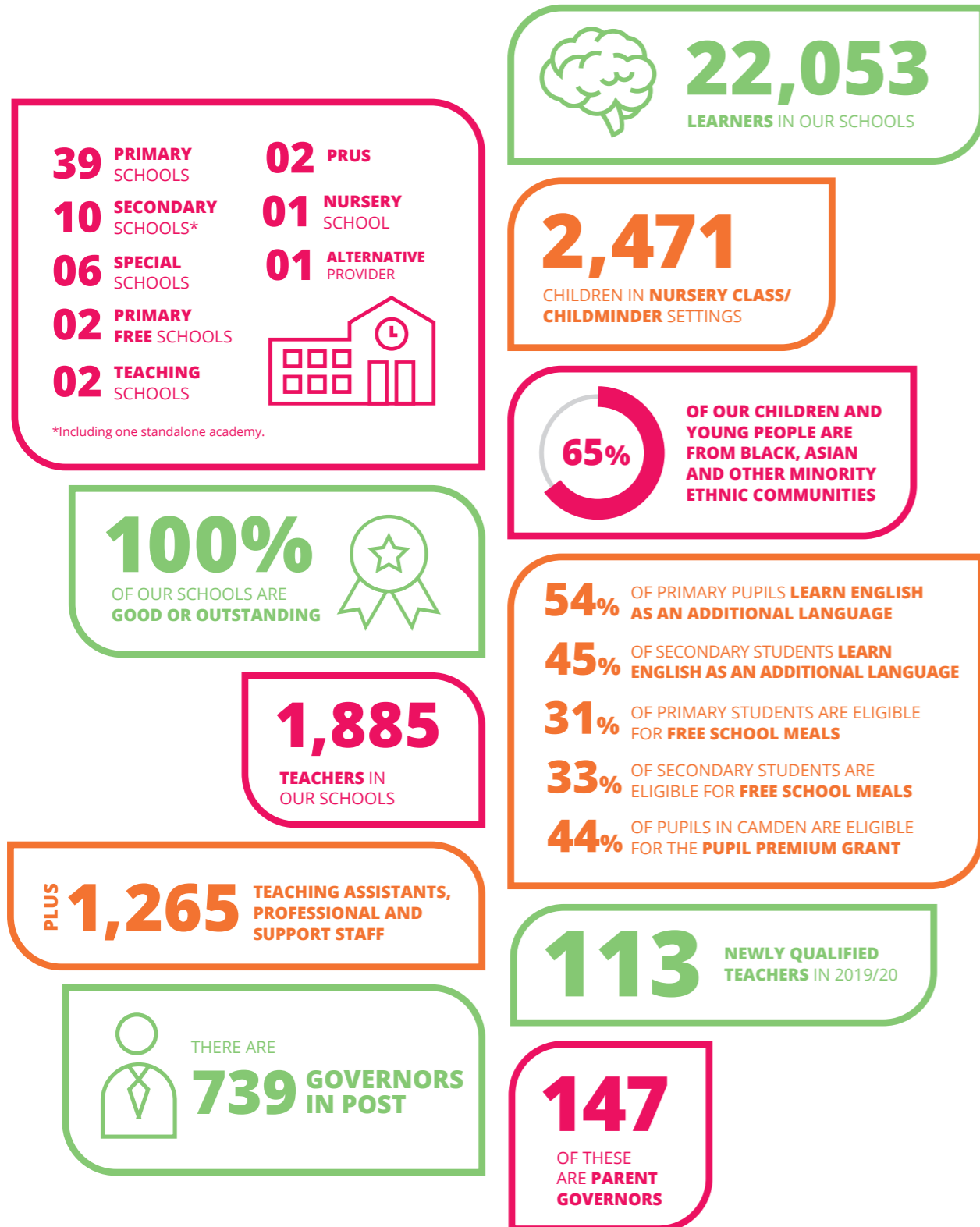
This means supporting schools with their development and helping to ensure that they have the best people and practices in place. We aim to attract and retain the very best teachers, headteachers and school leaders, and to promote a culture of creativity and innovation amongst local practitioners. We create development opportunities for teachers, headteachers, governors and other practitioners: we do this by connecting schools to share learning and accelerate improvement.

We are focused on building both excellence and equity in our local education system. By creating a strong partnership between schools, the council, local public services such as health and care services, and others with an interest in education, Camden Learning helps to enrich learning, raise standards and drive improvement, making sure that every child gets the right support to thrive and reach their potential.

*We are focused on building both excellence and equity in our local education system.*



# About Camden



## Our priorities 2019-2020

Our strategic priorities for the period up to the end of December 2020 are:

-  **1. Building Camden Learning as a force for improvement**
-  **2. Developing great teachers and inspiring learners**
-  **3. Attracting, developing and keeping the best leaders**
-  **4. Enriching learning in Camden**





### Our School Improvement Offer

Camden Learning has been commissioned by Camden Council to lead and offer a range of education services to support all schools. These include school improvement, governor services, health and wellbeing services, and also services newly commissioned over the past year, including music services, the inclusion and attendance service and the STEAM programme. There is a core 'universal' entitlement of support for each school, but those with the greatest need have more help. While all Camden schools receive our core 'member support service', additional support can be purchased directly or through subscription.

Our tiered subscription service meets schools' differing needs and is popular and well supported. Schools taking the highest level of subscription receive the broadest package of up-front support and the greatest discount on additional training.

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*Camden Learning makes the best use possible of the vast range of expertise that exists within our schools.*

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Our school-improvement work is intelligence-based – rooted in high quality data and analysis and risk-based assessment – but its delivery is very much school-led. This means that local schools work together to support each other, and that Camden Learning makes the best use possible – through brokerage arrangements – of the vast range of expertise that exists within our schools.



# Achievements in 2019-2020

**Clearly, the past few months have been dominated everywhere by the COVID-19 pandemic, and the need for communities to collaborate and work together to support one another has rarely been so pressing.**

Commitment to such collaboration has been at the core of Camden Learning partners' work from the beginning, and this foundation has proved the base for a swift and effective local response to the pandemic.

Following the COVID-19 outbreak early in 2020, Camden Learning, through its role of 'single point of contact', offered extensive support for the borough's schools and expanded its role in coordinating briefings and information exchange. Throughout the pandemic we have been in regular weekly communication with Camden council, Public Health and other services, and we have kept schools informed of developments through the weekly Schools' Bulletin, headteachers' meetings and daily email updates to all headteachers.

We have also been sending out Weekly Wellbeing Tips for schools to put on school websites for parents, staff and pupils.

Feedback from our members confirms that the communication and support offered through Camden Learning was a key factor in enabling all our schools and services to continue operating at a high level throughout the pandemic, to the benefit of our children and young people and their families. The positive impact of this can be seen in our achievements and progress against our priorities.



*"I was reflecting last night on the Camden approach. I would like to say thank you for being approachable, proportionate in your response and supportive to all of us."*

**Headteacher, Primary and Nursery School**

## Priority 1: Building Camden Learning as a force for improvement

*We said we would focus on:*

-  **Building a strong, financially sustainable company, with an effective board and good participation from partner schools.**
-  **Excellent engagement with all stakeholders.**
-  **New and innovative practices.**

-  **Retaining more Camden children in our schools at 11+ and young people at post-16.**
-  **Supporting the development of local education partnerships both across London and at national levels.**

COVID-19 notwithstanding, Camden Learning has continued to develop and grow strongly as an organisation. Following the addition of Camden SENDIASS to the local authority's commission in 2018-19, we were further commissioned this year to take on responsibility for delivering the Inclusion Service, charged with strengthening inclusion, reducing exclusions and the number of children missing education – responding directly to the Timpson Review. The work of both the Attendance Service and the STEAM and Partnerships Team was also added to the council's commission, as was the strategic and line management of the Camden Music Service.

The well-established culture of collaboration within the Camden Learning partnership, with transparency and constructive challenge underpinned by supportive and trusting relationships, has facilitated the successful integration of these additional services into our work. It has also enabled a speedy and coordinated response to COVID-19 and its potentially disproportionate impact on disadvantaged families.

*"I wanted to say thank you for keeping us sane in all this madness! You have brought all heads together. That wouldn't have happened without you! The camaraderie amongst colleagues has been a blessing, especially at a time when many of us have had to deal with staff anxiety, information overload and planning."*

**Primary headteacher (email to Camden Learning)**

Camden Learning's position as a trusted broker ensured the quick and smooth adaptation of its 'single point of contact' role in response to the pandemic, enabling continued widespread school engagement through well-established communication networks and readily available, quickly accessible support from Camden Learning staff.

Our collaborative work has continued to extend beyond Camden. Camden Learning is playing a leading role in the development of shared practice and innovation in school improvement partnership working, both in London and nationally. In October, for example, our Chair, working with colleagues from both Camden and Sheffield, led an intensive and comprehensive peer review of Birmingham Education Partnership (BEP) – the kind of exercise that brings benefits to both reviewed and reviewer. Camden Learning's Managing Director has also been working with Oldham Learning Partnership, advising on the construction of an Outcomes Framework for the new partnership, including the accountability and reporting mechanisms required for the Oldham Board.

As a company, Camden Learning is in a strong position and is as well placed as any to manage the risks associated with the pandemic and its longer-term aftermath. While our current financial position is healthy, we clearly need to be prepared for the inevitable challenges of the future.

*"...a thorough, detailed and helpful report. It leaves us with some challenges but also encourages us that we have been moving in the right direction."*

**Estelle Morris, Baroness Morris of Yardley**



## Priority 2: Developing great teachers and inspiring learners

*We said we would focus on:*

-  **Sustaining the proportion of schools that are good and outstanding, with no school Requiring Improvement or Inadequate.**
-  **Making sure that all schools have effective safeguarding arrangements.**
-  **Taking on responsibility for the management of attendance and exclusion.**
-  **Faster rates of improvement in educational outcomes for vulnerable groups of children.**
-  **Developing an effective post-16 strategy.**

Despite COVID-19, our schools have continued to perform well. All Camden schools are good or outstanding, compared with 86% nationally. This continued high level of performance has been underpinned by an existing culture of trust and mutual support within an engaged community of schools, enabling effective supportive action where needed.

Within days of initial lockdown due to the pandemic, Camden Learning moved the CPD offer online and facilitated regular dedicated update and support sessions aimed at key leads within schools, including SENDCOs, Mental Health Leads, Designated Safeguarding Leads (DSLs), Public Health, SENDIASS, and parent representative groups. In addition, daily bulletins containing attendance data, guidance and relevant links went to all schools throughout the pandemic.

The disproportionate impact of COVID-19 on the most disadvantaged families is well-documented, and the continued strong performance of our schools and quality of outcomes for our children and young people – summarised briefly in the next section – are testament to the strength of the commitment of Camden Learning partners to minimising this impact.







Maintaining staff morale in times such as these is critical, and we have worked hard to ensure that school staff have continued to feel well supported. Starting a teaching career can be challenging at the best of times, but the pandemic has increased that challenge manifold. Camden Learning continued to offer, online, a comprehensive training programme for NQTs – delivered by member schools – offering much-needed support. This is the kind of support that helps to cement our on-going success in the recruitment and retention of excellent teachers.

The safety of Camden children, parents and school staff has been our number one priority throughout. All Camden state schools carried out detailed risk assessments to ensure that measures were in place for children to return to learning safely. Virtual meetings for all headteachers have been held every two weeks, including coverage of COVID-19 issues, while a new initiative has been the introduction of supervision programmes for DSLs. Continued oversight of our most vulnerable children has been ensured through our work with social care partners in devising and implementing revised safety and welfare checks.

We continued to develop and adapt our Trauma Informed Practice in Camden (TiPiC) pilot across schools, supporting teachers, school staff and other professionals to recognise trauma and its impact so they can better teach and manage behaviour, and schools to better avoid exclusions. The timeliness of this approach during the pandemic speaks for itself.

The integration of Camden’s School Inclusion Team and Pupil Attendance Service into Camden Learning services, allied to the work of our Parent Link Workers, has strengthened our work in this area and helped limit the impact of the pandemic on some of our most vulnerable children and young people. In addition, our Prevent activities and our work with Supplementary Schools continue to be vital in supporting inclusion, cohesion and resilience amongst children and young people, and in enabling strong and trusted relations with our communities. The collection, reporting and sharing of data around exclusions, children missing education and pupils with medical needs, have improved significantly, leading to better targeted interventions – helping to reduce the disproportionate exclusion of pupils from the Somali community, for instance.

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*The safety of Camden children, parents and school staff has been our number one priority throughout.*

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Secondary fixed term exclusions have declined since 2017, bringing Camden in line with London and National rates, with a similar trend for permanent exclusions. Primary exclusions have also been low, with only one permanent exclusion in each of the past two years. Disproportionate exclusion rates for key groups – including those with SEND, White British disadvantaged and Somali pupils – continue to be a targeted area for our future work.

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*Camden Learning has been working closely with parents and communities to encourage attendance and promote confidence during the pandemic.*

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The pandemic inevitably had a significant effect on school attendance, rendering attendance performance data comparisons over time problematic. However, in the autumn term of 2019 – before the disruption of the pandemic – there was a slight deterioration in attendance across all sectors compared with the previous autumn term. This is a concern and is something which we need to do more on as we emerge from the aftermath of the COVID-19 disruption.

Camden Learning has been working closely with parents and communities to encourage attendance and promote confidence during the pandemic – providing two webinars for parents, for example. We have held weekly meetings with Attendance Leads in schools, and regular meetings with Head Teachers to identify systemic attendance issues and target support where necessary. We have also been providing support for children who have not fully returned to school after lockdown: LinkEd Up, for example – with Zoom sessions run by the Royal Free Hospital School – aims to help young people manage anxiety about returning to school.

The pandemic has highlighted the increasingly important role of technology in education. Camden Learning has successfully organised online learning training with lead teachers, secondary and primary, to grow confidence, competence and share effective practice. We have also set up the Distance Learning Hub to produce guidance and training on the use of remote learning. Much work in the past year has gone into re-framing the work of the Camden Learning Centre (CLC), to ensure that it overcomes past operational difficulties and becomes a going concern. We have continued to grow its role in helping schools to develop competent and creative users of information and



communication technology – supporting primary schools, for example, to ensure that their remote learning platforms are sufficiently developed to cope with the impact of the pandemic. A Digital Divide Project Group, created in April, has already implemented several strands of work to increase access to devices and WiFi for young people, including the distribution of 1085 laptops/tablets and 240 WiFi dongles to eligible young people in the May-July period.

Although post-16 results have improved in Camden, we continue to have concerns about the breadth, quality and take-up of provision. Work on developing our new post-16 strategy has been delayed a little by the pandemic but is now underway and will link into the development of the new education strategy.

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*A Digital Divide Project Group, created in April, has already implemented several strands of work to increase access to devices and WiFi for young people.*

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## Priority 3: Attracting, developing and keeping the best leaders

*We said we would focus on:*

-  **Establishing and consolidating Camden Learning as a source of great professional support and inspiration with excellent opportunities for peer networking.**
-  **Excellent leadership programmes and support for aspiring, new and established leaders at middle and senior levels.**
-  **Successful and timely appointments to key positions in schools, including governors.**
-  **Supporting and demonstrating a positive impact from our Learning Hubs.**
-  **Communicating the work and impact of Camden Learning to a wider audience, so that more teachers and leaders are attracted to Camden.**

Over the past four years, Camden schools have worked closely together to harness the exceptional skills, expertise and talent of our local leaders and teachers, generating a range of successful Learning Hubs and networks which offer practical and innovative support around common interests and priorities for school-based professionals.

While the planned delivery of the Camden Learning Hubs programme was inevitably interrupted by COVID-19, our Hubs continued to provide as much as possible – through remote meetings, for example – and individual networks continued to provide less structured support during lockdown. The tailored SEND, Autism Hub programme operated throughout the first two terms, for example, while the Maths Hub maintained momentum with a virtual session in term 2 – and its Raising the Game initiative has continued to impact positively on schools and children's progress.

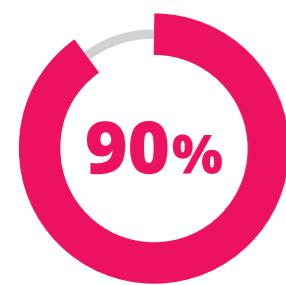
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*Over the past four years, Camden schools have worked closely together to harness the exceptional skills, expertise and talent of our local leaders and teachers.*

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The STEAM Hub ran five modules before the pandemic hit and continued to provide support for STEAM leaders in schools remotely after March. Inevitably, the teaching of most STEAM curriculum projects was disrupted by the pandemic, but the SMART Greenhouse project was developed in collaboration with Lendlease to run virtually, enabling young people to access it independently at home.

The particular value of the collaborative Learning Hub model was perhaps best demonstrated at the end of the summer term with the Pecha Kucha celebration event. Here, each of the hubs presented – in the form of 20 images – the story of its hub activity and impact. Despite the challenges of COVID-19, interest and participation in the Camden Learning Hubs as a model for improvement continues to grow strongly, with many schools – and groups of schools – expressing an interest in supporting a Hub in the future. Some of these have been in response to emerging issues, such as



**90%** of Camden schools participated in at least one of our Learning Hubs, with schools in other London boroughs making requests to join our networks.

opportunities arising from the Black Lives Matter movement, and others fixed firmly on teaching and learning.

Camden Learning has continued to provide and support opportunities for current and future leaders to hone and develop their leadership skills, although our planned programme was inevitably disrupted due to COVID-19. The successful 21st Century



Leadership programme continued to be popular, with overwhelmingly positive feedback from its 14 participants. Our series of breakfast briefings for heads was well-received, providing updates on Ofsted, emerging new research and sharing key messages around data. Secondary subject networks and moderation sessions – delivered virtually – continued for department leads, as did Primary leadership sessions for maths, English and Early Years.

The development of leaders remains a priority for Camden Learning. In particular, we need to do more to identify the leaders of tomorrow, and to ensure that local and national programmes – such as NPQ, Getting Ahead of London – meet their development needs. We especially need to do more to identify and encourage emerging leaders from Black, Asian and other Ethnic communities.

Camden Learning continued to provide a range of services as part of its support for governing bodies to our member schools and beyond, through the Governor Training and Consultancy programme and the Governor Clerking Service Level Agreement. Training events for governors have included: support for Chairs; induction; skills development; and expert advice on topics like headteacher performance management, safeguarding, SEND, finance and staff pay and performance. Members of the Governor Hub have also had access to wide-ranging support through our online hub. Our particular focus in the first part of the year was in supporting governors with the challenges of the new Ofsted framework.

*“Many thanks for keeping us up to date so professionally in these unprecedented times. You’re doing a great job.”*

**Chair of Governors**





*“On behalf of the children, parents, staff, governors and community, we are writing to thank you for your outstanding leadership of Camden Learning at this difficult time. Your support, calm and good humour have enabled Headteachers and Governors to feel contained and guided whilst allowing them to lead their own schools in the best way possible. Your communication has been clear and outstanding and captures the complexity of the situations succinctly.”*

**Primary Headteacher and Chair of Governors**

The pandemic has led to an increasing focus on the use of technology and we are currently looking to increase the range of technological solutions for governing bodies, such as the launch of booking through Governor Hub. Towards the end of the year, we supported governors to transition to virtual meetings – a change which they have navigated well.

## Priority 4: Enriching learning in Camden

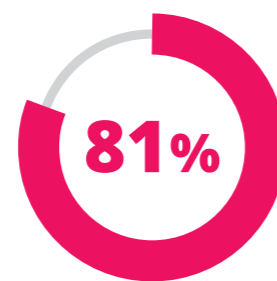
*We said we would focus on:*

-  **The health and wellbeing of our children and young people, including improvements in health and wellbeing indicators.**
-  **Increasing the engagement and participation of children and young people as good citizens.**
-  **Promoting and supporting a rich curriculum experience, rooted in the locality.**
-  **Taking on responsibility for the management of the Camden Music Service.**

Our Health and Wellbeing team responded quickly to schools' need for support around mental health during COVID-19. They increased and strengthened mental health learning networks, providing virtual training for Mental Health Leads and producing guidance for staff, parents and pupils. They also provided two mental health training sessions with NQTs.

The Health and Wellbeing Team also continued its programme of support to schools in promoting physical health and reducing obesity. 81% of our schools were engaged in the Healthy Schools initiative last year, and 32 schools have now achieved the Healthy School Recognition standard – 23 at silver level and 9 at gold. Take-up of our virtual adaptation of Race to Health for families was very well-received: the families of 975 pupils – from 14 primary and 2 secondary schools – took part, and a number of other London boroughs signed up to them. We also increased our targeted obesity prevention programmes, with 73% of attendees last year from Black, Asian and Other Ethnic communities. These activities were particularly relevant at a time of pandemic and lockdown.

The strong communication networks between Camden Learning and our partners schools, supported as they are by good technology, enabled us very quickly to set up weekly online lunchtime workshops for staff in schools as part of our response to the pandemic. Aiming to include all staff in schools, these



**81%**  
**of our schools were engaged in the Healthy Schools initiative last year**

have been led by a range of specialists, including, for example, educational psychologists, speech therapists, health staff and social care leaders. They were run throughout the summer term and have continued into the new academic year, and they have proved very popular with high attendance and excellent feedback.

The annual Primary Careers Conference, organised by Netley Primary School, brought teachers and pupils together from 16 schools, in an event that enabled primary pupils to meet a range of inspiring local people from Black, Asian and Other Ethnic Minority communities and hear about their successful and varied careers. Feedback from the event was overwhelmingly positive, with comments from the pupils themselves demonstrating that they were beginning to understand how their own aspirations might be met.



The engagement of young people as active citizens has continued to be an important priority for the Camden Learning partnership. An outstanding feature this year has been three Shout Out events for young people held online and covering a range of subjects, including COVID-19, Black Lives Matter, mental health and equalities. In these events, groups of young people articulated their feelings about missing out on school, on learning and socialising with their friends, on the importance they attach to catch-up, and on their anxieties about the implications for their future and taking exams next year. Issues around inequality between students were discussed – those with resources and happy to work from home, and those who are not. They raised and discussed the importance of promoting good mental health, and the impact on them and their friends of the Black Lives Matter movement. We take their concerns very seriously, and they are already being channelled into thinking about our emerging education strategy for Camden.

*The engagement of young people as active citizens has continued to be an important priority for the Camden Learning partnership.*

The STEAM team has continued to develop its role in establishing Camden as a centre for creative, digital and scientific education. For example, it developed a Virtual Work Experience programme for students in Years 11-13, to ensure students were able to access work experience despite office closures. We worked with nine employers –

Google, the Francis Crick Institute, Central Saint Martin's, Skanska, CSJV, Springer Nature, HS2, Regent's Place, and Camden Council – to develop high-quality placements for 166 Camden students, with a particular focus on supporting students eligible for Pupil Premium.

The Camden Music Service organised the Camden Schools' Music Festival at the Royal Albert Hall in March, just days before lockdown. Involving every school in the borough in its preparation, this inspiring festival celebrated the work of our schools in music, especially singing. We continued to offer online instrumental lessons during lockdown to those able to access them, and we piloted new ways of working, such as online ensemble and vocal activities. Our whole class programme continued, with tutors sending video lessons for use both in school and at home, via school websites.

*“The highlight was the speakers they had at the sessions – they were inspirational, and I appreciate that they came from diverse professions. They’ve helped me see the impact that STEAM subjects can have on the careers of my students.”*

**Teacher participating in a STEAM Hub programme**



**VIRTUAL WORK EXPERIENCE PROGRAMME**  
FOR 116 YEAR 11-13 STUDENTS  
IN PARTNERSHIP WITH 9 EMPLOYERS

**81%** OF SCHOOLS ENGAGED  
IN THE **HEALTHY SCHOOLS INITIATIVE**

FAMILIES OF **975 PUPILS**  
TOOK PART IN OUR VIRTUAL  
ADAPTATION OF **RACE TO HEALTH FOR FAMILIES**

**23 SCHOOLS**  
AT **SILVER** LEVEL OF HEALTHY SCHOOL  
RECOGNITION STANDARD LEVEL;  
**9 SCHOOLS** AT **GOLD**

**WEEKLY ONLINE LUNCHTIME SUPPORT WORKSHOPS**  
FOR STAFF IN SCHOOLS IN RESPONSE TO THE PANDEMIC

EVERY SCHOOL IN THE  
BOROUGH INVOLVED IN  
**CAMDEN SCHOOLS' MUSIC FESTIVAL**  
AT ROYAL ALBERT HALL IN MARCH,  
JUST BEFORE LOCKDOWN

TEACHERS AND PUPILS FROM  
**16 SCHOOLS**  
BROUGHT TOGETHER FOR  
**PRIMARY CAREERS CONFERENCE**  
ORGANISED BY NETLEY PRIMARY SCHOOL

**3 ONLINE 'SHOUT OUT' EVENTS**  
FOR YOUNG PEOPLE

# School performance and outcomes

## All Camden schools are rated Good or Outstanding.

As part of steps taken to fight the spread of COVID-19, the Government announced that all external assessments and examinations due to take place in schools and colleges in England in summer 2020 would be cancelled. Furthermore, it decided that it would not be appropriate to publish any school or college level education performance data based on tests, assessments or exams for 2020.

Attendance and exclusion data for 2019-2020 is not comparable with previous years, given schools were closed for some of the spring and summer term 2020. Please see pages 16 and 17 for the performance summary for these areas, which summarises the data for this period.

*Given the disruption caused by the pandemic and the cancellation of assessments and examinations in 2020, caution is needed when making comparisons with previous years or with other areas.*

### Primary Years

The DfE did not collect – and will not publish – any national, regional, local or constituency statistics for any primary school assessments for the 2019-20 academic year. Statistics would normally have included:

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

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

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

The Year 1 Phonics Test was postponed until the 2020-21 autumn term, and it is worth noting that preliminary results for this showed 83% of pupils reaching the expected standard, compared with 81% in the previous year.

# Camden schools are doing well

ALL CAMDEN SCHOOLS ARE **GOOD OR OUTSTANDING** COMPARED WITH **86% NATIONALLY**

32%

OF PRIMARY SCHOOLS ARE OUTSTANDING, COMPARED WITH 17% NATIONALLY

100%

OF SECONDARY SCHOOLS ARE OUTSTANDING OR GOOD, COMPARED TO 76% NATIONALLY

5%

INCREASE IN THOSE ACHIEVING THE EXPECTED STANDARD IN **YEAR 1 PHONICS TEST** SINCE 2017.

3-YEAR IMPROVEMENT TREND FOR GLD: **CAMDEN IS ABOVE THE NATIONAL AVERAGE AND CLOSE TO THE LONDON AVERAGE**

AT KS2, CAMDEN PUPILS HAVE CONSISTENTLY PERFORMED ABOVE THE LONDON AVERAGE FOR THE COMBINED MEASURE - **OUR PRIMARY SCHOOLS ARE IN THE TOP 5% NATIONALLY**

**CAMDEN IS IN THE 25<sup>TH</sup> PERCENTILE NATIONALLY FOR KS4 OUTCOMES**

LARGELY BASED ON TEACHER ASSESSMENTS THIS YEAR, **RESULTS WERE HIGHER THAN THE 2019 RESULTS** WITH THE INCREASE LARGELY IN LINE WITH THE INCREASE NATIONALLY AND FOR LONDON

65%

OF DISADVANTAGED PUPILS ACHIEVED A **STANDARD PASS IN ENGLISH AND MATHS GCSE IN 2020** - SIMILAR TO INNER LONDON AND WELL ABOVE NATIONAL AVERAGES. THE GAP NARROWED IN CAMDEN AND NATIONALLY IN 2020.

23%

OF CAMDEN STUDENTS ACHIEVED **AAB IN A- LEVELS** - 3PPTS ABOVE NATIONAL AVERAGE AND 2PPTS ABOVE LONDON AVERAGE

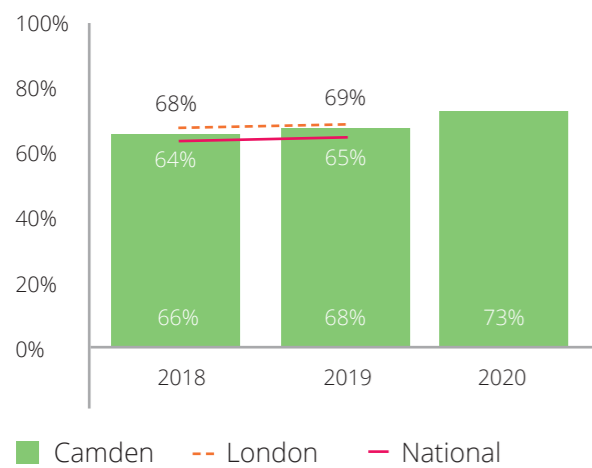
## Secondary Years

Due to the cancellation of all secondary examinations in the summer of 2020, results this year are based on Centre Assessment Grades, rather than on the usual examination process. Caution is therefore needed when making comparisons of performance over time.

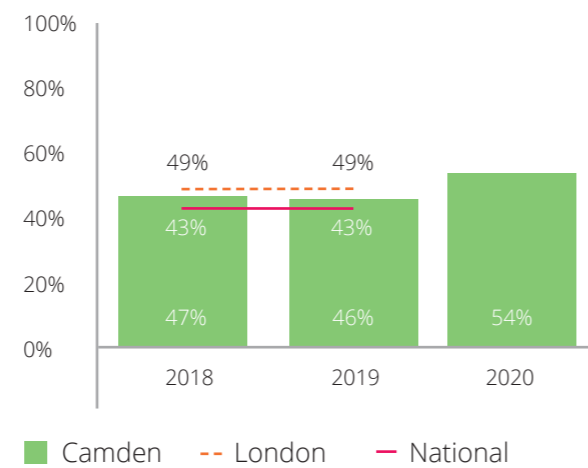
*Results this year are based on Centre Assessment Grades, rather than on the usual examination process.*

- Importantly, the gap between English and Maths at GCSE has narrowed both for a Strong pass (down from 19% to 11%) and for a Standard pass (down from 10% to 8%). However, this will continue to be a major focus for the future.
- 73% of pupils achieved a standard pass (4+) in both their English and Maths GCSEs. This represents a 5ppt increase from 2019.
- While pupils with SEND underperform relative to all pupils, in all cases they are outperforming their peers nationally and in London.
- For A-Levels the Average Point Score (APS) per entry is 4.2 points higher than the previous year – up from 32.9 to 37.1. When expressed as a grade this is up from grade C+ to B- overall.

**% pupils achieving a standard pass (C+ / 4+) in English and Maths at the end of KS4**



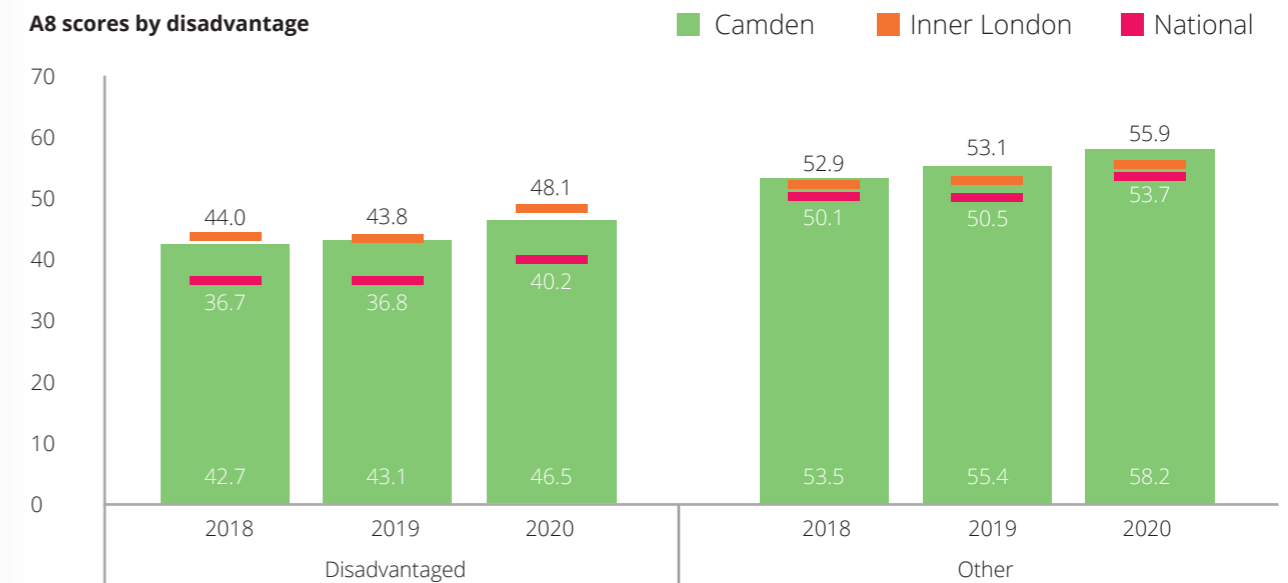
**% pupils achieving a strong pass (5+) in English and Maths at the end of KS4**



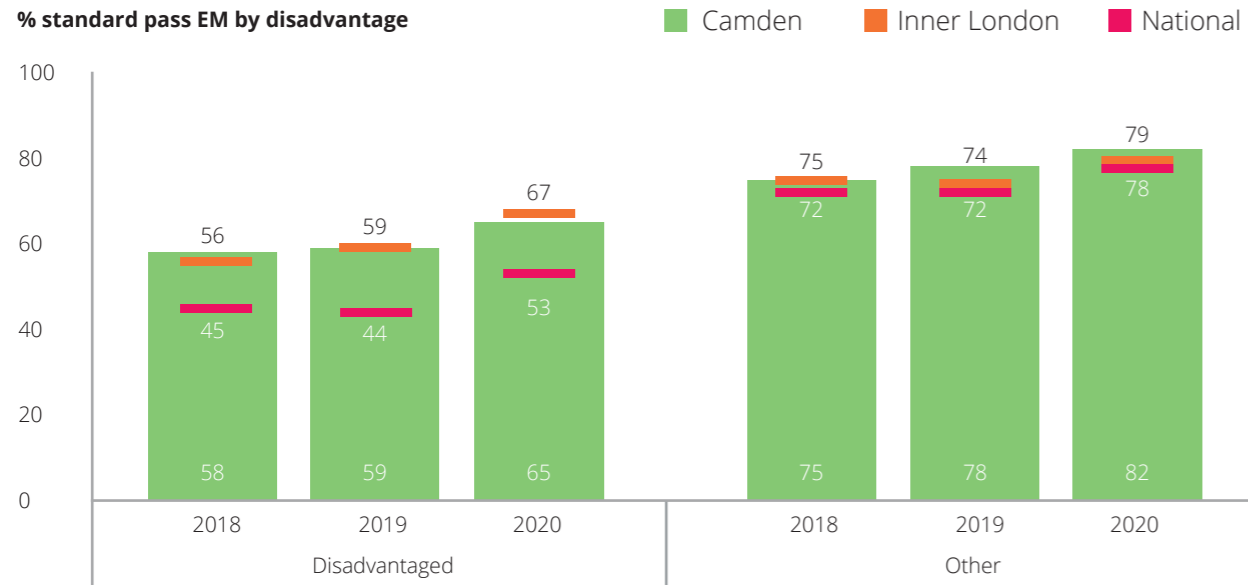
## KS4 disadvantaged pupils

- A8 scores for disadvantaged pupils have increased: the gap between disadvantaged and other pupils in Camden is similar to last year's – at 12 points, as against 14 nationally and 8 in Inner London.
- 65% of disadvantaged pupils achieved a Standard pass in English and Maths: similar to Inner London and 12 points above the national average.
- 42% of disadvantaged pupils achieved a Strong pass in English and Maths: similar to Inner London and 12 points above the national average.

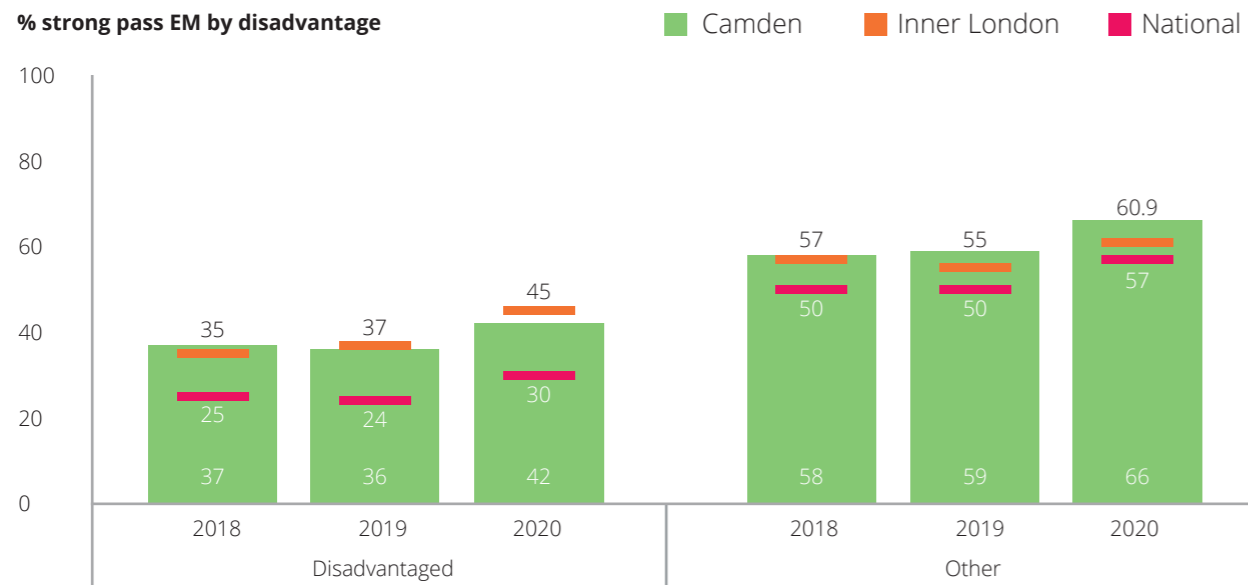
**A8 scores by disadvantage**



**% standard pass EM by disadvantage**



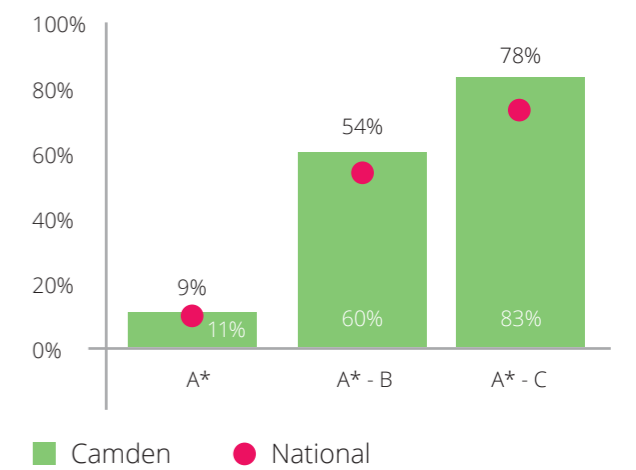
**% strong pass EM by disadvantage**



**A-Levels**

- The Average Point Score (APS) per entry is 4.2 points higher than last year – equivalent to an increase from C+ to B- overall.

**A-Level entries: grades achieved as a % of exams entered**





# Finances 2019-20

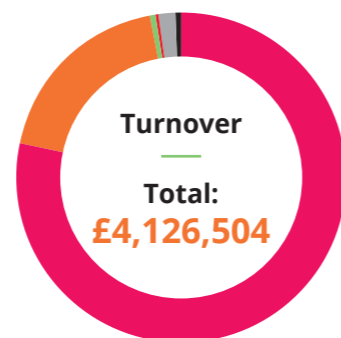
## The principal source of income to the company was through its commission from the London Borough of Camden.

The range of these commissioned services has increased in the past year, confirming the strength of the company's operations, but also increasing the proportion of income deriving from the council and therefore its reliance on this funding continuing into the near future at least. It currently represents about 70% of revenue, for the provision of a range of services, including school improvement work, governor support services, the Camden SENDIASS service, health and wellbeing services, the inclusion service, supplementary schools outreach services, management of the Camden music service, and education prevent officer services.

The balance of revenue was derived from schools (predominantly within the borough) who pay the company for school improvement or other services. These services primarily consist of training, CPD and targeted consultancy provided by the company's staff and consultants' network.

In the 2019-20 financial year, Camden Learning's turnover was £4.1m, made up as follows:

Source	2020 £	2019 £
Provision of services to London Borough in Camden	3,236,636	2,246,768
Provision of services to schools in Camden	774,381	722,241
Grant income*	13,471	95,803
Income from other local authorities	10,778	42,500
Other service income	76,667	52,163
Other commercial income	14,571	22,701
	<b>4,126,504</b>	<b>3,182,177</b>

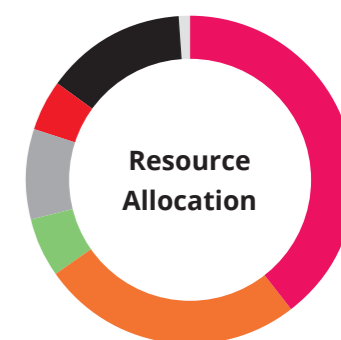


\* The fall in grant income arose because the Camden Erasmus Project came to an end during the year.

## Resource allocation

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

	%*
School Improvement	40
Health and Wellbeing	26
Governor Services	6
Camden Learning Centre	9
SENDIASS	5
Inclusion Services (from 1 September 2019)	14
Music Services (service management)	1



\* Figures add up to 101% because of rounding

The pre-tax surplus generated by our activities last year therefore amounted to £293,000, up from £150,000 in the previous year. All surplus after taxation, will be re-invested in the company to ensure Camden Learning has a sustainable long-term future improving services to our school members.



# Looking forward

**We intend to build on our successful record, making the best possible use of the expertise and commitment that exists among our member schools and other partners, and of all the resources at our disposal.**

**Our ambition is to be in the top London quartile for all key educational outcomes within the next few years.**

**Camden Learning's strategic priorities for 2020/21 will focus on the key goals set out below.**

## 1 Building Camden Learning as a force for improvement

### Key goals:

- To develop and consult on a new Camden Education Strategy to 2030
- To produce a Strategic Plan 2021-24 for Camden Learning
- To implement the new organisational structure
- To produce a 3-year business plan
- To refresh the offer to schools 2021-23
- To recruit additional directors to build the skills base and capacity of the Board
- To establish a review and evaluation framework for CL
- To raise the profile of Camden Learning with teachers and governors in Camden and with other partners and key stakeholders so they see its potential
- To support the development of effective local education partnerships, both across London and at national levels.

## 2 Developing sustainable improvement in quality and equity

### Key goals:

- To support schools – individually and collectively – through the pandemic and its aftermath, with practical support and guidance
- To improve transition between KS2 & KS3
- To improve performance at KS4 Maths
- To improve attendance
- To reduce the number of exclusions from Camden schools
- To produce a Post-16 Strategy and Plan, to improve breadth, quality and take-up and begin implementation
- To ensure that resources are effectively targeted on improving outcomes for the most disadvantaged children and their families
- To set up an initiative to encourage greater use of technology for learning and for engagement of parents
- To ensure our most disadvantaged and vulnerable children have digital access
- To promote and support improvements in the health and wellbeing of children and young people, encouraging healthy habits
- To devise a programme to support schools in tackling the issues around racism raised by BLM, and in developing their curriculum to support a fairer, more inclusive and sustainable society
- To lead, or participate in, a range of initiatives designed to overcome the many barriers to learning that continue to damage the lives of young people.

## 3 Supporting teachers and leaders so they thrive in Camden

### Key goals:

- To provide data, analysis and review services to support rigorous school self-evaluation and planning
- To provide bespoke support for schools with additional needs
- To ensure that arrangements to embed the new Early Career Framework are effective
- To support the new set of learning hubs in maximising their effectiveness
- To ensure vibrant subject networks operate effectively in the primary sector
- To refresh the Camden Learning website as a stronger aid to improvement and good practice
- To review the approach to professional learning and development in Camden
- To increase capacity and opportunities for using excellent practitioners from Camden schools to create and develop better practice
- To devise a recruitment and retention strategy to: i) recruit and retain leaders and teachers and ii) to accelerate progress towards a workforce more reflective of the community.

## 4 Enriching learning in Camden

### Key goals:

- To strengthen our approach to encouraging the engagement of children and young people as active Camden citizens with impact in their communities
- To embed STEAM opportunities and partnerships within the curriculum, careers education and extra-curricular opportunities
- To use the opportunity of integrating Music within Camden Learning to enable more children to learn an instrument and participate in cross-school activities
- To establish the CLC as a going-concern and a force for support and inspiration across schools in Camden
- To refresh our approach to working with governors so more are engaged across schools
- To produce an evaluation of Camden Learning's work and progress on safeguarding
- To create opportunities for conversations about current issues and future thinking to encourage reflection and stimulate action.



# Our Board of Directors 2019-20

**Camden Learning is governed by a Board of Directors that consists of five members elected from member schools, two representatives from the London Borough of Camden, the Managing Director, and Independent Chair.**

*Ensuring Camden Learning's work delivers the greatest possible educational impact, high standards and good quality, value for money services.*

The Board met six times in 2019-2020 to set strategic direction, oversee the implementation of the business plan, ensure performance and to assess and manage financial and operational risks.

It 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).



**Jon Abbey**  
Managing Director



**Katy Forsdyke**  
Headteacher, Christ Church Primary School NW3



**Christine Gilbert**  
Independent Chair



**John Hayes**  
Headteacher,  
Gospel Oak Primary School



**Councillor Angela Mason**  
Lead Member,  
London Borough of Camden



**Alan Chesters**  
Chair of Robson House Management Committee



**Martin Pratt,**  
Executive Director, Supporting People and Deputy Chief Executive,  
London Borough of Camden



**Julian Turner**  
Chair of Governing Body,  
Acland Burghley Secondary School



**Jacques Szemalikowski**  
Headteacher,  
Hampstead Secondary School

# School members

## Nursery School

Thomas Coram Centre

## Primary School Members

Abacus Belsize Primary School	Kingsgate Primary School
Argyle Primary School	Netley Primary School
Beckford Primary School	New End Primary School
Brecknock Primary School	Our Lady's Roman Catholic Primary School
Brookfield Primary School	Primrose Hill Primary School
Carlton Primary School	Rhyl Primary School
Christ Church of England Primary School (Hampstead)	Richard Cobden Primary School
Christ Church of England Primary School (Redhill Street)	Rosary Catholic Primary School
Christopher Hatton Primary School	St Albans Church of England Primary School
Edith Neville Primary School	St Aloysius Primary School*
Eleanor Palmer Primary School	St Dominic's Roman Catholic Primary School
Emmanuel Church of England Primary School	St Eugene De Mazenod Roman Catholic School
Fitzjohns Primary School	St George The Martyr Church of England Primary School
Fleet Primary School	St Joseph's Roman Catholic Primary School
Gospel Oak Primary School	St Luke's Church of England School
Hampstead Parochial Church of England Primary School	St Mary and St Pancras Church of England Primary School
Hawley Infants School	St Mary's Kilburn Church of England Primary School
Holy Trinity (Trinity Walk) Church of England Primary School	St Michael's Camden Town Church of England Primary School
Holy Trinity and St Silas Church of England Primary School	St Patrick's Catholic Primary School
Kentish Town Church of England Primary School	St Paul's Church of England Primary School
King's Cross Academy	Torriano Primary School

## Secondary School Members

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

## Special School Members

Camden Centre for Learning	The Children's Hospital School at Great Ormond Street Hospital
Frank Barnes School	Robson House
Swiss Cottage School	Royal Free Hospital Children's School

## Alternative Provider

Wac Arts College

\* Closed December 2019





**Camden Learning**

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[camdenlearning.org.uk](http://camdenlearning.org.uk)