



Annual Review 2017/18

Our Vision

We want Camden to be a place where everyone has a chance to learn and nobody gets left behind. This means ensuring that every child enjoys learning and achieves well, so they 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.

“If I moved anywhere else in London I’d be missing out on this opportunity of schools working together.”

Issy Ives, Year 1 Teacher, Brecknock School

Contents



Introduction	4
Camden Learning – excellence and impact	6
Our core offer to schools	7
Our schools	8
Delivering our strategic priorities	
▶ Building Camden Learning as a force for improvement	10
▶ Developing great teachers and inspiring learners	14
▶ Attracting, developing and keeping the best leaders	20
▶ Enriching learning in Camden	21
Performance and Impact	23
Finances	28
Looking Forward	29
Our Board of Directors	30
List of Camden Learning Members	31

Introduction

Camden Learning is a new local partnership created for the benefit of children and schools. This annual review highlights the achievements of our first year, 2017/18.

Our members are committed to working together for the good of all Camden children. By working with shared and determined endeavour, we aim to ensure that no pupil is left behind and all schools do better than they would on their own.

We have made good progress in building Camden Learning and developing greater capacity for a self-improving system. We have brought teachers, headteachers, governors and others together to share expertise, drive improvement and develop better practice. We are ambitious for Camden children and passionate about creating schools and settings that enable every child to enjoy learning and achieve well.

We have built on the council's strong relationships with school leaders and education professionals and put the architecture in place to provide stronger and more creative connections between our schools. By harnessing the talent and potential of those who work in our schools, we are sharing learning, brokering peer-to-peer working, and providing the systematic rigour needed to create better - and sometimes more innovative - practice in our classrooms.

Ninety-six per cent of our schools are good and outstanding, 10% above the national average, with more than twice as many outstanding primary schools (40%) compared to the country as a whole. Sixty per cent of special schools are outstanding, compared to 38% nationally. This is a credit to the hard work of all involved and especially, the school leadership teams.

Results are also showing improvement, although we are not yet keeping pace with the best in London. Last year saw gains in early years outcomes and in narrowing the gap between rich and poor.

It was great to see primary schools continue to perform strongly at KS2 where the combined scores in Maths, English and Reading are now above the London average.

Improvements were also made in KS1 results and at A Level, and we sustained previously good outcomes at GCSE.

Compared to schools nationally, there is no doubt that Camden schools and our pupils are achieving well. But we are ambitious for our learners and want to be amongst the best in London too, where the bar is at its highest.

We are steadfastly determined to reduce the differential in outcomes for vulnerable groups, especially 'white British' young people. And we are focussed on diminishing inconsistencies and growing good practice amongst our network of schools. We have much to do in reducing the variation that exists in attendance across our schools. If children don't attend school, they don't learn as much as they should. This remains a top priority for us all this year.

Our thanks go to everyone in Camden Learning for helping us make a strong and purposeful start. Although much remains to be done, this year has shown that bringing teachers, headteachers and other education practitioners together is energising, motivating and making an important difference to the quality of education in Camden. We look forward to working with you this coming year to strengthen that continuing drive for excellence in all our schools.



Christine Gilbert
Independent Chair



Jon Abbey
Managing Director



Camden Learning – excellence and impact

About us

Camden Learning is a not-for-profit company set up as a joint venture between local schools and the council. As a schools-led organisation, we draw on a 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.

Camden Learning is a company limited by guarantee. We do not have share capital or shareholders, instead we have ‘members’, our schools, who have committed to establishing Camden Learning for the good of all children in local schools.

What we do

Put simply, we work with schools to improve teaching and learning, sharing responsibility for the achievement of children and the excellence of all schools.

We support schools with their development and help to ensure they have the best people and practices in place. This means working to attract and retain the very best teachers, headteachers and school leaders and encouraging local practitioners to be creative and innovative.

“We have a sharp focus on how teachers teach and children learn. We use evidence to improve what happens in the classroom.”



How we do it

We create development opportunities for teachers, headteachers, governors and other practitioners. We identify outstanding practice and put schools in touch with others to share learning and accelerate improvement.



By creating a strong partnership between schools, the council, and others with an interest in education, Camden Learning helps to enrich learning, raise standards and drive improvement. This makes sure that every child gets the right support to thrive and reaches their potential.

Our school improvement offer

We have been commissioned and funded by the council to offer a range of improvement services to support all schools. There is a basic entitlement of support for each school but those with the greatest need have more help. All schools receive our ‘no cost’ support service, funded by Camden Council and can buy additional support.

We also offer a tiered subscription service to meet schools’ differing needs. Schools taking the highest level of subscription get the broadest package of up-front support and the greatest discount on additional training.

Our core offer to schools

Leadership and Management

- annual standards meeting
- two Camden Learning Professional Partner visits
- support for emergencies
- annual conferences for key groups
- support for middle leaders and governors
- help with temporary cover
- safeguarding compliance
- briefings and updates

We also offer:

- support for inspections
- brokerage of external support



Teaching and Learning

- statutory moderation
- twice termly headteacher briefings

We also offer:

- school results’ summaries
- learning hub memberships
- termly leadership breakfast briefings
- teaching and learning business support



Training and Development

- health and safety
- best practice website

We also offer:

- preferential rates for additional training



Support for Governance

- expert advice
- access to Governor Hub

We also offer:

- support for meetings and forums



Our schools

Our 59 schools include...

39 Primary schools, **1** primary academy and **2** primary free schools

10 Secondary schools, including one standalone academy

6 Special schools

2 Teaching schools

1 Alternative provider



96% of our schools are good or outstanding



There is no inadequate provision

We have some of the **best primary schools in London**

Our 22,534 learners...



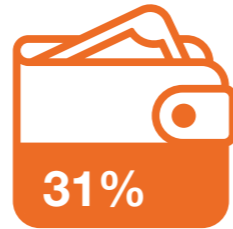
Plus nearly 3,000 children in our early years settings....

represent our **cultural and ethnic diversity**



Half are from Black and Minority Ethnic groups (BAME)

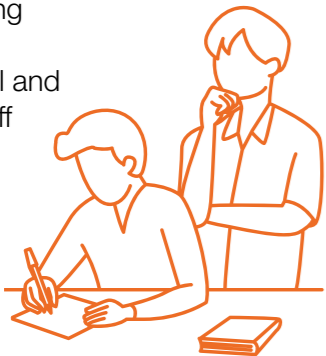
Nearly two-thirds (61%) of primary pupils have English as their second language.



Nearly a third are living in low income families

Our 1,200 plus teachers...

Plus teaching assistants, professional and support staff



Included **94** Newly Qualified Teachers last year



We have **three** National Leaders in Education in our borough.



Our governors...

Play a vital role in all our schools...



Of the **814** governors in post at the year end...

161 were parent governors...



And **368** Co-opted Governors and **1** National Leader of Governance



For information on our performance and how we compare, see page 23



Building Camden Learning as a force for improvement

Using intelligence

The strategic use of data and intelligence sits at the heart of our work. Every school has the support of a Camden Learning Professional Partner who visits twice a year.

Early in the new school year, the Managing Director of Camden Learning organises a standards meeting, with the headteacher and chair of the governing body where their recent performance is discussed in detail, with strengths and areas for development identified.

This is a vital meeting intended to provide helpful challenge as part of our support for the school. This conversation with each school helps ensure that resources are focussed where they are most needed and interventions are timely, appropriate and effective.

We are planning to use the standards meeting more this coming year to identify areas of excellence and expertise that can be shared across Camden.



Targeting support

Schools causing concern receive targeted support to make sure they get the right help at the right time. Numbers causing concern are falling with only 5 schools on our concern register at the end of 2017/18. During the year, we supported eight schools on our register to improve.

But our work is not limited to supporting schools at risk. Our targeted support programme is helping schools accelerate their progress, wherever they are on their journey of improvement.

Many schools themselves, including those with good or outstanding Ofsted judgements, identify concerns, for example, several experienced staff leaving at the same time, and seek additional help before problems set in.

“Constructive, honest dialogue, based on robust data and information, has undoubtedly helped to accelerate our improvement.”

“Working alongside the Headteacher at Thomas Coram School, and the EYFS leader at Primrose Hill has been a positive shared experience.”

Robin Warren - Headteacher, Primrose Hill School

Timely help when it's needed

A good example of school-to-school support and sector-led improvement is our work with one secondary school. Here, brokered support included a coaching programme which used teachers from across Camden secondary schools with a focus on improving the quality of teaching. This local model of collaboration not only benefited the teachers, but also the coaches themselves. Evaluation and review show positive results, including improvements in the standard of teaching, the culture of the school and improved exam results.

“What impressed me about Camden schools is the commitment and dedication of the leadership to really be creative.”

Saul Klein, Venture Capitalist, Zinc



Building capacity

There is huge expertise within Camden schools but not always the capacity to free up staff to work with other schools. Supply cover is not the answer. We need to find more creative ways of building capacity within schools. We have made a good start with our support for Learning Hubs. We resource them so schools can, for example, add to their staffing at the beginning of the year to enable them to lead work across the borough.

Our Teach Meet workshops

Eleanor Palmer School hosted a series of maths events attracting over 150 teachers during 2017/18, with high attendance from student teachers and NQTs.

For example, through their extensive knowledge of local schools and teachers, Eleanor Palmer brought together around 25 practitioners in a session to share working ideas in a fast moving environment of short, engaging presentations.

“What worked is the combination of intellectual rigour and research, with the informality of teachers gathered around a table for dialogue and laughter too.”

Kate Frood, Headteacher, Eleanor Palmer school



Building Camden Learning as a force for improvement

Good value for money

We are developing a commercially sustainable business model, building on our universal improvement offer.

We want to provide more bespoke programmes, very much tailored to individual needs, which schools can choose to buy, at a price they can afford.

We also offer schools good value for money by using our buying power to leverage efficiencies of scale on their behalf.

An example of this is the agency supply contract for teachers and other staff that was implemented in September 2017.

There were long standing concerns about agency supply, including protracted disputes over introductory fees, inflated and inconsistent rates, safeguarding issues, persistent cold calling by agencies and the perceived supply of poor quality personnel.

With a borough-wide, annual spend of around £7m, cost was also a significant driver for change.

The recruitment agency supply project was a school driven initiative to a perennial challenge.

It has enabled schools to access a reliable pool of supply teachers and support staff when they need them, at a previously agreed price delivering significant savings.



Looking beyond the borough boundaries

Camden Learning is an outward facing partnership, increasingly engaged with other partnerships across London and the country.

In May 2018, our chair invited all London Partnerships to Camden for a meeting to share information and explore opportunities for working together.

“There is an obvious appetite for some form of collaboration that we will seek to build upon this coming year.”

Camden Learning has also played a leading role in setting up the new Association of Education Partnerships.

We believe collaboration across partnerships is a good way to extend our own learning and practice. It is also a good way of making a more connected national system of education. We were therefore pleased to lead a peer review of Learn Sheffield, working with colleagues from Birmingham Education Partnership. We were impressed by the work that is happening in Sheffield, particularly the degree to which headteachers challenge each other to support improvement. We returned with many ideas for further development locally.



“A peer review, led by Christine Gilbert alongside colleagues from Birmingham Education Partnership and Camden Learning in the summer of 2018, provided an excellent analysis of the position of the Learn Sheffield project at the end of our third year.

It sets out both the strengths of our work so far and makes recommendations for the next phase of Learn Sheffield.”

Stephen Betts, CEO, Learn Sheffield



Developing great teachers and inspiring learners

Teaching schools

It is a great benefit to have two excellent Teaching Schools in Camden: Eleanor Palmer Primary School and Swiss Cottage Special School. The two play a vital role in driving school-led improvement, including support for leadership and management, teaching and learning, assessment systems, welfare and SEND.

Initial Teacher Training

In addition, they provide Initial Teacher Training programmes for cohorts of primary, secondary and specialist teachers, working with strategic partners including MATs and Higher Education Institutes. The teaching schools also provide teacher education and leadership training programmes for aspiring and senior leaders.

“Being curious about how others do things has helped our school to improve. We are never too proud to borrow great ideas and implement them here: if it works, use it!”



Our support for Newly Qualified Teachers

Our Newly Qualified Teachers (NQT) programme supports effective professional development over time. Each NQT has their own teacher educator, induction tutor and professional mentor.

In 2017/18 Camden offered a comprehensive programme of professional development to 94 NQTs, with input from expert practitioners, a strong network and peer-to-peer support, and a detailed development programme.

NQTs tell us that our practical, high-quality learning experiences are readily applicable to classroom practice in inner-London. NQTs particularly valued opportunities to watch other teachers in the classroom, experimenting in a safe environment, having a buddy, and enquiry based study (which starts with a question and helps new teachers think through problems with a facilitator).

The progress of all NQTs is tracked and reviewed, with the support of a professional portfolio. We are proud of the results currently being delivered.

“The best thing about being an NQT in Camden is:

...working in such a diverse community that is so driven to improve attainment

...great support system

... the NQT training sessions are given by incredibly talented practitioners

... having a support network.”

Effective partnership working

Partnerships and clusters of schools are quietly breaking new ground. One example is the partnership work between Carlton, Fleet, Gospel Oak, Rhyl and Primrose Hill schools.

Set up by heads two years ago, in 2017/18 it expanded to include other staff and chairs of governing bodies too.

A distinctive feature of this cluster’s work is the centrality of what is called a ‘collaborative enquiry’.

This means working together to answer a question or look at an issue in depth.

Each of the five schools selects a theme or aspect of its school development plan that it believes would benefit from an external focus.

The headteacher and senior leadership team of one school then visit another for a day to look at the issue identified. They are accompanied by one of our Camden Learning Professional Partners (CLPP) who writes up the report to be shared with governors and staff.

The focus of a collaborative enquiry is selected by the school and in 2017/18 included: support provided by teaching assistants; provision for helping children develop a love of reading; and how to improve the playground.

The teams comprise members of the visiting school’s SLT, staff of the host school and the CLPP.

The whole team agrees findings and the CLPP writes up the report.

“Our cluster’s work really helped to shape up and fine tune our plans. We enjoyed the process of working with respected and trusted colleagues. We passionately believe that collaboration can be a major driver of improvement.”



Developing great teachers and inspiring learners

Learning Hubs

Our Learning Hubs connect classroom teachers and support them in working together to accelerate improvement and impact. This practice-focused model, some of it involving primary and secondary teachers together, is fairly unusual.

Individual schools are funded to lead hubs to bring about change and improvement. By harnessing the exceptional skills, expertise and talent of local leaders and teachers, hubs offer a vibrant network for school-based professionals. Eighty-seven per cent of Camden schools participated in at least one Learning Hub.

Talking to hub leaders confirms that they are motivating and energising for those involved. There is a strong commitment to them and they are building professional and social capital across the borough and beyond. A small number of independent and secondary schools from outside the area have also participated, adding to the richness of the dialogue and collective learning.

There were 9 hubs operating:

- Early years
- Assessment (Writing)
- Higher learning potential
- Primary maths
- Oracy
- Secondary maths
- Primary SEND
- Mental health
- Post 16 pedagogy



Early Years

The new national funding formula led Camden to enhance its Early Education finances. Concerned about the lack of provision for disadvantaged children, Camden's Cabinet agreed to supplement the national entitlements with a locally funded scheme providing 15 hours extra for the most disadvantaged children.

In Autumn 2017, Camden Learning and Camden's Integrated Early Years Service formed a working group to explore why Camden's performance is so low and how to improve it.

The increased focus on early years has already resulted in an improvement in Foundation Stage Profile results at the end of the summer term 2017.

"We understand the impact that getting the best start has in determining the long-term outcomes for children. We are committed to improving our performance and have strongly invested to reduce inequality and ensure children have access to high-quality, early education."

Councillor Angela Mason, CBE, Camden Lead for Best Start in Life and member of Camden Learning Board.



"The contributions made by the working group were incredibly insightful, thought provoking and honest."

We are confident that the recommendations will lead to much improved foundation stage outcomes."

Debbie Adams,
Head of Early Years

Post 16 pedagogy

The post 16 Academic Writing Hub is led by La Sainte Union and involves Camden School for Girls, Parliament Hill, Hampstead, William Ellis, Portland Place and Fortismere schools. Attendance and engagement throughout the year have been high with positive feedback from all.

Participants now have knowledge of an effective framework for supporting school language development and a methodology for sequencing teaching has been established. Whole school strategies and teaching materials have been shared, with teaching strategies implemented and evaluated. Pupil progress is evidenced by quantitative data.



Improving Oracy Hub

Four schools share the lead for improving borough-wide oracy outcomes: Richard Cobden, Torriano and Christopher Hatton Primary Schools, and William Ellis Secondary.

Twenty-four schools were actively engaged in 2017/18, with high levels of commitment and over 90% attendance at each meeting, cluster and event. All have individual action plans for their school, supported through training and monitored by hub leaders. Regular meetings are held to challenge and evaluate the impact of school plans. There has been a significant impact on pedagogy and the curriculum. Feedback and audits show increased pupil confidence and articulation in the classroom.

"Hubs are developing the culture of collaborative working, creating the levers to ensure a secure and sustainable world-class school improvement system."

Our challenge now is to sharpen our thinking about impact and evidence."

Jon Abbey,
Managing Director,
Camden Learning

Developing great teachers and inspiring learners

Camden means business

School Business Managers in Camden have formed a vibrant network where guidance and best practice are shared and new ideas are developed. Covering 60 primary and secondary schools, their network provides a forum for questions and advice, at meetings and online. Business managers say it helps to combat professional isolation and provides excellent support across Camden schools.

With half termly meetings, colleagues in busy roles can build purposeful alliances, including sharing intelligence about suppliers. With a strengthened, collective voice, the business managers' network has also been able to secure improvements in contracts, such as facilities management, and the way information is shared.

Discussions on hot topics - such as going cashless, fundraising, and sharing contracts - have led to schools partnering up to derive greater savings and working collaboratively to raise funds.

“Our work is helping busy professionals to get better outcomes for their schools and acquire new skills and knowledge.”

Kat Miller, Director of Operations, Acland Burghley School

Feedback from learning events has been tremendous...

“Good mix of practical and theory... applying in our own class”

“Excellent range of great activities”

“I was challenged and achieved something”

“Brilliantly helpful”

“Amazing quality of teaching and learning – you should be so proud”

“Great ideas to take back to the class.”



Delivering results in Maths

Two primary schools shared the lead for improving borough-wide maths outcomes: Eleanor Palmer and Netley, with 25 other schools engaged. In addition to meetings and events, initiatives included a four-round, inter-school times table challenge.

Maths leaders completed a return for every child in each KS2 class sorting them into average scores and league tables, with the top ten schools attending a final maths event in March. The popular competition was good fun and focussed minds on improving maths outcomes. Two whole-day maths challenges were also hosted for high attainers, with the final won by Brookfield Primary school.

- Three national Maths leads are from Camden.
- Camden KS2 maths progress was the fourth best in the country.

“There are so many cross-school connections that are really making a difference to maths teaching and learning in Camden. There is great energy and commitment ...and a huge amount of discretionary effort... well beyond what we were funded for.”

Kate Frood, Headteacher, Eleanor Palmer Primary School

All special schools and settings peer-to-peer review

All special schools and settings have committed to take part in peer reviews using a framework agreed by Camden's Special Schools and Specialist Settings Headteachers' Group.

The first review, involving Camden Centre for Learning and Robson House, scrutinised how far a new individualised assessment and tracking system was embedded.

It compared assessment, tracking, teaching and learning with practice in class and evidence in books. This had a particular focus on differentiation for pupils with varying learning profiles. During a subsequent inspection, the school was able to show real progress since the peer review and thus demonstrate its capacity for improvement.



“This has informed our practice around whether our expectations are high enough for identified students. It was helpful to have professional dialogue around assessment tools and how another school is using these.”

In the second review, Frank Barnes School for Deaf Children and Swiss Cottage School Training and Development Centre hosted a structured meeting for senior leaders on parental engagement, based on a detailed self-evaluation questionnaire. Both schools found the process enjoyable, insightful and developmental. They learnt that whilst they are different - in terms of numbers, cohort and parental bodies - many of the issues that they face in improving outcomes with parents are the same.

“It was a new experience for us, and definitely one that I think we should maintain and build on, working more collaboratively as special schools”.

Dani Sive, Headteacher, Frank Barnes School for Deaf Children

Attracting, developing and keeping the best leaders

Leadership programmes

Programmes aimed at developing leaders and middle managers included a mentoring programme for newly appointed Heads, formal learning opportunities and invaluable networking opportunities and events. Work is nearing completion on an aspiring leaders' programme to be launched in 2018/19.

“Like all newly appointed Heads, I felt pretty daunted during my first term. It was so reassuring to have a mentor to talk to, and I was lucky to be able to draw on their expertise and knowledge. I have benefitted from knowing they were only ever a phone call away.”

“Being a mentor has been a really positive experience. It provides a new perspective and the opportunity to reflect on fresh approaches and ideas.”

Supporting school governors

As part of our package to support governing bodies, we offer a range of services to member schools. These include an annual conference, a comprehensive and diverse training programme delivered by expert trainers, a wide range of model documentation available through our online Governor Hub, bespoke training and support, plus clerking for meetings.

Training events for governors last year included support for Chairs, induction training, skills development and expert advice on topics such as headteacher performance management, keeping children safe, and staff pay and performance.

“I find Camden Learning’s support and training invaluable in enabling me to navigate my responsibilities as a governor. With such a wide range of issues and accountabilities to understand, the training programme has been incredibly helpful - providing opportunities not only to stay abreast of latest developments and extend knowledge of areas of particular responsibility or interest, but also to ask experts for advice and meet governors from other schools.”

Jane Hindle, Governor,
Camden School for Girls



Enriching learning in Camden



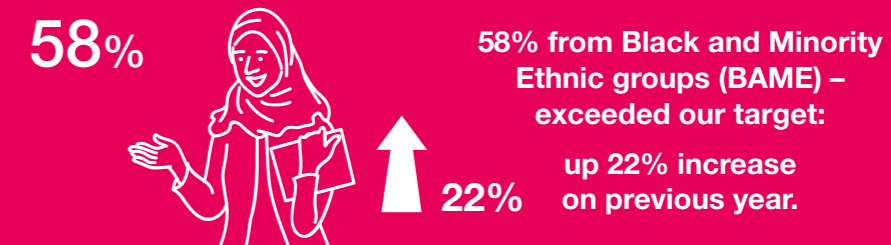
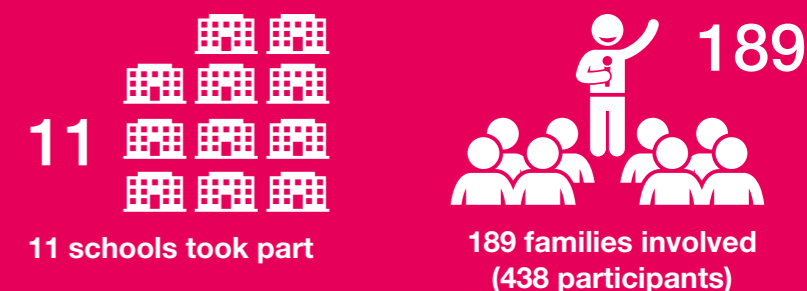
Tackling the big issues – childhood obesity and mental health

Our ‘Race to Health’ initiative

...to increase participation in physical activity, achieved:



Our ‘Families for Life’ programme, aimed at encouraging healthy eating and increasing physical activity, also achieved record success:



Enriching learning in Camden

The Erasmus+ project

Erasmus+ is the European Commission programme for education, youth and sport. Swiss Cottage School has been leading a cross-borough project designed to ensure that the nine participating Camden schools are outward looking and connected to innovation in education globally.

Funding has been secured for a total of 120 school personnel (staff and governors) to take part in international study visits across Europe. So far, 53 participants have been on study visits, including to Finland, Spain, Sweden and Iceland.

These visits seek to enhance teaching and learning (including through the use of the outdoors and forest schools) in addition to developing the curriculum. They also provide longer-term links between schools to broaden cultural understanding and strengthen research and development.

“We really questioned ..do we do the most sensible thing for the benefit of our pupils and staff...how can we reflect on our practice and improve upon it?”

Margaret Mulholland, Director of Research and Development, Swiss Cottage school

Supporting Mental Health

School participation in activities that support mental health work, such as training, parent workshops and resilience work, has also increased. Last year saw 90% of schools participate, up two per cent.

Eighty-four per cent of primary, secondary and special schools were engaged in the Healthy School award programme - the highest for the last five years – with three primary schools achieving the ‘gold’ award.

STEAM Leadership

Twenty schools are taking part in the STEAM Hub Leadership Programme, led by heads and senior leaders from Torriano Primary School, Fitzjohn’s Primary School, UCL Academy, Regent High School and Westminster Kingsway College. Work is supported by a dedicated STEAM Programme Manager, with expert-led modules and coaching support to help schools embed STEAM approaches at a curriculum- and whole-school level. STEAM events included UCL Centre for Enterprise and Innovation hosting a panel of high-profile speakers from business, research, the arts and higher education and a bespoke STEAM workshop held at the V&A Museum.

“What an enlightening, interesting day.. useful and intellectually challenging”

“Fantastic day - full of practical ideas and networking”

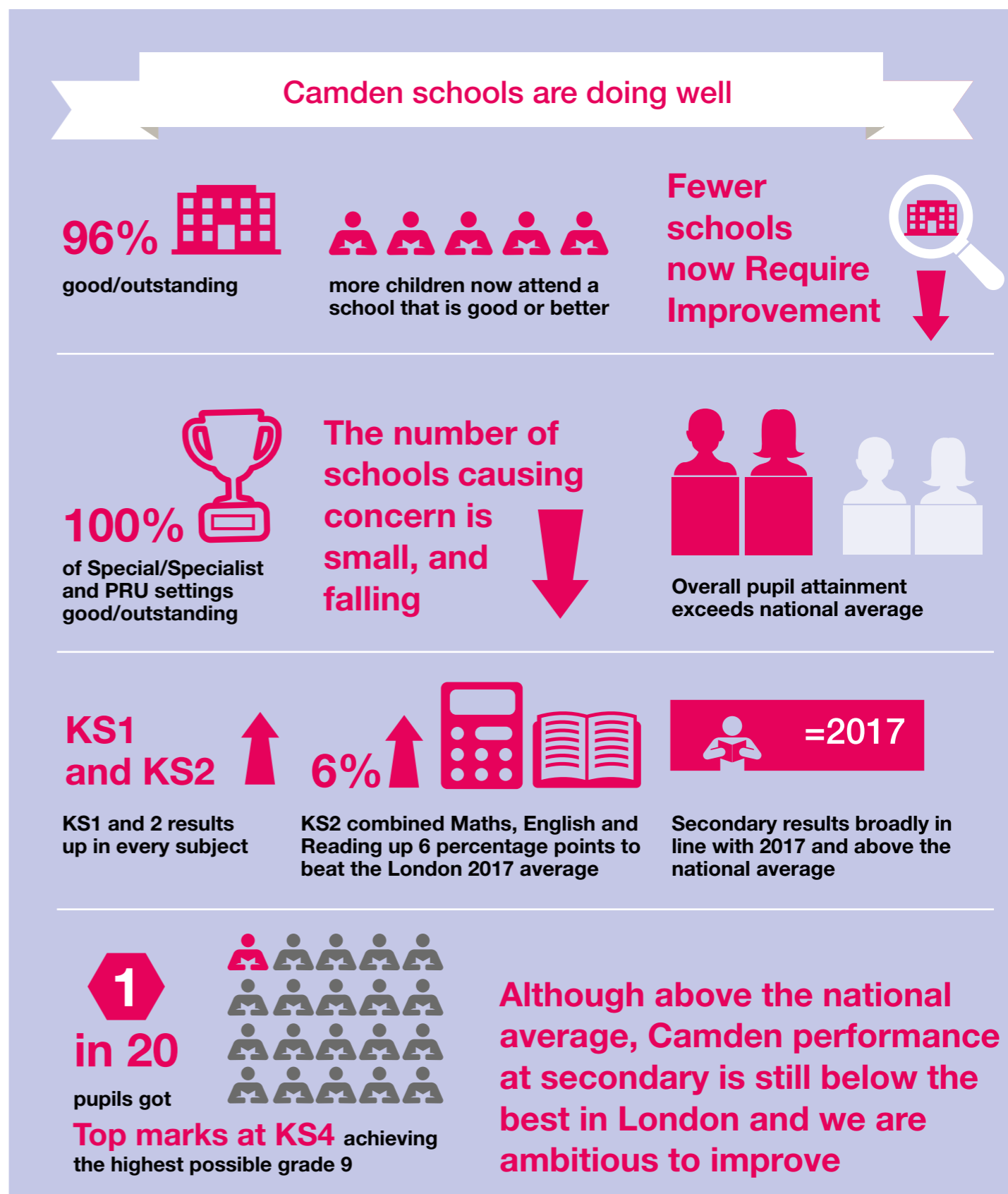
“Really inspiring!”

The Camden 21st Century Talent Pledge called on Camden’s STEAM employers to commit their support to Camden schools and young people, inspiring them to aim high and forge exciting careers. Thirty-one employers have signed up and will be linked with local schools. They will:

- Volunteer at least one STEAM Ambassador to work with schools and young people to develop the STEAM curriculum and enhance careers education, by speaking in schools or offering masterclasses to teachers, governors or young people. STEAM Ambassadors support schools by delivering activities in lessons or after-school clubs, giving careers talks, sharing their expertise through masterclasses, mock interviews and support with CV writing

- Welcome and inspire the workforce of the future, for example through workplace visits, mentoring, work experience, apprenticeships, paid internships, delivering a business challenge for young people, or developing a bespoke project.

Performance and Impact



Performance and Impact

School Outcomes

The quality of Camden schools, as measured by Ofsted judgements of good and outstanding schools, remains impressive with 96% good or outstanding at the end of the 2017/18 school year.

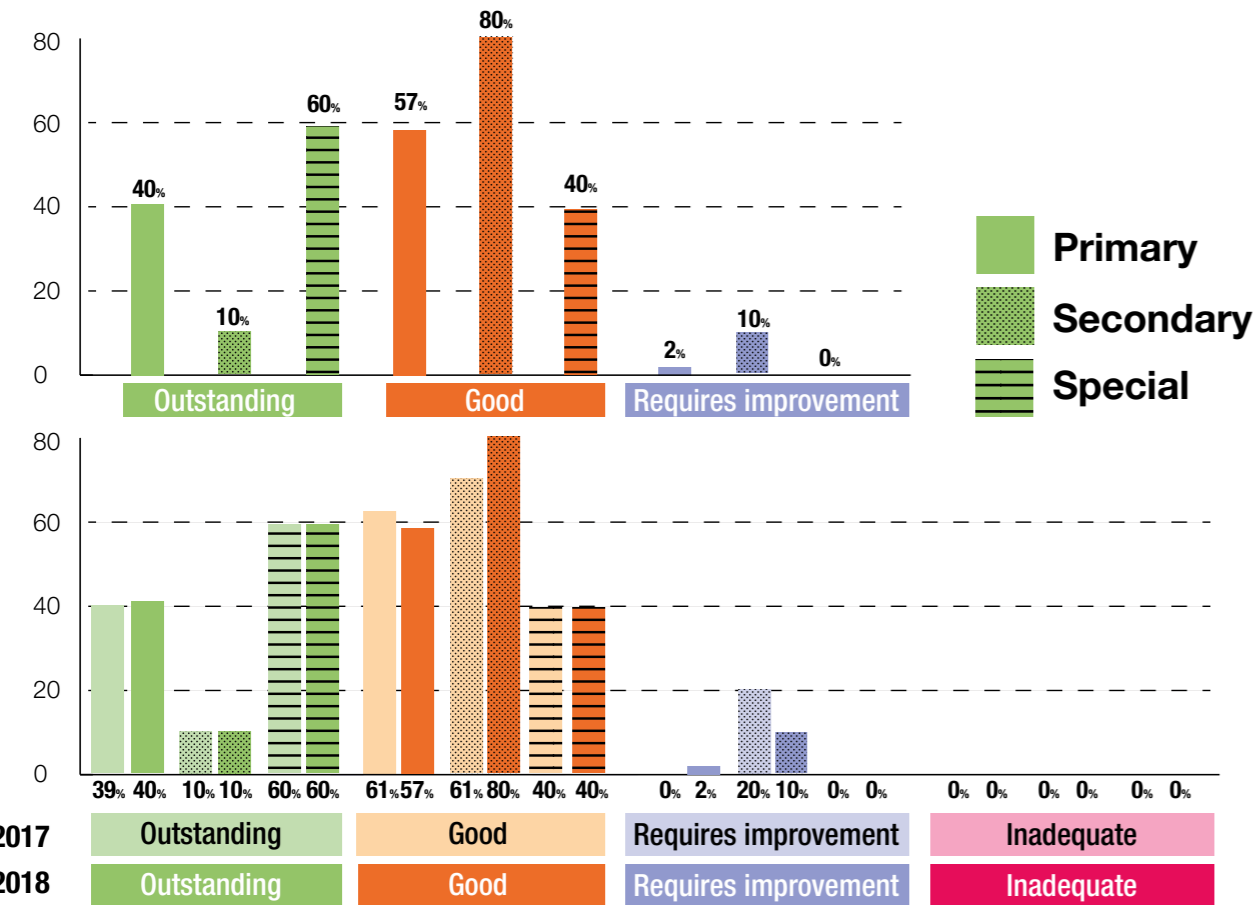
The number of schools requiring improvement has gone down with only one school requiring improvement in their 2017/18 Ofsted inspection. 100% of PRUs are good or outstanding providing a high standard of education to the borough's most challenging children and young people.

Primary and special school inspection outcomes are particularly strong: 40% of primaries are outstanding (compared to 18% nationally), which is up on the previous year, and 60% of special schools are outstanding (compared to 38% nationally).

The number of Schools causing concern on our internal register at year end has reduced significantly from 11 in 2015/16, to 8 in 2016/17 and 5 in 2017/18. Of course, we do not want any of our schools to cause concern so our strategic plan commitment is to reduce this to zero. There are no inadequate schools.

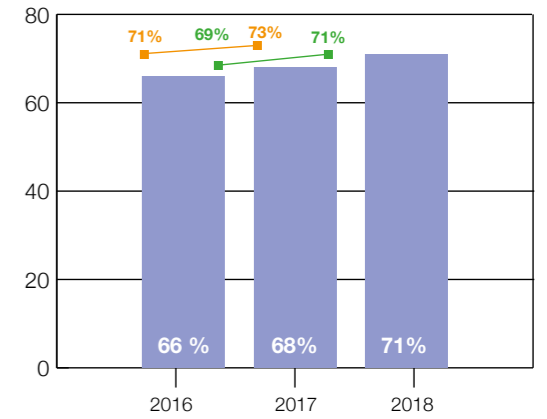


Ofsted grades – Overall effectiveness judgements for schools inspected as of 31st July 2018



Early Years

The Provisional Foundation Stage Profile showed significant improvement for maintained schools excluding Private, Voluntary and Independent (PVI)s, with 71% of pupils achieving a 'good level of development' compared to 68% and 66% in the two previous years.

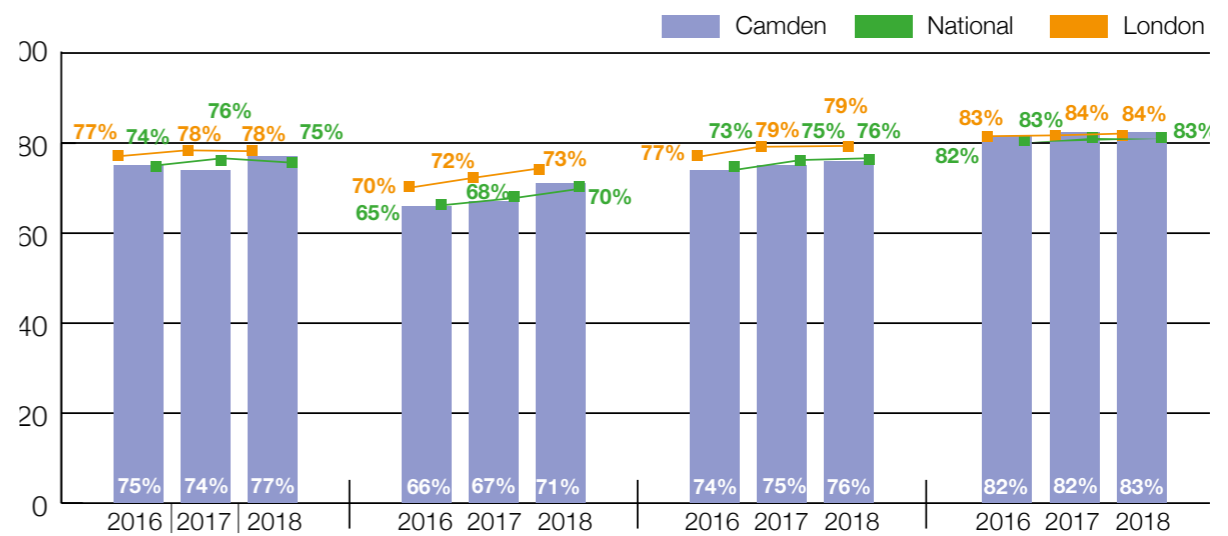


Early Years Foundation Stage Profile

Primary

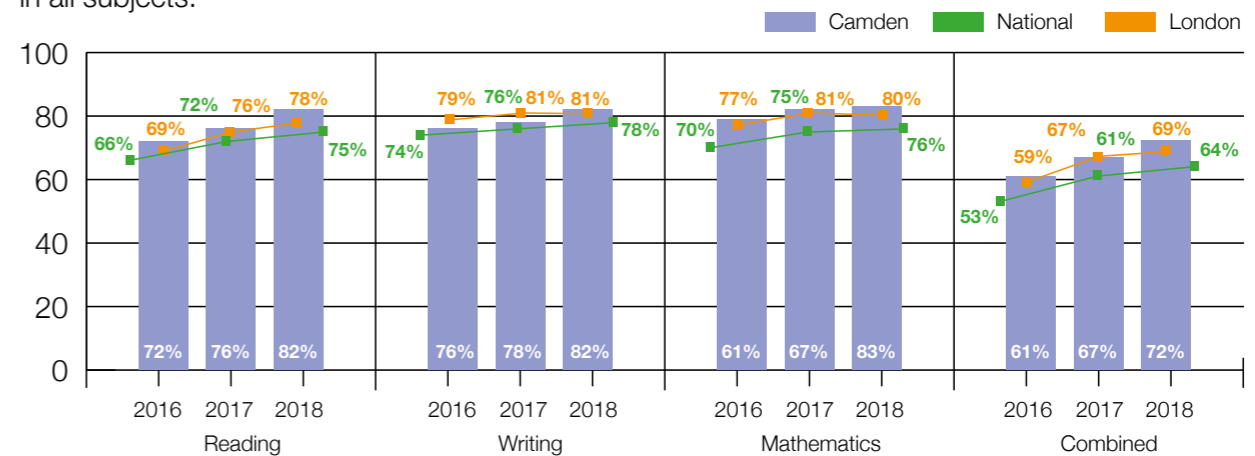
Key Stage 1

KS1 results in line with National, slightly below London



Key Stage 2

The end of primary (Key Stage 2) results were well above the national and London average, with increases in all subjects.



Performance and Impact

Secondary

At the end of the secondary phase (Key Stage 4), 2017/18 saw national grade changes with GCSE moving towards the numbered system (1-9) which has yet to be fully implemented.

66% of pupils achieved a standard pass in English and Maths and 47% achieved a strong pass.

Camden did better than the national average across all subjects. 5% of all entries were graded a 9. That's 539 entries getting the highest possible grade.

However, whilst Camden is above national averages, provisional data show it remains below the London average. The KS4 progress data show a similar picture with Camden performing well relative to national averages but below the London average.



A Levels

We only had provisional data on vocational qualifications at the time of going to print.

Of the pupils who did vocational qualifications in 2017/18, the average point score per entry was equivalent to a Level 2 Merit. This puts our pupils roughly in line with London and national performance.

154 students studied Applied General Qualifications at Level 3 and their average score was equivalent to a Merit +. Again, this is roughly in line with London and national performance.

Provisional KS5 A Level results show a significant increase in the average point score per entry up from 30.4 to 34.9. When expressed as a grade this is from a C to a C+. The percentage achieving three or more A-E grades is 78% - with 90% gaining two or more.

Attendance

Attendance in some Camden schools is not yet good enough. Education is crucial to increasing pupils' long-term life chances, their economic wellbeing and self-esteem but they must attend school to benefit from it.

There is a clear link between performance and attendance nationally and this is also true in Camden.

Attendance is a school improvement priority. 10% of primary pupils and almost 16% of secondary pupils were persistent absentees in 2016/17. This improved marginally in 2017 but there is still a long way to go.

SEND

The number of pupils requiring SEND support is higher than national and London averages.

In primary schools, 17% of Camden pupils require SEND support (compared to 14% nationally and in London).

In secondary schools, 12% require support which is consistent with the London and national picture.

Children with SEND are generally doing well relative to national averages for the SEND cohort.

Attainment

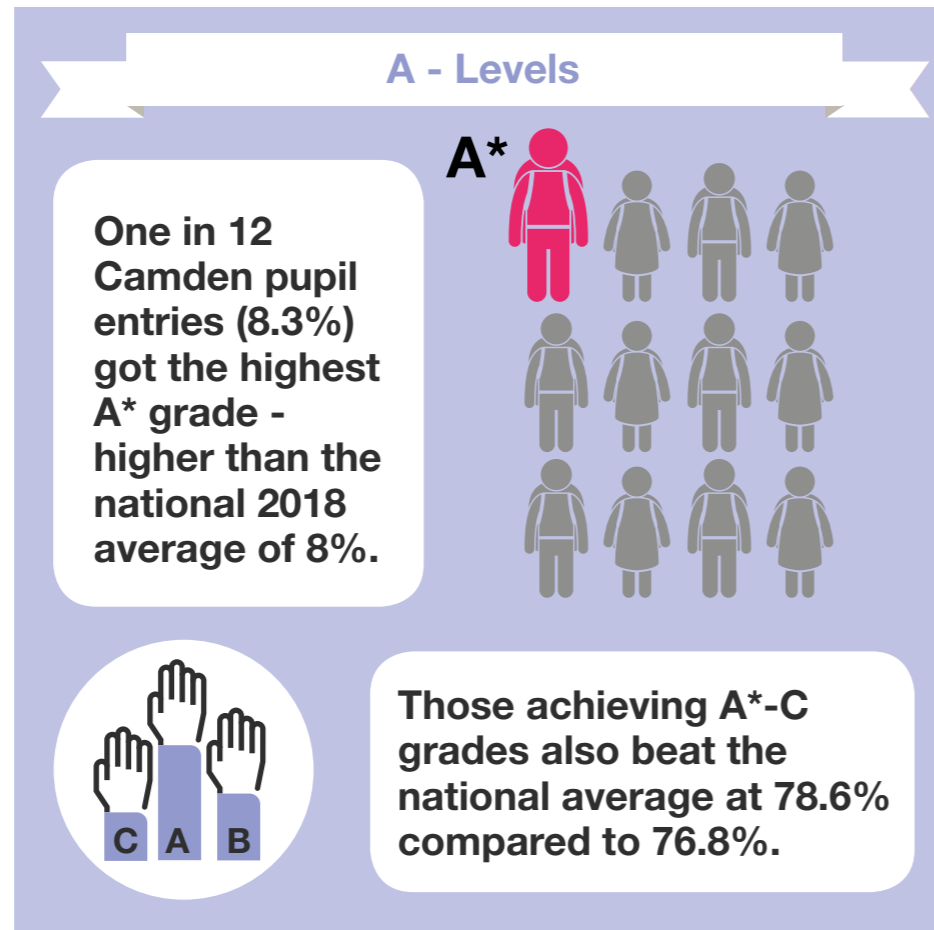
• **EYFS** – 27% of children with SEND achieved a good level of development, which is an increase on 2017 figures and remains above national figures for 2017 (23%).

However, the non-SEND group increased at a faster rate, so in spite of progress, the gap is widening.

• **KS1** – more of a mixed picture with small falls for children with SEND in Reading, Writing and Maths, although they remain above national averages for 2017.

• **KS2** – Overall, 32% of children with SEND achieved at the expected standard in the combined measure (compared to 22% in Camden in 2017 and 18% nationally in 2017).

• **KS4** – 37% of the SEND cohort achieved a standard pass in English and Maths, an increase of eight percentage points from the previous year. The Attainment 8 average score of 35 is above the national average for their peers in 2017.



Finances

Finances (Sept 2017-March 2018)

Camden Learning receives resources primarily from the London Borough of Camden and schools within Camden to deliver school improvement services, health and wellbeing services, governor support services and the provision of IT education at the Camden City Learning Centre. Our expenditure is primarily focussed on providing expertise in those delivery areas. Camden Learning began providing services as an independent company on 1 September 2017. The overall financial performance of Camden Learning was satisfactory in our first part-year of operation and the company reported a pre-tax surplus of £31,000.

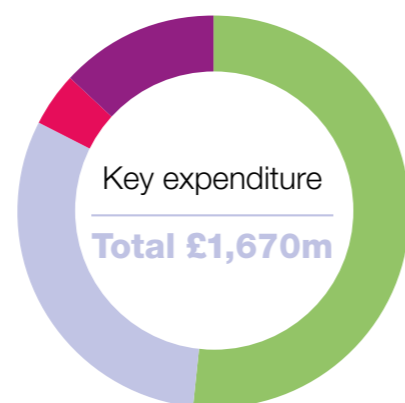
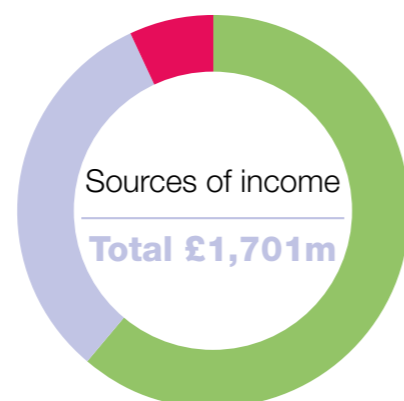
Financial Highlights (£000)

Income

Income from London Borough of Camden	1,043
Income from schools	543
Other income	115

Expenditure

School Improvement	867
Health and wellbeing	515
Governor Services	72
Camden City Learning Centre	216



Looking Forward

Our vision:

Our vision: We want Camden to be a place where everyone has a chance to thrive and nobody gets left behind. That means ensuring that every child enjoys learning and achieves well, so that they leave school as confident, successful learners and good citizens.

Following a successful first year, Camden Learning is looking forward to a busy and exciting year ahead. Using system leaders and expert practitioners, we will capitalise on their skills and knowledge to address emerging issues. These include:

Building Camden Learning as a force for improvement

As a new company, we need to ensure that we have the organisational structure, staffing and resources that are necessary to underpin effective development. We intend to use senior staff from Camden schools to support the management of Camden Learning and the implementation of key tasks. We also need to develop a more commercial approach to income generation. Not only will we become more effective at tendering and bidding processes, we will also explore a range of potential opportunities for generating revenue to sustain and develop our work.

Developing great teachers and inspiring learners

Although there have been some strong gains in performance outcomes for pupils over the last academic year, there remain a number of challenges to improve outcomes so that they compare well with the best in London.

We will work with our secondary schools to reduce the variation that exists at GCSE - in terms of Progress 8 and, in particular, Maths and English - and develop the appropriateness and design of the curriculum.

School attendance remains another key area for improvement. Camden Learning is working closely with the council's attendance service and schools to improve attendance and reduce exclusion for particular groups of students.

We also aim to influence the post 16 agenda, focusing on providing a relevant local offer, outstanding teaching and the best possible extracurricular opportunities, that serve all students in our communities.

Attracting, developing and keeping the best leaders

An important piece of work in 2018/19 will be to produce a local strategy which tackles the challenges around recruiting and developing our workforce. This includes shaping a coherent leadership strategy and a leadership framework. We aim to build on the excellent local NQT offer and capitalise on Camden as an attractive place to work, live and learn.

To build upon the successes of the Learning Hubs and clusters, the onus is not only on providing the platform for collaboration and sharing, but also on us demonstrating the impact of our projects on teachers, their delivery and pupils' standards. We see this as an important feature of our teacher retention strategy, providing unique conditions for professional growth and job satisfaction.

Enriching learning in Camden

We want to develop our approach to civic governance and engagement with young people, exploring how they can contribute more to the common good locally. This will include the promotion of Youth Safety in our schools. This links to the Camden 2025 Plan and helps with our work to achieve good attendance and reduce school exclusions.

We will design and agree a Camden-connected entitlement for children and young people in Camden schools. This will articulate the broad range of experiences they can expect. For example, the entitlement promise will include a commitment to valuable cultural experiences but also a focus on better preparation for the world of work.

Our Board of Directors

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. The Board met ten times in 2017/18 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 NW3



Christine Gilbert
Independent Chair



John Hayes
Headteacher
Gospel Oak Primary School



Councillor Angela Mason
Lead Member,
London Borough of Camden



Margaret Mulholland
Director of Research,
Swiss Cottage School



Martin Pratt
Executive Director Supporting People
London Borough of Camden



Julian Turner
Chair of Governing Body,
Acland Burghley Secondary School



Jacques Szemalikowski
Headteacher,
Hampstead Secondary School



Primary School members

- [Abacus Belsize Primary School](#)
- [Argyle Primary School](#)
- [Beckford Primary School](#)
- [Brecknock Primary School](#)
- [Brookfield Primary School](#)
- [Carlton Primary School](#)
- [Christ Church Church of England Primary School \(Hampstead\)](#)
- [Christ Church Church of England Primary School \(Redhill Street\)](#)
- [Christopher Hatton Primary School](#)
- [Edith Neville Primary School](#)
- [Eleanor Palmer Primary School](#)
- [Emmanuel Church of England Primary School](#)
- [Fitzjohns Primary School](#)
- [Fleet Primary School](#)
- [Gospel Oak Primary School](#)
- [Hampstead Parochial Church of England Primary School](#)
- [Hawley Infants School](#)
- [Holy Trinity \(Trinity Walk\) Church of England Primary School](#)
- [Holy Trinity and St Silas Church of England Primary School](#)
- [Kentish Town Church of England Primary School](#)
- [King's Cross Academy](#)

- [Kingsgate Primary School](#)
- [Netley Primary School](#)
- [New End Primary School](#)
- [Our Lady's Roman Catholic Primary School](#)
- [Primrose Hill Primary School](#)
- [Rhyl Primary School](#)
- [Richard Cobden Primary School](#)
- [Rosary Catholic Primary School](#)
- [St Albans Church of England Primary School](#)
- [St Aloysius Primary School](#)
- [St Dominic's Roman Catholic Primary School](#)
- [St Eugene De Mazenod Roman Catholic School](#)
- [St George The Martyr Church of England Primary School](#)
- [St Josephs Roman Catholic Primary School](#)
- [St Lukes Church of England School](#)
- [St Mary and St Pancras Church of England Primary School](#)
- [St Marys Kilburn Church of England Primary School](#)
- [St Michaels Camden Town Church of England Primary School](#)
- [St Patricks Catholic Primary School](#)
- [St Pauls Church of England Primary School](#)
- [Torriano Primary School](#)

Secondary School members

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

Special School members

- [Camden Centre for Learning](#)
- [Frank Barnes School](#)
- [Swiss Cottage](#)
- [Thomas Coram](#)
- [Great Ormond Street Hospital for Children School](#)
- [Royal Free Hospital Childrens School](#)

Alternative provider

- [WAC Arts College](#)



"What's good about Camden Learning is that it's innovative, collaborative, sustainable -and it's local."

Nicholas John, Headteacher, Acland Burghley School

**Email: info@camdenlearning.org.uk
Telephone: 020 794 1122
Website: camdenlearning.org.uk
Twitter: @CamdenLearning**