

## CAMDEN LEARNING STRATEGIC ACTION PLAN 2022-24



## Background

Camden Learning is a local partnership created for the benefit of children and schools. We are a joint enterprise between Camden schools and settings and the council, set up as a private company.

## Our Vision

We want all young people to leave Camden schools as:

- Ambitious, knowledgeable, and intellectually curious critical thinkers, ready to continue learning throughout their lives so they can live, work and manage the challenges of an uncertain world with confidence and skill
- Good communicators and collaborators able to put across their thoughts, feelings and ideas, working well with other people
- Healthy individuals able to manage their own physical and mental well-being, stay safe, lead fulfilling lives and have positive relationships
- Creative and enterprising, able to think creatively and ready to participate positively in life and succeed in work
- Socially and morally responsible changemakers, who not only understand their rights and respect the rights of others but are also able to contribute actively to their community and to the planet.

To achieve this, we need to provide an excellent education for every child in our schools. We also recognise the importance of home learning and early childhood development and we want to ensure that all young people, particularly those from disadvantaged backgrounds and those with special educational needs and disabilities (SEND), move into adulthood as confident learners. Our vision, therefore, is for all young people in Camden to have:

- A Fair Start
- An Excellent School Experience
- Flourishing Lives

To achieve this vision, demands a curriculum that is inclusive, inspiring, creative and horizon-broadening. There is widespread commitment to this from Camden schools, which all provide a core curriculum designed to develop a broad range of knowledge, skills and attributes that will enable children to thrive. Camden has supported the enrichment of this core curriculum through investment in initiatives such as STEAM, which works with our dynamic business community to drive skills and careers education. Even in the face of financial challenges, we have proudly continued the activities that enrich young people's education and lives. As part of this we are committed to providing enrichment experiences for every child. All Camden schools add to the core curriculum to ensure that young people get the chance to develop and pursue passions and interests, benefiting their wellbeing as well as their job opportunities. We have developed the Camden enrichment pledge. We see this enrichment as a right for every child, not just for those whose families can afford it.

## **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, safeguarding partnerships and housing
- learn from, and contribute to, the best practice locally and in the world.

### **Our goals**

- High standards centred on **equity and excellence**
- Exceptional schools working in collaborative partnership
- A strong place-based system with no child left behind
- A centre of innovation and educational excellence developing ideas and new ways of working

## **OUR STRATEGIC ACTION PLAN**

The Plan that follows sets out our key strategic priorities and related activities until August 2024. This period incorporates the Camden Education Strategy 'Building Back Stronger' (BBS)

This action is rooted in:

- evidence about the needs of children and young people and their families
- what schools have identified as their priorities
- the outcomes that have been commissioned from Camden Learning by the local authority
- the need to ensure that Camden Learning develops and grows as a sustainable and fit-for-purpose organisation

## CAMDEN LEARNING: OUR STRATEGIC PRIORITIES FOR 2022-24

Our four Strategic Priorities for the period are set out in the following table:

Priority 1	Priority 2	Priority 3	Priority 4
<b>A Fair Start</b>	<b>An Excellent School Experience</b>	<b>Flourishing Lives</b>	<b>A Thriving Organisation</b>
<p>Ensuring that all Camden children have the best start in life, have access to high quality early education and are ready to learn well in school.</p> <p>Developing the role of schools rooted at the heart of their communities with parents as prime partners in their children's learning.</p>	<p>Ensuring a good, local school place available for every Camden child with knowledgeable and skilled leaders and teachers who love working and learning in Camden.</p> <p>Working with schools to deliver an ambitious, inclusive school system where all children succeed, underpinned by a robust accountability framework which captures the real story of the school.</p> <p>Supporting schools to develop a school curriculum that is inclusive and inspiring, creative and horizon broadening, harnessing technology to improve learning.</p> <p>Ensuring successful transition between settings and phases for every child with children's health and well-being supported through the ethos curriculum and practices of school life.</p>	<p>Building a generation of changemakers who will work with impact in their communities. A Post 16 education system that benefits all students with greater access for young people to education work and opportunity, better information, advice, and guidance to support learning and job choices which leads to economic opportunity. A Camden life futures plan for every young person at 16+.</p>	<p>To build Camden Learning as an agile, creative, and sustainable organisation able to lead and give active support to the drive for excellence and equity across the education community.</p>

## Priority 1: A Fair Start

Ensuring that all Camden children have the best start in life, have access to high quality early education and are ready to learn well in school. Developing the role of schools rooted at the heart of their communities with parents as prime partners in their children's learning.

### With a current focus on:

- Giving active support to the Council's leadership of the initiatives in A First Start
- To improving outcomes for all pupils at the end of Early Years, particularly for disadvantaged pupils
- Ensuring that resources are effectively targeted on improving outcomes for the most disadvantaged children and their families
- Improving outcomes for pupils with SEND through supporting the development of school based practice
- Reviewing the system-wide approach to improving school attendance, linking with the work underway on children's health, wellbeing and safety
- Supporting schools – individually and collectively with practical support and guidance to meet the physical and mental health needs of their students.
- To promote and support improvements in the health and wellbeing of CYP, encouraging healthy habits
- To ensure the effective safeguarding and resilience of children and young people in Camden
- To ensure that Camden schools and the pupils and families they serve are able to take the best possible advantage of technology

### Key Outcomes:

- Improved outcomes at the end of Reception Year, with a reduced gap for disadvantaged pupils
- Pupils with SEND make good progress.
- Improve attendance and reduce persistent absence
- Health and Well Being initiatives can demonstrate measurable impact on the lives of Camden pupils
- Exceptional levels of engagement with all stakeholders
- Systems to ensure effective safeguarding both in schools and Camden Learning are robust and commonly understood.
- High levels of participation from partner schools
- High levels of take-up of services

*n.b. priorities below highlighted in blue are taken from BBS implementation plan*

Objective and Lead	Key Actions	Progress Milestones
<p>1. To give active support to the Council's leadership of the initiatives in <b>A First Start</b></p> <p><b>Lead:</b> Leonie Holt</p>	<ul style="list-style-type: none"> <li>• Liaise with the Integrated Early Years' Service to establish and cost the degree of involvement that would add value, e.g.:               <ul style="list-style-type: none"> <li>-the development of a common skillset to help children's development</li> <li>-training across the whole range of EY providers</li> <li>-the early years speech and language strategy</li> </ul> </li> <li>• Work with Council services as required, to advise and support with parent initiatives in the BBS Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• New to Early Years training delivered (Autumn 2022)</li> <li>• Attendance at Childcare strategy meetings</li> <li>• Support for ECT's in Early Years – series of sessions 2022-23, 2023-24.</li> <li>• Liaison with Phillis Cooper re delivery of EY leadership NPQ February 2023</li> </ul>
<p>2. To improve outcomes for all pupils at the end of Early Years, particularly for disadvantaged pupils</p> <p><b>Lead:</b> Leonie Holt / DoL</p>	<ul style="list-style-type: none"> <li>• Work with targeted school based EY settings to raise expectations and reduce achievement gaps for disadvantaged pupils</li> <li>• Collaborate with the Early Years Quality Support and Training Team and Inclusion Intervention Team to facilitate transition meetings between EYs setting and schools</li> <li>• Further embed the revised EYFS statutory framework both in schools and in Early Years Leader meetings</li> <li>• Work with EY hub to:               <ul style="list-style-type: none"> <li>- Raise standards of achievement through curriculum design and innovation</li> </ul> </li> <li>• Reduce achievement gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to commission requests re Project Boards schools and impact reports on project board reports/Notes of visit (ongoing)</li> <li>• Supporting transition and moderation</li> <li>• Termly reviews and annual evaluation of hub project outcomes considered by SLIG</li> <li>• GLD analysis annually resulting in individualised challenge at standards meetings</li> <li>• Annual transition meetings facilitated</li> </ul>
<p>3. To ensure that resources are effectively targeted on improving outcomes for the most disadvantaged children and their families</p> <p><b>Lead:</b> DoL</p>	<ul style="list-style-type: none"> <li>• Highlight achievement gaps with schools through annual conversations and pupil tracking</li> <li>• Lead and / or participate in, a range of initiatives designed to overcome the many barriers to learning that continue to damage the lives of young people</li> <li>• Ensure that schools make use of the National Tuition Programme to target tuition and catch up</li> <li>• Work in partnership with Family Learning projects and digital learning training programmes to encourage greater use of technology for learning and</li> </ul>	<ul style="list-style-type: none"> <li>• 6-monthly review and update reports on use of National Tutoring Programme-tracking by disadvantage</li> <li>• School report cards and Autumn term Camden Professional Partner (CPP) visits highlight attainment gaps</li> <li>• Termly reporting on impact of ongoing programme to support schools in tackling issues and promoting anti-racism and in developing their curriculum</li> </ul>

<p>4. To improve outcomes for SEND by better support for teaching and learning To improve the quality of information, advice and support for parents and carers of children and young people with SEND (SENDIASS)</p> <p><b>Lead:</b> Helen McNulty</p>	<ul style="list-style-type: none"> <li>• Provide support and challenge to ensure that all Special Schools remain good or outstanding, through: <ul style="list-style-type: none"> <li>- support and challenge to SLT &amp; governors,</li> <li>- use of peer reviews</li> <li>- preparations for inspections</li> </ul> </li> <li>• Promote and support the continued development of high-quality teaching for all pupils, including SEND, by: <ul style="list-style-type: none"> <li>- ensuring that all Camden teachers are teachers of SEND</li> <li>- using SENDCO forum to share national and local developments in SEND practice</li> </ul> </li> <li>• Work with Institute of Education (IoE) to develop continuing CPD for teachers and SENDCOs</li> <li>• Support and develop the SENDIASS offer, by: <ul style="list-style-type: none"> <li>- providing staff training and support promoting and supporting joined-up working between the LA, Health, Social Care and schools exploring and developing opportunities for joint commissioning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Termly commission evaluations provided to the LBC Commissioner and CL Board</li> <li>• Annual standards meetings confirm improved outcomes for SEND pupils</li> <li>• Termly consideration by School Led Improvement Group (SLIG) on use of peer review and collaborative working</li> <li>• Termly reviews confirm Ofsted preparations in hand</li> <li>• Case studies and examples of Camden practice on website updated termly</li> <li>• Reviews of trading services confirm increased take-up with positive evaluations</li> <li>• Termly reports on work with SENCO Forums and other SEND groups</li> <li>• Regular monitoring of Post-16 SEND learners through Gatsby benchmarks, with increased internships and apprenticeships for SEND young people</li> <li>• Annual report on joint-commissioning for SENDIASS</li> <li>• Termly reviews of work with vulnerable parents and take-up of SENDIAS</li> </ul>
<p>5. Review the system-wide approach to improving school attendance, linking with the work underway on children's health, wellbeing and safety</p> <p><b>Lead:</b> Ed Magee</p>	<ul style="list-style-type: none"> <li>• Work with schools to review the school attendance strategy, in particular whole school approaches, targeted work, enforcement and other aspects of the LA's statutory role</li> <li>• Regularly communicate attendance expectations and celebrate schools with high attendance to schools to raise profile</li> <li>• Attendance project boards result in specific actions and measurable impact on PA and overall attendance figures</li> <li>• Keep under review effective attendance practice</li> </ul>	<p>Review complete by October 2022 with action plan for implementation</p> <p>In 2022/3, half termly reports of progress to Review Board</p> <p>Project Boards established October 2022.</p> <p>Attendance Bulletin to communicate attendance matters reformatting and updated October 2022</p> <p>Schools with high PA challenged and supported to improve</p>

	<p>elsewhere and feed into practice and attendance strategy</p> <ul style="list-style-type: none"> <li>• Ensure all schools engage in Wonde software for live attendance reporting and use this to inform and challenge where there are concerns</li> <li>• Discussions with Camden Commissioner to fulfil LA obligations outlined in DFE's Working together to Improve attendance</li> </ul>	<p>Work with schools and CACI (Impulse database) to plan attendance dashboards.</p> <p>As of November 22 – 42 schools on Wonde (8 primary schools and 5 secondary schools left to switch on data exchange with DFE)</p> <p>Implementation by September 2023</p>
<p>6. Support schools – individually and collectively with practical support and guidance to meet the physical and mental health needs of their students.</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Provide ongoing support to schools to both Identify schools where additional work is needed to ensure a comprehensive well-being offer.</li> <li>• Work with identified Schools Requiring Additional Support (SRAS) to create an action plan and identify and broker support required</li> <li>• Develop and support the use of peer review and collaborative working between schools</li> </ul>	<ul style="list-style-type: none"> <li>• Termly risk assessments confirm schools are providing a comprehensive offer, and any schools where additional support is to be given.</li> <li>• Termly commission evaluations provided to the LBC Commissioner and CL Board</li> <li>• Termly consideration by SLIG on use of peer review and collaborative working</li> <li>• Case studies and examples of Camden practice on website updated termly</li> </ul>
<p>7. To promote and support improvements in the health and wellbeing of CYP, encouraging healthy habits</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Support schools to develop a whole school approach to mental health</li> <li>• Support schools and families to prevent and tackle obesity</li> <li>• Work with partners in Public Health, UCL and medical professionals to develop and pilot a Transitions to Adulthood programme to 16+ in schools, 6th form college and Youth settings</li> <li>• Promote and support the Healthy Schools programme, with a particular focus on schools who have not had healthy school recognition for more than 4 years</li> <li>• Engage schools to participate in the silver and gold Healthy Schools recognition</li> <li>• Provide guidance and support for schools on RSE policy and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Termly reviews to SLIG of all H&amp;WB programmes</li> <li>• Annual evaluation of all H&amp;WB programmes, individually and collectively in the HWBT annual report including impact analysis, with a report to CL Board</li> <li>• Report on the impact of '<i>Trauma Informed Practice</i>' in annual mental health report by July 2023</li> <li>• Annual reports confirm that HWB Team outcomes are in line with team targets and Public Health commission expectations</li> </ul>



	<ul style="list-style-type: none"> <li>Support the evaluation of impact of '<i>Trauma Informed Practice</i>' in schools on practice / culture – include sharing of lessons learnt</li> </ul>	
<p>8. To ensure the effective safeguarding and resilience of children and young people in Camden</p> <p><b>Lead:</b> Chris Roberts</p>	<ul style="list-style-type: none"> <li>Support schools and their governing bodies to ensure a culture for safeguarding exists and all are statutory compliant</li> <li>Provide regular briefings and bespoke sessions for Designated Safeguarding Leads, PSHE Leads, Supplementary Schools, Youth Providers, Camden Children's Services Teams</li> <li>Work with partners to ensure the effective local delivery of the Prevent strategy</li> <li>Work with partners to ensure that effective safeguarding measures are in place for children and young people receiving home education and children missing in education</li> <li>Review CL's safeguarding policy and processes</li> </ul>	<ul style="list-style-type: none"> <li>Termly reports on safeguarding work and Section 11 audits</li> <li>Annual Safeguarding questionnaire (Section 11) completed by all schools and analysed by CL and reported back to the CSB</li> <li>Safeguarding training programmes evaluated</li> <li>Review of work and progress in safeguarding in Camden taken to Board by June 2023</li> <li>Annual report on Prevent activities and issues covered</li> <li>Termly reports to Board on measures taken to identify and safeguard vulnerable children in home education or missing education</li> <li>Evaluations of all Camden-based projects to Prevent Advisory Group</li> <li>CL Safeguarding policy Review undertaken by CL Board February 2023</li> </ul>
<p>9. To ensure that Camden schools and the pupils and families they serve are able to take the best possible advantage of technology</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>Produce an action plan outlining what's needed to develop digital skills further for: <ul style="list-style-type: none"> <li>very young children</li> <li>older children</li> <li>teachers and professionals</li> <li>parents and carers</li> </ul> </li> <li>Develop a strategic approach to the use of technology, including remote learning, to support improvement in outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Digital Skills Action Plan, developed as part of consultation on Education Strategy, to CL Board by April 2023</li> <li>Strategic approach to use of technology agreed by November 2022</li> <li>Camden Learning Remote Learning Guidance distributed, and support offered to schools by CLC, with termly take-up and evaluation reports</li> </ul>

## Priority 2: An Excellent School Experience

Ensuring a good, local school place available for every Camden child with knowledgeable and skilled leaders and teachers who love working and learning in Camden. Working with schools to deliver an ambitious, inclusive school system where all children succeed, underpinned by a robust accountability framework which captures the real story of the school. Supporting schools to develop a school curriculum that is inclusive and inspiring, creative and horizon broadening, harnessing technology to improve learning. Ensuring successful transition between settings and phases for every child with children's health and well being supported through the ethos curriculum and practices of school life.

### With a current focus on:

- Refreshing the Camden Learning School Improvement offer to ensure that it offers informed support and challenge, accurately identifies schools at risk of not providing at least a good quality of education to enable timely support
- To support school leaders in their self-evaluation and decision and ensure robust challenge and support where additionality is needed to improve outcomes.
- To further develop system improvement through the effective use of collaborative school networks, including the Camden Learning Hubs
- To ensure excellent pupil outcomes at all key stages, reducing the attainment gap for disadvantaged pupils
- Delivering impact against the aims of the Every Child a Reader Initiative
- Continuing to embed a culture of school-led improvement
- Developing a distinctive and structured Camden offer of high-quality professional learning opportunities
- Ensure Camden leaders are well supported and developed
- Support, and initiate, a range of collaborations across schools to develop the quality of teaching and increase its impact on learning
- Make sure that Camden Learning's work with schools is grounded in research and evidence informed practice, through close monitoring of the work of the Education Endowment Foundation, partnerships with a research school and with local universities, and through creating opportunities to develop teachers' confidence in using evidence and research
- Test new approaches to assessment using teacher research to support the Rethinking Assessment movement
- A Camden accountability framework which captures the real story of the school
- Deliver an inclusive, inspiring, creative and horizon- broadening curriculum in all our schools
- headteachers as leaders of social justice using the definition developed in Camden, also ensuring that Governing boards are increasingly diverse and reflective of our school communities
- Successful transition between phases and settings for every child
- Children's health and well-being are supported through the ethos, curriculum and practices of school life

### Key outcomes:

- All schools are good and outstanding, no school judged as RI or Inadequate
- Pupils achieve well, above national averages at all key stages

- Camden leadership entitlement agreed by schools and programmes in place for aspiring, new and established leaders at middle and senior levels – with a particular focus on a more representative workforce
- Successful and timely appointments to key positions in schools, including governors
- Excellent support for all school leaders, including head teachers and governors
- Exceptional professional development support for all school staff
- Learning hubs and curriculum network activities demonstrate positive impact on curriculum development, professional growth, relevance to Camden pupils and outcomes for all children and young people
- Improvement in attendance so that Camden is above national figures and moves up at least one quartile when benchmarked across London
- Marked downward trend in exclusion levels
- Greater confidence and expertise in schools to tackle racism and address inequalities
- Improvements in agreed health and wellbeing indicators

*n.b. priorities below highlighted in blue are taken from BBS implementation plan*

Objective and Lead	Key Actions	Progress Milestones
<p>1. Refresh the Camden Learning School Improvement offer to ensure that it offers informed support and challenge, accurately identifies schools at risk of not providing at least a good quality of education to enable timely support</p> <p><b>Lead:</b> DoL (Stephen Hall (pending recruitment))</p>	<ul style="list-style-type: none"> <li>• Renew the universal and traded offers to Camden schools, costed, implementation following consultation with stakeholders</li> <li>• Annual CPP visit cycle to schools reviewed and updated to ensure rigour and challenge in approach</li> <li>• Quality assurance of reporting alongside school feedback and termly briefings to be used to develop the effectiveness and impact of CPP's</li> <li>• SRAS policy and project board approach to be updated to ensure transparency and rigour in approaches</li> <li>• Termly risk assessments used to ensure that support is co-ordinated with measurable impact</li> <li>• Report card content reviewed and updated to ensure focus on key priorities including equalities objectives and underachieving groups</li> <li>• Renew the CPD offer to schools, informed by national and local intelligence ensuring continued relevance and high take up from schools</li> </ul>	<ul style="list-style-type: none"> <li>• Revised reporting and project board templates produced for consultation by December 2022. In use September 2023, reviewed July 2024.</li> <li>• Termly visits and briefings for CPP's trialled in academic year 2022-23, implemented fully 2023-24, reviewed 2025.</li> <li>• SRAS policy updated March 2023. Implemented September 2023. Reviewed 2025. SRAS meetings termly.</li> <li>• Risk assessment process renewed, with termly meetings with service leaders to evaluate assessments commencing November 2022.</li> <li>• Report card content reviewed and consultation with stakeholders January 2023, implemented September 2023, reviewed 2025</li> <li>• Termly SLIG meetings and stakeholder surveys used to interrogate take up of CPD and identify opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>• Further develop content and take up of subject network meetings</li> <li>• Initiation of sharing practice visits for school leaders, and informed intelligence of high quality practice and talent in the school system.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly reporting on training / CPD provision courses to Board (attendance / satisfaction / cost per head)</li> <li>• Draft of reviewed CPD offer presented to key stakeholders February 2023, agreed by Board March 2023, implemented September 2023, reviewed Spring 2024</li> <li>• Subject leader network agendas reviewed, attendance numbers and feedback from November 2022.</li> <li>• Sharing practice visits implemented Summer 2023, then termly. Reviewed 2025</li> <li>• Draft universal offer drafted by December 2022, consultation with key stakeholders by February 2023. Published by March 2023. Uptake reviewed July 2023, and annually</li> </ul>
<p>2. Raise awareness across the system of the benefits of collaboration for deepening learning and achievement and for economies of scale</p> <p>Include a discussion on future planning for collaboration on the agenda of every school's annual Standards Meeting</p> <p>Organise training and scenario-planning workshops for</p>	<ul style="list-style-type: none"> <li>• Continue <b>collaboration</b> briefing and discussion at half-termly headteacher meetings and termly chairs of governor meetings.</li> <li>• Organise training sessions for CL staff, with CPPs and school places team, finance</li> <li>• Flag up in Governors' Newsletter PM</li> <li>• Review of progress with school action plans to take place in annual standards meetings NS</li> <li>• Develop training plan NS</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing, governors and head teachers receiving regular updates and briefings on school places and collaboration</li> <li>• Presentation to CPPs September 2022</li> <li>• Recurrent item beginning February 2022</li> <li>• Standards meetings beginning September 2022</li> <li>• Training plan agreed and ready for implementation by June 2022</li> <li>• Roll out of training in summer term 2022</li> <li>• School Places Plan produced by October 2022</li> <li>• Draft information for each school produced by May. Final packs with updated LGA data provided for September 2022</li> <li>• Standards meetings beginning September 2022</li> </ul>

<p>headteachers and governors to develop thinking and planning</p> <p><b>Lead:</b> Nick Smith, Pauline Maddison, Stephen Hall (pending DoL post) in collaboration</p>		
<p>3. To support school leaders in their self-evaluation and decision and ensure robust challenge and support where additionality is needed to improve outcomes.</p> <p><b>Lead:</b> DoL (Stephen Hall (pending recruitment)</p>	<ul style="list-style-type: none"> <li>• Provide data, analysis and review services to support rigorous school self-evaluation and planning</li> <li>• Provide bespoke support for schools with additional needs</li> <li>• Identify and promote effective and innovative practice</li> <li>• Development of CPP visits to schools to ensure consistent support and focussed challenge</li> <li>• Review of Project Board system to ensure sufficient focus and tracking of school improvement priorities</li> <li>• Review of SRAS policy</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation feedback from school leaders on all interventions</li> <li>• 6 weekly SRAS meetings to track impact of project boards</li> <li>• Termly presentations to CL Performance board</li> <li>• SRAS policy review Spring 2023, implemented September 2023</li> </ul>
<p>4. To further develop system improvement through the effective use of collaborative school networks, including the Camden Learning Hubs</p> <p><b>Lead:</b> DoL (Stephen Hall (pending recruitment)</p>	<ul style="list-style-type: none"> <li>• Support the development of the new set of learning hubs in maximising their effectiveness</li> <li>• Promote and support the development of vibrant and effective subject networks in both the primary and secondary sectors</li> <li>• Through the Digital Learning Hub, develop and improve remote teaching and learning strategies and promote sharing of best practice and resources</li> <li>• Develop and present a range of illustrative examples of school organisation and leadership, including financial modelling, that can effectively address challenges of funding and low pupil numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Termly progress reports on operation of Learning Hubs considered by SLIG</li> <li>• Termly evaluations and reviews of Hub impact</li> <li>• Annual evaluation reports to CL Board on Learning Hub activities demonstrate positive impact on professional growth and standards report</li> <li>• Case study evidence of impact of Digital Learning Hub on website, updated annually</li> </ul>
<p>5. To sustain high educational outcomes in primary schools, with the gap for disadvantaged pupils reducing</p>	<ul style="list-style-type: none"> <li>• Work with schools to accelerate learning and address gaps rising from Covid-19, capitalising on the National Tuition Programme.</li> <li>• Work with targeted schools to address in-school performance variability between EY and KS1</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils outcome data and analysis 2023.</li> <li>• Project board for KS 1 variability agreed with targeted schools, with termly reviews</li> <li>• Termly Project board tracking</li> </ul>

<p><b>Lead: DoL</b></p>	<ul style="list-style-type: none"> <li>• Through the Primary Curriculum network, work with subject leaders and teachers across primary schools to establish network meetings covering the range of Foundation subjects – with a focus on curriculum design and development – to encourage innovation and improvement.</li> <li>• Work with Learning Hubs and networks to ensure that effective, targeted improvement activities are in place for maths, oracy and science</li> </ul>	<ul style="list-style-type: none"> <li>• Review reports on use of National Tuition Programme</li> </ul>
<p>6. To improve overall educational outcomes, progress 8 and to reduce variability in secondary schools,</p> <p><b>Lead: DoL</b></p>	<ul style="list-style-type: none"> <li>• Work with schools to accelerate learning and address gaps through the CPP programme</li> <li>• Make use of opportunities, resources and providers through the National Tuition Programme to benefit catch-up in Camden schools</li> <li>• Recruit secondary subject network leads to oversee the programme of network meetings delivering a strengthened secondary moderation package, including coordination and quality assurance</li> <li>• Identify key areas where support is needed and work with targeted schools to address in-school performance variability at GCSE</li> <li>• Develop and implement a targeted approach to improving performance at KS 4 maths</li> </ul>	<ul style="list-style-type: none"> <li>• Standards meetings-annual conversation to set agenda and priorities with the school</li> <li>• Allocate CPP to work with the school informed by data and score card indicators.</li> <li>• Project board for schools with high degrees of variability agreed with targeted schools, with termly reviews</li> <li>• Termly Project board tracking</li> <li>• Reported attendance at subject network moderation and meetings.</li> </ul>
<p>7. To promote and support inclusion and reduce / minimise the number of exclusions from Camden schools</p> <p><b>Lead: Dylan Buckle</b></p>	<ul style="list-style-type: none"> <li>• Work with schools and other partners to develop and agree a shared understanding of inclusion (responding to the Timpson Report), including disproportionality and school approaches in behaviour management</li> <li>• Identify gaps in provision and engagement to help target interventions</li> <li>• Work with schools to implement strategies to further reduce exclusion</li> <li>• Develop and publish an index of available resources that schools / interventions can access</li> </ul>	<ul style="list-style-type: none"> <li>• Working group of Inclusion leads / heads and recommendations based on agreed data and gaps in provision by January 2023??</li> <li>• Consultation with schools to gather views on Scrutiny Panel Exclusions report by April 2023??</li> <li>• Termly commission evaluations of exclusions provided to the LBC Commissioner and CL Board, confirming performance against exclusion targets and scrutiny recommendations</li> <li>• Termly reports confirm that all schools signed up to local agreements, e.g., FAP/PIF protocols, with</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote and support the sharing of best practice, including the use of internal exclusion resources</li> <li>• Monitor and track excluded pupils ensuring that all pupils are supported and in appropriate provision</li> <li>• Work with parents / carers to ensure they are informed and have access to advice and advocacy</li> </ul>	<p>evidence that pupils are sign-posted into appropriate provision</p> <ul style="list-style-type: none"> <li>• Examples of Camden practice on website by July 2023 with subsequent annual updates??</li> <li>• Specific examples of Camden Schools collaboration on London and Camden contextual issues, e.g. Somali mentoring; Youth Safety Task Force</li> <li>• Regular reports to SRAS/CSCP/Safeguarding QA Sub-Group on all vulnerable groups</li> <li>• Evidence of positive feedback from parents / carers</li> </ul>
<p>8. Revisit the evidence both from this country and internationally about effective approaches to the teaching of reading but individual school context is all important, so our detailed focus will be on support for and monitoring of implementation within schools</p> <p>Organise a Camden campaign across the community, involving a range of partners as diverse as libraries and business, to encourage a love of reading</p> <p><b>Lead:</b> Kathy Bannon</p>	<ul style="list-style-type: none"> <li>• Recruit expert school leader to lead and manage this initiative 2022-24, including shaping an overall plan, a campaign which has widespread engagement and bespoke support for individual schools.</li> <li>• Establish a task force to steer the campaign and secure commitment across Camden</li> </ul>	<ul style="list-style-type: none"> <li>• Expert adviser (.5) in post from September 2022</li> <li>• Programme of support for individual schools in place from October 2022</li> <li>• Overall approach and plan agreed at Review Board by November 2022</li> <li>• Termly updates on progress to Review Board beginning March 2023</li> </ul>

<p>9. Build on success in reading with a major initiative to ensure Camden children can speak and write with clarity and confidence by 11</p> <p><b>Lead:</b> Kathy Bannon</p>	<ul style="list-style-type: none"> <li>Produce and enact an Early Reading action plan</li> </ul>	<ul style="list-style-type: none"> <li>By June 2023 for implementation from September 2023</li> <li>Take proposals to SEND Strategy and Improvement Board for inclusion in SEND strategy by July 2022</li> <li>SEND Strategy to be signed off November 2022</li> </ul>
<p>10. Continue to embed a culture of school-led improvement</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>Design a professional learning framework for Camden that supports the development, training and well-being of staff through the entirety of their careers</li> </ul>	<ul style="list-style-type: none"> <li>Draft 1 of framework to be brought to SLIG in November 2022 and then consultation with CPD leads and headteachers</li> <li>Produce final draft for agreement January 2022</li> </ul>
<p>11. Develop a distinctive and structured Camden offer of high-quality professional learning opportunities bespoke to individual schools and across schools, supporting the delivery of this strategy</p> <p><b>Lead:</b> Kate Froud &amp; Joe Edwards</p>	<ul style="list-style-type: none"> <li>Produce clear CPD overview for schools that describes Camden pathway of CPD</li> <li>Deliver Camden early career framework (ECF) programme (as a local delivery partner) so as to build not only new teachers' confidence and skills but also social capital and commitment to Camden</li> <li>Continue to support 4 cohorts to achieve national professional qualifications (NPQs)</li> </ul>	<ul style="list-style-type: none"> <li>CPD overview shared with schools September 2022</li> <li>Review of CPD usage and take up December 2022. Further review July 23</li> <li>Regular reports to SLIG on attendance and feedback</li> <li>Review ECF delivery model in light of sustainability; propose options; decide on future delivery model – by February 2023</li> <li>Complete NPQs for 4 pilot cohorts – by July 23</li> <li>Review NPQ delivery model in light of sustainability and ability to recruit viable cohorts – by February 2023</li> </ul>
<p>12. Ensure Camden leaders are well supported and</p>	<ul style="list-style-type: none"> <li>Devise and organise a CL development programmes to increase skills and confidence in collaborating across schools, including learning on executive</li> </ul>	<p>Programme for headteachers in system leadership offered from 1<sup>st</sup> April 2023</p>



<p>developed</p> <p><b>Lead:</b> Stephen Hall</p>	<p>leadership for current headteachers</p> <ul style="list-style-type: none"> <li>• Devise comprehensive coaching offer for headteachers</li> </ul>	<p>Design sessions for governors, delivered from April 2023</p>
<p>13. Support, and initiate, a range of collaborations across schools to develop the quality of teaching and increase its impact on learning</p> <p><b>Lead:</b> Christine Gilbert, Kate Froot, Joe Edwards, Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Encourage and support a number of school-led initiatives across 2 or more schools which strengthen our approach to excellence and equity by building collaboration and impact Christine Gilbert (CG)</li> <li>• Establish and lead subject leader networks that focus on high quality teaching KF &amp; JE</li> <li>• Refresh, establish and support the 2022/4 Hub programme to reflect the strategy DT</li> <li>• Create opportunities for local conversations about current issues and future thinking to encourage reflection and stimulate action CG</li> </ul>	<ul style="list-style-type: none"> <li>• Offer to be ready by January 2023</li> <li>• First round of Initiatives begin in September 2022</li> <li>• Termly updates to SLIG from November 2022</li> <li>• Second round from January 2023</li> <li>• Reviews to SLIG</li> </ul> <p>Networks in place from September 2022 with half-termly updates to SLIG</p> <ul style="list-style-type: none"> <li>• All 17 secondary subject networks and 4 primary subject networks to have launched – by October 2022</li> <li>• July 2023 – review of model</li> <li>• Refresh complete by July 2022 with Hub programme in place for September 2022</li> <li>• Termly impact reports from Hub leads from September 2022</li> <li>• Review current Hub programme and align programmes for 2023/2024 with current priorities – by Spring 2023</li> <li>• Cycle of Camden Conversations to be run from November 2022 to June 2023</li> </ul>
<p>14. Make sure that Camden Learning's work with schools is grounded in research and evidence informed practice, through close monitoring of the work of the</p>	<ul style="list-style-type: none"> <li>• Engage Research Adviser to work with Camden schools and Camden Learning Board to support better use of research and evidence to improve practice CG</li> <li>• Produce monthly update on key research findings and relevant reports - Research Adviser (RA)</li> <li>• Oversee the approach to think, Test and Learn set out</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment made for January 2023</li> <li>• Plan produced by March 2023</li> </ul>

<p>Education Endowment Foundation, partnerships with a research school and with local universities, and through creating opportunities to develop teachers' confidence in using evidence and research</p> <p>15. <b>Lead:</b> Christine Gilbert, Research Adviser</p>	<p>in the strategy, including providing guidance, training and advice to schools - RA</p>	
<p>16. Test new approaches to assessment using teacher research to support the Rethinking Assessment movement</p> <p><b>Lead:</b> Kate Frood</p>	<ul style="list-style-type: none"> <li>Respond to approaches from the Rethinking Assessment initiative to test new approaches to assessment as they emerge.</li> </ul>	<ul style="list-style-type: none"> <li>As and when approached by Rethinking Assessment Team</li> </ul>
<p>17. Trial a 'Camden School Report Card' as a new style accountability system for schools</p> <p><b>Lead:</b> Christine Gilbert</p>	<ul style="list-style-type: none"> <li>Encourage interest from a group of schools in developing and trialling the initiative <ul style="list-style-type: none"> <li>Establish a working group including interested schools and external partners to agree components of a Camden School Report Card</li> <li>Work towards trialling with a cross section of schools</li> <li>Review and establish whether extending to all schools is desirable and feasible</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Working Group in place by February 2023</li> <li>Plan for trial produced by April 2023</li> <li>Review September 2023 and decide next steps</li> </ul>
<p>18. Give active support to schools in developing an inclusive, inspiring, creative and horizon-</p>	<ul style="list-style-type: none"> <li>Use the Anti-Racism Hub to ensure a range of curriculum support is designed and provided to schools</li> <li>Identify interesting practice in schools and establish dissemination model</li> </ul>	<ul style="list-style-type: none"> <li>Refreshed Anti-Racism Hub programme plans in place by October 2022 and delivery from January 2023 with termly reviews</li> </ul>

<p>broadening curriculum, in line with our definition of the purposes of education</p> <p><b>Lead:</b> Helen Bruckdorfer</p>		<ul style="list-style-type: none"> <li>Dissemination from September 2023</li> </ul>
<p>19. Explore the possibility of a research project on creativity in schools with an academic partner</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>Disseminate the work of the Arts Council London Creativity Collaborative (four Camden primaries are partners on this 2022-2024 funded project) through the STEAM Hub and Camden Learning website</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Share mid-project learnings by July 2023, and share project learnings and recommendations in 2024</li> </ul>
<p>20. Establish an initiative for students to work more creatively beyond their school walls by creating experiential opportunities to learn about the world of work or social action, including volunteering</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>Deliver world-of-work experiential opportunities to growing numbers of students through the STEAM programme</li> <li>Explore the feasibility of partnering with external organisations delivering social action and volunteering projects with schools</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly reporting to STEAM Board</li> <li>Explore and establish partnership March-July 2023</li> <li>Delivery September 2023 onwards</li> </ul>
<p>21. To enable as many children as possible to learn and enjoy music and also to participate in cross school activities</p> <p><b>Lead:</b> Deborah Rees</p>	<ul style="list-style-type: none"> <li>Develop and expand creative music-making in primary / secondary schools and at our music centres</li> <li>Expand the range of borough ensembles better to serve our diverse population.</li> <li>Promote and support borough festivals</li> <li>Continue to develop our practice in primary / secondary transition</li> <li>Improve marketing and communications to increase participation</li> <li>Increase diversity of our offer in schools better to serve</li> </ul>	<ul style="list-style-type: none"> <li>6-monthly (March / September) reporting to DMT confirms: <ul style="list-style-type: none"> <li>additional examples of creative music-making in primary schools and at our music centres</li> <li>a wider range of borough ensembles</li> <li>increase annually in the number of pupils continuing with music participation after secondary transfer</li> <li>increased participation at secondary level</li> </ul> </li> </ul>

	<p>our diverse population</p> <ul style="list-style-type: none"> <li>• Undertake targeted campaigns to increase take-up of instrumental lessons in schools where numbers are low, with support for parents to apply</li> <li>• Provide 'bridging projects' to engage with parents</li> <li>• Organise the Camden Schools' Music Festival at the Royal Albert Hall in April 2023</li> </ul>	<ul style="list-style-type: none"> <li>- evidence of increased take-up of online training</li> <li>- increased take-up of instrumental lessons, especially where previously low</li> <li>- an increase in the number and diversity of families participating</li> <li>• Report on work to increase diversity in the offer – May 2023??</li> <li>• Evidence of bridging projects - July 2023?</li> <li>• Successful music festival – June 2023</li> </ul>
<p>22. Provide further opportunities for schools to share and develop their PSHE curriculum ensuring pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Identify good practice in incorporating specific life skills in the curriculum e.g. managing personal finances, and share across schools</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Organise PSHE Coordinator Network meetings around specific curriculum themes with a focus on schools sharing their planning and resources Alison Purchase (AP)</li> <li>• Identify areas of the new PSHE statutory content where there is a need for curriculum development and involve PSHE Coordinators in action research that produces resources that can be shared across schools</li> <li>• Review current support and provision on the topic of managing personal finances and scope additional support, resources and external partnerships needed</li> </ul>	<ul style="list-style-type: none"> <li>• 2 secondary networks and 1 primary network planned around specific curriculum themes identified in the networks for autumn 2022 Primary and Secondary PSHE Advisors appointed and in role by January 2023 (Primary) April 2023 (Secondary)</li> <li>• Identify areas by end of March 2023</li> <li>• Begin action research Jan 2023</li> <li>• Dissemination of resources underway by May 2023</li> </ul>
<p>23. Recruit and develop headteachers as leaders of social justice using the definition developed in Camden</p>	<ul style="list-style-type: none"> <li>• Work with experienced delivery partner to design and deliver a programme for developing leaders of social justice for current senior leaders from schools, and also for governors</li> </ul>	<ul style="list-style-type: none"> <li>• Build into the work of the Anti-Racism hub <ul style="list-style-type: none"> <li>- implementation from January 2023</li> </ul> </li> </ul>

<p><b>Lead:</b> Helen Bruckdorfer (HB)</p>		
<p>24. Increase the diversity of governors to better reflect the school population through targeted recruitment, training and development</p> <p><b>Lead:</b> Owen Rees</p>	<ul style="list-style-type: none"> <li>• Build on the Governor Diversity Working Group report to promote next steps for Governing Bodies through: <ul style="list-style-type: none"> <li>-governor newsletters</li> <li>-governor development sessions (covering recruitment, conduct of meetings, monitoring of composition, succession planning)</li> </ul> </li> <li>• Produce annual review of progress</li> <li>• Commission Programme for 2022 and 2023 development and training, including establishment of termly network for governors from underrepresented backgrounds with London Borough of Islington and session in inclusive practice from Black On Board</li> </ul>	<ul style="list-style-type: none"> <li>• Report annually on make-up of Camden Governing Bodies (October 2022 and October 2023), with comparator data made available to individual schools. Aim for 70 % White British, Irish and White Other by October 2024 (down from 75%)</li> <li>• Item in every Governor Newsletter 2022 and 2023</li> <li>• Review produced by April 2023</li> <li>• Initiative designed, costed and launched September 2023</li> </ul>
<p>25. To attract and develop the best governors, ensuring they are highly effective critical friends for schools, supporting informed challenge,</p> <p><b>Lead:</b> Owen Rees</p>	<ul style="list-style-type: none"> <li>• Monitor and keep under review the governor recruitment process to ensure that vacancies are quickly filled with high calibre candidates,</li> <li>• Strengthen the challenge to governing bodies where performance may be an issue</li> <li>• Promote and support increased collaboration between boards</li> <li>• Continue to review and refine the Governor Training and Professional Development Programme to respond to emerging BBS</li> <li>• Organise and implement an engaging and relevant Annual Governor Conference</li> <li>• Promote Clerking and Complaints Services to increase market share and maintain profitability</li> </ul>	<ul style="list-style-type: none"> <li>• Termly monitoring and review reports, through the Governor Hub, on governor vacancies, with recommendations about emerging issues</li> <li>• Termly analysis of support offered to governing bodies where performance is an issue</li> <li>• Review, with action recommendations of governing body collaboration opportunities biannually at standards meetings</li> <li>• Annual reviews of governing body make up for each school, with subsequent annual reviews of development action taken</li> <li>• Annual programme of governor induction and development in place from January 2021 with termly evaluations and annual reviews of content by participants</li> </ul>

		<ul style="list-style-type: none"> <li>• Annual Governor conference in Summer term 2023/Autumn 2022</li> <li>• Termly identification of emerging issues for support with individual Chairs and Chairs' Forum</li> <li>• Termly reviews of clerking pool and its efficiency of Clerking and Complaints Services</li> <li>• Annual reports confirm that market share for Clerking and Complaints Services is at least maintained, and that the number of schools taking the Clerking Service, including beyond the borough, continues to grow</li> <li>• Termly reviews of effectiveness of clerking pool and of Clerking and Complaints Services</li> </ul>
<p>26. Extend the work of the Anti-racism Learning Hub to all schools so they can be stimulated to review their curriculum to foster equality, participation and respect</p> <p><b>Lead:</b> Research Adviser, DoL</p>	<ul style="list-style-type: none"> <li>• Undertake small-scale search of evaluations of impactful progression initiatives and relevant research findings - Research Adviser</li> <li>• Develop a project for implementation in collaboration with Anti Racism Hub DOL</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• May 2023</li> <li>• By April 2023</li> <li>• Initiative established for September 2023.</li> <li>• Planning to begin as soon as DOL in post</li> </ul>
<p>27. Establish an initiative to accelerate Black, Asian and minority ethnic teachers' leadership progression in schools and keep under tight review</p> <p><b>Lead:</b> DoL</p>	<ul style="list-style-type: none"> <li>• Develop a project for implementation in collaboration with Anti Racism Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative established for September 2023.</li> <li>• Planning to begin as soon as DOL in post</li> </ul>

<p>28. Support schools through Camden Learning to further develop their PSHE curriculum, particularly as it relates to healthy relationships and sex education, learning from the national response to disclosure on the 'Everyone's Invited' website and addressing issues such as gender-based violence and transitioning</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Provide support to PSHE Leads to review and update their RSE curriculum and share effective resources</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing work began in Sept 2021</li> </ul>
<p>29. Produce a research report capturing the work of schools in Camden accredited with the UNICEF Rights Respecting Schools Award, in particular the impact of this initiative on:</p> <ul style="list-style-type: none"> <li>• attainment and attendance</li> <li>• behaviour and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Commission a researcher to work with a small group of schools from May 2023, to evaluate the current work of UNICEF schools and identify contribution to:             <ul style="list-style-type: none"> <li>○ attainment and attendance</li> <li>○ behaviour and well-being</li> <li>○ reduction in prejudice and discriminatory attitudes</li> <li>○ improved teacher recruitment and retention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researcher commissioned by March 2023 and group established to begin work</li> <li>• Work complete by September 2023 with accessible report and</li> <li>• dissemination plan, including training offers, ready by October 2023</li> <li>• for implementation from January 2024</li> </ul>

<ul style="list-style-type: none"> <li>• reduction in prejudice and discriminatory attitudes</li> <li>• improved teacher recruitment and retention</li> </ul> <p><b>Lead:</b> Research Adviser</p>		
<p>30. Ensure Camden Learning's Recovery and Renewal Plan is responsive and well-targeted to help schools support their pupils' transition out of the pandemic</p> <p><b>Lead:</b> Stephen Hall</p>	<ul style="list-style-type: none"> <li>• Ensure activities from Recovery and Renewal Plan are built into Implementation Plan SH</li> <li>• Ensure schools are capitalising on tuition resources and subsidies</li> </ul>	<ul style="list-style-type: none"> <li>• Review by end of October 2022 and added to the plan by November 2022</li> <li>• Tuition information sharing from Autumn 2022</li> </ul>
<p>31. Improve transition into schools, between phases and settings, beginning with a focused and well-researched initiative on primary to secondary</p> <p><b>Lead:</b> Christine Gilbert</p>	<ul style="list-style-type: none"> <li>• Establish school-led initiative to improve transition between primary and secondary schools by researching good practice and producing transition guidance for schools supported by training and development programme CG</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Part of second round school-led initiatives by December 2022 with guidance ready for dissemination by April 2023</li> </ul>
<p>32. Improve support for pupils admitted in-year or in-phase</p> <p><b>Lead:</b> Helen McNulty</p>	<ul style="list-style-type: none"> <li>• Review use of Vulnerability Matrix</li> <li>• Increase peer to peer support between schools</li> </ul>	<ul style="list-style-type: none"> <li>• Plans in place for 50% of secondary schools to engage by 2023</li> <li>• Resources page on MyDrive by 2023</li> </ul>



<p>33. Integrate the Transition to Adulthood initiative into the 16+ curriculum to support students' health and wellbeing as they transition to further or higher education, training or work</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Build capacity with UCLH to roll out Project Health Resilience (formerly Transitions to Adulthood programme) to all schools (led by the HWB Team AP )</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced to schools by July 2022 with one school taking part</li> <li>• 3 more schools booked in and due to complete by Spring term to make up the pilot programme.</li> <li>• Evaluation of pilot programme</li> <li>• Plans in place for 50% of secondary schools to engage by 2023</li> </ul>
<p>34. Build managing health and wellbeing, especially mental health, into education recovery from Covid through joint working across health and education, building on our trauma informed work</p> <p><b>Lead:</b> Tracey Caldwell, Stephen Hall, Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Commission external small-scale review of impact of health and well-being team and current programmes TC</li> <li>• Implement recommendations from the HWBT review SH</li> </ul>	<ul style="list-style-type: none"> <li>• Review commissioned and complete by July 2022</li> <li>• Leadership of CL and PH to produce an agreement for the work of the HWBT by Dec 2022</li> <li>• Review and streamline the monitoring and evaluation approach by March 2023</li> <li>• Design and implement partner and user engagement processes by March 2023</li> <li>•</li> </ul>
<p>35. Continue to provide and further develop mental and healthy lifestyle improvement programmes including targeted interventions, for pupils in most need</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Continue to engage schools in maintaining and renewing the Healthy School Recognition Award (HSRA)</li> <li>• Launch Returning to Healthy Habits campaign to support schools to re-engage in health and wellbeing activities</li> <li>• Continue to deliver Families for Life healthy lifestyle programmes virtually and face to face. Work with schools to target pupils and families most in need</li> </ul>	<ul style="list-style-type: none"> <li>• 75% schools engaged in HSRA by the end of 22-23</li> <li>• Termly reports of progress included in termly monitoring reports of CL Plan</li> <li>• Increase number of schools offering Families for Life primary and Family Kitchen programmes to achieve pre-pandemic targets (180 families engaged in FFL per year) by the end of 2023</li> <li>•</li> </ul>

<p>36. Support teachers with pedagogical strategies to manage pupils' learning behaviour within the classroom which recognise impact on wellbeing and mental health</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Produce HWB guidance in response to school needs</li> </ul>	<ul style="list-style-type: none"> <li>• Updated guidance by Sept 2022</li> </ul>
<p>37. Develop approaches to food in school which link up with boroughwide work on food poverty and health including obesity prevention</p> <p>Continue to fund free school meals for children without recourse to public funds</p> <p><b>Lead:</b> Alison Purchase &amp; Wider H&amp;WB Team</p>	<ul style="list-style-type: none"> <li>• Continue developing Camden's food poverty programme with Public Health</li> <li>• Audit school breakfast clubs, including nutritional content</li> <li>• Increase number of schools providing healthy breakfast</li> <li>• Continue funding to schools [already in place]</li> </ul>	<ul style="list-style-type: none"> <li>• Audit school breakfast clubs by Dec 2023</li> <li>• Plan for increasing number agreed by March 2023 for implementation from April 2023</li> </ul>
<p>38. Strengthen pupils' involvement in the development and</p>	<ul style="list-style-type: none"> <li>• Develop health champions, wellbeing champions and mini-champions into a network in the course of</li> </ul>	<p>Engage 10 more schools in Champion programmes by Dec 2022; begin the Network by March 2023</p>

<p>provision of health and wellbeing approaches and activities in schools and locally</p> <p><b>Lead:</b> Alison Purchase</p>	<p>2022/23</p> <ul style="list-style-type: none"> <li>Refresh advice to schools on models for daily physical activities including Race to Health, Daily Mile</li> </ul>	
<p>39. Develop a wide range of opportunities within and outside of the curriculum that inspire children and young people to be physically active, including promoting active classrooms</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>Refresh advice to schools on models for daily physical activities including Race to Health, Daily Mile</li> <li>Facilitate opportunities for school-led development of activities and models for increasing physical activity and deliver training for active classrooms</li> <li>Support schools to increase the number of daily minutes of physical activity achieved through participating in Camden-wide activities from 31 minutes per day to 35 by 2023</li> </ul>	<ul style="list-style-type: none"> <li>Show year on year increase in number of daily minutes of physical activity achieved through participating in Camden-wide activities</li> </ul>
<p>40. Engage more schools in TIPiC and embed a trauma-informed approach to supporting children and young people's wellbeing</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>Continue roll-out and review outcomes and sustainability jointly with Camden EPS (in total, 22 schools have been engaged with TIPiC by Summer 2022)</li> <li>Review impact and effectiveness of TIPiC initiative with Camden EPS</li> </ul>	<ul style="list-style-type: none"> <li>Increase to 26 by end Autumn Term 2022</li> <li></li> </ul>

<p>41. Engage more schools in completing a review of their whole school approach to mental health and prioritising identified actions</p> <p><b>Lead:</b> Alison Purchase</p>	<ul style="list-style-type: none"> <li>• Promote Islington's mental health and resilience in schools framework (IMHARS) with schools for reviewing whole-school approach to mental health, with a focus on using a quick needs assessment (QNA)</li> </ul>	<p>Complete a review with 2 more schools by end of March 2023</p>
---	--	---

### Priority 3: Flourishing Lives

Building a generation of changemakers who will work with impact in their communities. A Post 16 education system that benefits all students with greater access for young people to education work and opportunity, better information, advice and guidance to support learning and job choices which leads to economic opportunity. A Camden life futures plan for every young person at 16+.

#### With a current focus on:

- Encouraging the engagement of children and young people as Camden citizens who have a positive impact on their communities through constructive activism and contribution to decision making
- Harnessing technology to improve learning, schools and our local system
- Building further opportunities from STEAM and business partnerships within the curriculum, careers education and extra-curricular opportunities
- Establishing opportunity centres
- Creating opportunities for conversations about current issues and future thinking to encourage reflection and stimulate action
- A post 16 education system that benefits all students
- developing a 'Life Futures Plan' for every young person at age 16
- Greater access for young people to education, work and opportunity
- Better information, advice and guidance to support learning and job choices which lead to economic opportunity

#### Key Outcomes:

- Evidence of increased take-up by children and young people of opportunities arising through the STEAM initiative to pursuing choices in pre and post 16 options, apprenticeships, industry training and level 3 studies.

- Evidence of strengthening business and partnership working
- Life futures plans developed and in practice in Camden Schools
- Trial Opportunity Centres set up and running

*n.b. priorities below highlighted in blue are taken from BBS implementation plan*

Objective and Lead	Key Actions	Progress Milestones
<p>1. Continue to develop skills, confidence and the possibilities of digital technology as an enabler of learning as well as a tool to reduce staff workload and effect cost savings, through drawing on support from nationally accredited expertise in our schools and the Camden Learning Centre(CLC), as well as the findings from national research</p> <p><b>Lead:</b> Stephen Hall</p>	<p>Establish a Primary Technology Hub and Secondary Technology Hub to work with schools to produce Harnessing Technology Plan, taking account of the needs, opportunity, resources, expertise and challenges in Camden</p>	<ul style="list-style-type: none"> <li>• Hubs advertised end of November 2022 to begin work in Spring 2023</li> <li>• Plans brought to the Strategy Review board by March 2023</li> </ul>
<p>2. Reduce the digital divide by <b>focusing resources</b> on those most in need</p> <p><b>Lead:</b> RA??</p>	<p>Establish interest and commission a range of interesting school-led initiatives</p>	<ul style="list-style-type: none"> <li>• Initiatives commissioned by June 2023; implementation to begin in September 2023</li> </ul>

<p>3. Develop Camden's potential for children learning together across schools, localities and even countries, stimulating interest through <i>Think, Test and Learn</i> initiatives</p> <p><b>Lead:</b> Stephen Hall</p>	<p>Brief Primary and Secondary Technology Hub leads to address this in the HT Plan</p>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Implementation from September 2023</li> </ul>
<p>4. Use Camden's connections with tech industries through the STEAM programme to support learning, develop career opportunities and stimulate innovation</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Use the launch of the new STEAM Strategy and Pledge to support the scaling of existing partnerships with tech companies DT</li> <li>• Deliver programmes and initiatives that provide young people with meaningful experience of Camden's tech industries, including: <ul style="list-style-type: none"> <li>○ STEAM Ambassadors from tech industries delivering careers activities and talks in schools</li> <li>○ Work experience placements in tech companies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New Strategy and Pledge developed and signed off by STEAM Board by August 2022</li> <li>• Launch of new strategy November 2022</li> <li>• Refine STEAM Ambassador processes to support increase in STEAM Ambassador activities in schools – by September 2022</li> <li>• Quarterly updates to the STEAM Board</li> <li>• Report to STEAM Board on number of placements in tech industries delivered July 2023 and July 2024</li> </ul>

5. Use technology to help break down the barriers to learning, through stimulating thinking and action about more imaginative models of inclusion  <b>Lead:</b> Danielle Tobin	Establish small scale school-led initiative, supported by RA and SEND Adviser	<ul style="list-style-type: none"> <li>• Implementation from September 2023</li> </ul>
6. Establish, in collaboration with schools and using <i>Think, Test and Learn</i> , a network of <b>Opportunity Centres</b> operating at evenings, weekends and holidays to provide: Access, in the first instance, for secondary age students to learning, targeted at those who most need it but with wide access Access to technology, digital and AI learning Small group tutoring, especially for those who need it most Access to good	<ul style="list-style-type: none"> <li>• Establish the scope, aim and ambition</li> <li>• Identify 3 secondary schools to begin trial of Opportunity Centres from Autumn Term 2022</li> <li>• Work with the schools to shape, plan and resource the centres for establishment by the second half of the autumn term 2022</li> <li>• Keep provision under review with the possibility of extending provision in 2022/4</li> </ul>	<ul style="list-style-type: none"> <li>• Report to CL Board with proposals, November 2022</li> <li>• 3 centres operational by January 2023</li> <li>• October/November 2022</li> <li>• Review undertaken with recommendations for next steps, June 2023</li> </ul>

<p>information, advice and guidance</p> <p>Enrichment activities to incentivise attendance and develop personal passions</p> <p><b>Lead:</b> Christine Gilbert, Stephen Hall</p>		
<p>7. Work with schools, employers and community and voluntary organisations to stimulate ways of designing experiential opportunities for young people's engagement in work, social action or volunteering, through STEAM and <i>Think, Test and Learn</i></p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Broker partnerships and projects with employers that create opportunities for young people as local changemakers</li> <li>• Support development of STEAM Hub projects that create experiential opportunities for young people</li> </ul>	<ul style="list-style-type: none"> <li>• Embed this approach in new STEAM Pledge by August 2022</li> </ul>



<p>8. Use research and local best practice to stimulate all schools to create opportunities for young people to work together on the concerns facing them and their communities</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>Disseminate information about STEAM Hub projects/resources to share the approach with a wider range of schools</li> <li>Share opportunities with schools from organisations who have high-quality social action and volunteering opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly updates to STEAM Board</li> <li>STEAM Hub programme refreshed and ready to begin delivery in September 2022</li> </ul>
<p>9. Collaborate with the Youth Council and local youth groups to run initiatives designed to make change happen by developing young people's local leadership skills</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>Work with Participation Team and Youth MPs to develop a youth voice role on the STEAM Board, including mentoring from board members</li> </ul>	<ul style="list-style-type: none"> <li>April 2023 onwards</li> <li>Share opportunities with schools at least termly</li> <li>Bring paper to STEAM Board Autumn 2022</li> <li>Youth MPs to join Board by January 2023</li> </ul>
<p>1. Use Camden's Climate Crisis Campaign as a focus for young people's engagement and activism, including work on tackling air pollution and changing home to school travel</p> <p>Encourage schools to involve school council and environmental champions in school policies on</p>	<ul style="list-style-type: none"> <li>Broker connections with Camden Climate Team and schools</li> <li>Share opportunities to engage with the Climate Crisis Campaign and Climate Charter through the Headteacher Bulletin</li> <li>Share learning from STEAM's GLA-funded Climate KickStart and shared through CL and STEAM websites</li> </ul>	<ul style="list-style-type: none"> <li>From October 2022 onwards</li> </ul>

climate control, including recycling		
<b>Lead:</b> Danielle Tobin		
<p>2. <b>Develop a post 16 strategy and action plan</b> which:</p> <p><b>Lead:</b> Sean Harford</p>	<ul style="list-style-type: none"> <li>• Establish Post 16 working groups</li> <li>• Agree a work programme and timetable for completion of Post 16 Strategy and plan December 2022</li> <li>• Establish a new post 16 partnership to develop a coherent and more inclusive sixth form system for Camden</li> <li>• Use the partnership to rationalise provision and improve the non-A level offer</li> <li>• Give greater priority to developing technical and vocational education, including T Levels</li> <li>• Develop links with Oxbridge and Russell Group universities, exploring a co-ordinated 'Flying High' boroughwide scheme, as well as a range of interactions with other high status universities</li> <li>• Liaise effectively and urgently with Capital City College Group 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</li> </ul>	<ul style="list-style-type: none"> <li>• Establish T level development group by March 2022 with first meeting in April 2022</li> <li>• Strategy and plan agreed by December 2022</li> <li>• Implementation underway from January 2023 with termly reports to Strategy Board</li> <li>• Milestones: <ul style="list-style-type: none"> <li>- first 'Camden Prospectus' published by Autumn 2023 for the AY 2024/25; includes curriculum offers of all borough secondary schools and Westminster Kingsway College</li> <li>- a cross-borough T Level curriculum in place for students from September 2024</li> <li>- 'Flying High' boroughwide scheme developed by August 2023 and first student/university contacts in AY 2023/24</li> </ul> </li> </ul>
3. Work with schools, other providers and young people themselves to develop and pilot a format and process for developing a 'Life Futures	<ul style="list-style-type: none"> <li>• Identify and work with pilot schools, Westminster Kingsway, young people and Camden's Connexions and Careers Service to: <ul style="list-style-type: none"> <li>○ agree the outline/ format for a Life Futures plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establish working group to commence work on the project by November 2022</li> <li>• Proposals ready to trial with students by September 2023</li> </ul>

<p>Plan' for every young person at age 16</p> <p><b>Lead:</b> Sean Harford</p>	<ul style="list-style-type: none"> <li>○ link plan to Career/ FE ambition</li> <li>○ outline the 18 route/ pathway (inc English and maths)</li> <li>○ access to mentor(s)</li> <li>• Trial the LF Plan and evaluate</li> <li>• Make decision about whether to extend the initiative</li> </ul>	<ul style="list-style-type: none"> <li>• First set of students' LF Plans produced by June 2024</li> <li>• Evaluation and decision about extension October 2024</li> </ul>
<p>4. Link with employers, particularly through the STEAM initiative, to give young people work experience opportunities especially in local growth areas such as health and the digital, scientific and creative industries</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Deliver an annual Camden STEAM Year 12 Work Experience programme which coordinates high-quality placements with STEAM partner employers</li> <li>• Scale the Work Experience programme each year</li> </ul>	<ul style="list-style-type: none"> <li>• Update to STEAM Board on plans to scale STEAM Work Experience programme – by January 2023</li> <li>• Scale STEAM work experience programme: <ul style="list-style-type: none"> <li>- 150 placements by July 2022</li> <li>- 250 placements by July 2023</li> <li>- 350 placements by July 2024</li> </ul> </li> </ul>
<p>5. Increase the number of apprenticeships for young people, not only by stimulating greater interest from local business and public services but also by increasing awareness and understanding of the opportunities with staff in</p>	<ul style="list-style-type: none"> <li>• Scope the development of a work experience offer beyond the STEAM sector, particularly in health, with Camden Council teams delivering the Youth Mission</li> </ul>	<ul style="list-style-type: none"> <li>• Scope January-March 2023 for July 2023 delivery</li> </ul>

<p>schools and with young people and their families</p> <p><b>Lead:</b> Danielle Tobin</p>		<ul style="list-style-type: none"> <li>SEND strategy signed off by November 2022</li> </ul>
<p>6. Research the potential for establishing more innovative choice of pathways at 14-19 that would provide not only a balanced education but also greater exposure to the workplace and develop employability skills</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>Recruit an Brokerage Manager working between Camden Learning and Camden Apprenticeships to lead on STEAM apprenticeships pilot</li> <li>Review Camden Apprenticeships communications and offer to schools; provide feedback; support with building better links into schools</li> </ul>	<ul style="list-style-type: none"> <li>Brokerage Manager in role by February 2023</li> <li>Set up pilot February 2023-July 2023</li> <li>Pilot to run September 2023 – July 2025</li> </ul>
<p>7. Raise awareness of the importance of local employment programmes being inclusive enough to the needs of children and young people with SEND</p> <p><b>Lead:</b> Danielle Tobin</p>	<p>Further develop links with the Inclusive Economy Team and the SEND team so this is part of the SEND Strategy and Youth Offer</p>	<ul style="list-style-type: none"> <li>November 2022</li> </ul>

<p>8. Share knowledge across the secondary sector of how some schools provide access to good quality careers education, including information, advice and guidance,</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Establish quality baseline of current provision by collating information from schools, Camden Connexion, and Careers Forum</li> <li>• Identify key areas of good practice and provision in secondary schools</li> <li>• Collate and share good or interesting practice examples on website</li> <li>• Develop recommendations on what is needed to improve practice within and beyond schools</li> <li>• Work with Council teams and Inclusive Economy team to shape the Youth Mission and Youth Offer plans</li> </ul> <p>Scale STEAM Ambassador activities (employers delivering career talks and careers activities in schools) to reach an increased number of primary schools each year</p>	<ul style="list-style-type: none"> <li>• Baseline established by March 2023</li> <li>• Identity and share by March 2023</li> <li>• April-July 2023</li> <li>• Youth Mission Cabinet Report and Youth Employment Support Entitlement Offer Launch – November 2022</li> <li>• Launch of new STEAM Pledge in Autumn 2022</li> <li>• Targeted support to engage further primary schools</li> <li>• Quarterly progress reviews to STEAM Board</li> <li>• Share Spring 2023</li> <li>• Plan in place for next iteration of Meta Girls Rising mentoring programme by December 2022</li> <li>• Deliver programme from Spring 2023</li> <li>• Share funded mentoring programmes as they arise</li> </ul>
<p>9. Develop greater awareness in primary schools of the world of work and support initiatives through <i>Think, Test and Learn</i></p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Disseminate curriculum resources co-designed by primary schools members of the STEAM Hub and employers</li> </ul>	<ul style="list-style-type: none"> <li>• Scoping February-April 2023</li> <li>• Develop approach April-June 2023 for implementation September 2024</li> </ul>
<p>10. Give every student in a Camden school the opportunity to have a mentor or support from a role model</p>	<ul style="list-style-type: none"> <li>• Continue to develop existing Camden mentoring programmes e.g. STEAM mentoring programme for sixth form girls; Future First pilot mentoring programme (ongoing)</li> <li>• Share funded mentoring opportunities with Camden schools</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing as employers sign STEAM Pledge and develop programmes</li> <li>• Quarterly progress reviews with STEAM Board</li> </ul>

<b>Lead:</b> Danielle Tobin		
<p>11. Work with schools, and draw on the expertise of Camden's Connexions and Careers Service, STEAM and digital technology, to design a strategy that draws on recent experiences of digital technology to provide more extensive and high quality IAG for individual</p> <p>Support young people to understand and have access to the career opportunities available in Camden's thriving tech sector, and to develop the digital skills that will support a range of future careers</p> <p><b>Lead:</b> Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Scope options for digital IAG, learning from current provision in schools, from Connexions and from good practice in the sector</li> <li>• Develop an approach for implementing the digital IAG in schools</li> <li>• Broker employer-led programmes that develop digital skills, such as Google Career Certificates (Post-16), Meta coding workshops (Year 9 girls), Central Saint Martin's digital workshops</li> <li>• Strengthen schools' expertise in developing digital through the work of Primary Technology Hub and Secondary Technology Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2023 onwards</li> </ul>

## Priority 4: A Thriving Organisation

To build Camden Learning as an agile, creative, and sustainable organisation able to lead and give active support to the drive for excellence and equity across the education community

With a current focus on:

- Developing the culture of the organisation as an independent, school-led, place-based partnership, rooted in relationships and the local community, and able to work collaboratively, flexibly and effectively to meet needs and priorities
- Establishing back-office and support functions to support an independent, start-up company
- Developing Camden Learning as a sustainable business
- Ensuring the continued high profile of Camden Learning with teachers and governors in Camden and with other partners and key stakeholders
- Seeking continuous improvement through development as an outward-looking organisation that influences national policy and practice

### Success Criteria

- A financially sustainable organisation that draws on excellent, highly trained people, including external consultants, able to work flexibly and deliver our vision, values and goals
- Exceptional levels of engagement with all stakeholders
- High levels of participation from partner schools
- High levels of take-up of services

FOCUS and Lead	Key Actions	Progress Milestones
1. To develop the culture of the organisation as an independent, school-led, place-based partnership, rooted in relationships and the local community, and able to work collaboratively, flexibly,	<ul style="list-style-type: none"> <li>• Produce &amp; Implement CL Plan</li> <li>• Revise and implement the new organisational structure ensuring it is fit for purpose and sustainable</li> <li>• Recruit to Director of Learning and Research assistant posts</li> <li>• Conclude restructure of Health and Well Being team</li> <li>• CL Development Programme to meet organisational and workforce development needs: 'how we do things here'</li> <li>• Devise more attractive terms and conditions for CL staff</li> <li>• Develop more ways of using expertise from schools</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed organisational structure fully in place with vacant posts recruited by April 2023</li> <li>• Business Plan agreed by Board by April 2023</li> <li>• New SI offer to schools agreed by Board February 2023 and with members by February 2023</li> <li>• Team Plans signed off by December 2022 (annually)</li> <li>• Individual performance targets signed off by April 2023</li> </ul>

<p>and effectively to meet needs and priorities</p> <p><b>Lead:</b> Stephen Hall and Tracey Caldwell</p>	<p>such as greater use of secondments</p> <ul style="list-style-type: none"> <li>• Increase use of contracts with external expert consultants</li> <li>• Establish a review and evaluation framework for CL</li> <li>• Annual team plans that reflect CL priorities completed</li> <li>• Develop and implement a programme to meet organisational and workforce development needs, effectiveness and accountability including performance management structures, policies, and guidance.</li> <li>• Explore opportunities for benchmarking and engagement with similar organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan and Performance indicators reviewed quarterly and presented to Board.</li> <li>• Revised offer to schools in place by April 2023</li> <li>• Programme for performance management, structures, policies and guidance in place and agreed by Board by March 2023.</li> </ul>
<p>2. To establish back-office and support functions to support an independent, start-up company</p> <p><b>Lead:</b> Tracey Caldwell</p>	<ul style="list-style-type: none"> <li>• Introduce a CRM system</li> <li>• HR systems for CL not dependent on Council</li> <li>• Reposition Council-brokered services to make clearer distinction re role of CL</li> <li>• Draft and update a Business continuity plan</li> </ul>	<ul style="list-style-type: none"> <li>• CRM system in place by September 2023</li> <li>• Identified HR functions (e.g. recruitment) undertaken by COO October 2022, reviewed April 2023</li> </ul>
<p>3. To develop CL as a sustainable business</p> <p><b>Lead:</b> Stephen Hall and Tracey Caldwell</p>	<ul style="list-style-type: none"> <li>• Renewal and Delivery of Camden Council commission</li> <li>• Delivery of traded services with a focus on maximising impact and sustainability of services</li> <li>• Implementation of a 3-year business plan</li> <li>• Set out a medium term budget plan</li> <li>• Recruit additional board director, with strategic financial expertise to help build CL's skills base and capacity</li> <li>• Develop and update the CL website to showcase offer and expertise, celebrating innovation and success</li> <li>• Produce communications plan and implement</li> <li>• Refresh the offer to schools 2023/25</li> <li>• Explore potential for targeted bidding and fundraising more generally</li> </ul>	<ul style="list-style-type: none"> <li>• Commission agreed by Board by January 2023, with half termly financial updates.</li> <li>• New pricing structure and offer for schools drafted by December 2022, consultation with key stakeholders by February 2023, agreed by Board March 2023. Published by April 2023</li> </ul>
<p>4. Ensure the continued high profile of Camden</p>	<ul style="list-style-type: none"> <li>• Appoint a marketing and communications lead (0.6 FTE)</li> <li>• Design and deliver a communication plan / action grid</li> </ul>	<ul style="list-style-type: none"> <li>• Annual teacher / headteacher surveys agreed by Board by January 2022</li> </ul>



<p>Learning with teachers and governors in Camden and with other partners and key stakeholders</p> <p><b>Lead:</b> Stephen Hall and Tracey Caldwell, Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Agree metrics and measures for success (e.g., web analytics, readership, etc.)</li> <li>• Develop and update the website so that it reflects current offer, thinking and practice</li> <li>• Best practice case studies drafted and impact from initiatives published.</li> <li>• Social media channels e.g. Twitter, used systematically to celebrate Camden Learnings role in partnership with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing and communications lead appointed by February 2023</li> <li>• Communications plan agreed by Board by April 2023</li> <li>• Communications metrics and benchmark data gathered by August 2023</li> <li>• Web review completed by March 2023</li> <li>• Web update completed by April 2023</li> <li>• Communication metrics report published and shared with board quarterly</li> </ul>
<p>5. To seek continuous improvement through development as an outward-looking organisation that influences national policy and practice</p> <p><b>Lead:</b> Stephen Hall and Danielle Tobin</p>	<ul style="list-style-type: none"> <li>• Support the development of local education partnerships across London and at national level</li> <li>• Develop and form strategic partnerships with the best research and development organisations (e.g., UCL Research, Youth Safety Taskforce, EDT and Paddington Teaching School Hub)</li> <li>• Build strong relationships with LDBS and the Archdiocese of Westminster</li> <li>• Strengthen the use of data and research to aid decision-making by CL's SLT team and the board</li> <li>• Develop ways of utilising expertise, e.g., increasing use of expertise and leadership in schools and secondment opportunities for school staff</li> <li>• Hubs and initiatives used to celebrate innovation in Camden schools</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reports provide evidence of external influence of Camden Learning (e.g., peer reviews, joint projects, policy development)</li> <li>• Annual Headteacher conference with high profile speakers reflecting national agendas</li> <li>• Presence at annual AEPA conference and half termly SELL meetings.</li> </ul>