



# Achievement & Standards

## 2022/23 Summary

February 2024

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# Introduction & Context

This report outlines a range of school outcomes for key groups in Camden schools and highlights where the differences lie. The disruption of the Covid-19 pandemic continues to be felt – attendance rates, whilst slowly improving have not yet recovered, and parent perceptions of the school system have changed. In recent years 10 forms of entry have been removed from the Primary phase due to falling pupil numbers, and falling rolls continue to impact on a number of Camden schools. In addition, the number of pupils with special educational needs is increasing. This is all at a time when, the recruitment of staff in key areas is a concern locally as well as nationally, particularly in subjects like mathematics and computer science, but also classroom and support staff.

The education strategy to 2030, *Building Back Stronger*, sets out ambitious aims, and continues to provide a strategic direction of ensuring ambitious and inclusive schools and a good local school place available for every Camden child. As a locally aligned, place-based, school-led system, Camden Learning gives us a strong footing from which to tackle contextual challenges. The collaborative working relationship between schools, the Council, key partners, and the wider community, has continued to prove its value in providing high quality educational experiences to our children and young people. In 2022-23, 15 Camden schools were inspected by Ofsted and found to be good or better. 97% of Camden schools are currently graded good or better, well above the national average. Every single Camden school is signed up to the Camden Learning partnership, which is led by schools themselves, is evidence-based, and is aligned to the needs and priorities of the local area. The establishment of the new North London Research School Alliance in Camden is a recognition of the quality of our local schools and demonstrates our commitment to the use of research evidence to improve our practice.

Pupils undertook externally marked national examinations in 2023, for the second time since these were suspended in 2020. GCSEs, AS and A levels returned to pre-pandemic standards, with protection built into the grading process to recognise the disruption that students have faced, therefore comparisons with 2022, and the years following 2019 are discouraged. Outcomes indicate that Camden schools overall continued to perform well compared to national averages, particularly at Primary however performance at KS4 and 5 has not performed as well as other London boroughs. Concerns remain over the impact of lost learning and the continuing attainment gaps for disadvantaged learners. The intersectionality of disadvantage and relative cohort sizes adds a further consideration when reviewing this data. Disproportionality is evident in outcomes, for example White British pupils continue to have the widest disparity between disadvantaged pupils and non-disadvantaged pupils at both KS2 and KS4, Bangladeshi and Caribbean pupils achievement at KS4 is below that of their peers and that of similar nationally, with both groups reporting lower school attendance than other groups at both Primary and Secondary respectively. The impact of poor school attendance on achievement is evident in outcomes both locally and nationally.

Despite many strengths, outcomes in 2023 show that we still have more to do if all our children and young people – including the most disadvantaged – are to have the very best educational experiences and achieve the outcomes that they deserve. The use of this data enables further challenge and support for Camden schools to ensure that educational standards exceed that of our London neighbours. We have many examples of exceptional practice in Camden to draw from. Annual standards conversations with the Headteachers and Chairs of Governors of each Camden school again took place in the Autumn term, this year with an increased focus on disadvantaged gaps and a more robust approach to termly visits and reporting from professional advisers. A number of Camden schools are receiving additional support under the schools requiring additional support programme to ensure a continued focus on raising standards. This follows the success of this programme in the previous year. Camden schools continue work and learn from each other enabling a highly coherent local school system to the benefit of all of its pupils.



# Executive Summary

This report focusses on academic outcomes, yet we are also proud of the considerable achievements of our local schools in the last year across the broader curriculum and of the positive impact they have on the lives of children and young people and their families for example through events such as the music festival at the Albert Hall, the successes of STEAM initiatives including work experience and apprenticeships, celebrations of art and creativity and the continued focus on wellbeing and mental health.

Camden's education strategy, **Building Back Stronger**, was published in 2022 in the aftermath of the Covid 19 pandemic and in it we challenged ourselves and our partners to ensure that all the young people in our borough have: a fair start, an excellent school experience and flourishing lives. These three ambitions are each based on the two pillars of equity and excellence. These pillars are well supported by the outstanding and determined work we see from Camden leaders, teachers and staff as they do their very best to serve the needs of all children. Our schools do not have to choose between achieving academic excellence or supporting children who start from a position of disadvantage. A system which is better for disadvantaged children is better for everyone.

We were clear in the strategy that we want all our young people to leave Camden schools as ambitious, knowledgeable, intellectually curious, good communicators and collaborators, healthy, creative and enterprising adults. The strategy also reflects Camden's history of social activism, emphasising the importance of our young people becoming socially and morally responsible changemakers, able to contribute positively to their communities and society. These aspirations were captured in Camden's enrichment pledge which committed to providing a range of rich experiences for every child.

Building Back Stronger sets out a vision for a system-wide approach based on a sense of place, inclusion, collaboration, and innovation. School staff, parents, governors, local businesses, statutory partners, and community organisations all contributed to the development of the strategy, so it is vital that we are accountable for its delivery and always recognise that our strength is in our partnership approach.

Our first action plan to implement the strategy ran from 2022 to the end of 2023. Implementation has been monitored through an Education Strategy Board with termly reports of progress against planned activities and milestones relating to each goal. In addition, we have now produced an annual report, attached as an appendix, which outlines how far we have come since launching the strategy. It describes actions and progress while also identifying the gaps and key areas for development. The context we work in changes constantly, with new opportunities emerging and new challenges arising, so this report shows that too. It reflects the fact that we are still in the early part of the delivery cycle, so the link with Outcomes is not always direct at this point. It will become clearer in the course of 2024.



# Standards & Achievement Overview

## Headline 2023 Pupil Outcomes at Each Key Stage:

**At Reception** year 68% of pupils achieved a good level of development, in line with National and London Averages, with a disadvantaged gap of -14%, which is in line with London averages and narrower than that Nationally. An improvement on 2022 but still below that in 2019 (73%).

**At Key Stage 2 (End of Primary School)**, 2023, KS2 results for reading, writing and mathematics remained well above national and London averages for 2023 at 70%, with progress scores well above that expected. 61% of disadvantaged pupils reached the expected standard remained well above national averages. Camden ranked 8<sup>th</sup> out of 151 Local Authorities.

**At Key Stage 4**, 2023 saw a return to pre-pandemic grading, so comparisons to previous years should be made with caution. 2019 is the last 'comparable' year to 2023. The 2023 results are still provisional, as validated data has not yet been published by the DfE.

- The average Attainment 8 (A8) score in Camden was 47.9 in 2023, which is similar to national and slightly lower than the London average.
- Camden has performed better than the national averages for A8 for the last 5 years, but the fall in 2023 is larger than falls nationally and for London.
- 68% of pupils achieved at least grade 4 in GCSE English and Mathematics (known as a standard pass). This is similar to 2019 outcomes and above national average, but now below London averages (by 3 ppts).
- The progress 8 score also decreased to -0.03 in 2023, which is well below London averages.
- 56% of disadvantaged pupils achieved a standard pass in English and maths in 2023, which is now below Inner London averages, but well above national averages (by 13pp). The gap widened again in 2023 in Camden, and gaps also widened for Inner London and nationally, the gap in Camden was much narrower than the gap nationally (16pp compared to 28pp).

## KS5 Attainment (A Levels)

In 2023, the average points score per A level entry of pupils in Camden school sixth forms was 33.1, which remains close to national averages and lower than London averages.

- The average point score of the applied general entries was 28.2 (equivalent to a Merit+), which is largely in line with the 2019 Camden results, but lower than London and national averages.
- 86% of students went onto higher education or training within two years of completing their 16-18 studies in 2019/20 (taking into account students taking gap years and deferring their entry to higher education) which is much higher than the national average (78%) and in line with London averages.



# Ofsted Inspection Update

The current inspection framework was introduced from September 2019 and there were some revised amendments made for September 2021, when the inspection of schools was resumed.

## Ofsted Inspections in Camden in 2022/23

In the 2022/23 school year, 15 school inspections took place across Camden:

- Eight primary schools – Rosary (Good), Argyle (Good), Fleet (Good), St Luke's (Good), Brecknock (Good), Our Lady's (Outstanding), Hampstead Parochial (Good), Edith Neville (Outstanding),
- Three secondary schools – Regent High (Good), Parliament Hill School (Good), Hampstead (Good)
- Three special schools – CCfL (Good), Swiss Cottage (Outstanding), Frank Barnes (Outstanding)
- One PRU – The ArtsXchange (Good)

**At the end of August 2023, 96.4% of Camden schools were judged at Outstanding or Good:**

- **100% of Primary schools are Outstanding or good, compared to 90% nationally.**
- **80% of secondary schools were Outstanding or Good, compared to 81% nationally.**

## Ofsted Inspections in Camden in 2022/23 YTD – as published up to 31<sup>st</sup> December 2023

So far in 2023-24, nine school inspection have taken place across Camden

- Seven primary schools – Eleanor Palmer (Outstanding), Holy Trinity NW3 (Good), Brookfield (Good), St Eugene De Mazenod (Outstanding), Christ Church NW3 (Outstanding), Kingsgate (Outstanding), Primrose Hill (unpublished to date)
- One secondary school – Acland Burghley (Good)
- One PRU – Camden Primary Pupil Referral Unit (Good)

# Outcomes by Key Stage

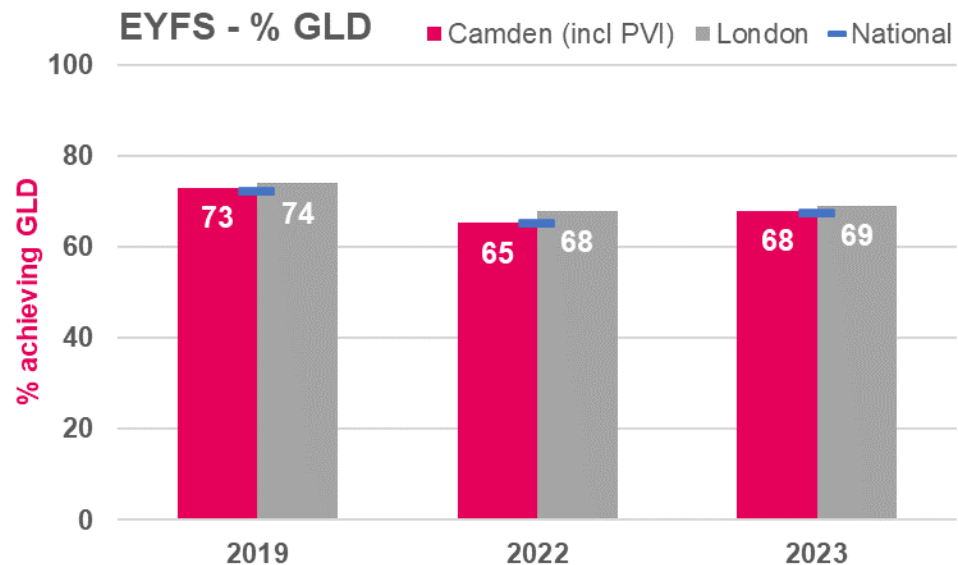


Results fell in 2023 following the pandemic and are now in line with London and national averages.

Children are defined as having reached a good level of development (GLD) at the end of the Early Years Foundation Stage Profile (EYFS) if they have achieved at least the expected level in:

- All the early learning goals in the prime areas of learning (personal, social + emotional development; physical development; communication + language);
- and all the early learning goals in the specific areas of Literacy and Mathematics.

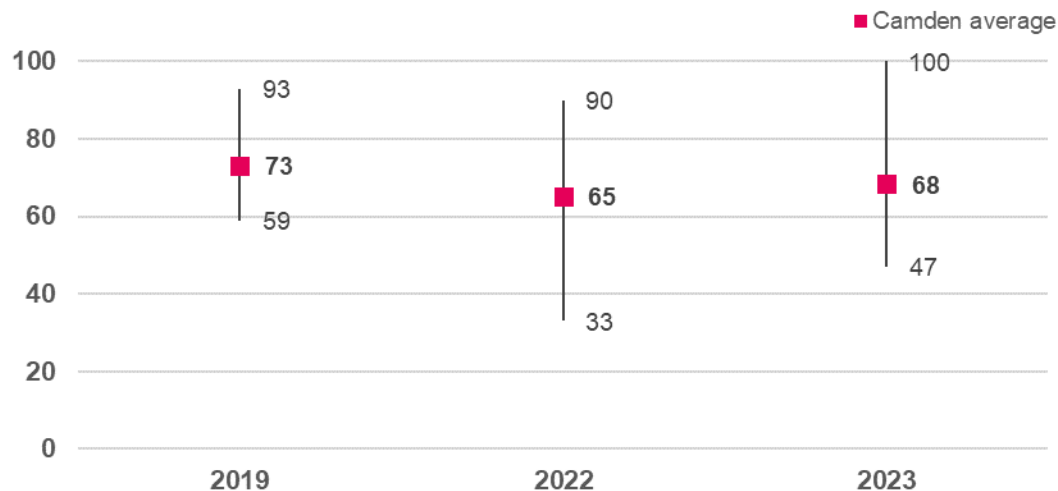
2021-22 saw the introduction of a new Early Years Foundation Stage Profile, so comparisons to previous years should be made with caution.



- In 2023, **68% of pupils achieved a 'good' level of development** in Camden schools, **in line with national** (67%) and **London averages** (69%). This was an increase of 3ppts from 2022, slightly more than improvements nationally and in London.
- Results for PVI settings were lower, so the Camden average for maintained schools was 69% of pupils achieving a 'good' level of development.
- **Writing** remains the **weakest outcome area** across Camden; 71% of pupils achieved at least the expected level, the same as national and lower than London (74%).

# Early Years - summary

% pupils achieving GLD - showing school variation



- Across Camden schools, % GLD ranged from 47% to 100%, which suggests there were wide variations in the learning and development of children on entry to Camden primary schools. In 2023, only one school had less than 50% of pupils achieving GLD.
- 74% of pupils in Camden schools for EYFS in 2023 had nursery experience (though for a further 22% this was unknown).

**Overall Strengths:** Camden was in line with the national and London average. Only one school had less than 50% at GLD (down from five in 2022). The gap between disadvantaged and other pupils remained at 15%, and a narrower gap than nationally (20% in 2023).

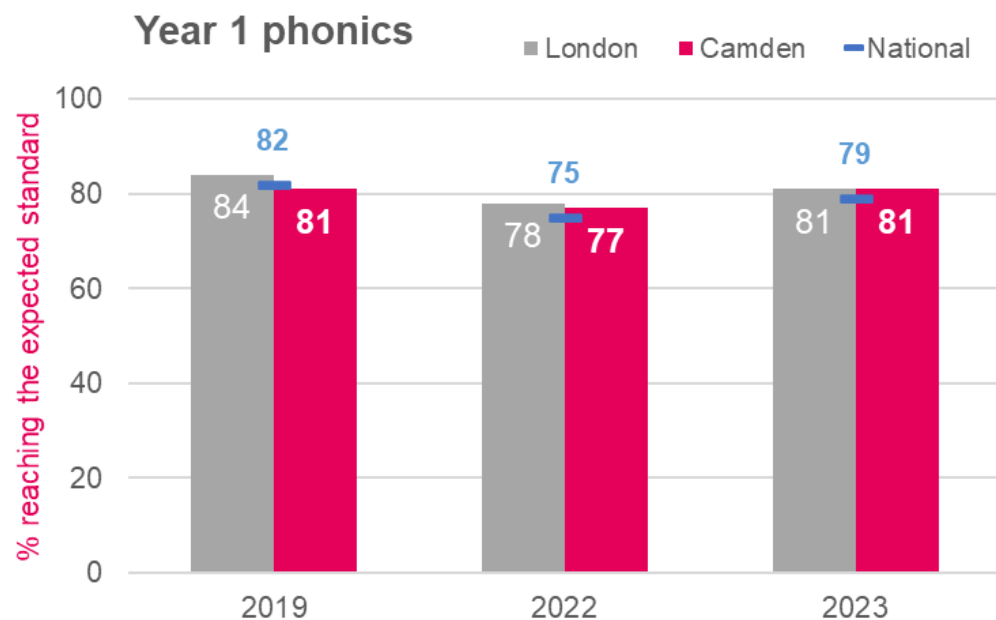
**Concerns:** Writing is an area for improvement, especially for boys and disadvantaged pupils.

## Next Steps:

- Continued focus on oracy initiatives including roll-out the Wellcomm tool to those Camden primary schools with nurseries who do not have an effective early language scheme in place.
- Additional challenge and support for schools negatively deviating from 68% GLD, including project boards, specialist adviser support and moderation of teacher assessments.
- Build on Early Years Locality Partnerships to create Family Hub Networks
- Closer working partnerships between Camden Early Years, PVI's and Early Years settings in maintained schools

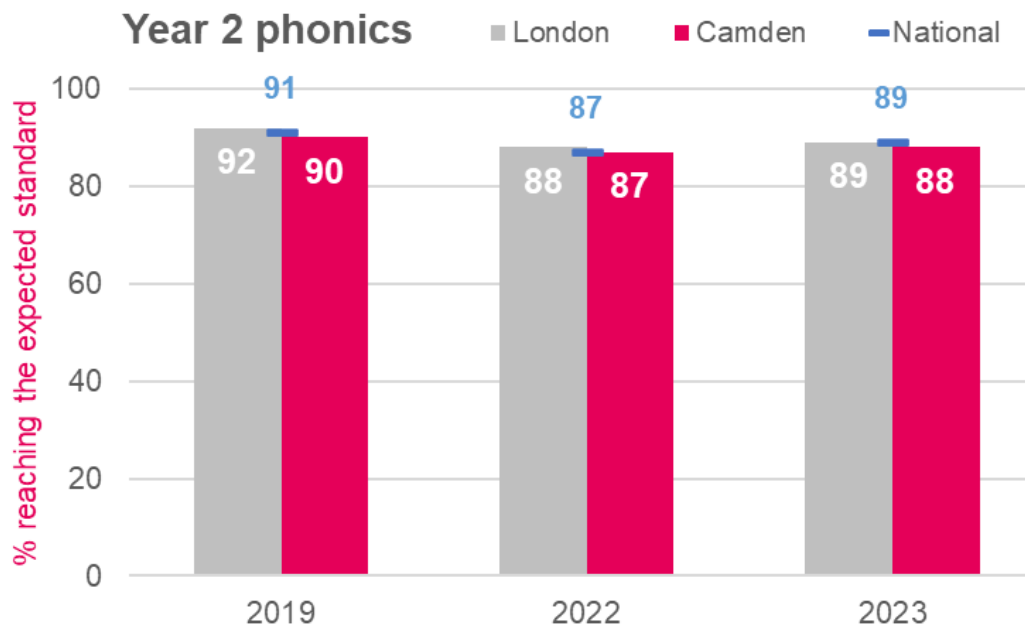
**81% of pupils reached the expected standard in 2023 at the end of Year 1. This is an improvement on 2022, the same as the London average and slightly higher than the national average of 79%.**

The phonics screening check is a statutory assessment for all pupils at the end of Year 1 (typically aged 6) to check whether they have reached the expected standard in phonics decoding. All state funded primary schools with a Year 1 cohort have to administer this check. Those pupils who did not meet the standard in Year 1 or were not tested must be re-checked at the end of Year 2.



**Year 1 – 81% of pupils reached the expected standard in 2022.** This is the same as the London average and slightly higher than the national average.

The gap between the highest and lowest achieving schools widened slightly for Y1 phonics in 2023

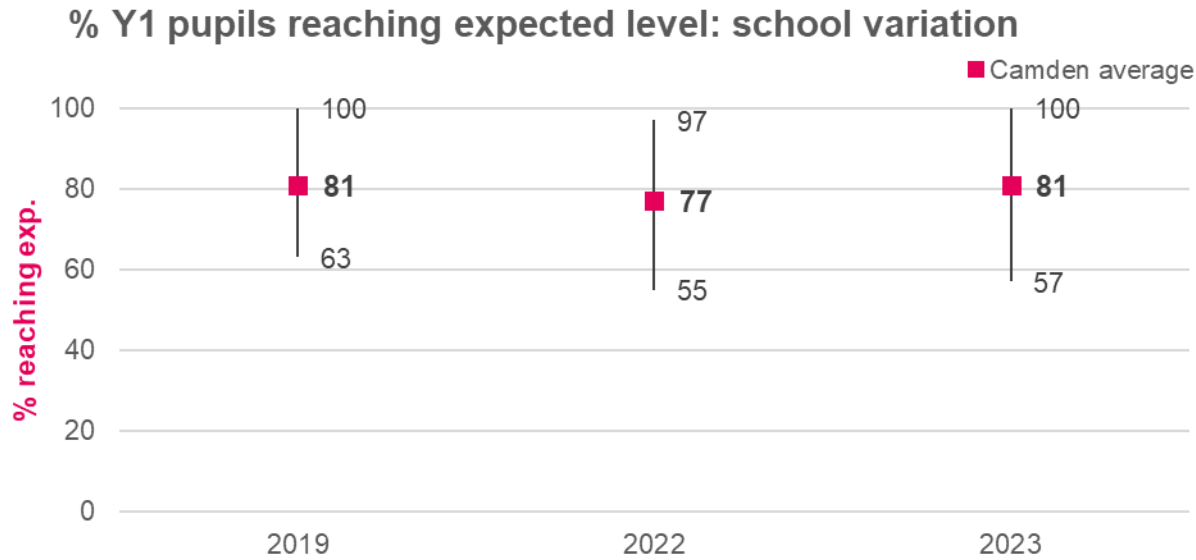


**End of Year 2 -** by the end of Year 2, 88% of pupils reached the expected standard. This is **similar to national and London averages.**

At the end of Year 2, 354 pupils had not achieved the expected standard whilst in Year 1. 182 (51%) went on to achieve the standard by the end of Year 2. This is down from 66% in 2022.



# Phonics - summary



- The gap between the highest and lowest Y1 phonics outcomes by school widened slightly in 2023 (43% in 2022).
- There are 5 schools that were below 70% in summer 2023.

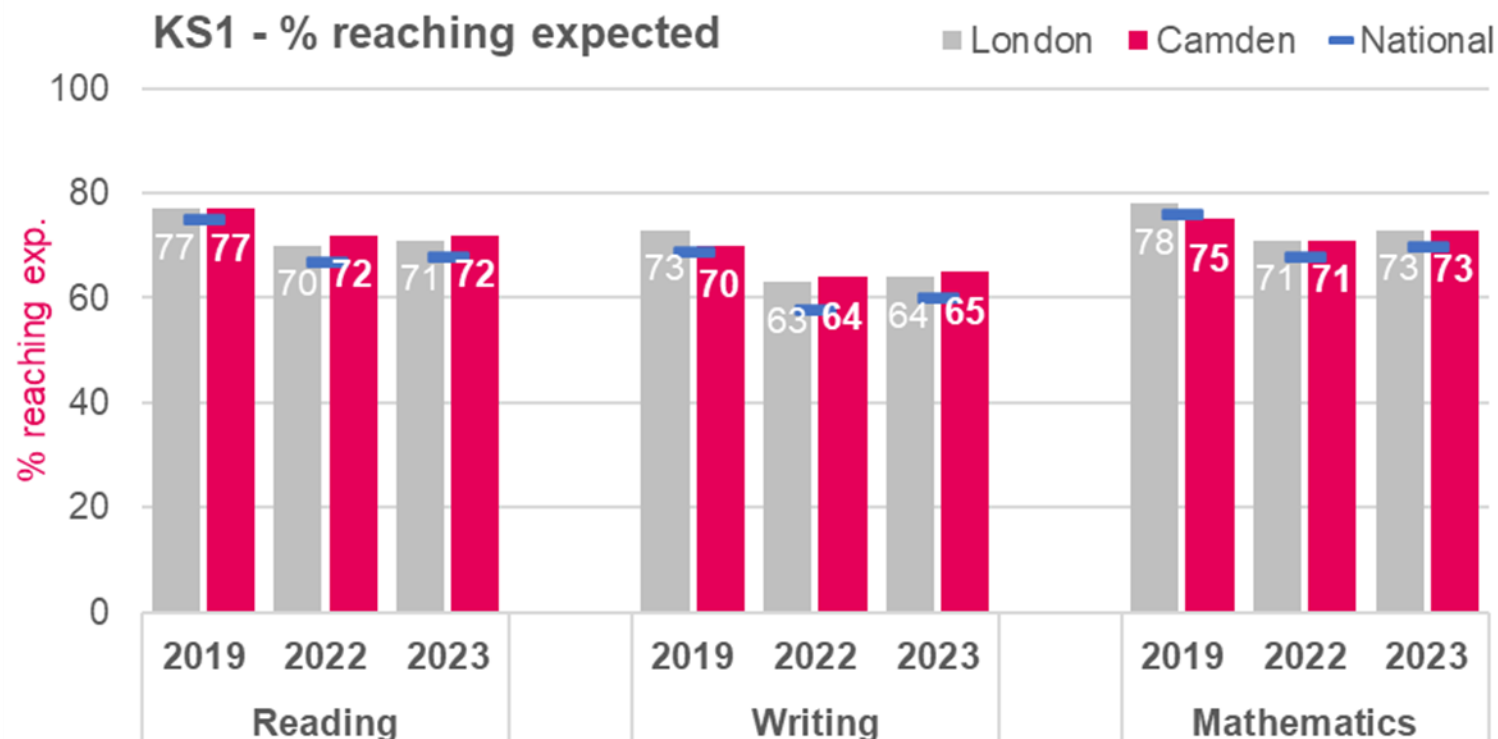
**Overall Strengths:** Camden Primary schools have embedded phonics schemes of learning in place. Phonics outcomes are in line with national and London averages for both Y1 and Y2 despite relative levels of disadvantage.

**Concerns** – The gap between the highest and lowest schools widened. 5 schools had fewer than 70% of pupils achieving the expected standard (in 2022 this was 8 schools). In most cases this is related to cohort specific challenges typically related to relative cohort size, SEND/ EAL needs.

**Next Steps:**

- Individual school outcomes challenged as part of Standards meetings, CPP visits and project boards. Specialist adviser support brokered for focus schools.

KS1 results in Camden increased or remained the same, compared to 2022, and remained above the national average in all subjects, and inline or above the London averages.

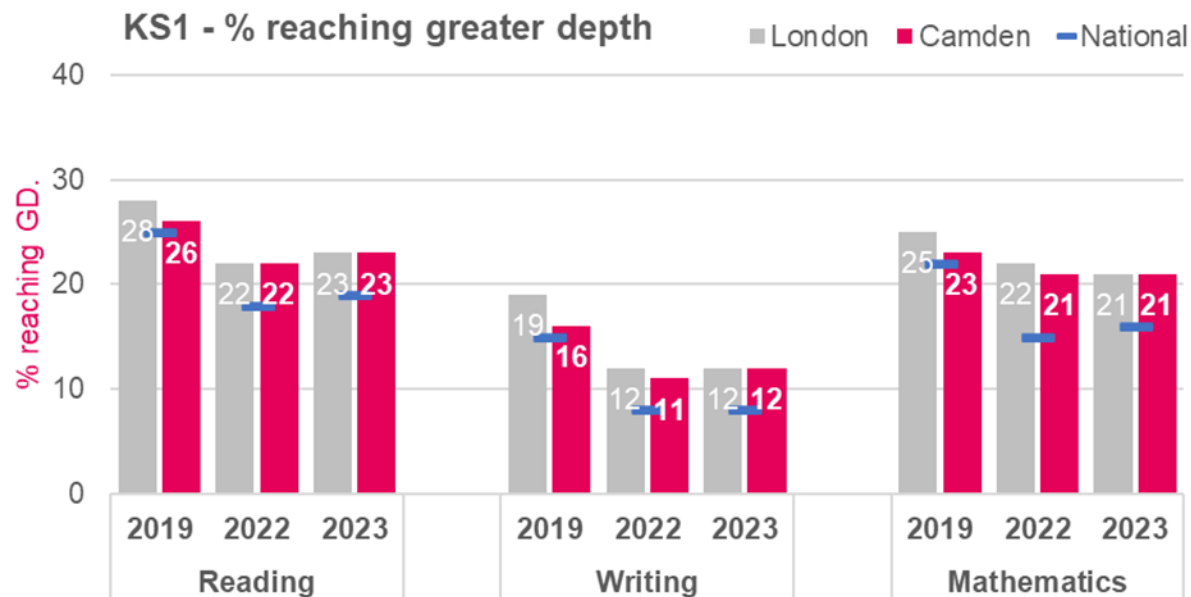


- **2023 KS1 results increased or remained the same as 2022.**
- **Camden is above national averages** for all subjects and above London averages in Reading and Writing and in line with Mathematics.
- Across Camden, the % pupils reaching the expected standard varies between schools, and when looking at this variation compared to 2019 and 2023, there has been a narrowing in all subjects, meaning less variation in the learning and development of pupils at the end of KS1.
- **Camden ranks in the top 25 of 150 local authorities for the % of pupils reaching the expected standard in 2023**, which is an improvement on recent years. Within London (32 boroughs), Camden ranks in the top 16.
- **KS1 assessments are non-statutory from Autumn 2023.**

# Key Stage 1 – greater depth

Improvements in recent years at greater depth has narrowed gaps to national and London averages.

Camden now ranks in the top 25 of 150 local authorities for the % of pupils reaching greater depth in 2023.



- Similarly to the % reaching the expected standard, the results for the % of pupils reaching greater depth increased or remained the same. The results were the same as in London and around 5ppts above national averages.
- Camden ranks in the top 25 of 150 local authorities for the % of pupils reaching greater depth in 2023, which is an improvement on recent years. Within London (32 boroughs), Camden ranks in the top 17.

**Overall Strengths:** Camden is above national averages for all subjects at the expected standard and above London averages in Reading and Writing and in line with Mathematics. Camden ranks in the top 25 of 150 local authorities for the % of pupils reaching greater depth in 2022.

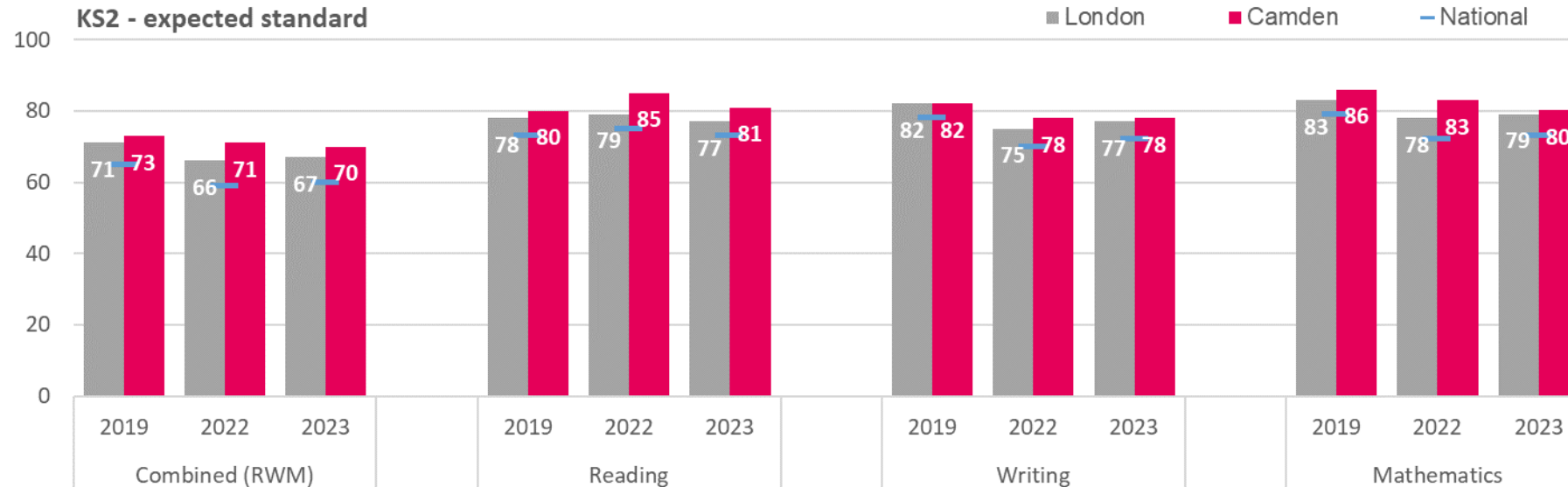
**Concerns:** Camden continues to be ranked mid-way within London. Whilst the variation between schools has improved, there remains wide variation between the highest and lowest schools.

**Next Steps:** Targeting those schools where there is the largest variation at the expected standard, as part of Schools Requiring Additional Support programme and advisory visits  
Standards conversations at all schools with Chairs of Governors and Headteachers.

# Key Stage 2 - Attainment

In all subjects, Camden was well above the national averages, also above London averages.

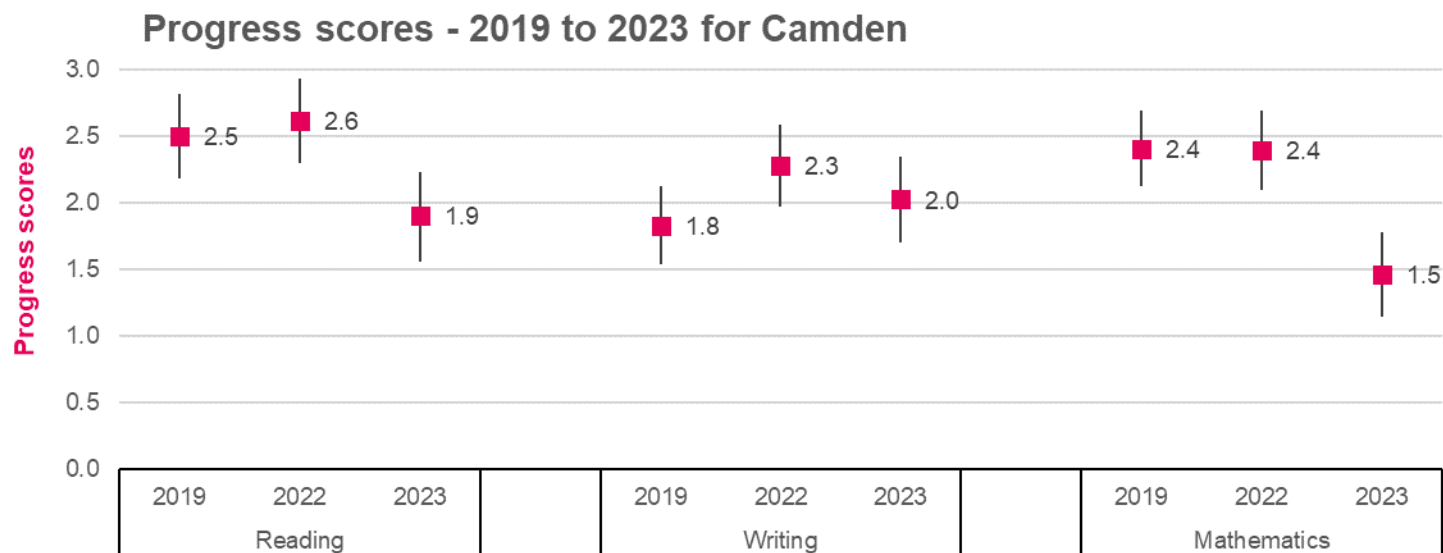
Camden ranked 8<sup>th</sup> out of 151 local authorities nationally for Reading, Writing and Mathematics (combined)



- 70% of pupils achieved the **expected standard in Reading, Writing and Mathematics**, which was **well above the national average** (60%) and **above the London average** (67%).
- Camden ranked **8<sup>th</sup> nationally** out of 151 local authorities for the combined measure at the **expected standard** and **9<sup>th</sup> nationally** at the **greater depth** (Camden at 14% and compared to national / London averages of 8% / 12%).
- For the individual subjects, Camden is also well above national averages, though gaps are narrowing to the London averages. Results fell by 4ppts in Reading and 3ppts in Mathematics
- Comparisons to 2019 should be made with caution, though it is worth noting that the falls in Camden for Reading, Writing and Mathematics was much smaller than falls nationally and for London.

# Key Stage 2 - Progress

Progress scores remain significantly above the national average for all subjects, though did fall relative to 2022. Most schools have at least average progress



- Progress scores are calculated for Reading, Writing and Maths by comparing the KS2 test and teacher assessment results of pupils with the results of pupils in schools across England who started with similar assessment results at the end of KS1.
- **Progress scores remain significantly above the national average** for all subjects though these are lower than 2022 progress scores, particularly in Reading and Mathematics.
- **Camden's rank for progress scores remained high in Reading and Writing (2<sup>nd</sup> in the country), whilst maths fell slightly to 16<sup>th</sup> out of 151 compared to 2<sup>nd</sup> in 2022.**







# Key Stage 2 - Summary

## Overall Strengths

- **Progress and attainment** was **significantly above National and London** performance.

## Concerns

- **Slight falls in outcomes in Reading and Mathematics compared to 2019, and fall in ranking of mathematics progress in 2023**
- **Continued focus on the performance gap for disadvantaged and pupils with SEND**

## Next Steps

- **Identify schools at risk, tracking from KS1 and Year 5 outcomes.**
- **Project boards and additional support for schools identified as at risk**
- **Strengthen transition** between KS2 and KS3, including launch of revised transition guidance



## Key Stage 4 – Note of caution re 2023 Secondary Accountability Measures

When the Dfe published 2022/23 KS4 performance measures in performance tables in October 2023, they placed wording alongside the data to make clear that users should be aware of the following:

- The return to pre-pandemic grading, with some protections, in 2023.
- Performance data may include results achieved in 2022 and 2023, and there were different approaches to grading in those years.
- Performance data may include entries, but not results, from 2020 and 2021 due to DfE's commitment not to use results achieved in 2020 and 2021 in future performance measures and adaptations to the way we calculate performance measures.
- Ongoing uneven impacts of the pandemic on pupils, schools and colleges.
- KS4 data based on qualification outcomes cannot be compared between 2021/22 and 2022/23. This is because for the majority of qualifications that count in performance measures, a different grading approach was used in 2021/22, to take account of the impact of the pandemic.
- 2022/23 KS4 data can be used to make cautious comparisons between schools/colleges, trusts, local authority and national averages from the same year.

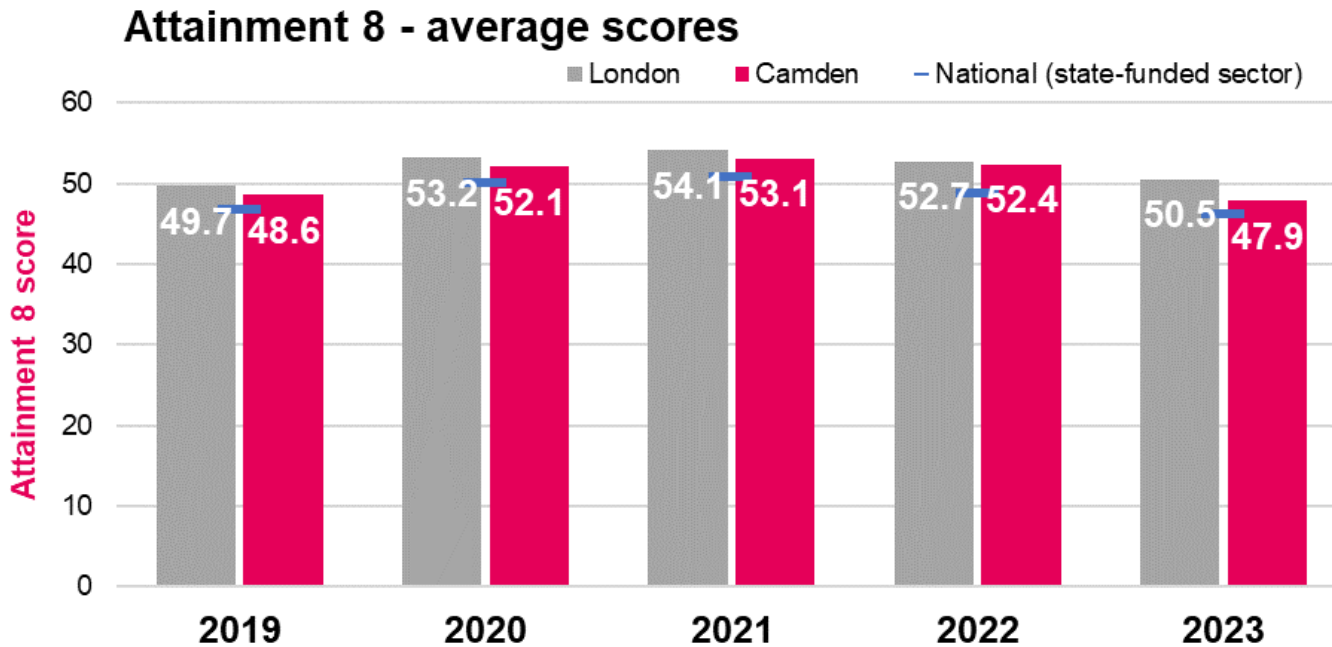
[Link to Dfe guidance](#)



# Key Stage 4 - Attainment 8

Widening gap to London average in Camden in 2023.

Camden has performed better than the national averages for A8 for the last 5 years, but the fall in 2023 is larger than the falls nationally and for London. *n.b caution must be taken comparing outcomes from 2020-2022 to 2023 due to*



**Attainment 8 (A8)** Attainment 8 is an accountability measure introduced in 2016. This calculates how well each pupil did across 3 elements (or buckets):

- English & Mathematics – double-weighted.
- The top three scores from the English Baccalaureate (EBacc) subjects taken, i.e. sciences, computer science, history, geography and languages;
- Other – best results in 3 other subjects.

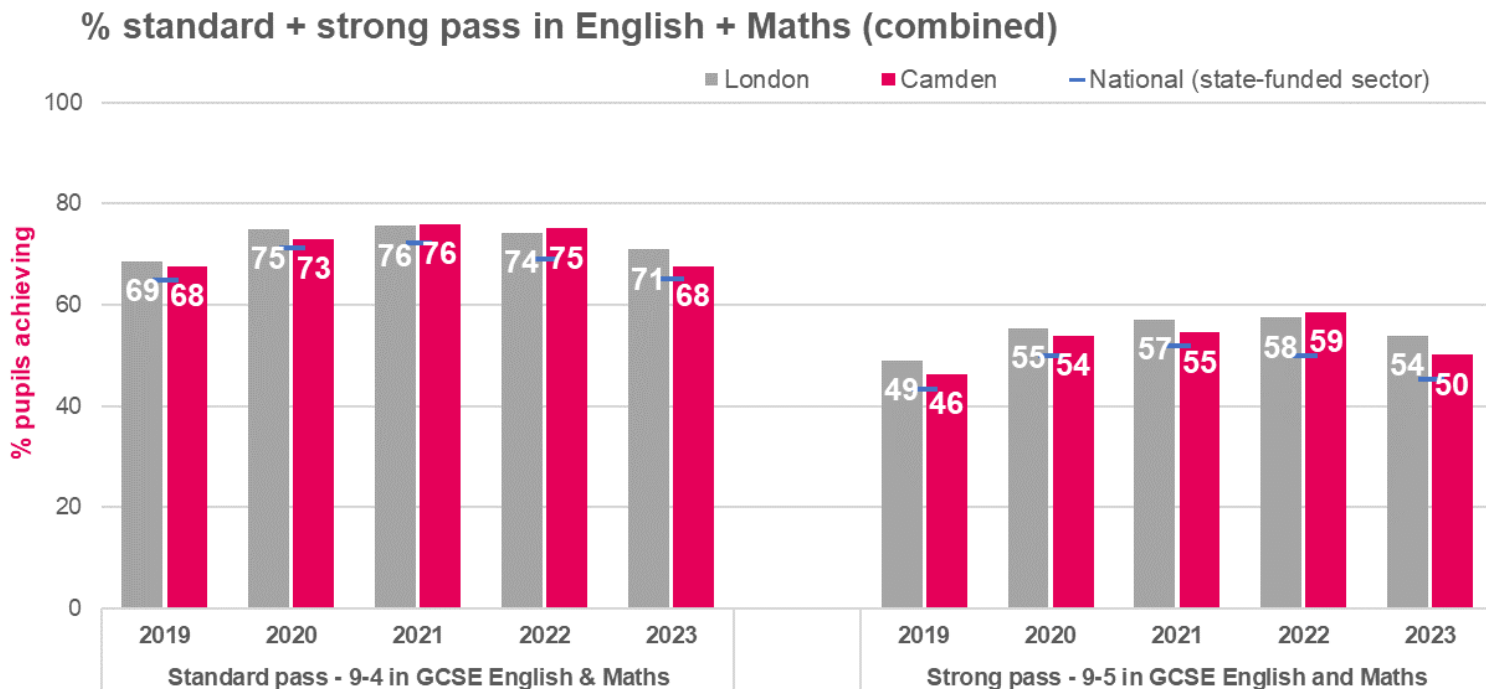
The average score in Camden was 47.9 in 2023, which is similar to national and slightly lower than the London average. The gap to London averages has increased

Camden has **performed better than the national averages** for A8 for the **last 5 years**, but the fall in 2023 is larger than the falls **nationally** and for **London**.



# Key Stage 4 – Standard and Strong pass

Results for standard and strong pass in English and Maths in Camden in 2023 are now lower than London averages



### Standard pass

- 68% of pupils achieved at least grade 4 in GCSE English and Mathematics (known as a standard pass).
- **This is similar to 2019 outcomes and above national average, but now below London averages (by 3 ppts).**

### Strong pass

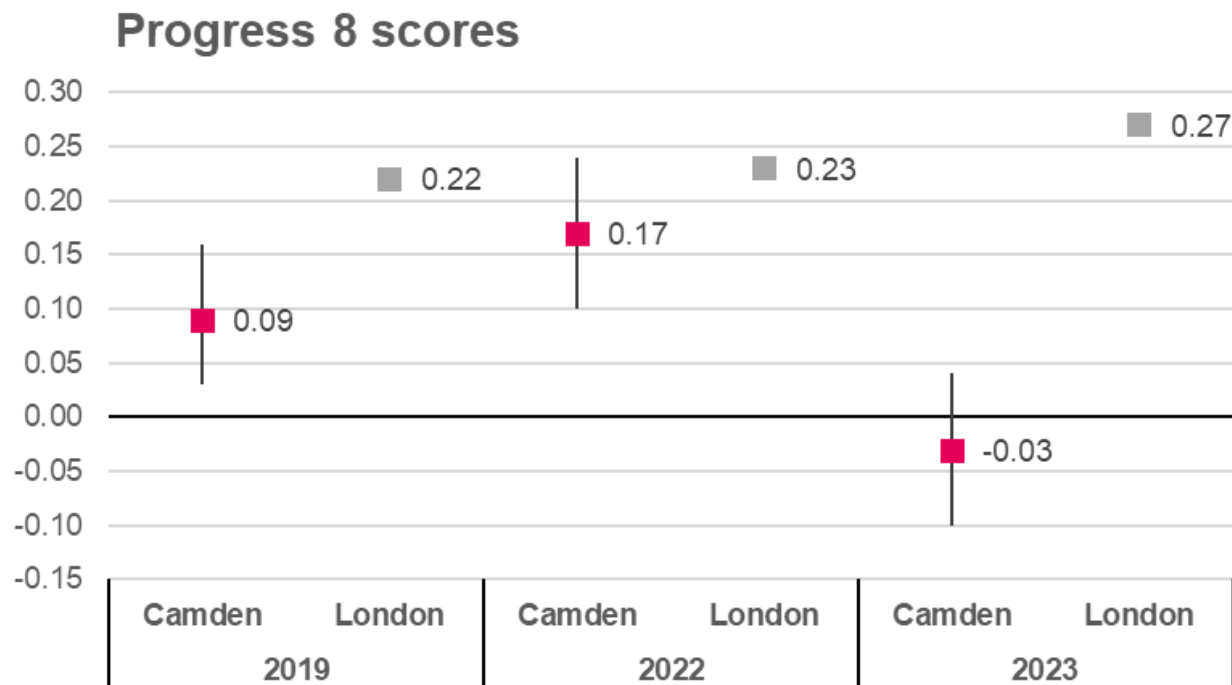
- 50% of pupils also achieved at least grade 5 in GCSE English and Mathematics (known as a strong pass).
- **Camden remains above national averages, but is now below London averages (by 4 ppts).**

### Gaps between English and Maths

- English is the stronger subject in Camden, and nationally, but the gaps between English and Maths are in line with the gaps that exist both nationally and for London. (11ppt gap in Camden for strong pass and 6ppts for standard pass)

# Key Stage 4 – Progress 8

The progress 8 score decreased to -0.03 in 2023, which is well below London averages and the Open bucket was significantly negative

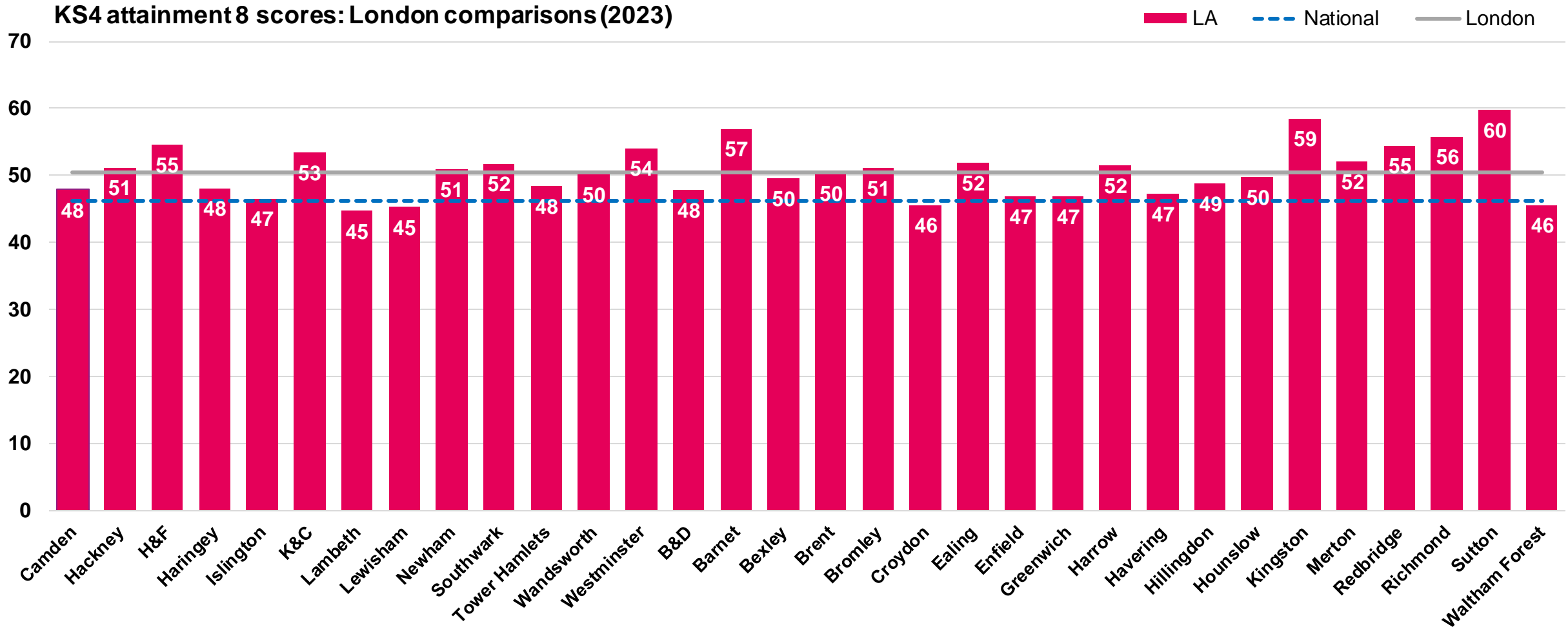


- The progress 8 (P8) score decreased to -0.03 in 2023, showing pupils make **average progress** when compared to their peers, based on prior attainment alone.
- P8 score is well below the London average, and lower than Camden data for the last few years.
- (There is no progress 8 for the 2020 and 2021 outcomes.)



# KS4 London Comparisons: Attainment 8

Camden is above national, but fell to below London averages and is positioned 23rd in London (out of 32 boroughs), down from 18<sup>th</sup> last year.





# KS4 - Statistical Neighbour Comparisons

Camden's rank fell in both Progress 8 and Attainment 8 in 2023, but remained 6<sup>th</sup> in strong and standard pass.

Looking at national rankings, of 150 local authorities, Camden's rank fell in 2023, especially in progress 8, were it fell to 70<sup>th</sup>. In other measures, Camden fell to around 40<sup>th</sup> nationally.

KS4	Progress 8			Attainment 8			% standard pass English and maths (9-4)			% strong pass English and maths (9-5)		
	2019	2022	2023 P	2019	2022	2023 P	2019	2022	2023 P	2019	2022	2023 P
Camden (national rank)	38	27	70	42	29	41	46	27	42		23	35
Camden (London rank / 32)		18	28		17	23		16	22		15	22
Camden (SN rank)	7	6	10	7	6	8	6	6	6	7	6	6
Camden	0.09	0.17	-0.03	48.6	52.2	47.9	68	75.1	67.7	46.3	58.6	50.2
Barnet *	0.57	0.49	0.64	57.1	58.1	57.0	79	80.4	80.0	62.7	66.8	65.9
Greenwich	-0.18	0.00	-0.01	45.3	49.3	46.9	62	69.7	66.3	41.4	51.9	48.2
Hammersmith & Fulham	0.27	0.37	0.46	53.9	57.3	54.6	74	79.9	77.1	55.7	66.1	61.2
Haringey	0.24	0.20	0.21	46.9	50.4	48.1	63	69.9	65.4	43.1	52.3	47.6
Islington	0.03	0.08	-0.03	45.8	49.5	46.6	64	69.9	65.1	42.3	52.7	46.7
Kensington & Chelsea	0.32	-0.10	0.30	53.6	53.5	53.4	76	79.4	75.2	55.7	64.6	59.0
Manchester	-0.11	0.00	-0.02	43.3	46.4	44.8	56	63.7	61.1	35.5	46.1	41.3
Reading	0.02	-0.09	0.03	50.5	51.9	50.0	63	66.9	65.7	47.1	51.4	49.9
Wandsworth	0.26	0.35	0.33	49.4	53.8	50.2	69	77.2	70.8	48.3	61.0	55.5
Westminster	0.48	0.52	0.48	53.4	57.3	54.1	75	81.6	76.0	53.5	66.0	59.9
London	0.22	0.23	0.27	49.7	52.6	50.5	69	74.1	71.0	49.0	57.5	53.9
National (state-funded sector)	-0.03	-0.03	-0.03	46.8	48.8	46.3	65	68.8	65.1	43.4	50.0	43.3
National (all schools)		-0.1	-0.1	44.7	47.1	44.6	60	64.3	60.5			42.2

\*Barnet has a number of selective secondary schools

Source: 2023 data is unvalidated and taken from October 2023 SFR.



## Overall Strengths

- Camden has **performed better than the national averages** for A8 for the **last 5 years**, but the fall in 2023 is larger than falls **nationally** and for **London**.
- English is the stronger subject in Camden, and nationally, however the Camden gaps between English and Maths are now in line with the gaps that exist both nationally and for London. (11ppt gap in Camden for strong pass and 6ppts for standard pass)

## Concerns

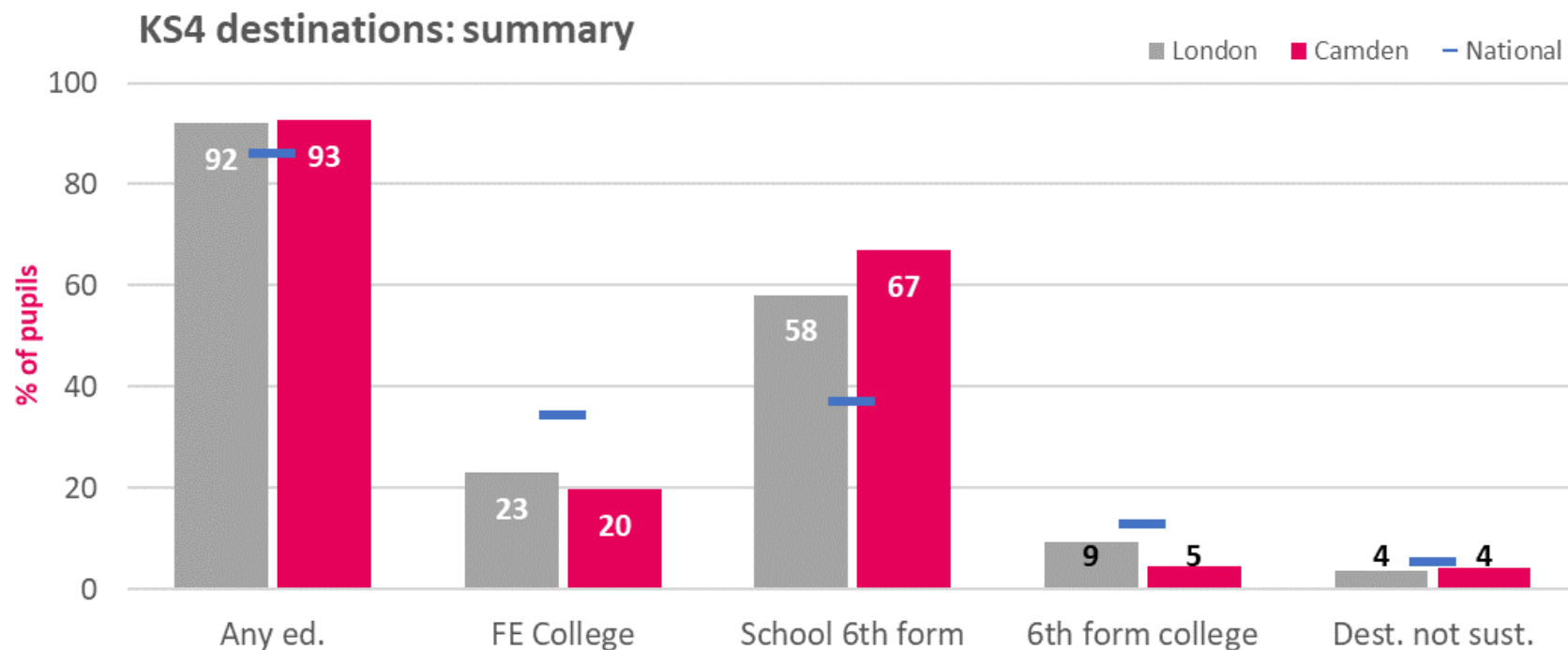
- Widening gap to London averages for all measures.
- The Open element (e.g. subjects not English, Maths, Sciences, and best EBACC) is particularly contributing to lower P8 in 2023

## Next Steps

- Project boards for focus schools as part of SRAS programme
- Specialist adviser support including subject 'deep dives' focussing on curriculum progression and pedagogy
- New Secondary CPD offer with support from Reseach School

# Post-16 - KS4 Destinations

A higher proportion of the cohort went on to school sixth forms in Camden than compared to nationally and in London, which is not surprising given that all secondary schools in Camden have a sixth form



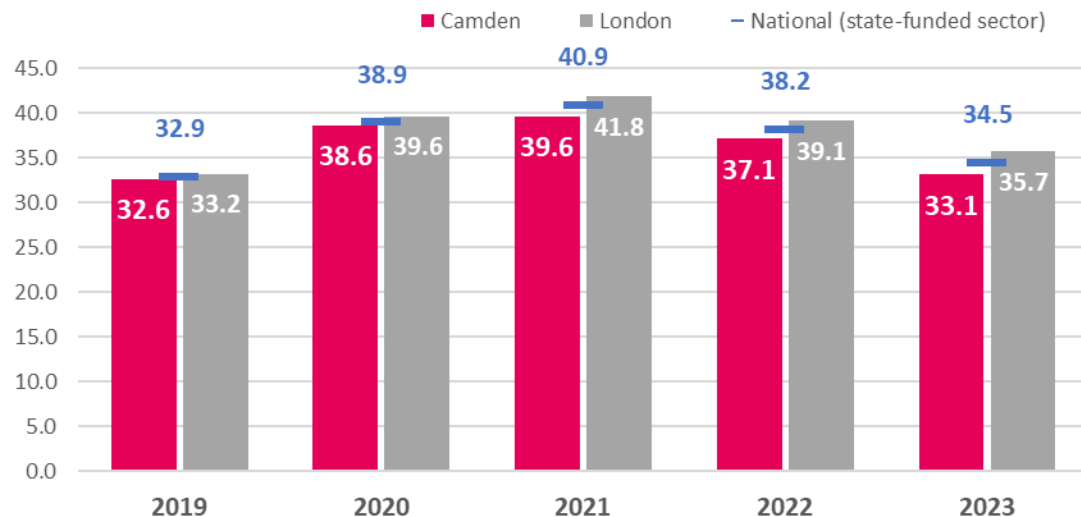
- 93% of the 2020/21 KS4 cohort went on to **sustained education destinations** in 2021/22, which is 6% **higher than national** and **in line with the London** average.
- Given that all secondary schools in Camden have a school sixth form, 67% of the cohort went on to a **school sixth form**, which is **much higher than the national and London averages**.
- This means that **far fewer** students went onto **FE colleges** or a **sixth form college**.
- **4% did not sustain** their destinations, which is a reduction on recent years and is **similar to both London and national averages**.
- 8.0% of 16-17 year olds in Camden were not in education, employment or training (**NEET**) or their **activity was not known** (November 2023). This is **lower than the Central London average** (12.1%).

# Post-16 - Level 3 APS

In 2023, the average points score per A level entry of pupils in Camden school sixth forms was 33.1, which remains close to national averages but lower than London averages.

\*Note 2020 and 2021 results are based largely on teacher assessments (CAGs), and 2022 was a mid-point between TAGs / CAGS and 'normal' assessment, so comparisons over time should be made with caution. Progress scores are not available for the last three years

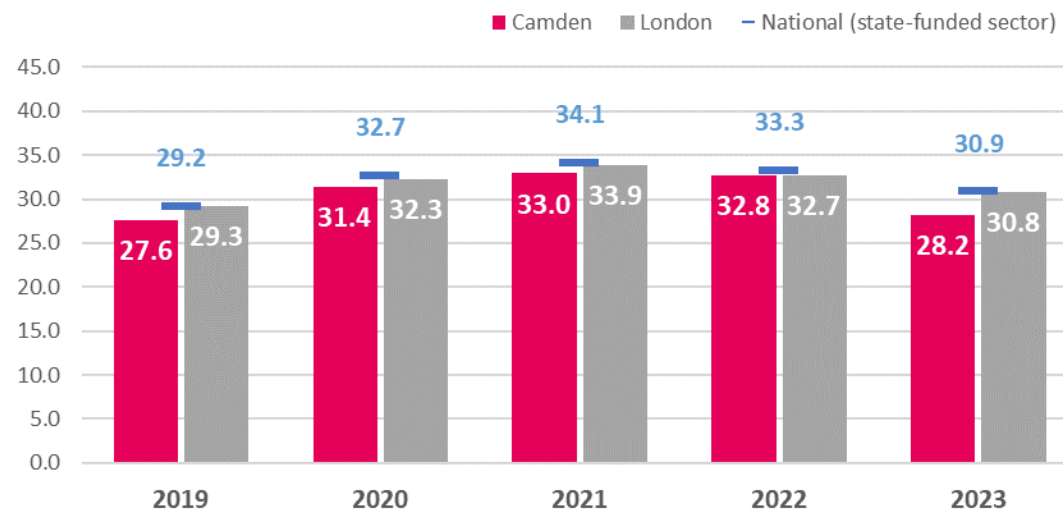
### A Level - Average point score per entry



The 2023 results are still provisional, as at the time of report publication the validated data has not yet been published by the DfE.

In 2023, the average point score of A levels was 33.1 (equivalent to a grade C+), which is lower than London and national averages, but in line with 2019 results.

### Applied General - Average point score per entry

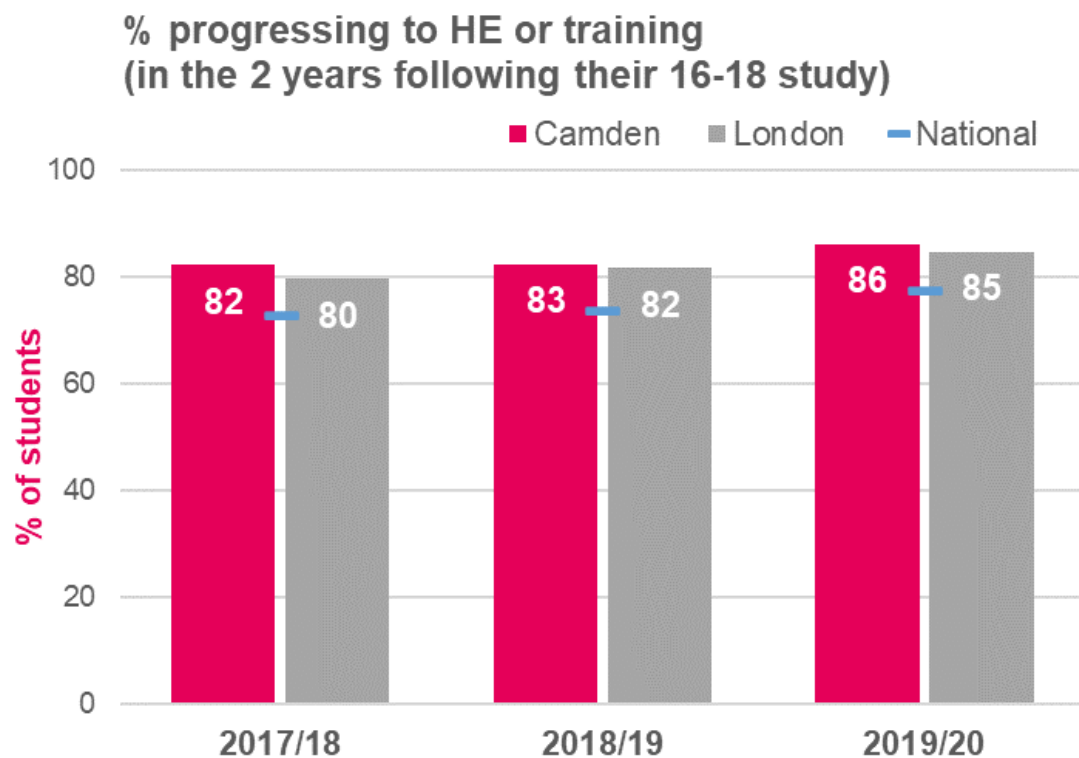


In 2023, there were 290 'applied general' (non-academic) student, compared to around 1,000 A Level students.

The average point score of the applied general entries was 28.2 (equivalent to a Merit+), which is largely in line with the 2019 Camden results, but lower than London and national averages.

# Post-16 - KS5 Destinations

High proportion of pupils from Camden sixth forms progress to higher education or training following their 16-18 studies.



- 86% of students **went onto higher education or training within two years of completing their 16-18 studies** in 2019/20 (taking into account students taking gap years and deferring their entry to higher education) which is much **higher than the national average (78%)** and in line with London averages.
- **0.6% students went onto an Apprenticeship** after completing their 16-18 studies in 2019/20, which is similar to London averages (1.5%), but lower than national averages (1.9%).

## Overall Strengths

- 8.0% of 16-17 year olds in Camden were not in education, employment or training (NEET) or their activity was not known (November 2023). This is lower than the Central London average (12.1%).
- 86% of students went onto higher education or training within two years of completing their 16-18 studies in 2019/20, which is in line with London and higher than national (78%)

## Concerns

- **A Level APS** – the average point score of A levels was 33.1 (equivalent to a grade C+), which is lower than London and national averages.
- **Applied general APS** - The average point score of the applied general entries was 28.2 (equivalent to a Merit+), which is lower than London and national averages.
- **A level attainment** in Camden is **satisfactory but lower than London** and slightly lower than national averages.

## Next Steps

- Implement the Post 16 action plan, derived from the ambition of the Education Strategy including trial of the life future plan initiative, flying high, Young Futures, KS5 Masterclasses and T level launch (September 2024)



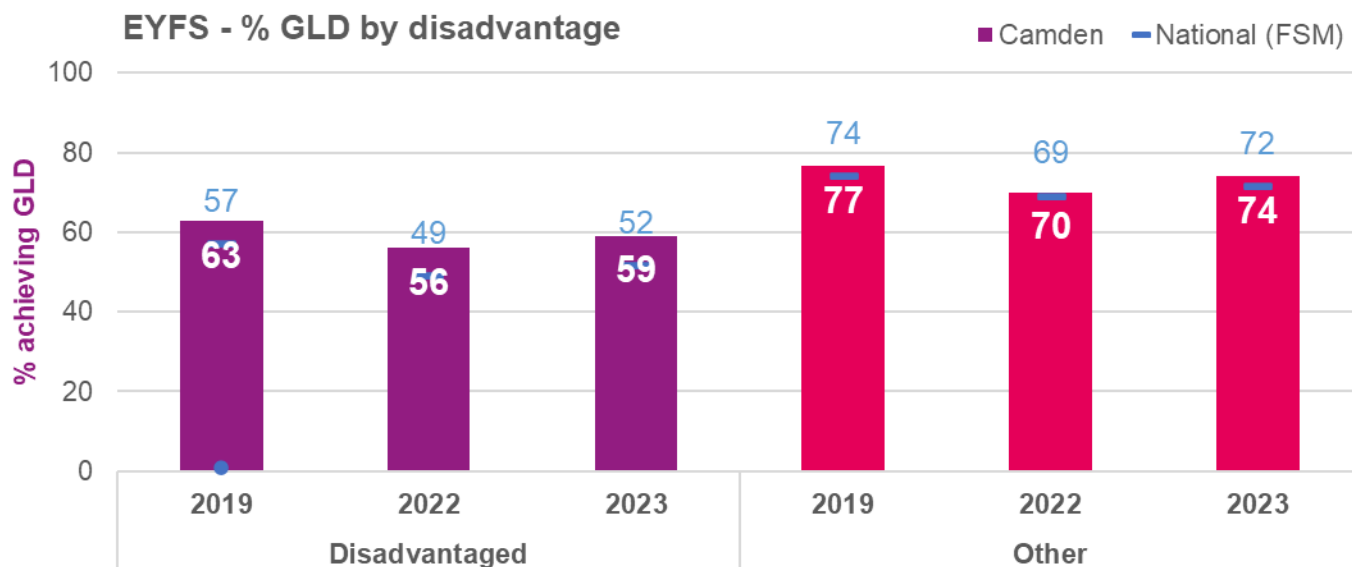
# Key Groups

# Disadvantaged Pupils – EYFS

Disadvantaged pupils are those who have been identified as being eligible for free school meals (FSM) at any point during the previous 6 years, along with any adopted, looked-after-children and service children. This is an underperforming group nationally, and across Key Stages, and schools receive additional funding for these pupils (pupil premium).

## Disadvantaged pupils did not achieve as well at EYFS than their non-disadvantaged peers

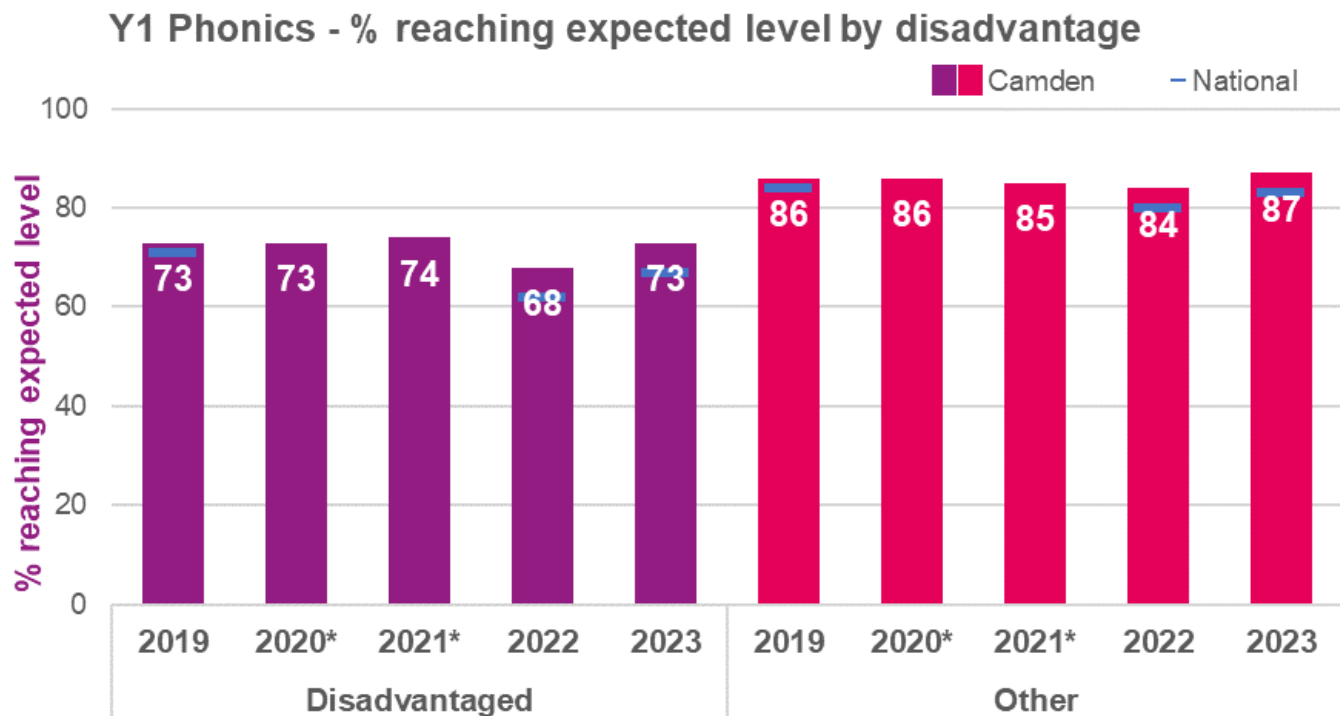
Results of disadvantaged pupils remain above national averages. The gap between disadvantaged and other pupils was 15ppts, and a narrower gap than nationally



- **Disadvantaged pupils achieved less well than their non-disadvantaged peers (Other)**
- **59% of disadvantaged pupils achieved a good level of development**, compared to 74% of other (non-disadvantaged) pupils.
- Results of disadvantaged pupils **remain above national averages**. The gap between disadvantaged and other pupils is 15ppts, and a narrower gap than nationally (now at 20ppts).
- Disadvantaged pupils made up 33% of the 2023 EYFS (Reception) cohort compared to 18% nationally (for FSM eligible).

# Disadvantaged Pupils – Y1 Phonics

Disadvantaged pupils achieved less well than their non-disadvantaged peers (Other), though the gap narrowed in 2023 and remains narrower than the gap nationally.

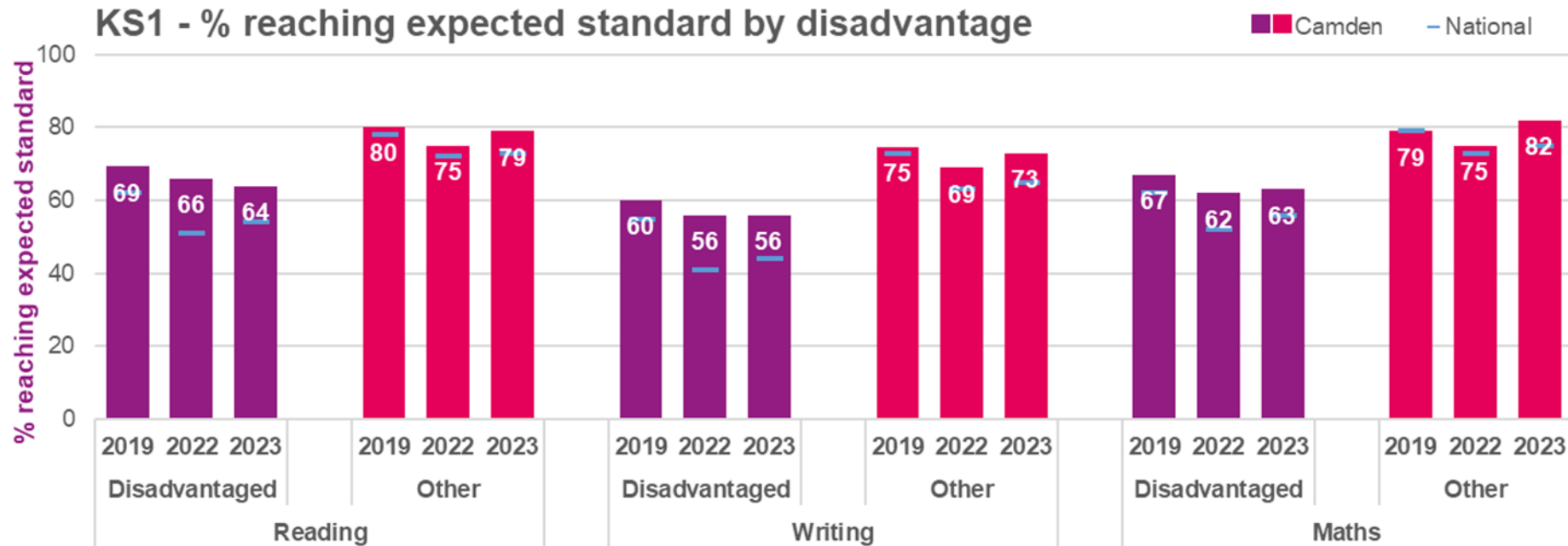


- **Disadvantaged pupils achieved less well than their non-disadvantaged peers (Other), though the gap narrowed in 2023.**
- **73% of disadvantaged pupils reached the expected level, compared to 87% of other (non-disadvantaged pupils).** The 2023 results for disadvantaged pupils remain 6pp higher than the national results and the gap between disadvantaged pupils and their non-disadvantaged peers is 14pp, narrower than the 168pp gaps nationally.
- \*No national data is available for the 2020 and 2021 data (this was a check done in Autumn of Y2.)
- Disadvantaged pupils made up 41% of the 2023 Y1 phonics check cohort compared to 23% nationally in 2023.



# Disadvantaged Pupils – KS1

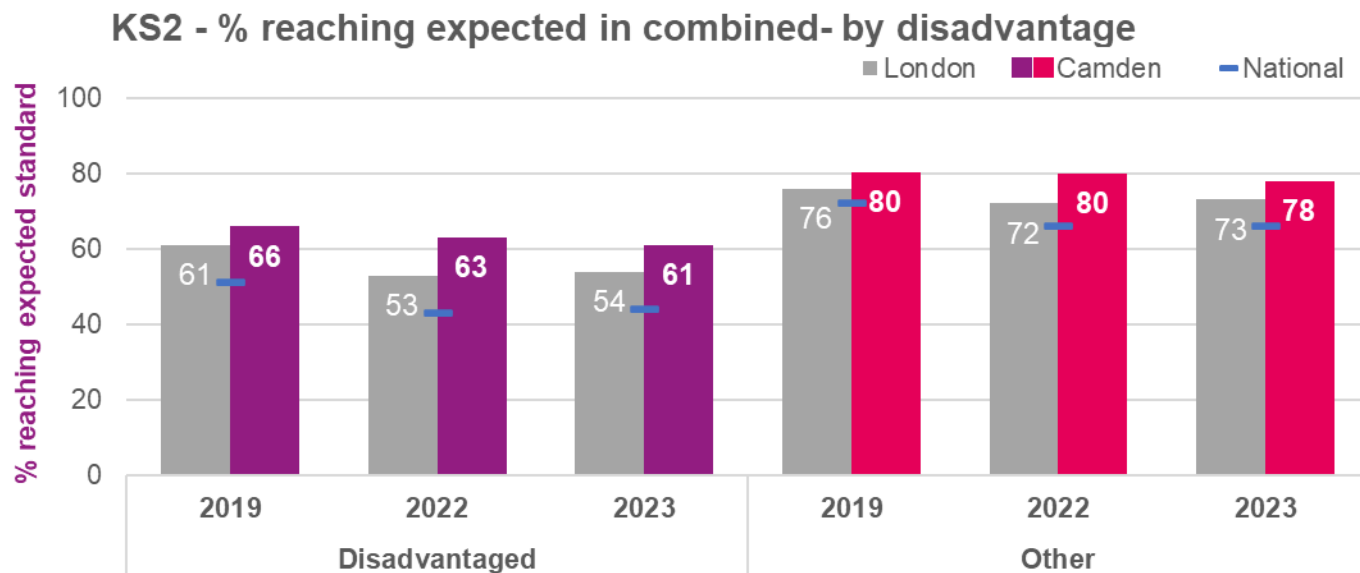
The disadvantage gaps in Camden are narrower than the gaps nationally, though they did widen in 2023 due to an increase in the results of other pupils.



- **Disadvantaged** pupils **achieved less well than** their **non-disadvantaged** peers (Other), and other pupils saw bigger improvements in 2023. Disadvantaged pupils in Camden did better than Disadvantaged pupils nationally.
- **The disadvantage gaps in Camden are narrower than the gaps nationally, though they did widen in 2023**, due to an increase in the results of other pupils. The gap between disadvantaged pupils and their non-disadvantaged peers (others) is 15pp in reading (compared to 9pp in 2022) and 17 pp in Writing (compared to 13pp in 2022) and 19pp in Mathematics (compared to 19pp in 2022), compared to 19-21pp nationally.
- Disadvantaged pupils made up 43% of the 2023 KS1 check cohort compared to 26% nationally.

# Disadvantaged Pupils – KS2

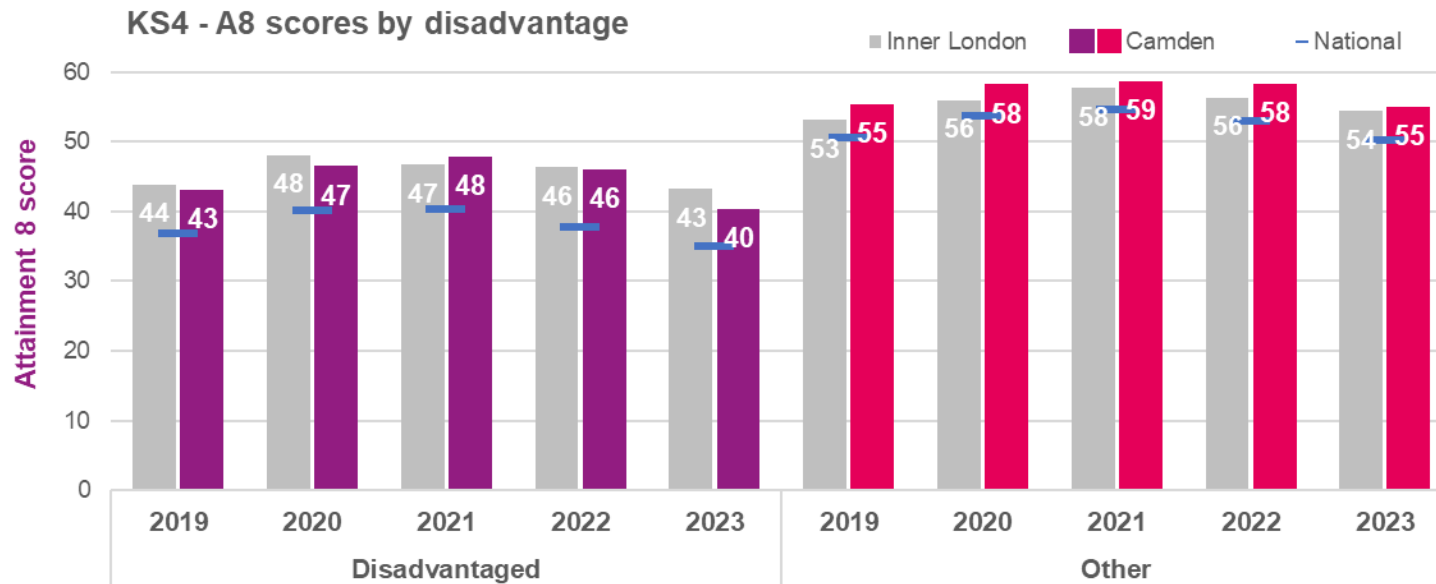
Disadvantaged pupils underachieve relative to their non-disadvantaged pupils though Camden has narrower gaps than those nationally at KS2



- **Disadvantaged pupils achieved less well than their non-disadvantaged peers (Other)**
- **61% of disadvantaged pupils reached the expected standard**, compared to 78% of other (non-disadvantaged pupils). Camden remained **well above national averages**.
- The disadvantage gap remained at 17ppts in Camden, which was narrower than those nationally (22ppts gap) and across London (19ppts gap again).
- Disadvantaged pupils made up 51% of the 2022 KS2 cohort compared to 30% nationally.

# Disadvantaged Pupils – KS4

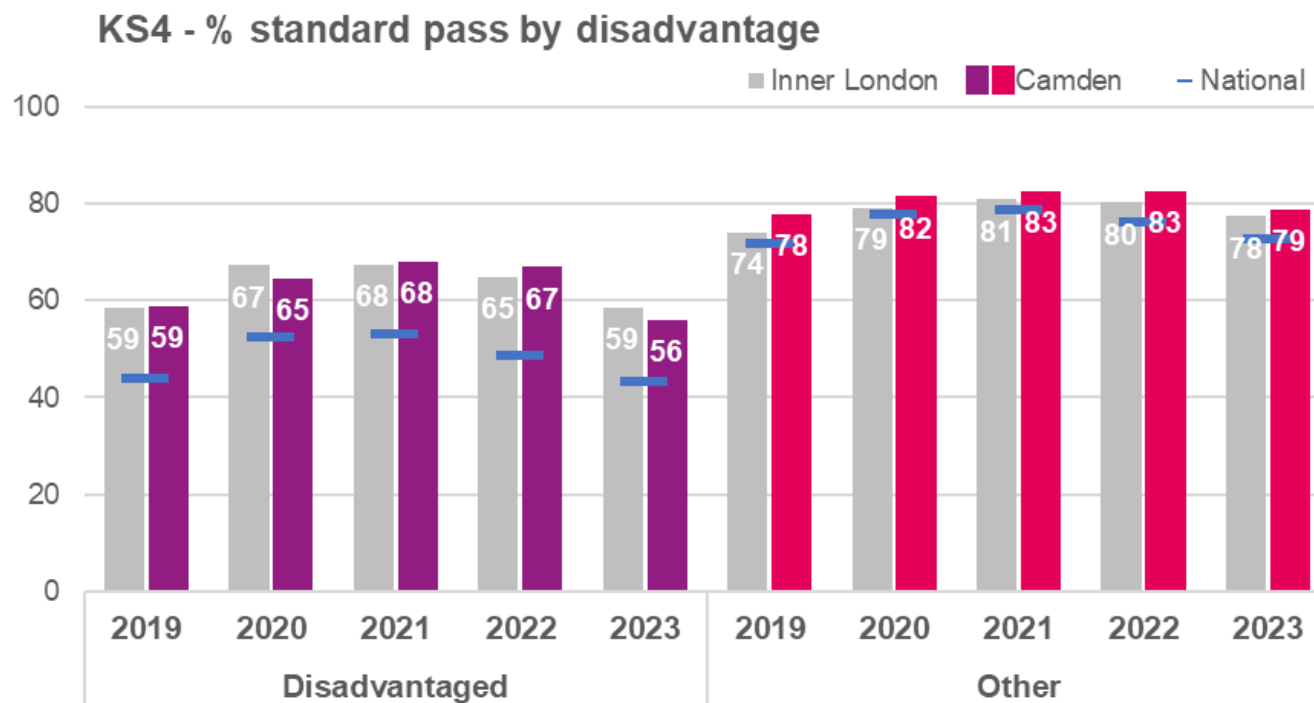
At KS4, the gap between disadvantaged pupils and their peers has widened and is now in line with the gap nationally.



- **Disadvantaged pupils** made up 49% of the 2023 KS4 cohort compared to 26% nationally and 43% in Inner London.
- **Disadvantaged** pupils achieved **less well than** their **non-disadvantaged** peers (Other).
- **Attainment 8 (A8) – A8 scores of disadvantaged pupils fell**, along with the results of Other pupils. Camden disadvantaged pupils are now lower than **Inner London** averages, but **above national averages**.
- **The gap in Camden increased in 2023** whilst it narrowed in Inner London. (Camden 15 points, National 15 points, Inner London 11 points).

# Disadvantaged Pupils – KS4 Standard Pass

At KS4, the proportion of disadvantaged pupils achieving a standard and strong pass in English and Mathematics is lower than inner London and above national averages

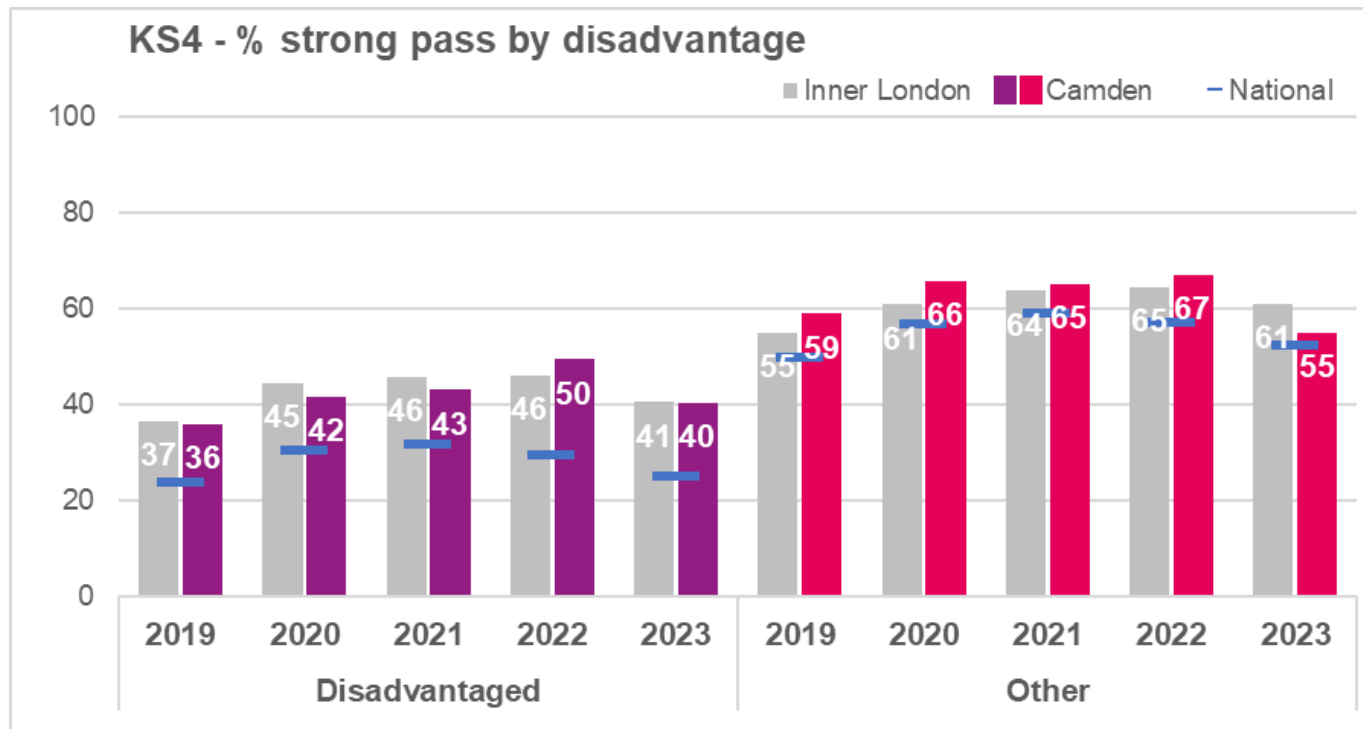


## Standard pass:

- **56% of disadvantaged pupils** achieved a **standard pass in English and maths** in 2023, which is now **below Inner London averages**, but **well above national averages** (by 13pp). The **gap widened again in 2023 in Camden**, and gaps also widened for Inner London and nationally, the gap in Camden was much narrower than the gap nationally (16pp compared to 28pp).

# Disadvantaged Pupils – KS4 Strong Pass

At KS4, the proportion of disadvantaged pupils achieving a standard and strong pass in English and Mathematics is lower than inner London but above national averages

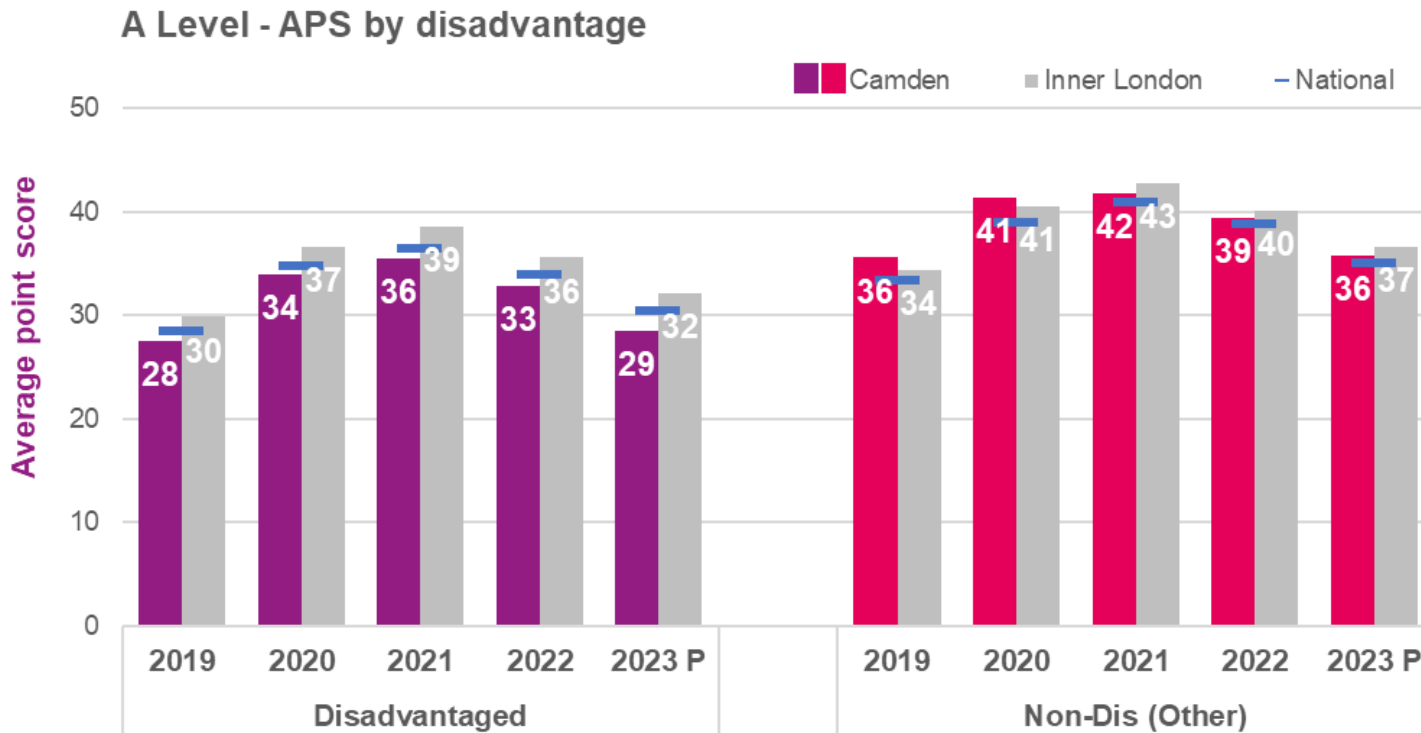


## Strong pass:

- **40% of disadvantaged pupils** achieved a **strong pass in English and maths**, which was slightly lower than **Inner London**, but **well above the national average** (by 15pp). **The gap narrowed further**, whilst it widened in Inner London and remained static nationally. (Camden 15pp, Inner London 20pp, national 27pp).

# Disadvantaged Pupils – KS5

At KS5, In terms of APS per entry, Disadvantaged pupils underperformed relative to non-disadvantaged pupils (29 points compared to 36 points), and the gaps are a little wider than those nationally



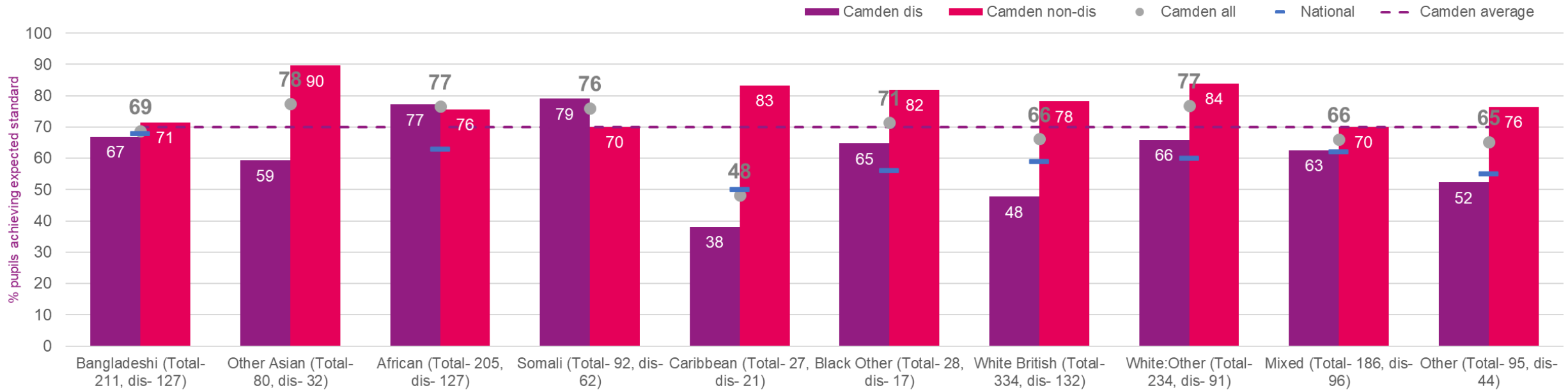
- Disadvantaged pupils made up 42% of the A level cohort in Camden in compared to 18% nationally in 2023
- In terms of APS per entry, Disadvantaged pupils underperformed relative to non-disadvantaged pupils (29 points compared to 36 points), and the gaps are a little wider than those nationally (7ppts compared to 5ppts nationally.)



# Ethnic Groups Summary – KS2, by disadvantage

At KS2, there is large variation in performance between ethnic groups at KS2, with disadvantaged pupils underperforming relative to non-disadvantaged pupils for most ethnic groups.

KS2 - % expected and above in combined measure, by ethnic group and disadvantage



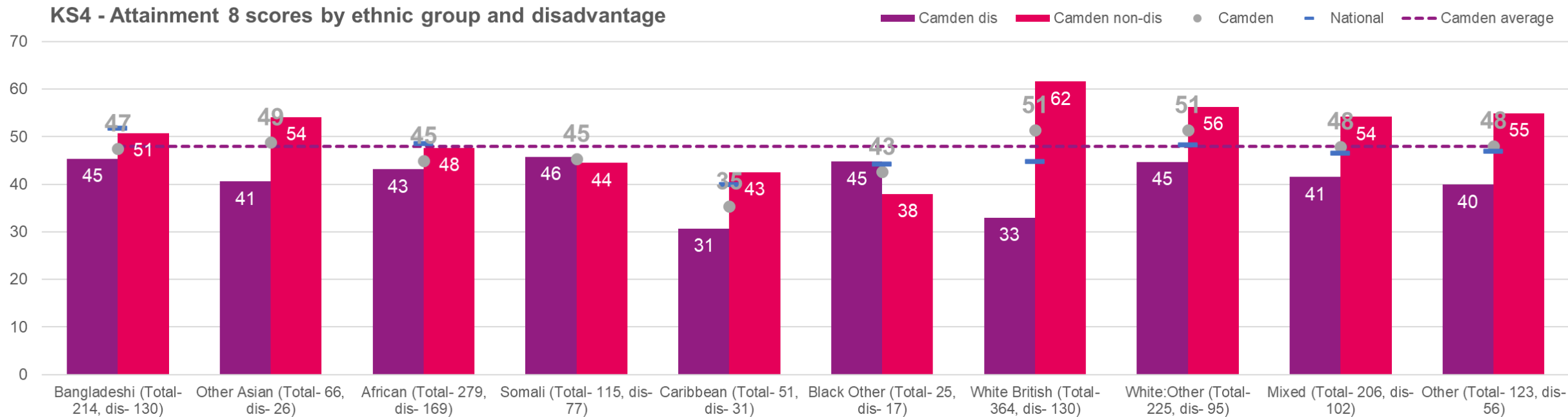
The above chart looks at the outcomes for key ethnic groups, further broken down by disadvantage. Results are shown for disadvantage pupils, other (non-disadvantaged) and all pupils for each ethnic group, as well as the national outcomes achieving the expected standard in Reading, Writing and Maths (combined measure):

- For most ethnic groups, disadvantaged pupils do less well than their other (non-disadvantaged) peers.
- The largest differences are for Black Caribbean, Asian Other and White British.
- Gaps varied across groups and given the small size of some of the groups, caution must be exercised in making direct comparisons.



# Ethnic Groups Summary – KS4, by disadvantage

At KS4, there is large variation in performance between ethnic groups at KS2, however most groups were largely in line with national averages for the ethnic groups (where comparisons exist)



The above chart looks at the outcomes for key ethnic groups, further broken down by disadvantage. Results are shown for disadvantaged pupils, other (non-disadvantaged) and all pupils for each ethnic group, as well as the national outcomes achieving the expected standard in Reading, Writing and Maths (combined measure):

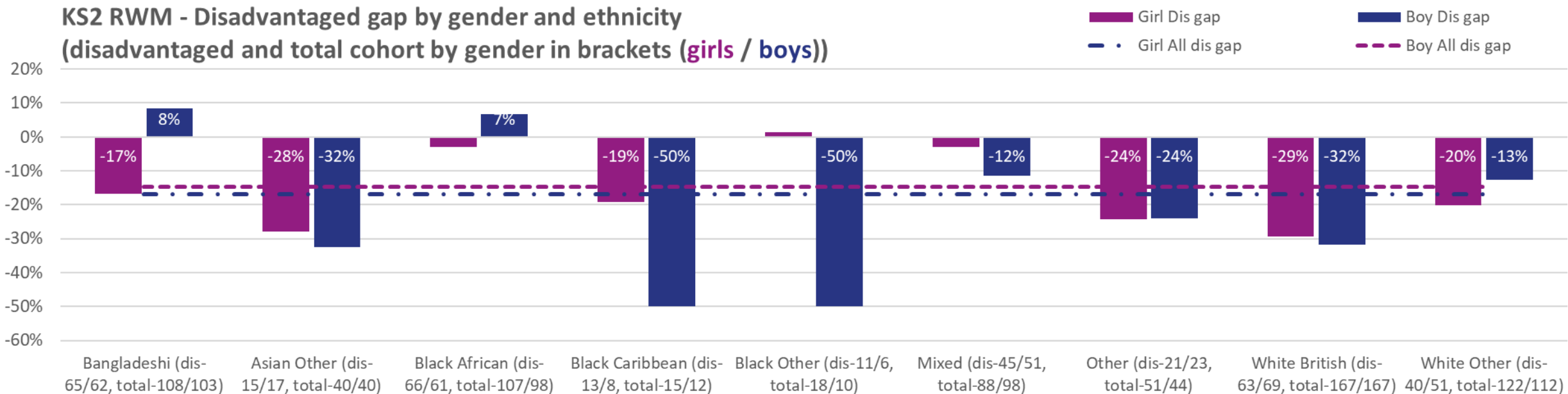
- For most ethnic groups, disadvantaged pupils do less well than their other (non-disadvantaged) peers.
- The largest differences are for White British (29ppt difference), Black Caribbean and Other.
- Gaps varied across groups and given the small size of some of the groups, caution must be exercised in making direct comparisons.





# Ethnic Groups Summary – KS2, by disadvantage and gender

At KS2, there were large variation in performance between ethnic groups, however most groups were largely in line with national averages for the ethnic groups (where comparisons exist)



The above chart looks at the disadvantaged gap for each major ethnic group by gender. The disadvantaged gap is the difference between how disadvantaged pupils do relative to Other (non-disadvantaged) pupils using the % of each group achieving the expected standard in Reading, Writing and Maths (combined measure):

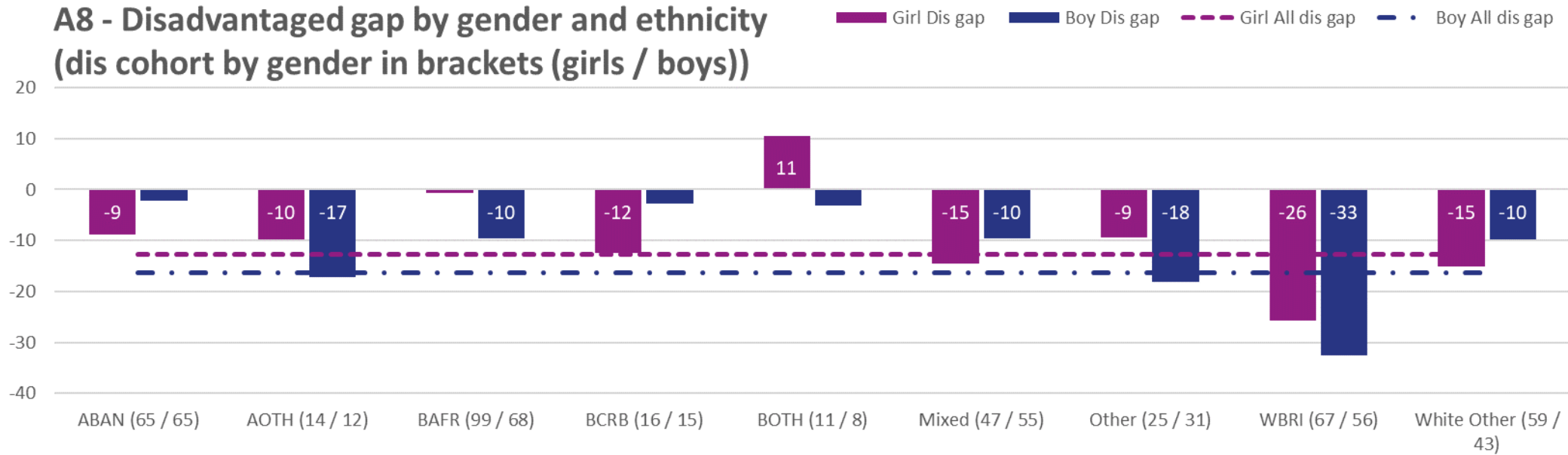
- Most large ethnic groups had a negative disadvantage gap, and White British pupils had the widest disadvantaged gap.
- Note that Black Caribbean, Black Other and Asian Other are small cohorts, making statistical comparisons less reliable.
- The gaps were wider for male pupils for most ethnic groups.

Gaps varied across groups and given the small size of some of the groups, caution must be exercised in making direct comparisons.



# Ethnic Groups Summary - KS4, by disadvantage and gender

There were larger disadvantaged gaps for boys across most ethnic groups.



The above chart looks at the disadvantaged gap for each major ethnic group by gender. The disadvantaged gap is the difference between how disadvantaged pupils do for their Attainment 8 scores, relative to Other (non-disadvantaged) pupils:

- All the large ethnic groups had a negative disadvantage gap.
- The gaps were wider for male pupils for most ethnic groups.
- White British pupils had the widest disadvantaged gap

A8 scores varied across groups, and given the small size of some of the groups, caution must be exercised in making direct comparisons.

# Disadvantaged Pupils – Summary

## Overall Strengths for all disadvantaged pupils

- Although non disadvantaged pupils out performed their disadvantaged peers at each key stage, for all Key Stages, disadvantaged pupils did better than their peers nationally and gaps are smaller than the gaps that exists nationally.
- At KS4 the proportion of disadvantaged pupils achieving a standard and strong pass in English and Mathematics is above national averages

## Concerns

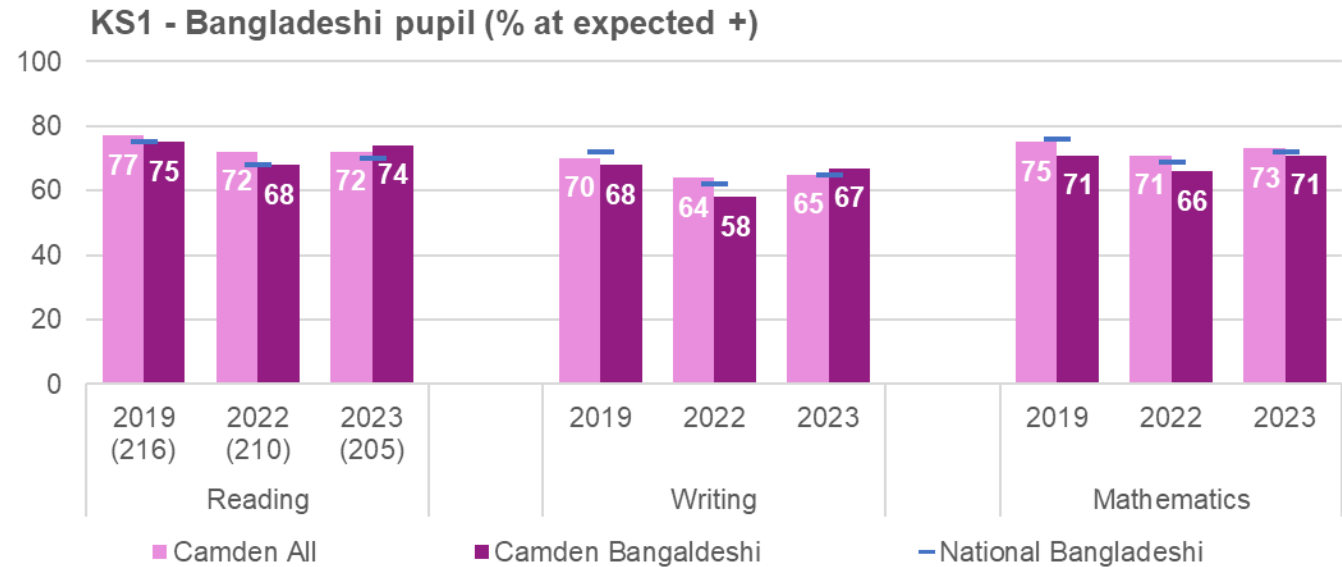
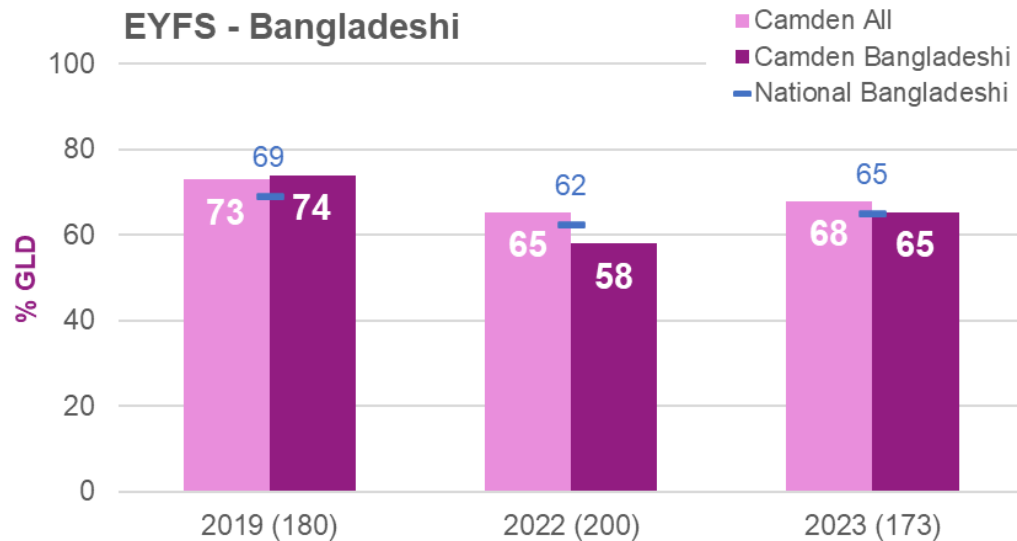
- 56% of disadvantaged pupils achieved a standard pass in English and maths in 2023, which is now below Inner London averages
- At KS5, the gaps are slightly wider than those nationally (7 points compared to 5 nationally and in London).

## Next Steps

- Standards discussions at each school explore the in-school gap and relative performance.
- Subject network meetings & Secondary CPD exploring effective pedagogy and oracy
- Post 16 Board supporting the development of Camden pathways
- Focus on attendance and reducing persistent absence locally and nationally.

# Bangladeshi Pupils – EYFSP and KS1

## Results for Bangladeshi pupils increased on 2023 averages in EYFS and KS1

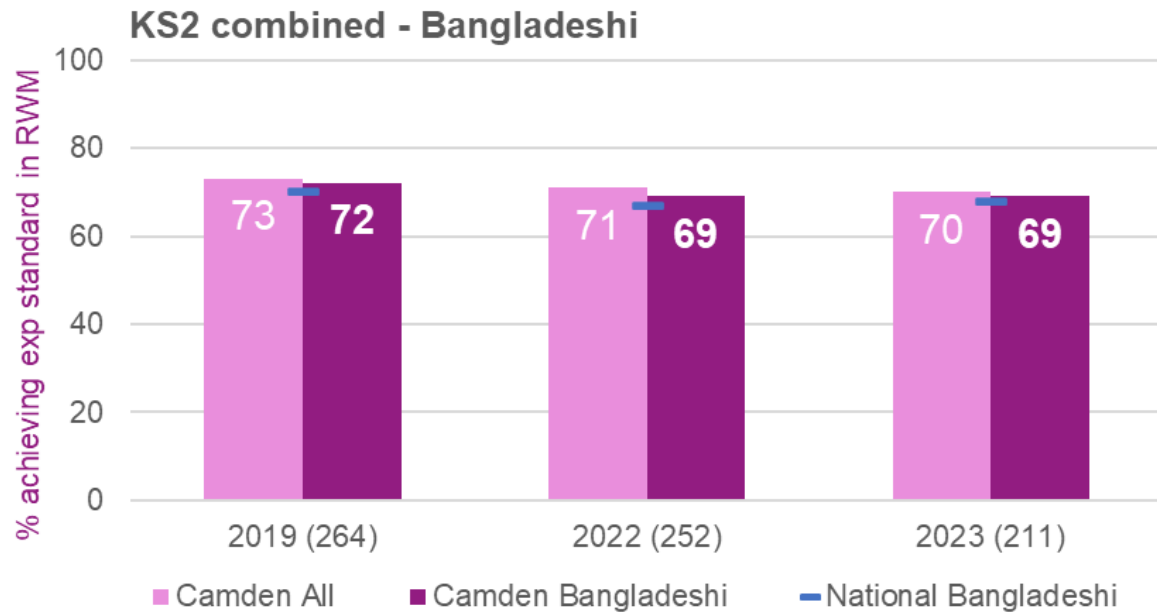


- **EYFS - 65% of Bangladeshi pupils achieved a good level of development. The group increased by 7ppts on 2022 results and are now 3ppts lower than the Camden average for all pupils and the same as Bangladeshi pupils nationally.**
- 12% of the EYFS cohort were Bangladeshi compared to 2% nationally. 45% of Bangladeshi pupils were disadvantaged compared to 33% of the whole school population.
- **At KS1 Bangladeshi pupils outperform** all pupils in Camden in Reading and Writing (by 2ppts.) These pupils also performed in line with Bangladeshi pupils nationally. Their results increased in all subjects back to 2019 rates.
- 14% of the KS1 cohort were Bangladeshi in 2023. 54% of Bangladeshi pupils were disadvantaged compared to 43% of the whole school population.



# Bangladeshi Pupils – KS2

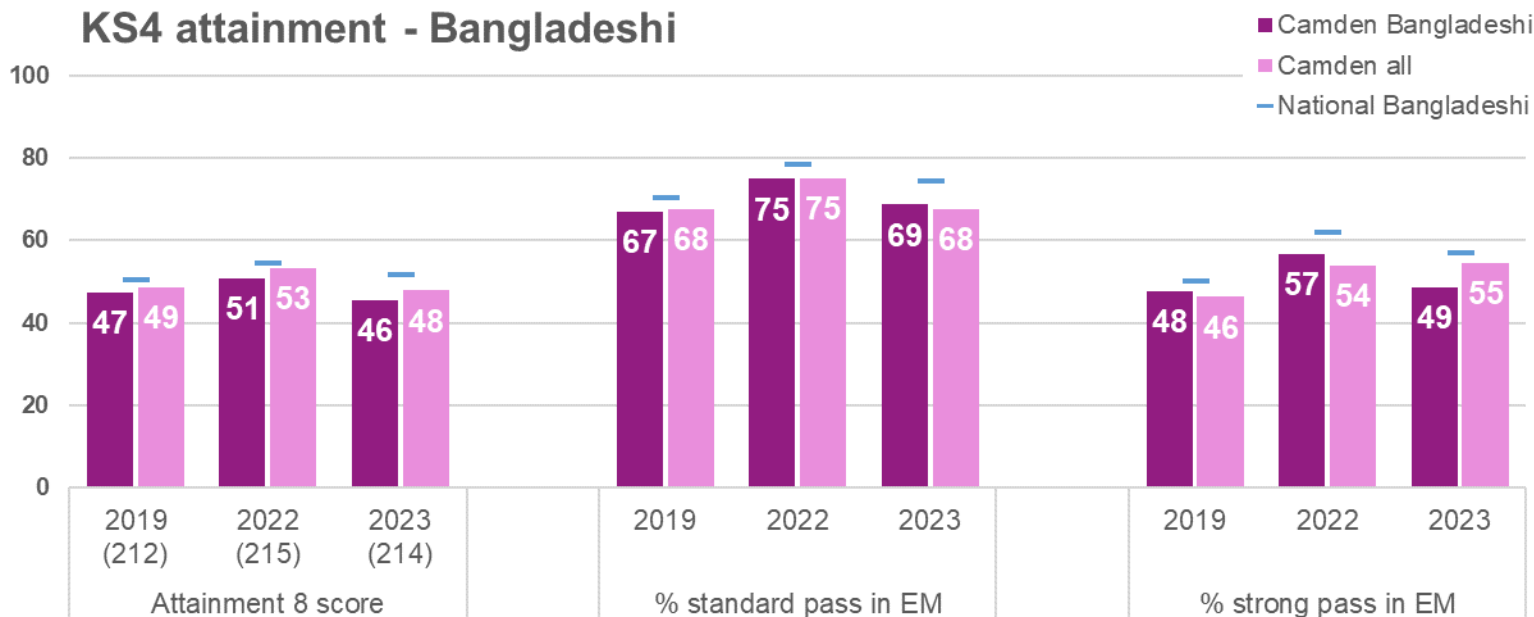
Results for Bangladeshi pupils are in line with all pupils and this group nationally at KS2



- **69% of Bangladeshi pupils achieved the expected standard** in Reading, writing and mathematics in 2023. This is in line with the outcomes of all pupils in Camden and Bangladeshi pupils nationally and in line with national averaged for the group.
- 15% of the KS2 cohort were Bangladeshi in 2023.
- 60% of Bangladeshi pupils were disadvantaged compared to 49% of the whole school population.

# Bangladeshi Pupils - KS4

Results for Bangladeshi pupils were in line with 2019 results, though lower than Bangladeshi pupils nationally.



- **Attainment 8** – fell to 46, and remained below the national result for Bangladeshi pupils (52). This is a fall of 5 points which is similar to falls for all pupils in Camden and nationally.
- **Standard pass** - 69% of Bangladeshi pupils achieved a standard pass in English and Maths, in line with the 2019 average for Bangladeshi pupils in Camden, but 5ppts below Bangladeshi pupils nationally.
- **Strong pass** - 49% of Bangladeshi pupils achieved a strong pass in English and Maths. This is 8ppts lower than national average for Bangladeshi pupils.
- **61% of Bangladeshi pupils were disadvantaged.**

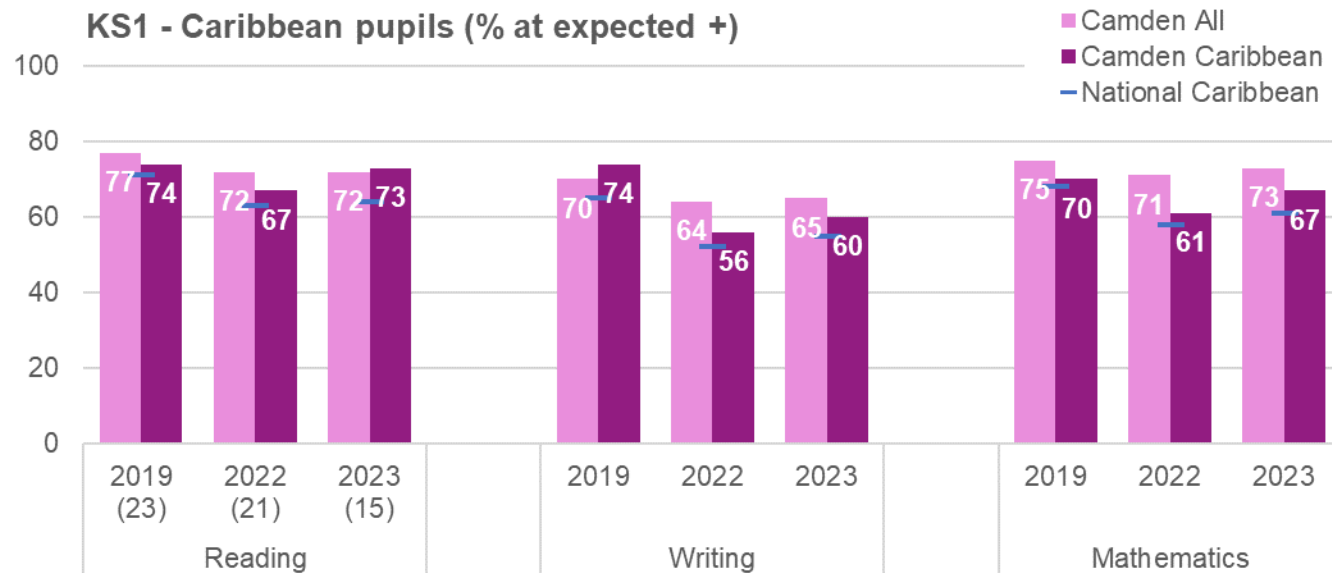
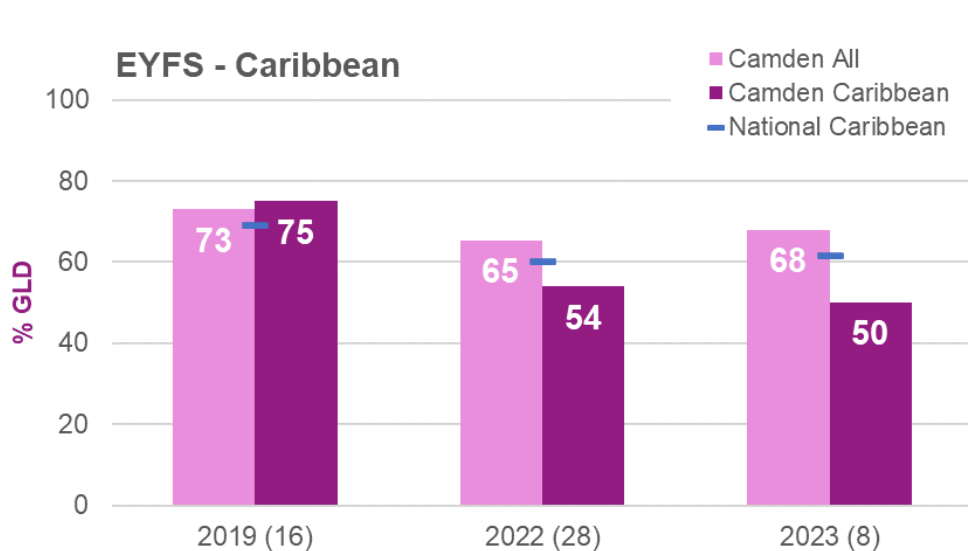
**Overall Strengths** – There has been an increase in EYFS and KS1 results for Bangladeshi pupils, following falls in 2022 – both are now back in line with national averages. KS2 - 69% of Bangladeshi pupils achieved the expected standard in Reading, writing and mathematics in 2023; in line with the outcomes of all pupils in Camden and Bangladeshi pupils nationally.

**Concerns** – KS4 – Bangladeshi pupils underperform relative to Bangladeshi pupils nationally. Bangladeshi pupils in Camden continue to perform less well than Bangladeshi pupils nationally. This is likely related to the high level of relative disadvantage. Attendance of Bangladeshi pupils in primary school is very low.

**Next Steps** - Focus on attendance and reducing persistent absence. Standards meetings at each school explore the in-school gap and relative performance. Updated Pupil Premium statements at all schools. Focus schools supported with ensuring precision in the use of tracking data. Focus on transition KS2 to KS3.

# Caribbean pupils – EYFSP and KS1

Caribbean pupils underachieved compared to peers locally and nationally at EYFS, though outperform Caribbean pupils nationally at KS1



This group is smaller than some key ethnic groups in this report, but consistently underperforms relative to Camden averages and Caribbean pupils nationally for some key stages.

**EYFS - 50% of Caribbean pupils achieved a good level of development**, and results are variable year on year. This group has fallen further and is now 18ppts lower than the Camden average for all pupils and also 12ppts lower than Caribbean pupils nationally.

- **75% of Caribbean pupils at EYFS were disadvantaged compared to 33% of the whole school population.**

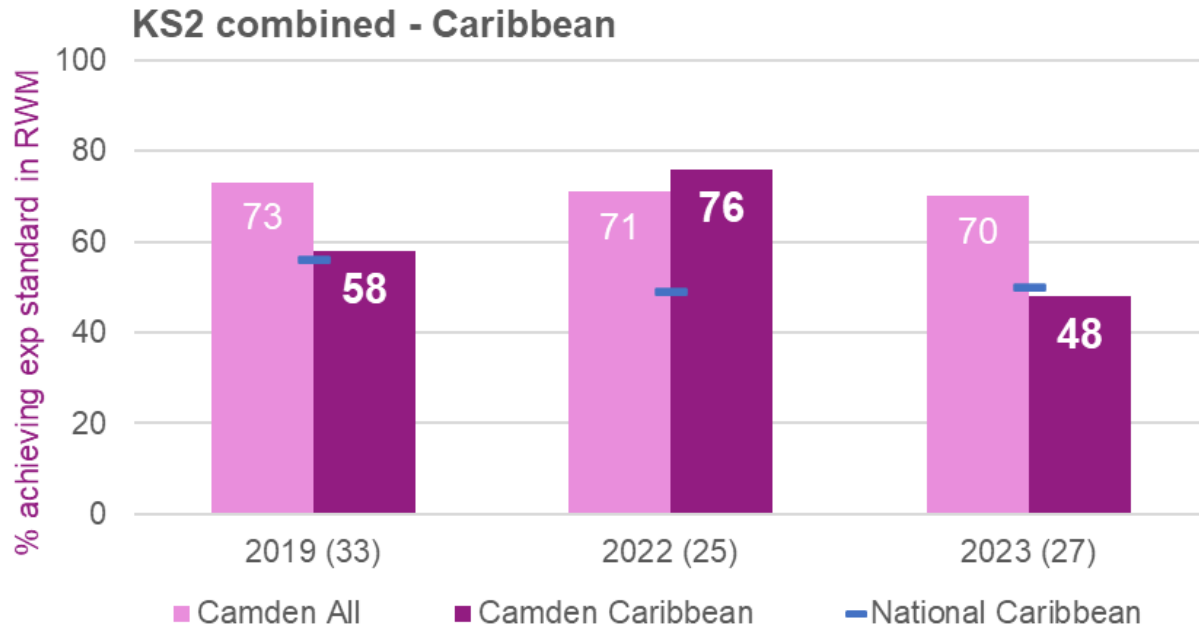
**KS1 - Caribbean pupils underachieve** when compared to all pupils in Camden, However Caribbean pupils in Camden do better than Caribbean pupils nationally and the results were higher in 2023 than 2022.

- **73% of Caribbean pupil at KS1 were disadvantaged compared to 43% of the whole school population.**



# Caribbean Pupils – KS2

**KS2 results of Caribbean pupils in Camden fell to 48%, but remained in line with Caribbean pupils nationally.**



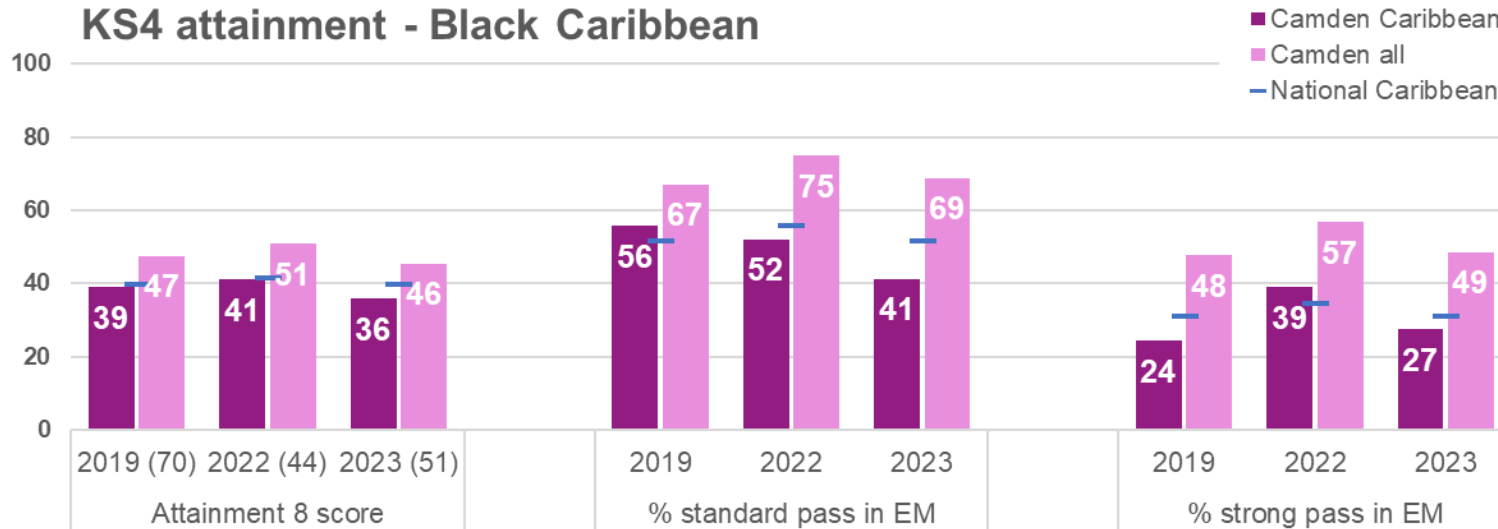
- **48% of Caribbean pupils achieved the expected standard** in Reading, writing and mathematics in 2023. This was well below the Camden and national averages for all pupils and in line with Caribbean pupils nationally (50%).
- This was a small cohort, with 27 pupils across Camden schools – 1.9% of the KS2 cohort were Caribbean in 2023.
- 78% of Caribbean pupils were disadvantaged compared to 49% of the whole school population.





# Caribbean Pupils - KS4

Results for Caribbean pupils are lower than Caribbean pupils nationally, especially for a standard pass.



- **A8 score** fell to 36 – now **below Caribbean pupils nationally** and the national and Camden averages for all pupils,
- **Standard pass** – 41% of achieved a standard pass in English and Maths. This result is 11ppts **below the group nationally**.
- **Strong pass** – 27% of Caribbean pupils achieved a strong pass in English and Maths, also below Caribbean pupils nationally (31%).
- 61% of Caribbean pupils were disadvantaged.

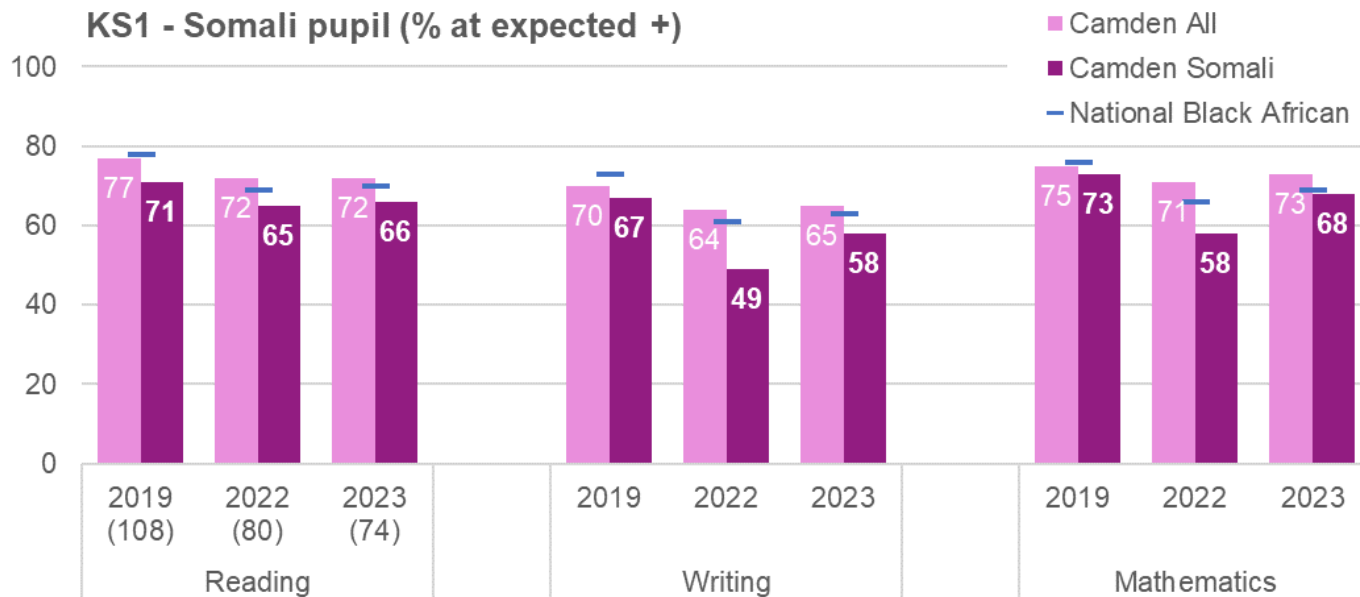
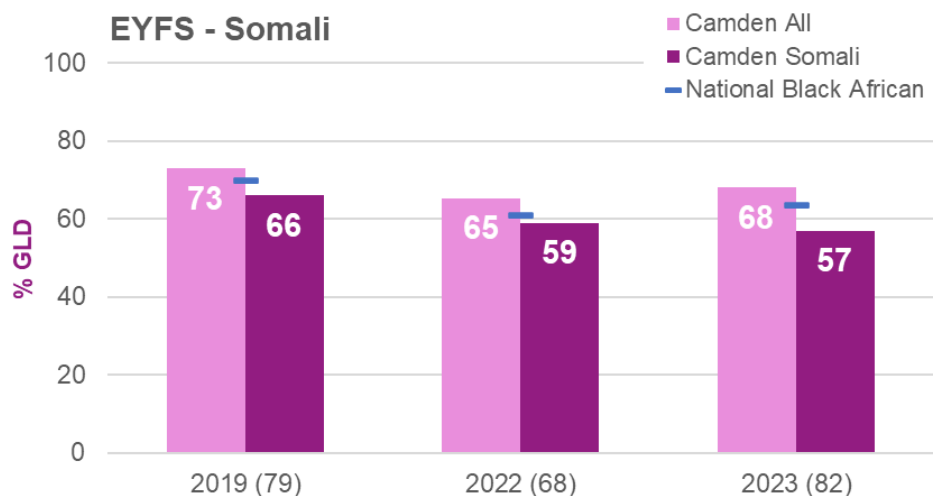
**Overall** – KS1- Caribbean pupils in Camden do better than Caribbean pupils nationally.

**Concerns** – only 50% of Caribbean pupils achieved a GLD. KS2 results fell, but remained in line with Caribbean pupils nationally. KS4 results are below Caribbean pupils nationally across all measures.

**Next Steps** – Focus on attendance and inclusion a high priority. Standards meetings at each school explore the in-school gap and relative performance.

# Somali pupils – EYFSP and KS1

Results for Somali pupils fell slightly for EYFS and increased for KS1, especially in Writing and Mathematics.



At EYFS, 57% of Somali pupils achieved a good level of development, 7ppts lower than Black African pupils nationally. Results fell in 2023, alongside results for all pupils increasing, so the gap for Somali pupils has increased to 11ppts.

- 6% of the EYFS cohort were Somali in 2023. 49% of Somali pupils were disadvantaged compared to 33% of the whole school population.

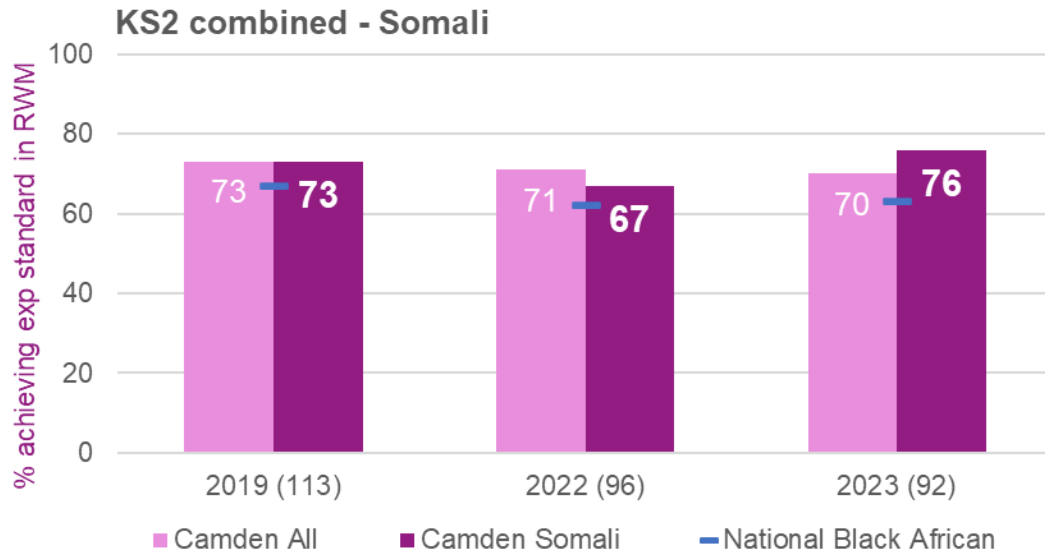
KS1 - Somali pupils are underperforming when compared to all pupils in Camden and Black African pupils nationally, but results did increase compared to 2022. Only 58% of Somali pupils achieved at least the expected standard in Writing.

- 5% of the KS1 cohort were Somali in 2023, 65% of Somali pupils were disadvantaged compared to 43% of the whole school population.



# Somali pupils– KS2

76% of Somali pupils achieved the expected standard in Reading, writing and mathematics at KS2 in 2023; above the national average for Black African pupils (62%) and the Camden average.

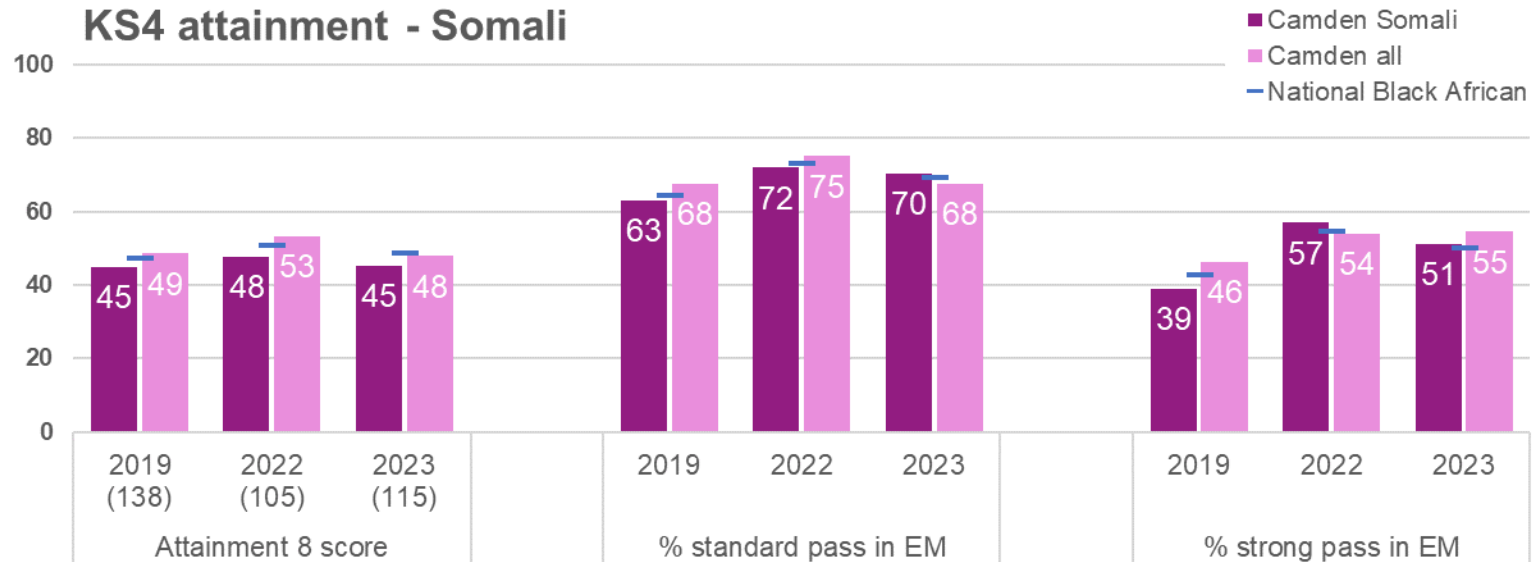


- **76% of Somali pupils achieved the expected standard** in Reading, writing and mathematics in 2023. This was above the Camden average for all pupils and lack African pupils nationally (nearest comparator group) at 62%.
- 6% of the KS2 cohort were Somali in 2023
- 67% of Somali pupils were disadvantaged compared to 49% of the whole school population.



# Somali Pupils - KS4

Results for Somali pupils increased at KS4 when compared to 2019, especially for a strong pass



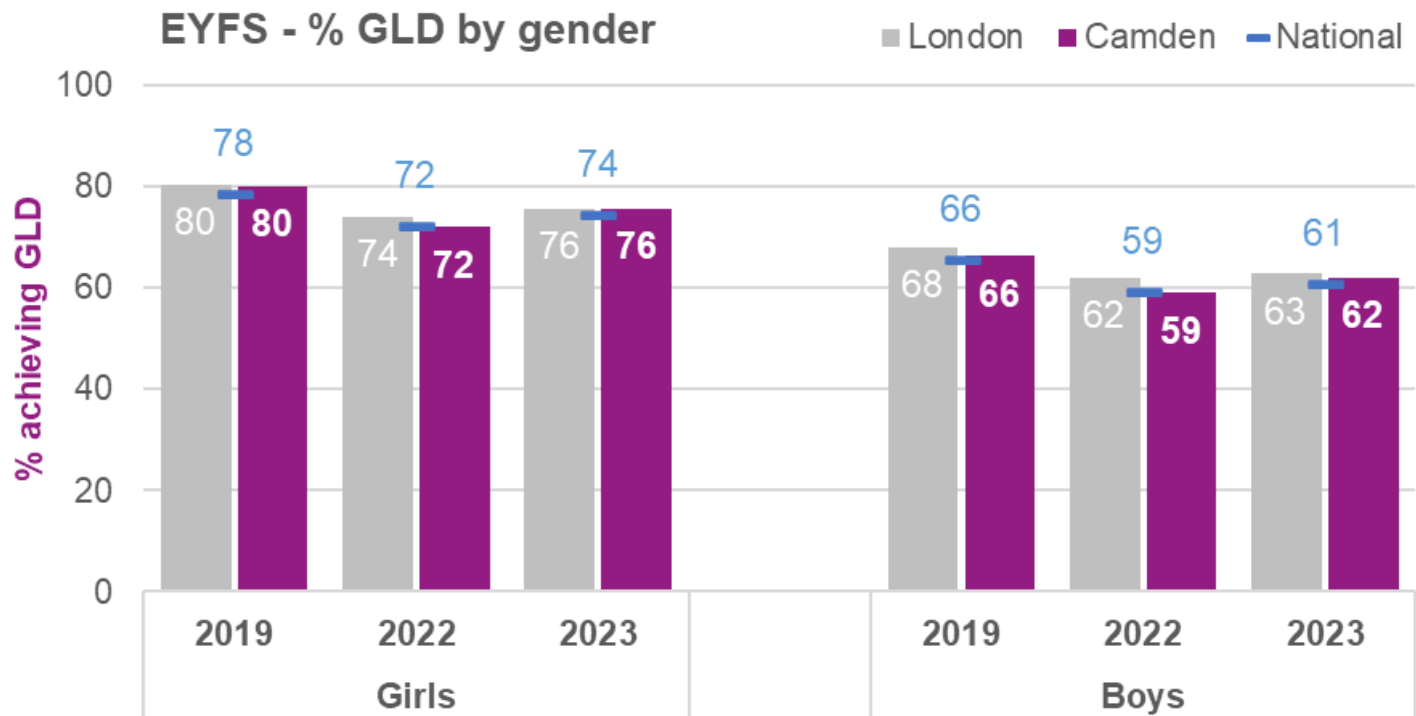
- **Attainment 8** – remained at 45, same as in 2019, which is 3 points lower than Black African pupils nationally (nearest comparator group).
- **Standard pass** - 70% of Somali pupils achieved a standard pass in English and Maths, which is in line with pupils in Camden and nationally, and above 2019 averages.
- **Strong pass** - 51% of Somali pupils achieved a strong pass in English and Maths, which is now in line with Black African pupils nationally. This is also well above 2019 averages.
- 67% of Somali pupils were disadvantaged.

**Overall Strengths** - KS2 – Somali pupils do better than Black African pupils nationally and there was a big improvement on 2022 outcomes. KS4 - 70% of Somali pupils achieved a standard pass in English and Maths, which is above the Camden all average and in line with Black African pupils nationally.

**Concerns** – EYFS - Results fell for Somali pupil, with a gap of 11pts from all pupils in Camden. KS1 - Despite improvements, Somali pupils are still underperforming, particularly in Writing. K4 - A8 fell to 45, a fall of 3 points from 2022, which is below the Camden average for all pupils and national Black African (nearest comparator group). To note the high number of the cohort who are disadvantaged.

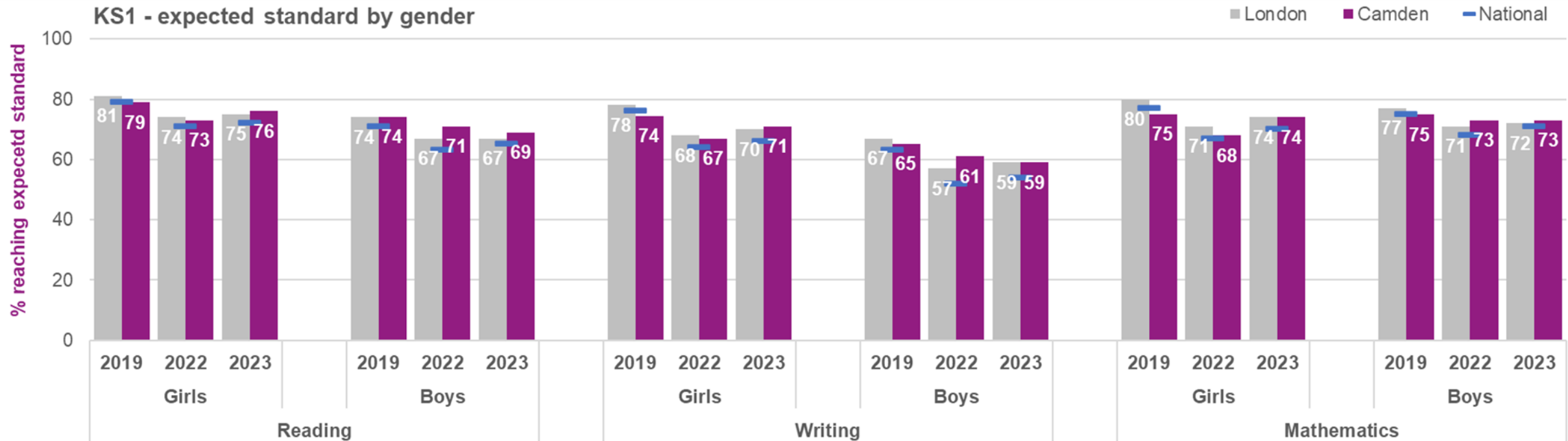
**Next Steps** - Focus on attendance and inclusion a high priority. Standards meetings at each school explore the in-school gap and relative performance.

Girls outperform boys at EYFS, with similar gaps to those nationally and across London.



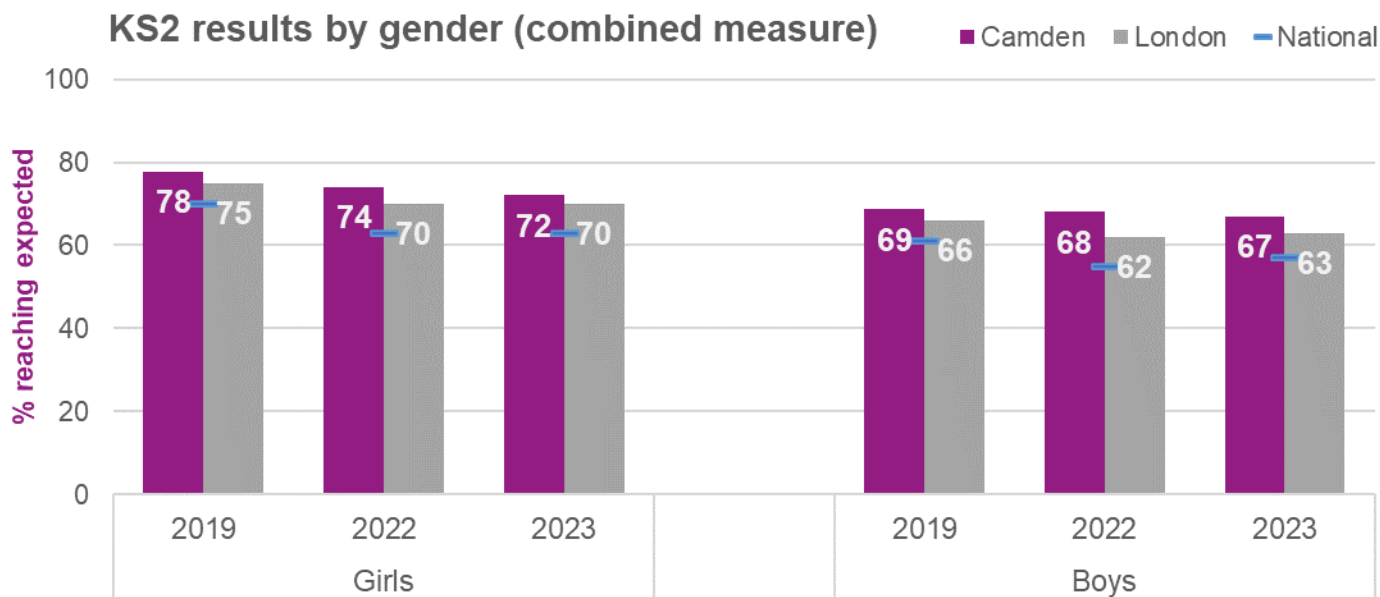
- Girls are outperforming boys at EYFS. 76% achieved a good level of development, compared to 62% of boys (a gap of 14ppts). This is in line with national averages, and a little lower than London averages.
- Looking across the 17 early learning goals, the gaps between girls and boys are fairly similar for most ELGs.
- Gaps are narrower in the Maths ELGs (around 6-7ppt)

Girls outperform boys in most measures (as is the case nationally and across Inner London), and gaps widened in 2023 for Reading and Writing.



- Girls continue to outperform boys in Reading and Writing, but the **gap between boys and girls has widened** when compared to 2022 and 2019. The gaps are the similar to those nationally and in London.
- Boys and girls did similar in Maths (gap of 1ppt), which is the same pattern that exists nationally and within London.
- Girls results increased in every subject in 2023, whilst for **boys results fell in 2023** in Reading and Writing, and remained the same in Maths.

Girls outperform boys in most measures (as is the case nationally and across Inner London), and gaps remain similar to 2022



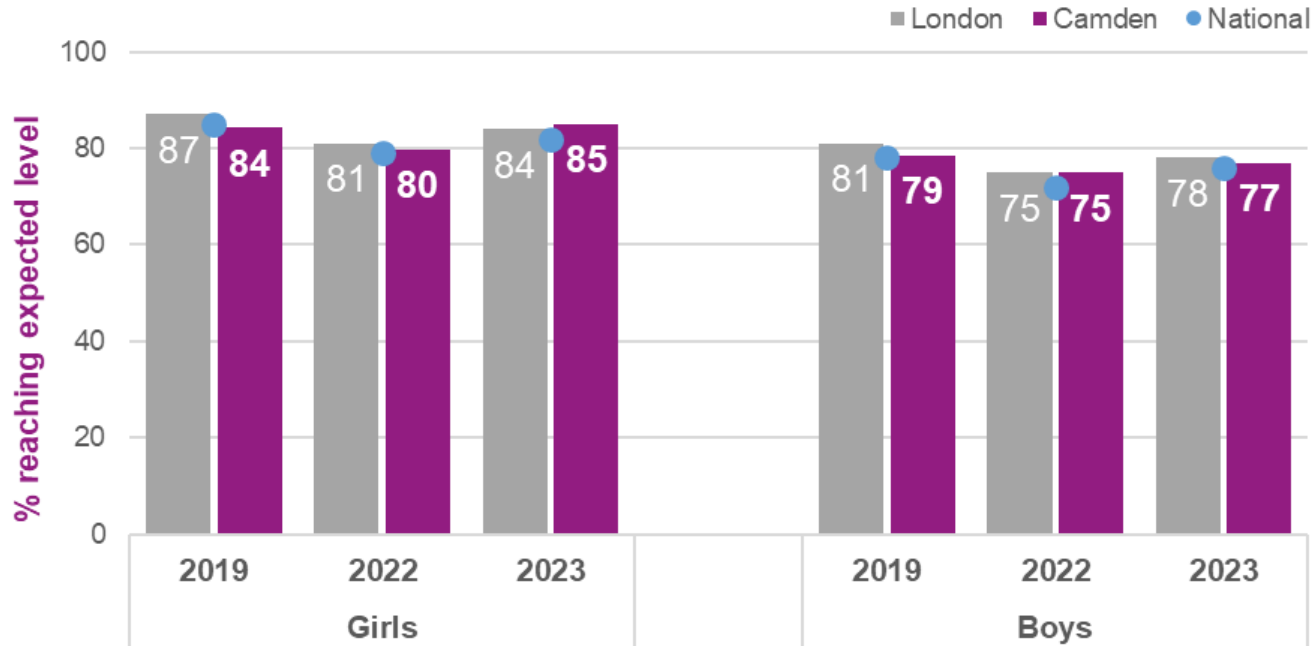
- As in other Key Stages, **girls outperform boys at KS2**, with 72% of girls achieving the expected standard in the combined measure, compared to 67% of boys. However, girls results have fallen more since 2019, so the gap has narrowed to 5ppts compared to 9ppts in 2019.
- **Both girls and boys outperform their peers both nationally and to London.**
- Looking at the individual subjects:
  - Reading – girls continue to outperform boys (83% girls, 79% boys – results for both fell by 4ppts.)
  - Writing - girls continue to outperform boys, (83% girls, 72% boys, so an 11ppt gap / difference).
  - Mathematics – boys outperform girls (81% boys, 79% girls), so a very small gap.



# Gender – Phonics

## Girls continue to outperform boys in the Year 1 phonics check

Phonics - % reaching expected level by gender (Y1)



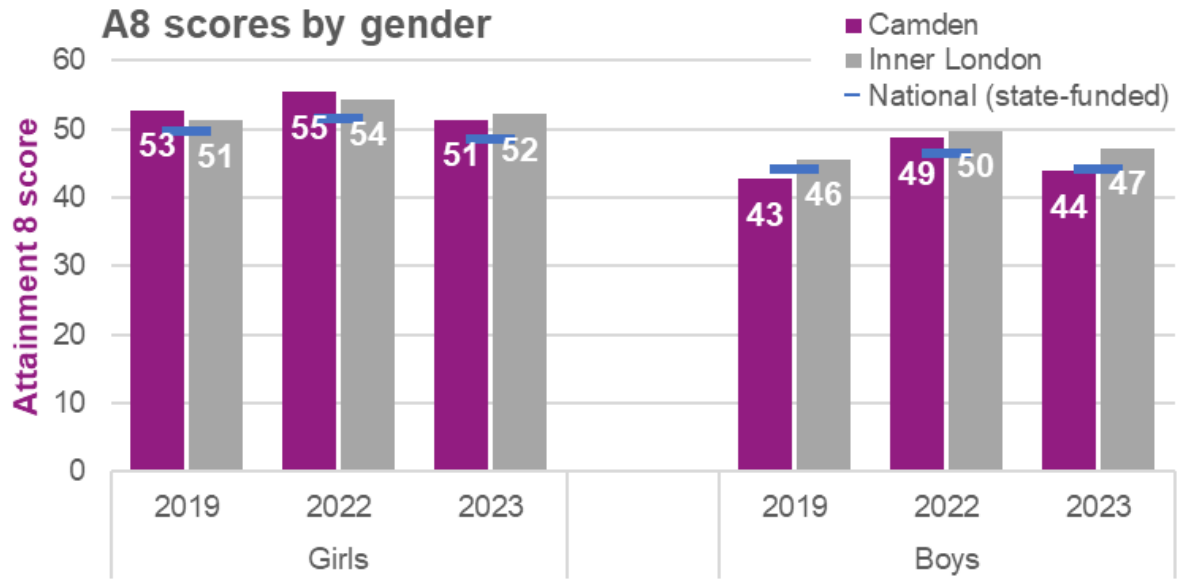
- Girls are outperforming boys in their Phonics check. 85% achieved the expected level compared to 77% of boys in 2023. This is in line with London and national averages.
- The gaps between girls and boys widened in 2023, following a large increase in girls outcomes, and are now wider than the gaps nationally.





# Gender - KS4 - A8

Girls outperform boys in most measures (as is the case nationally and across Inner London), and gaps have not narrowed



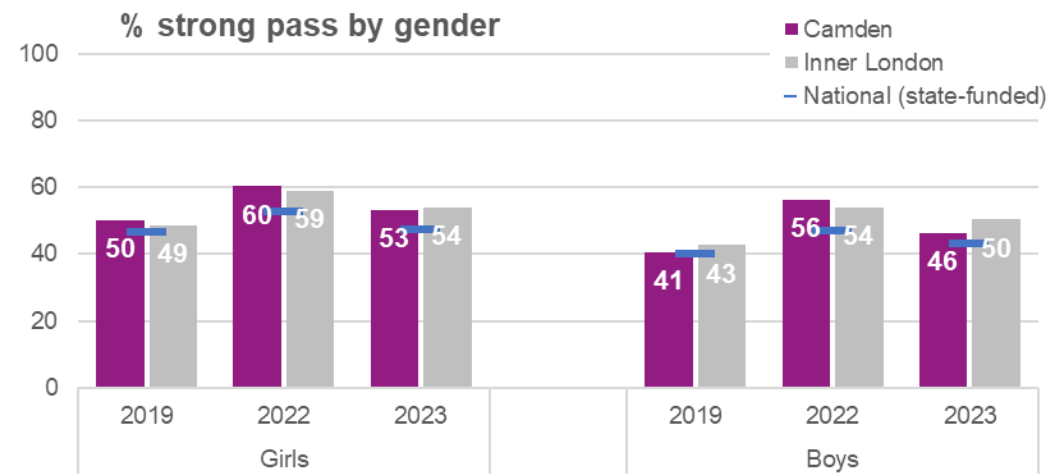
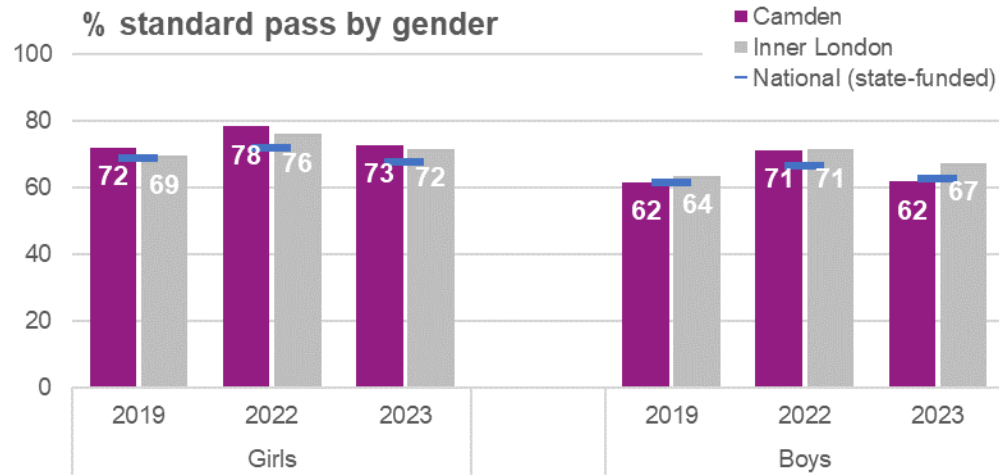
- **Attainment 8** - Girls are performing better than girls nationally, whilst boys are performing inline with boys nationally.
- The gap between boys and girls is wider than the gap nationally and in London (7.5pp compared to 4.9pp for London and 4.5pp for national).

- There are 10 secondary schools in Camden and 4 of these are single-sex schools. A8 outcomes for pupils in the single-sex schools are higher than in the mixed schools, and the gender gap in mixed schools is much smaller
  - Girls            A8 is 57 in 3 single sex schools            A8 is 45 in mixed schools
  - Boys            A8 is 49 in 1 single sex school            A8 is 43 in mixed schools
- It should be noted though that the intake in the single sex schools is very different, with amount a third having high KS2 prior attainment compared to less than 20% in the mixed schools.

# Gender - KS4 – strong / standard pass

**Girls continue to outperform boys at KS4 for both standard and strong passes, with a widening gap**

- **Standard pass** – Boys’ results fell to below the national and London average in 2023, whilst girls remained above national and London averages. **The gap between girls and boys increased to 11pp (compared to 5pp nationally).**
- **Strong pass** - 46% of boys achieved a strong pass, compared to 53% of girls in Camden. **The gap between boys and girls was 7pp, wider than nationally and London (both gap of 4pp).**



**Overall Strengths** – Girls continue to outperform girls nationally and in are in line with London, whilst boys demonstrated improvements for some key stages and are now broadly in line with boys nationally.

**Concerns** – Gaps widened between boys and girls @ KS1 Reading and Writing. Phonics – improvements in girls outcomes led to a widening of the gender gap. At KS4 A8 the gap between boys and girls is wider than the gap nationally and in London.

**Next Steps** - Focus on attendance and reducing persistent absence. Standards meetings at each school explore in-school gaps and relative performance. Engagement with Secondary Headteachers as a group to explore standards and concerns.



# Pupils with SEND

**Results for SEND Support pupils remained fairly stable on 2019 (pre-pandemic) data and were above London and national results for this group.**

**Results for EHCP pupils were similar to 2019 results and are also largely above national and London averages.**

Camden devolves funding to schools to support pupils with SEND and has the Exceptional Needs Grant (ENG) which should depress the numbers of EHCPs in the future, resulting in higher percentage SEND Support pupils and lower EHCP compared to London and National averages.

## Primary schools

- The percentage SEND Support pupils in Camden (15.7%) is higher than the national average and London averages (13.5% and 12.6% respectively – DfE January 2023 data).
- The percentage of Education Health Care Plans (EHCP) pupils is 3.2% and is in line with London averages (3.3%), and above national average (2.5%).
- In addition, there were 108 pupils in primary schools in receipt of the Camden ENG. (% with EHCP and ENG)

## Secondary schools

- The percentage of SEND Support pupils in Camden secondary schools is also higher than both national and London averages: 12.9% in Camden compared to 12.4% nationally and 11.1% in London (DfE January 2023 data).
- The proportion of EHCP pupils (3.0% in Camden secondaries) above London averages (2.7%), and above national average (2.4%).
- In addition, there were 11 pupils in secondary schools in receipt of the Camden ENG. (% with EHCP and ENG)

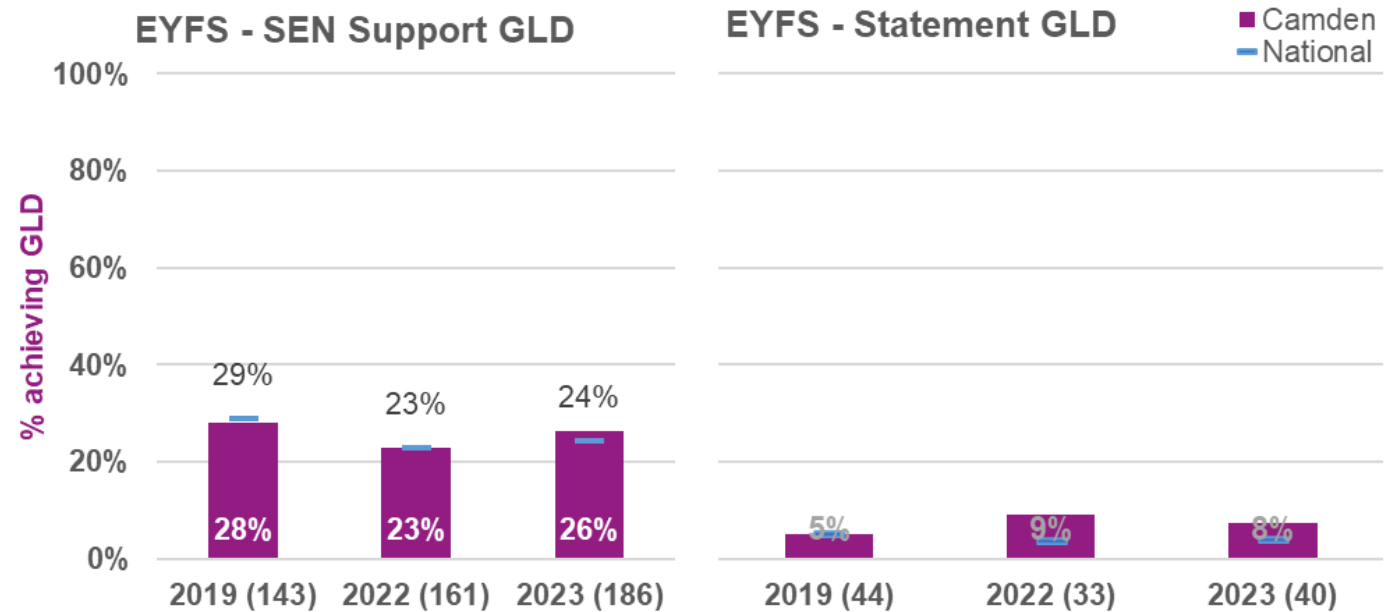


# Special Educational Needs and Disability Pupils – EYFS <sup>60</sup>

Results for SEND Support pupils in EYFS were in line with London and national results for this group.

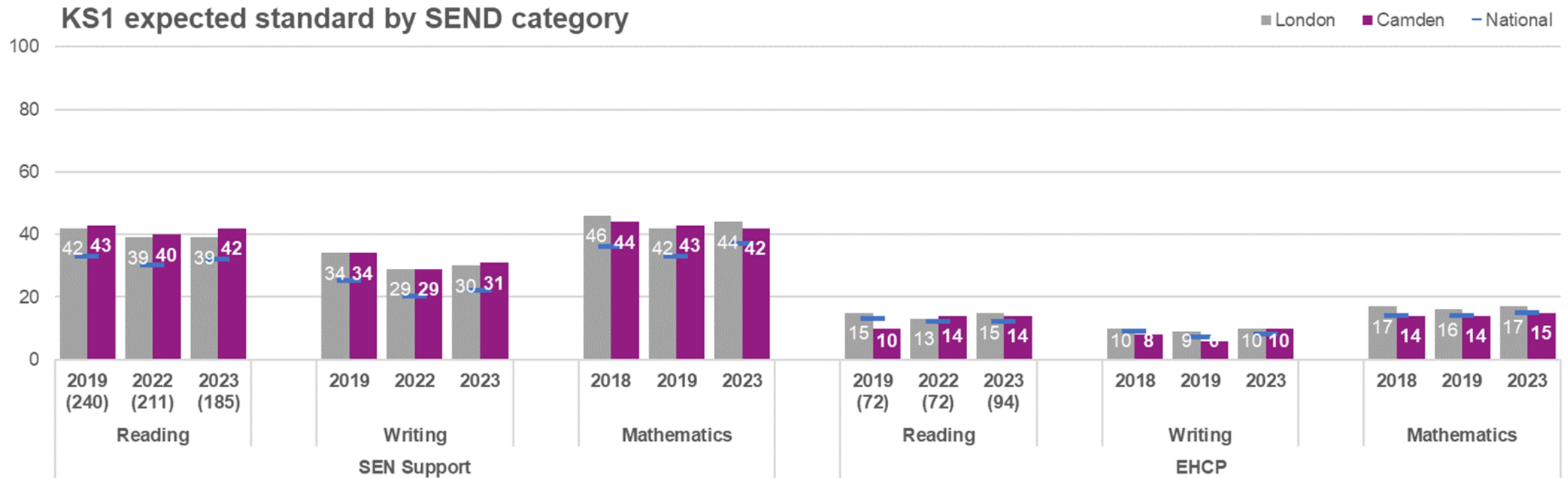
Results for EHCP pupils were similar to 2023 results and above national averages.

- 26% of SEN Support pupils achieved a good level of development in 2023, which was similar to the national average in 2023.
- 8% of EHCP pupils achieved a good level of development in 2023, which was above the national average of 4% in 2023.



# Pupils with SEND – KS1

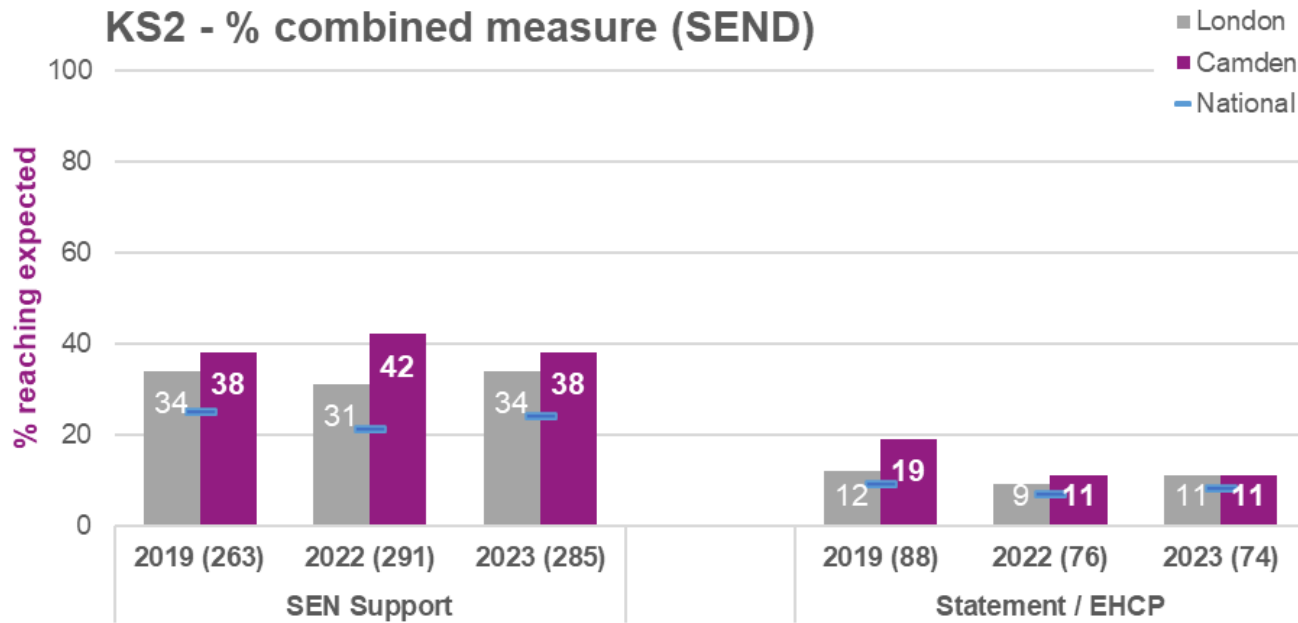
Results for SEND Support pupils increased in 2023 and were well above national results for this group. Results for EHCP pupils were similar to 2022 results and were also in line with national and London averages.



- **Most results for SEND Support pupils increased in 2023**, but results **remained in line with London averages and well above national averages** for all subjects.
- Results for **EHCP pupils remained stable in 2023**, and remained largely in line with national and London averages.

# Pupils with SEND – KS2

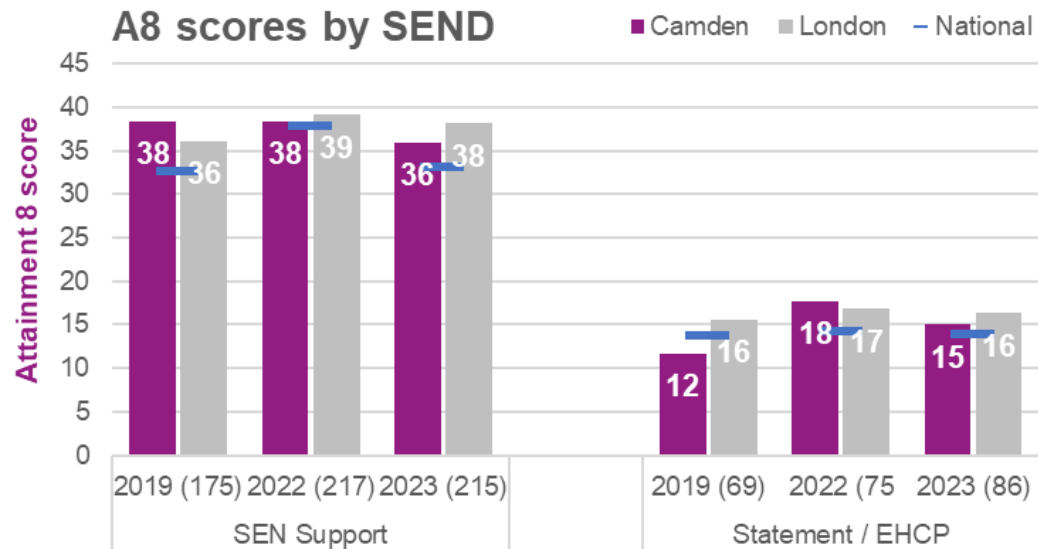
At KS2, results for SEND Support pupils fell, though remain above London and national results for this group. Results for EHCP pupils are in line with national and London averages.



- **Results for SEND Support pupils fell by 4ppts, compared to increases nationally and within London.** 38% of SEN Support pupils achieved the expected standard in the combined measure, and whilst still above London and national averages, the differences were narrowing.
- 11% of EHCP pupils achieved the expected standard, the same as in 2022 and the increased London average in 2023.

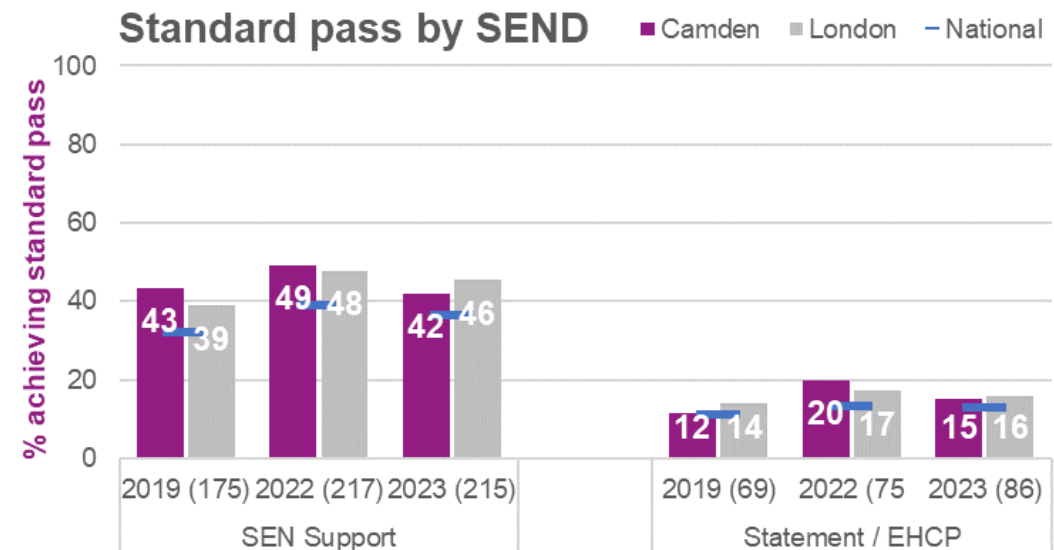
# Pupils with SEND– KS4

Results for SEND Support pupils fell in 2023 and are now lower than London averages. Results for EHCP pupils also fell and are in line London averages.



- **Standard pass:** 42% of **SEND Support pupils** achieved a standard pass in English and Maths, which is in line with 2019 results. This is lower than London averages, though above the national average (only 37%).
- 15% of EHCP pupils achieved a standard pass in English and maths in 2023, which is in line with national and London averages.

- **Attainment 8** - Results for SEND Support pupils fell in 2023 when compared to 2019 and 2022 and are lower than the London average, but remain above national averages.
- Results for **EHCP pupils increase compared to 2019** and are now in line with national averages and below London averages.



## Overall Strengths

- **Camden schools are well placed to deliver positive outcomes for the majority of SEND pupils**
- Alongside our excellent specialist settings, there is a wealth of knowledge about how to support pupils with their social and emotional aspects of learning using appropriate curriculum content and activities such as Trauma Informed Practices. Ofsted continues to acknowledge this work with positive accounts of SEND provision in Camden schools.

## Concerns

- The **increase in incidence and need** especially in EYFS and KS1, coupled with the recent decline in the overall cohort continues to provide significant challenge to schools. Whilst the majority of SEND pupils are supported well in schools and their parents are happy with the offer the Special Education Needs Co-ordinators (SENDCOs) in Camden report that for a few children and their families limited access to commissioned SEND services and supporting parents through the system are the areas where they are having the least impact as multiple stakeholders are involved.
- The peer networks, SENDCO Forum, Camden Learning SEND Hub and Cluster Inclusion Fund (CIF) Clusters are working effectively together to support schools to find workable solutions in the current climate.

**Next Steps** (facilitated by SENDCO forums, the local area SEND Strategy, Building Back Stronger Education Strategy, Camden Learning SEND Hub and CIF)

- Continue to share the practice of the **Camden Learning Hubs** to improve practice for pupils with SEND.
- The **Every Child Reading by 7** 'Overcoming Barriers to Reading' CPD Session have supported teachers to identify, plan and deliver the additional
- intervention for pupils who require additional support quickly and effectively.
- **The SEND Strategy** has a number of education focused priorities including developing a **directory of SEND CPD and support available in Camden**, for 2023-24 academic year all school staff have access to NASEN on demand online SEND CPD and a Camden Learning SEND web page is in production bringing all SEND CPD links into one page.



The KS2 attainment of mobile pupils was lower than their stable peers, but the differences were smaller in terms of KS1-2 progress scores, using several definitions of mobility.

Mobile pupils at KS2 are defined by the DfE as those on roll for less than two years.

- In 2023, the DfE identified 132 students as mobile
  - 28 of these did not have KS1 prior attainment (21% of the mobile cohort).
  - The **proportion of mobile pupils achieving the expected standard in the combined measure was lower** (57%) compared to their ‘stable’ peers (71%).
  - The average Reading progress **score of the ‘mobile’ pupils was slightly lower** (1.8) than the average of their stable peers (2.3).

Another definition of mobility is those who joined the school after the normal admission point– after the September of Year 1.

- In 2023, there were 464 pupil who joined their school after September Year 1.
  - 82 of these did not have KS1 prior attainment (18% of the mobile cohort).
  - The **proportion of mobile pupils achieving the expected standard in the combined measure was lower** (61%) compared to their ‘stable’ peers (74%).
  - The average Reading progress **score of the ‘mobile’ pupils was slightly lower** (1.8) than the average of their stable peers (2.1).

**The KS4 outcomes of mobile pupils was lower than their stable peers, both in terms of attainment and progress, using several definitions of mobility.**

Mobile pupils at KS4 are defined by the DfE as those on roll for less than two years.

- In 2023, the DfE identified 92 students as mobile
  - 37 of these did not have KS2 prior attainment (40% of the mobile cohort).
  - The average **Attainment 8 score of the ‘mobile’ pupils was lower** (at 41), compared to their ‘stable’ peers (48).
  - The average **Progress 8 score of the 55 ‘mobile’ pupils was much lower** (-0.97) than the Camden average (-0.03).  
(note: reading progress scores are shown as an example – the differences were as narrow for both Writing and Maths)

Another definition of mobility is those who joined the school after the normal admission point – after the September of Year 7.

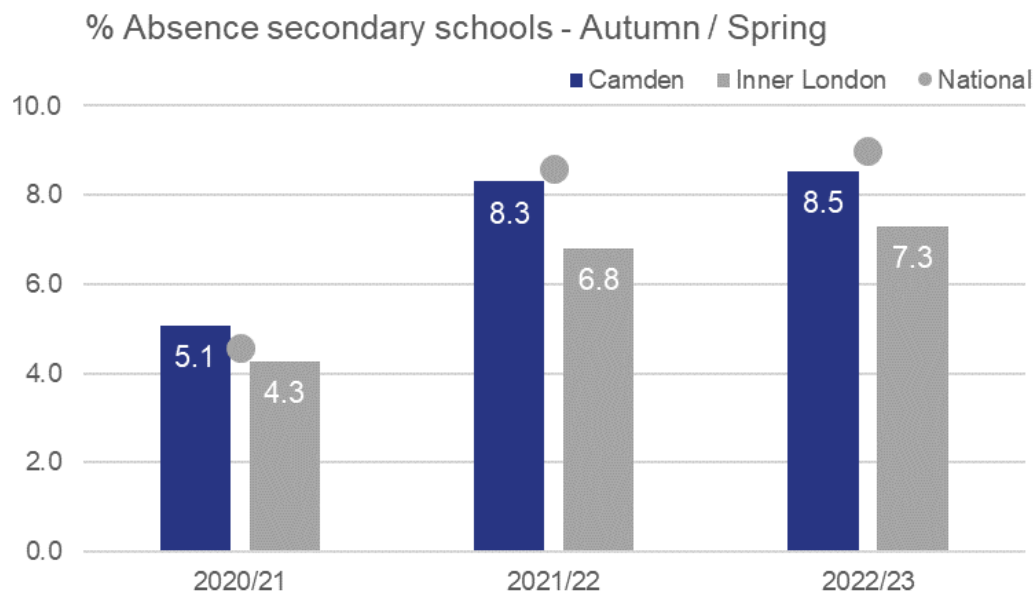
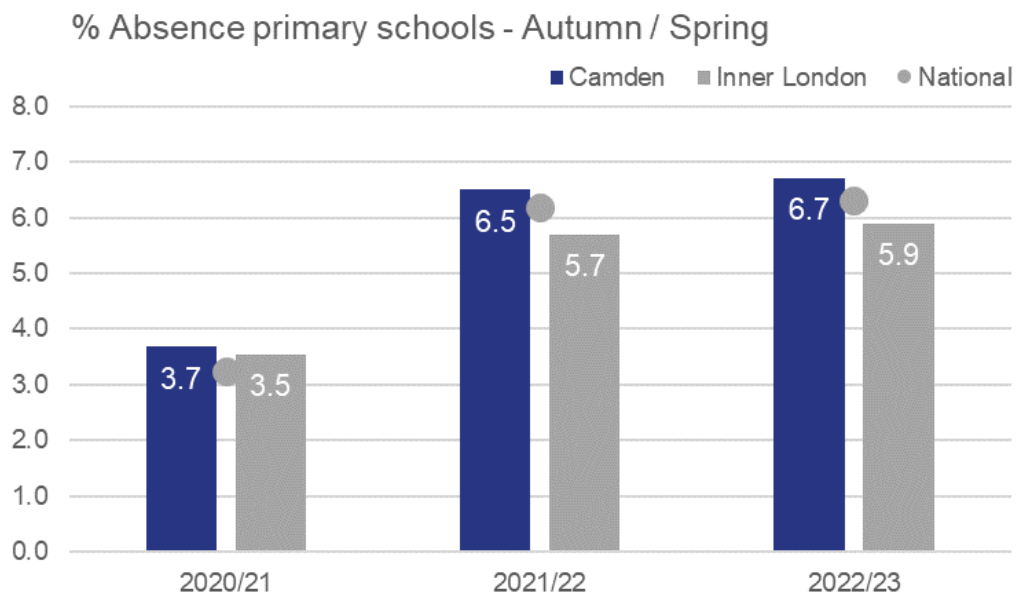
- In 2023, there were 274 pupil who joined their school after September 2018
  - 99 of these did not have KS2 prior attainment (39% of the mobile cohort).
  - The average Attainment 8 score of the ‘mobile’ pupils was lower (42) compared to their stable peers (49).
  - The average Progress 8 score of the 175 ‘mobile’ pupils was also lower (-0.67), compared to their stable peers (0.05).

# Absence & Exclusions

Autumn 2022 / Spring 2023 data showed Camden absence rates were largely in line with national averages and higher than regional averages

**DfE School Census data** - DfE data is available for autumn 2022/ spring 2023 combined, so this has been used throughout to enable comparisons of Camden to national and Inner London averages.

- Absence rates for primary schools remained higher than both national and regional averages, and gaps to London averages also remained relatively wide. **Camden ranked 142 out of 151** local authorities for primary school overall absence and 30<sup>th</sup> out of 33 London boroughs.
- Absence rates for secondary schools were lower than national averages, though higher than Inner London averages. **Camden ranked 71<sup>st</sup> out of 150 local authorities for secondary schools** overall absence and 30<sup>th</sup> out of 32 London boroughs.



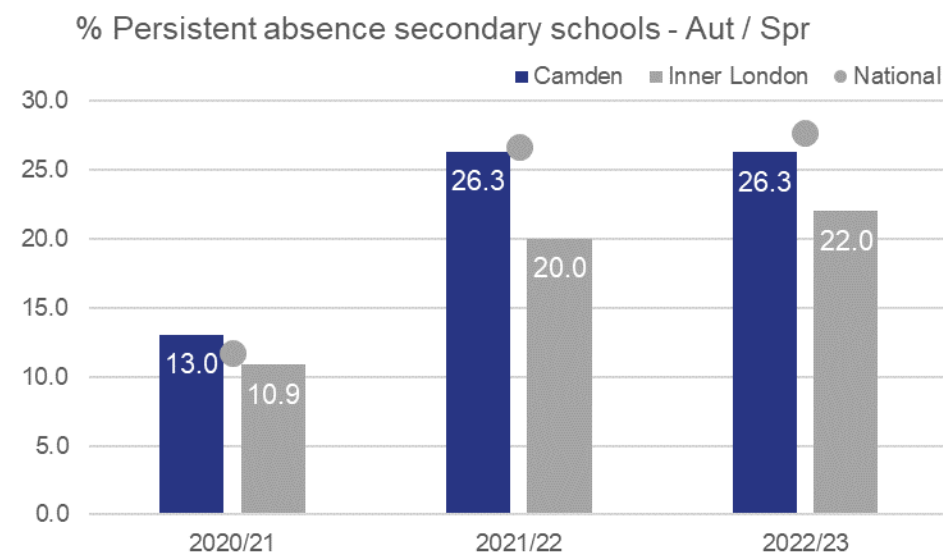
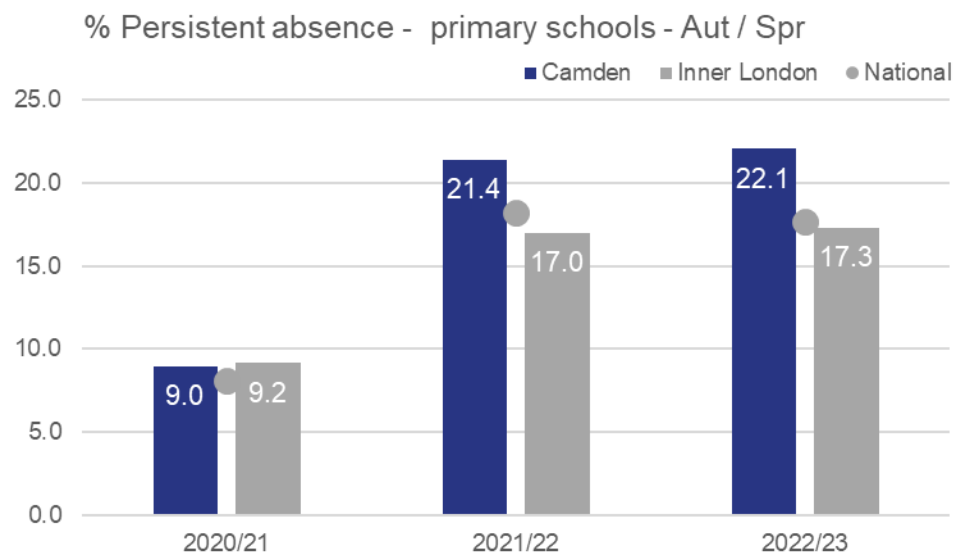
# Persistent absence

## Persistent absence rates remained high in secondary schools, and are well above average in primary schools

Another measure of attendance is persistent absence, which identifies the proportion of pupils who missed more than 10% of possible sessions over a given time-period.

- Primary - 22% of pupils were persistent absentees in 2022/23, which was well above the both Inner London and national averages.
- Secondary - 26% of pupils were persistent absentees, which was in line with the national average, but much higher than Inner London averages,

Camden ranked **147<sup>th</sup> out of 151 local authorities for primary school persistent absence** and **95<sup>th</sup> out of 150 for secondary school persistent absence**.



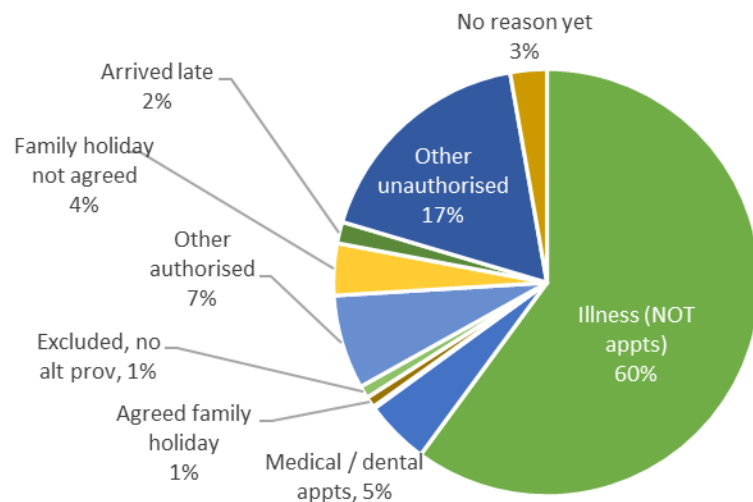
# Reasons for absence

## Illness remained the primary reason for absence, in line with national figures

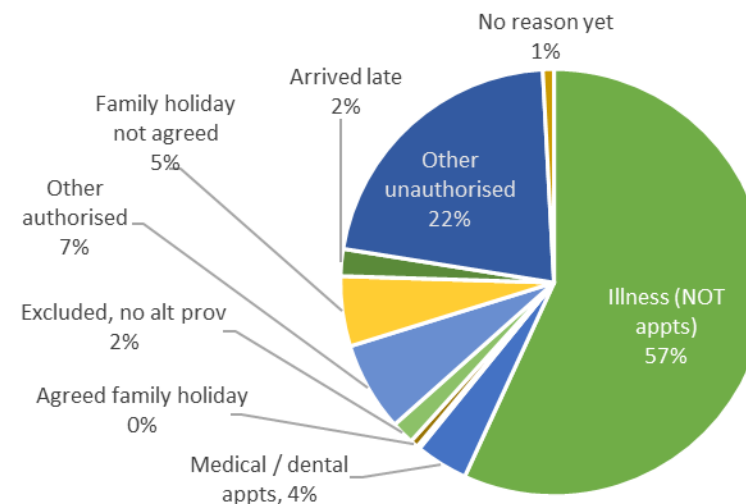
In total, in Autumn 2022 and Spring 2023, 313,989 sessions were missed from a total number of possible sessions 4,022,916.

- 'Illness, not including medical appointments' was the main reason for absence, accounting for 60% of absence, a little higher than the national average.
  - In primary schools, 66% of absence was due to illness, compared to 57% in secondary schools
  - Nationally, illness was the reason for 65% of absence in primary school compared to 51% in secondary schools, so a similar disparity to Camden for primary, but quite different for secondary.
- 'Other unauthorised' was the next biggest reason, accounting for 17% of absence
  - In primary schools, 13% of absence was due to 'other unauthorised', compared to 20% in secondary schools.
  - Nationally, other unauthorised was the reason for 13% of absence in primary schools compared to 29% in secondary schools, so again, a different proportion for secondary school to that in Camden.

Reason - Camden



Reason - national



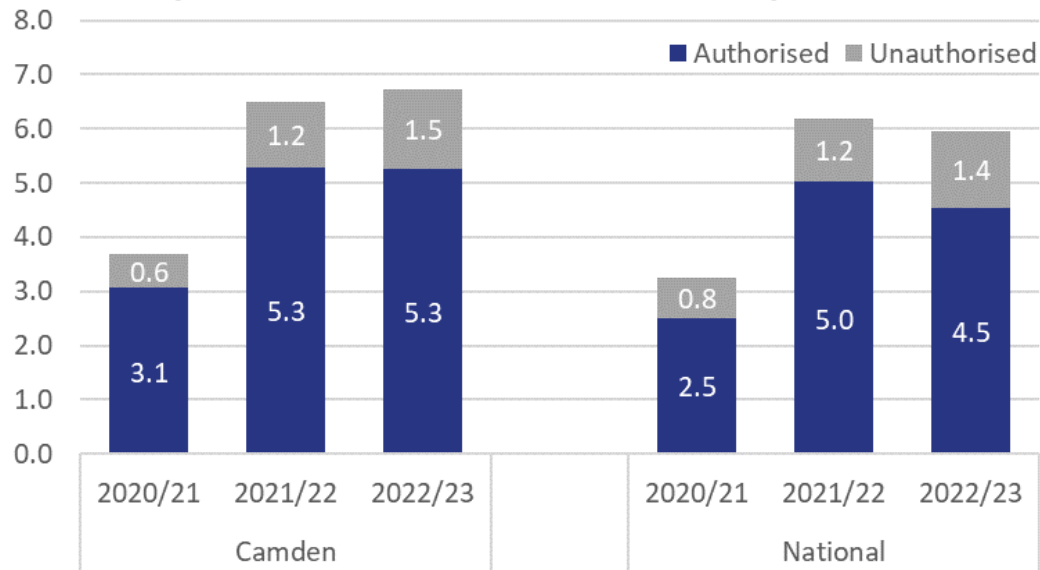
# Authorised / unauthorised split

**More authorised absence in Camden, when compared to national averages.**

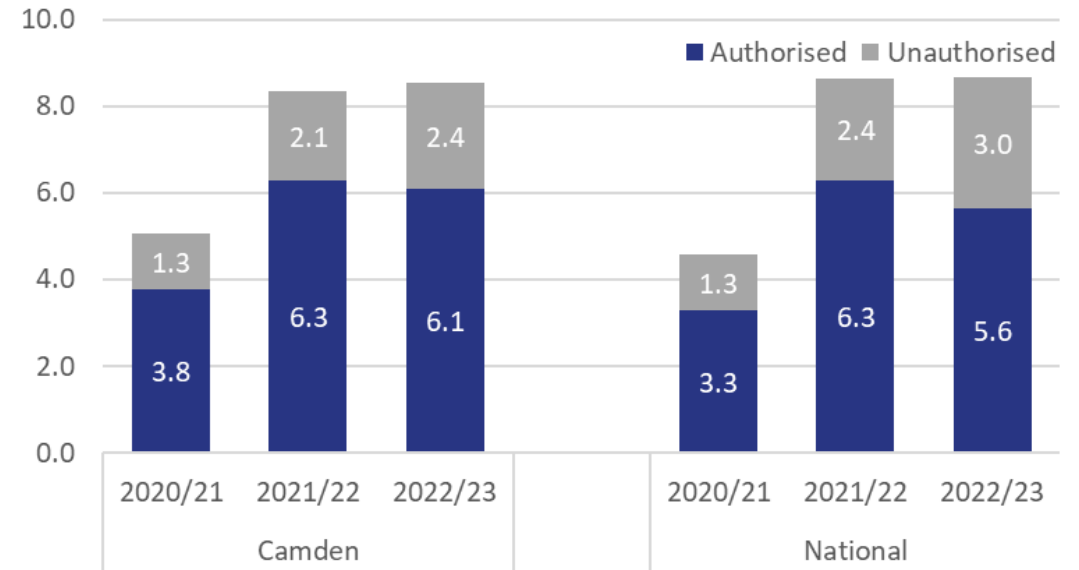
Following on from the previous slide on reasons, the split between authorised and unauthorised absences is another key thread.

- Absence increased for all between 2020/21 and 2021/22 and the proportions of authorised / unauthorised increased too.
- Primary – higher amount of authorised absence in 2022/23, relative to the national average (5.3% compared to 4.5% nationally).
- Secondary – same picture, with higher rates of authorised absence relative to the national average for 2022/23 (6.1% compared to 5.6% nationally).

Primary absence - authorised / unauthorised split



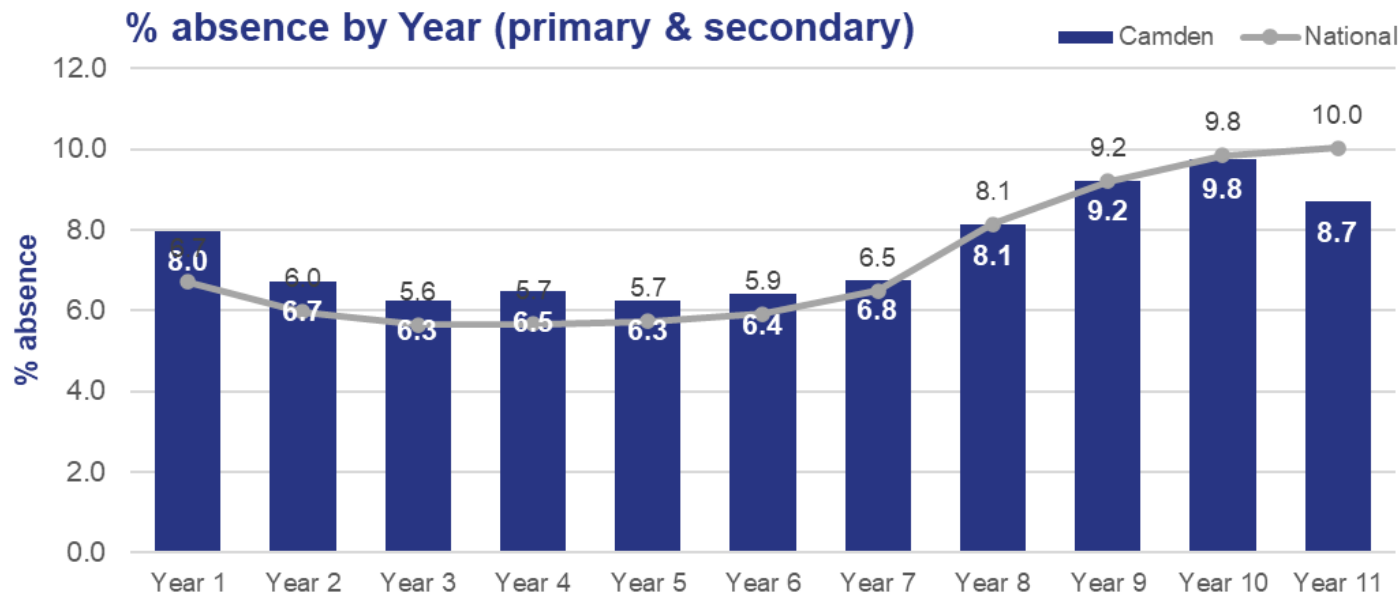
Secondary absence - authorised / unauthorised split





# Absence by groups (1)

Rates of absence vary across year groups, but absence in Year 11 was much lower than national averages. There was wide variation between schools.



## Absence by year group

There were very big differences in absence between year groups:

- Year 10 had the highest absence rate at 9.8%,
- Absence rates were higher than national in Year 1-7,
- Year 11 was the only year group where absence rates were lower than national.

## Absence by year group (and gender) - secondary

There were very big differences between secondary schools, ranging from 4.5% in one school to 10.0% in another school.

- The three schools with lowest absence were girls' schools:
  - Overall girls had lower absence rates than boys (8.4% for girls compared to 8.7% for boys in Camden secondary schools).
  - This was different to national, where boys had lower absence than girls (8.4% boys, 9.0% girls).



# Absence by groups (2)

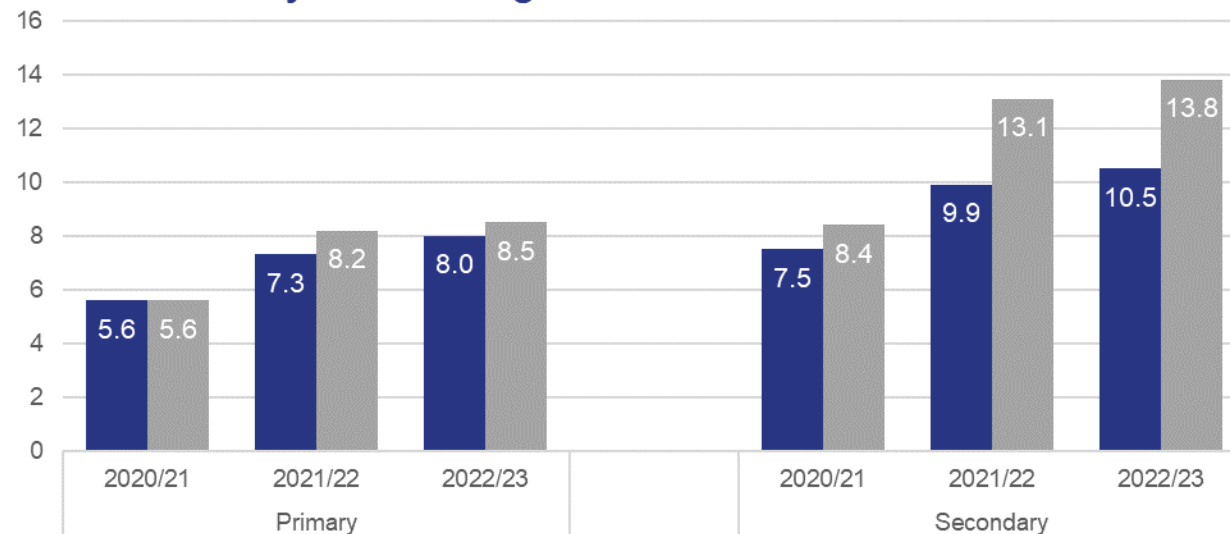
**Disadvantaged pupils had higher absence, but the gaps were narrower than with FSM eligible pupils nationally.**

## Disadvantaged / FSM

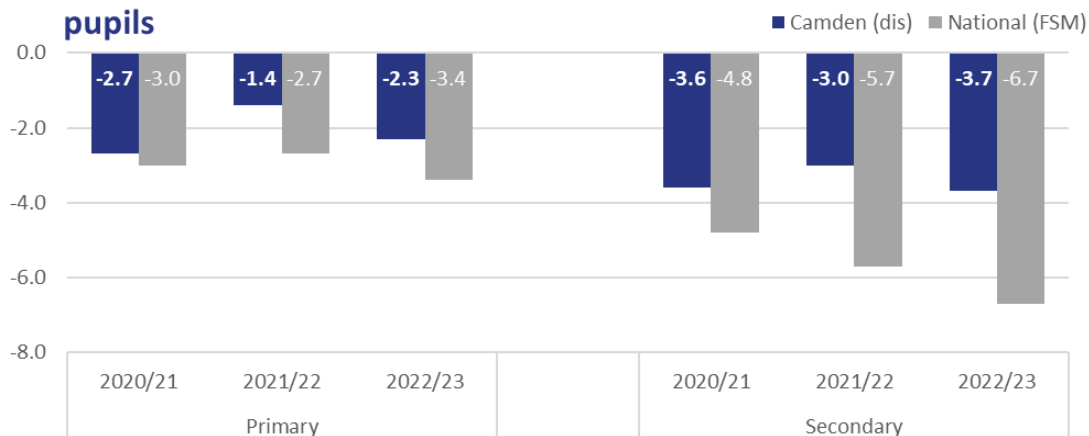
Absence rates of disadvantaged and FSM eligible pupils were worse than non-FSM pupils for both primary and secondary age.

- Primary – 8% of sessions were missed by disadvantaged pupils, similar to the national comparator - 8.5% of FSM eligible pupils.
- Secondary – 10.5% of sessions were missed by disadvantaged pupils, much lower than the national average of 13.8% for FSM eligible pupils.

**% absence by disadvantage / FSM**



**% disadvantage gap for absence rates for disadvantaged pupils**



## Disadvantaged / FSM gap

Disadvantaged pupils had higher absence rates than other (non-disadvantaged) pupils and this difference is the disadvantaged gap.

- The gaps are narrower in Camden than those nationally.
- Primary – in 2022/23, the gap was -2.3, which is narrower than -3.4 nationally.
- Secondary – in 2022/23 the gap was -3.7pp compared to -6.7pp nationally.

# Absence by groups (3)

Absence rates of SEN pupils were largely in line with national averages but higher than Inner London averages.

## Absence by SEN

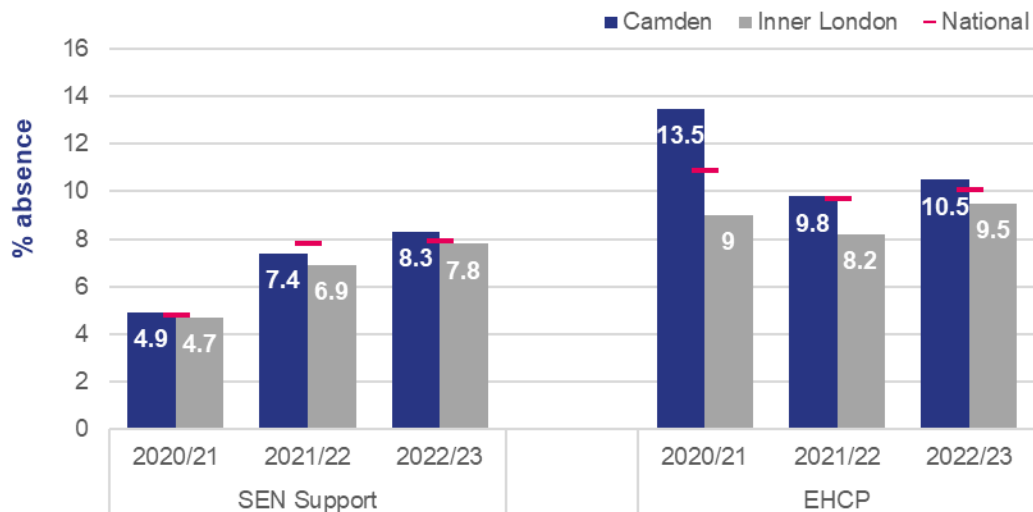
### Primary

- SEN Support pupils had absence rates largely in line with nationally, but consistently lower than Inner London
- EHCP pupils had higher absence rates than Inner London, but largely in line with national EHCP pupils.

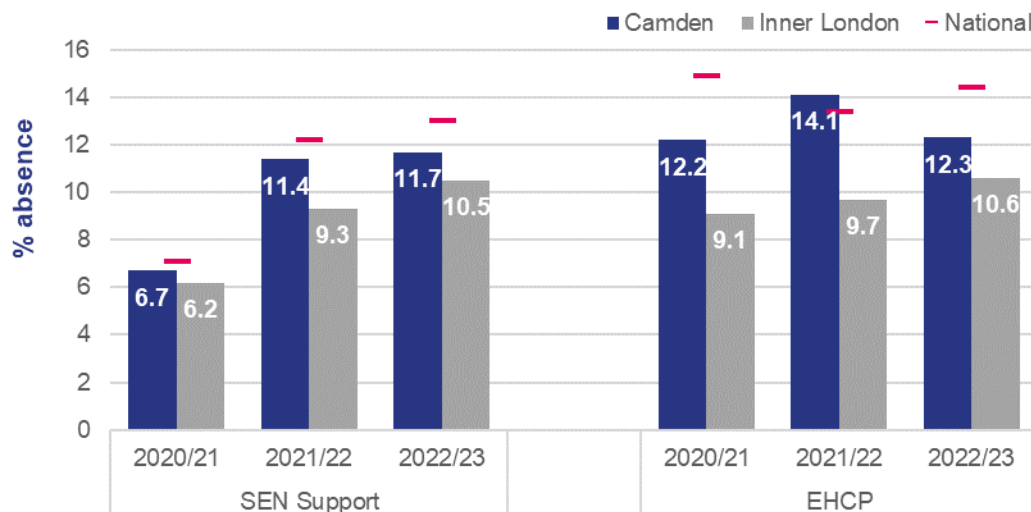
### Secondary

- SEN Support pupils – absence rates were lower than national averages, but higher than Inner London.
- EHCP pupils – absence rates improved following a high rate in 2021/22 and were largely in line with national averages but much higher than Inner London.

Absence - SEN pupils in primary school



Absence - SEN pupils in secondary school



# Absence by groups (4)

There were wide variations in absence rates for different ethnic groups. Bangladeshi and Black groups had higher rates, especially when compared to these groups nationally.

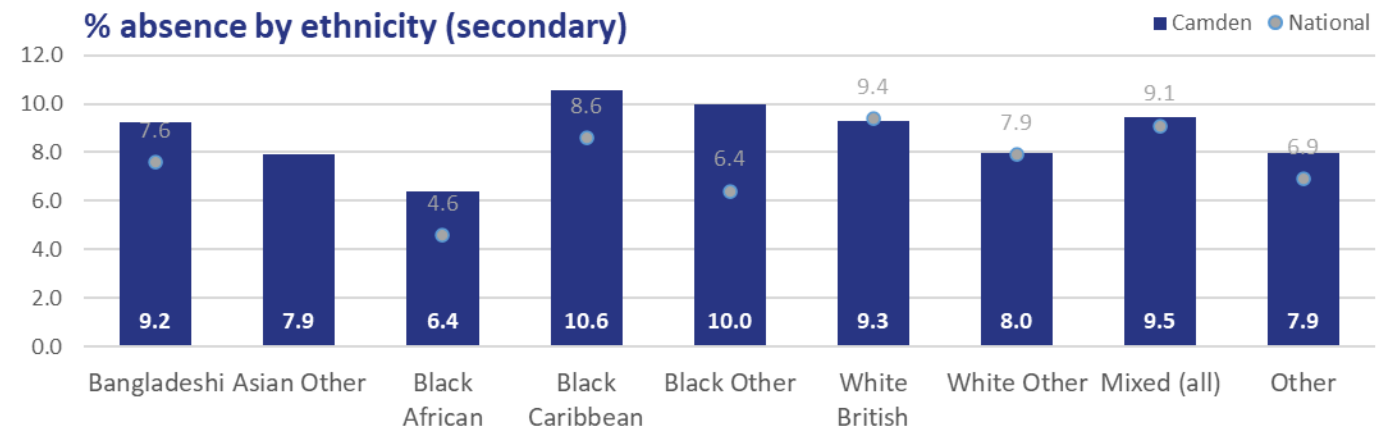
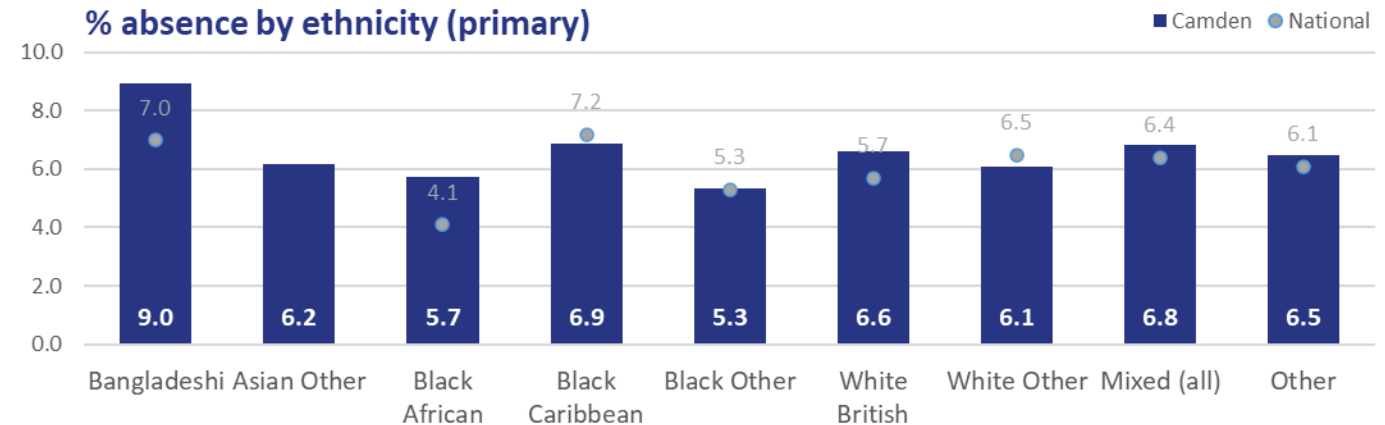
## Absence by ethnicity

**Primary** – there were big variations across ethnic groups.

- Bangladeshi pupils had the highest absence rate, well above all other ethnic groups (9%).
  - This was largely made up of 6.4% illness (compared to 4.4% average) and 0.9% family holiday not agreed, compared to 0.4% average)
- There was also variation with how rates in Camden compare to rates nationally.
  - Black African and Bangladeshi had the highest different with rates for these groups being much higher in Camden.

**Secondary** – similar to the picture for primary schools, there were wide variation between ethnic groups, but different groups had higher absence rates:

- Black Caribbean pupils had the highest absence rates at 10.6%.
  - This was largely made up of 5.5% illness (compared to 4.8% average) and 2.4% other unauthorised circumstances, compared to 1.7% average)
- There are more groups with wide differences from the groups national. Black Other had the widest difference, followed by Black Caribbean, Black Other and Bangladeshi.



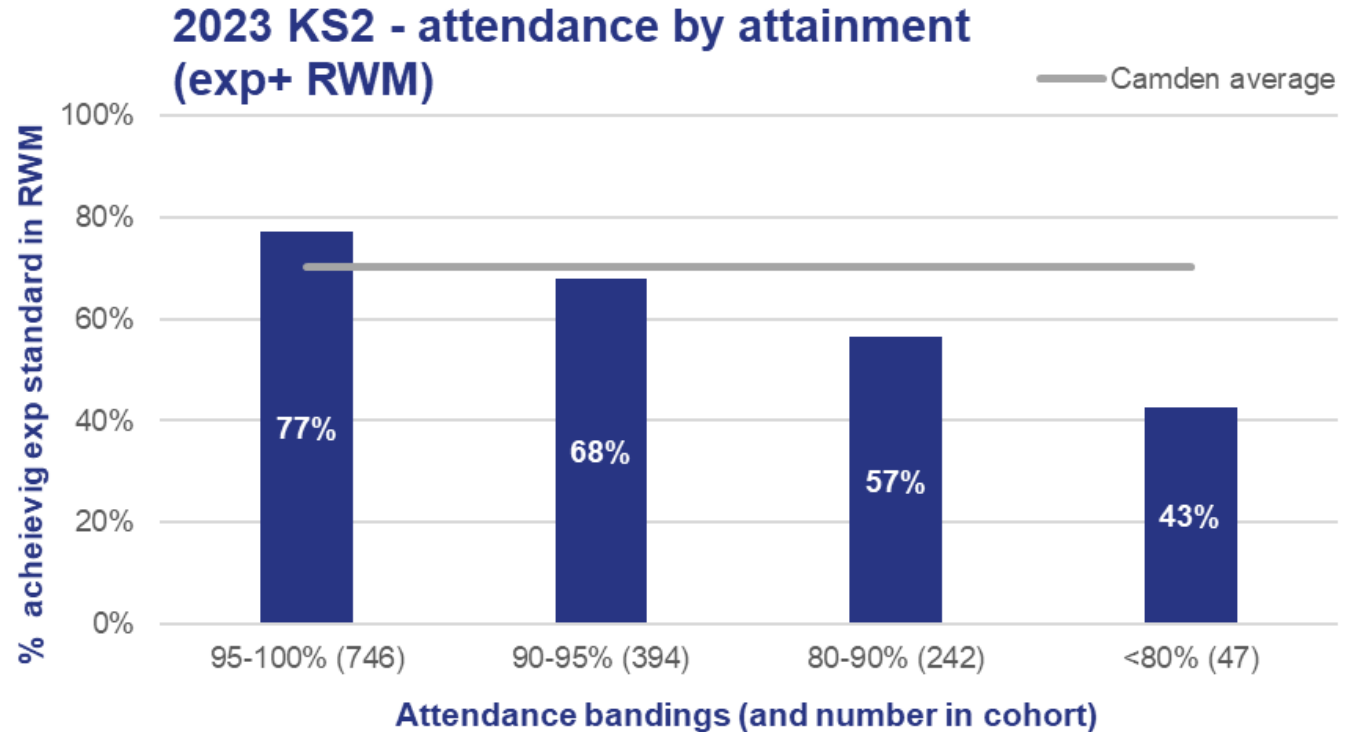
# Attendance by achievement (KS2)

**Pupils with higher attendance did better at KS2**

## KS2 attainment (provisional)

Pupils with high attendance did better in their KS2 outcomes.

- 77% of pupils with good attendance (at 95% and above) achieved the expected standard in Reading, Writing and Maths in 2023.
- Those with lower attendance rates did worse, with less than 60% of pupils with low attendance (at 80-89%) achieved the expected standard.



# Attendance by achievement (KS4)

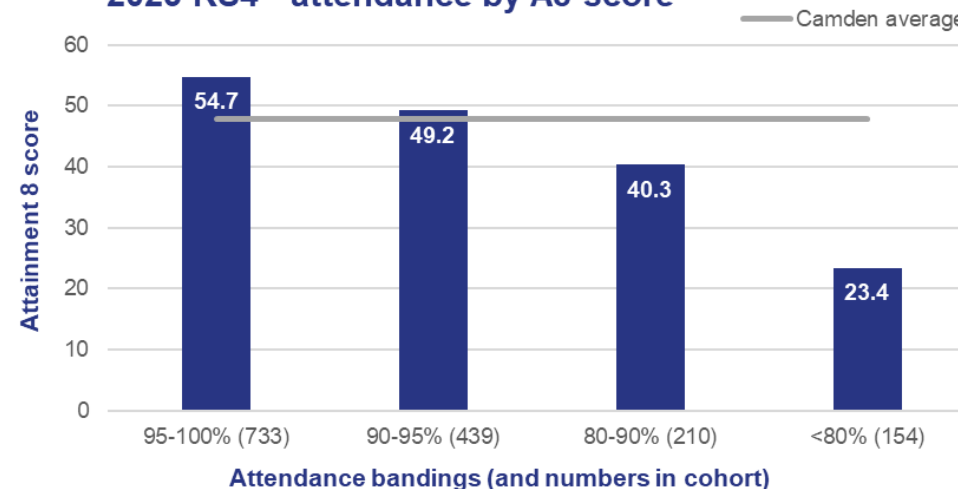
Pupils with higher attendance do better at both KS2 and KS4

## KS4 attainment

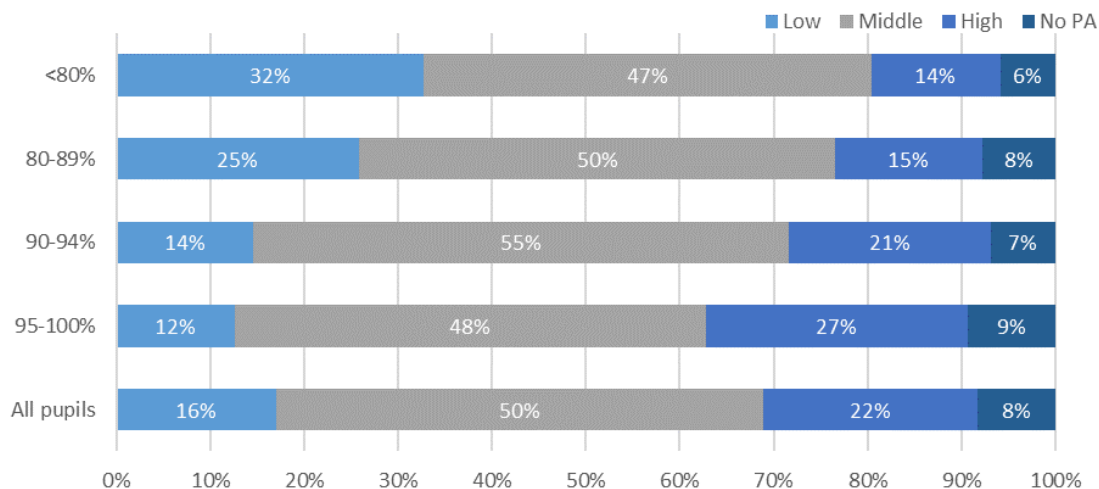
The picture at KS4 was very similar, with pupils with high attendance doing better in their KS4 A8 scores.

- Pupils with highest attendance (at 95% and above) had an average A8 score of 55.
- Those with lower attendance rates did worse; pupils with low attendance (between 80-89%) achieved an A8 score of 40, much lower than their peers.

2023 KS4 - attendance by A8 score



Attendance bands: 2023 KS4 cohort - prior attainment split



**KS4 prior attainment bands** – the attendance bands were not equal and made up of quite different cohorts in terms of KS2 prior attainment.

- A larger proportion of pupils with high attendance (95% or more) also had higher KS2 prior attainment, with 27% of this group having higher KS2 PA compared to 22% for the general cohort.
- Inversely, a third of those with low attendance (80% or less) also had low KS2 prior attainment, compared to 16% of the general cohort.



# Absence - Summary

- The pandemic inevitably had a significant effect on school attendance, rendering attendance performance data comparisons over time problematic both locally and nationally.
- However, attendance in Camden remains below national and regional averages for primary, secondary and special schools.

## Concerns

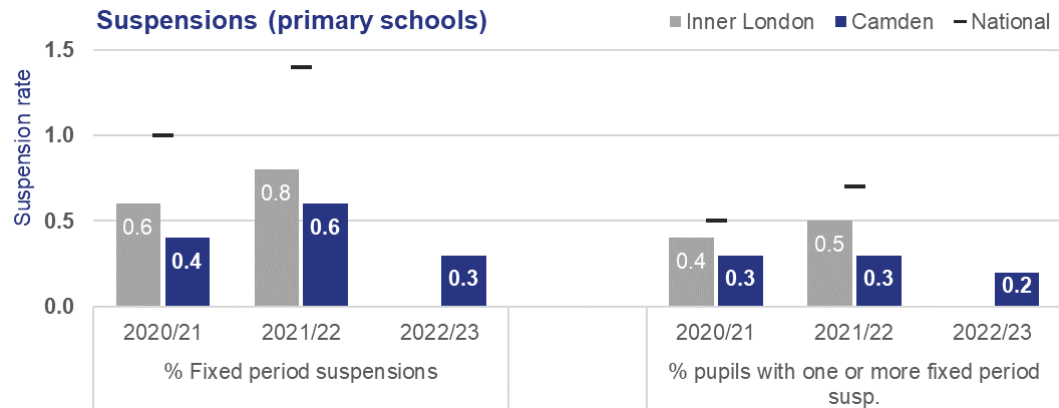
- Attendance during and after COVID has been lower than other areas across London and nationally. Persistent absence in primary schools is particularly high.
- Concern over lower numbers of pupils with a social worker attending school. Systems have been reviewed and established to support social workers to improve attendance levels.
- In 2022-2023 schools reported an increase in requests for leave to see families abroad that had been curtailed due to the pandemic.
- Attendance was returning to closer to national averages until December 2022 when in common with the UK rates of absence due to illness, Strep A, Covid, Scarlet Fever, colds and flu have seen a drop in attendance.

## Next Steps

- Review of policy and practice re persistent absence over 2023-24
- Implement systems to enable robust data collection and accountability. Upgrade to Impulse database on-going and attendance module expected Summer 2024. Roll out of DFE Wonde data pilot since July 2022 has increased and all bar one secondary school are sharing data with DFE and Camden.
- Co-design and produce Attendance Strategy guidance and good practice resources for schools to improve attendance
- Virtual School focus on attendance of CiN and CP pupils.
- Work with DfE Advisor in Spring 2022 to identify good practice and refine Camden approach. Camden was one of the first LAs to have a DFE advisor, however since November 2022 the DFE advisor has ceased to work with the LA due to changes in practice.
- New DFE guidance on attendance is expected in Spring 2024 with new requirements for termly visits to schools, including independent school and new absences codes expected to be introduced from September 2024.
- Recruitment of School Inclusion Support Officers to support attendance and behaviour since November 2023.

# Exclusions 2022-23

The rate of suspension in secondary schools in 2022-23 remains similar to the previous year and lower than inner London and national averages.

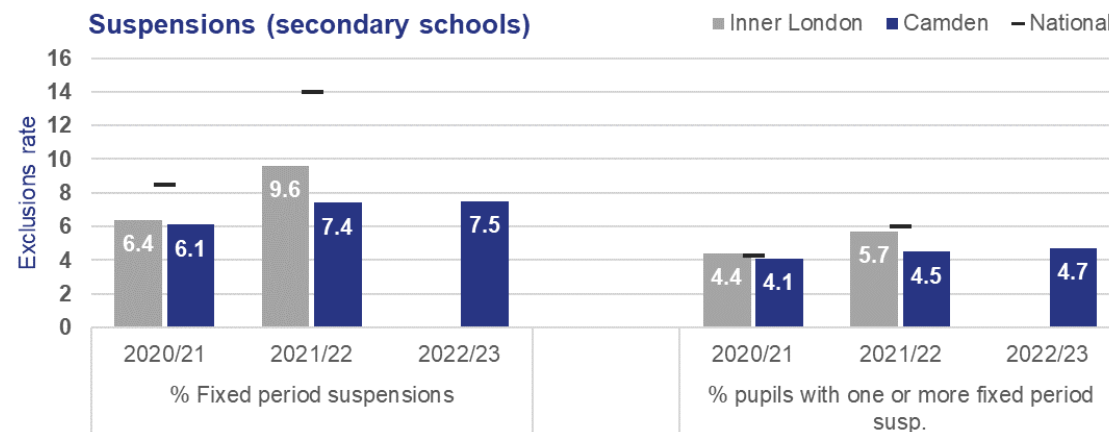


## Primary

- Suspension rates are low and remain well below the national average
- Less than 1% of pupils have had a suspension.
- There was 1 primary permanent exclusion.

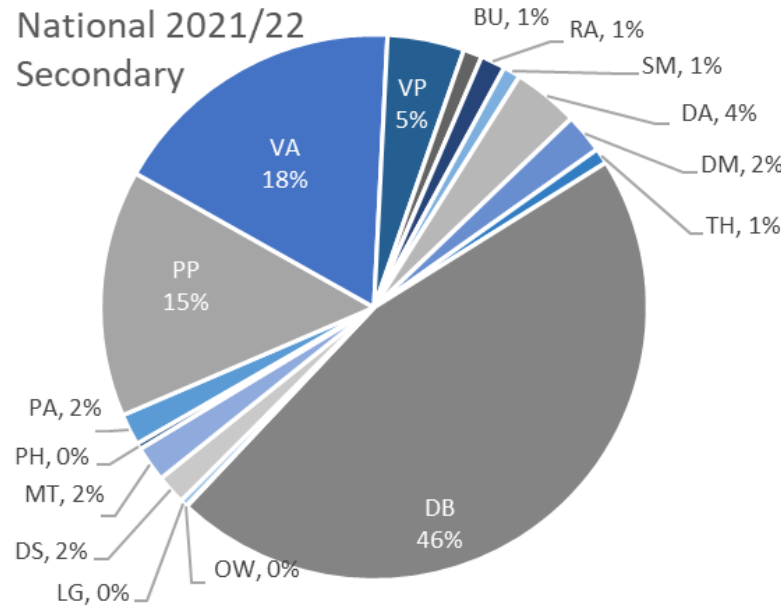
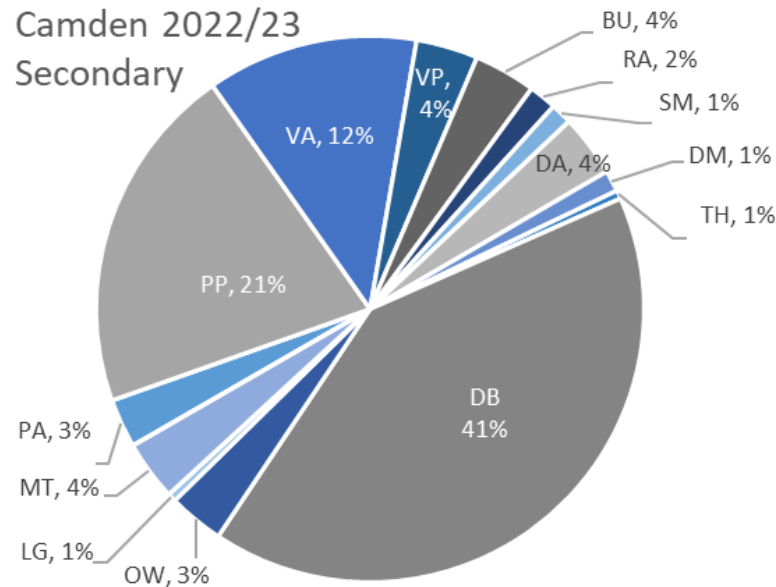
## Secondary

- **Suspensions rates are in line with 2021/22 rates**, with 7.5% of pupils suspended for a fixed period in 2022/23, well below national averages. 4.7% of pupils were **suspended on multiple occasions**, also below national averages.
- **School variation** – Although there are **big differences between Camden secondary schools**, the **gap** between highest and lowest has **widened** in recent years. The lowest fixed term suspension rate is 1.1% whilst the highest is 14.3%.
- **Permanent exclusions** – Camden had 19 permanent exclusions in 2022/23, similar to previous years, **18 from secondary**. The secondary rate was 0.17% in 2022/23, compared to 0.16% in 2021-22.



# Reasons for Suspension

The most common reason for suspension in Camden is persistent disruptive behaviour, followed by physical assault against a pupil.



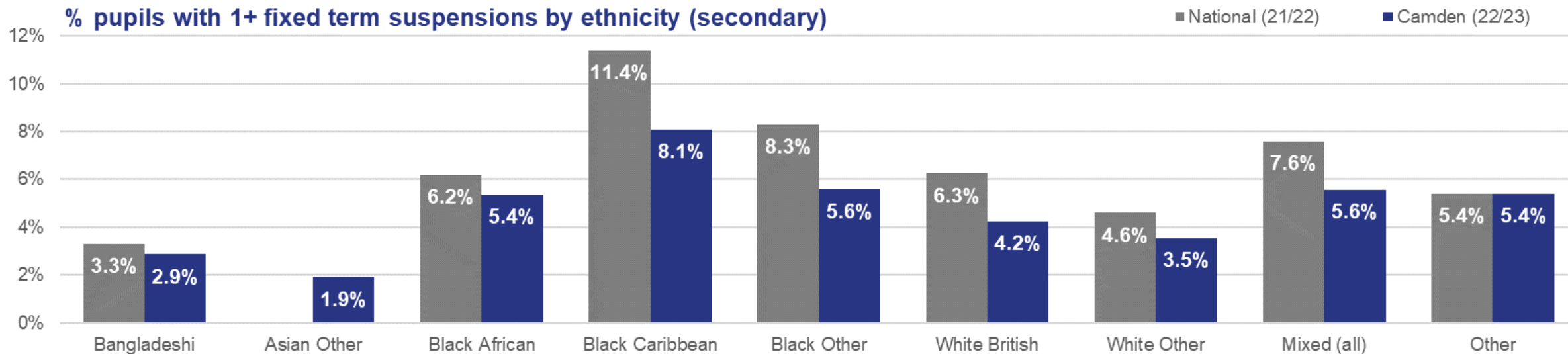
- PA Physical assault against an adult
- PP Physical assault against a pupil
- VA Verbal abuse/ threatening behaviour - adult
- VP Verbal abuse/ threatening behaviour - pupil
- BU Bullying
- RA Racist abuse
- SM Sexual misconduct
- DA Drug and alcohol related
- DM Damage
- TH Theft
- DB Persistent disruptive behaviour
- OW Use or threat of use of an offensive weapon or prohibited item
- LG Abuse against sexual orientation and gender identity
- DS Abuse relating to disability
- MT Inappropriate use of social media or online technology
- PH Wilful and repeated transgression of protective measures in place to protect public health

- **Persistent disruptive behaviour is the largest reason (41%, compared to 46% nationally).**
- **Physical assault against a pupil is the second largest group (21%, compared to 15% nationally).**



# Suspensions by Ethnicity

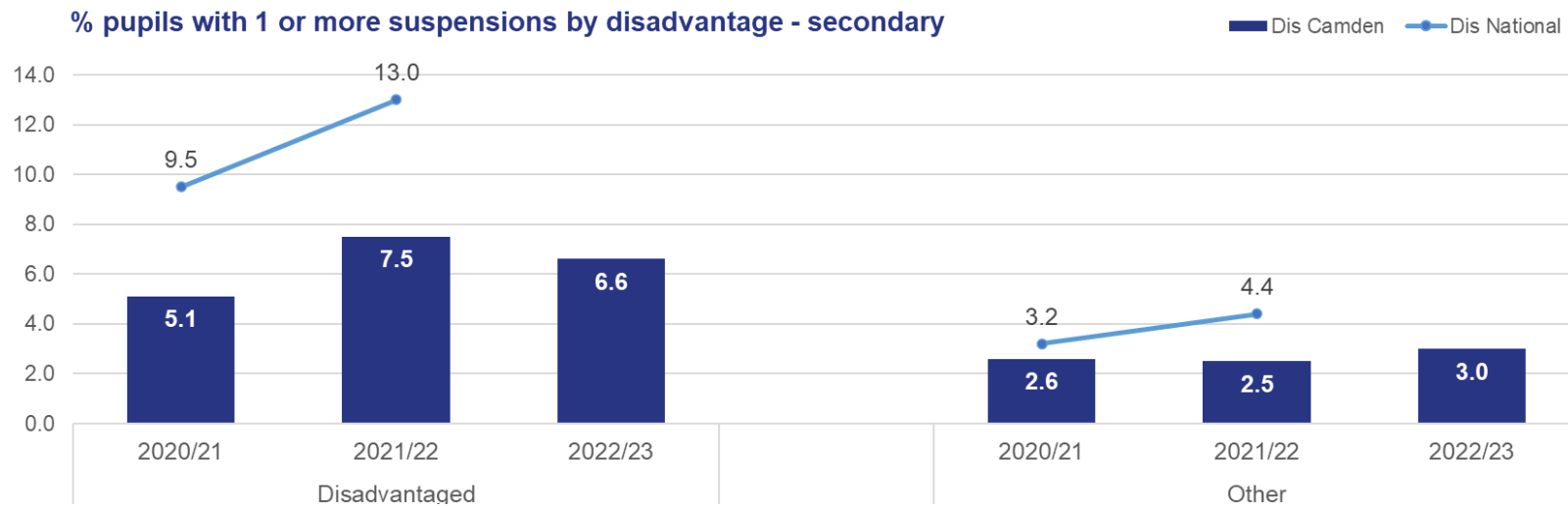
Disadvantaged White British pupils and Black Caribbean pupils have the highest rate for fixed term exclusion



- There is **great variability of pupils with one or more suspensions when broken down by ethnicity**:
- **Black Caribbean** have the **highest rate** for fixed term suspensions (8.1%), though this is a small group in Camden.
- All groups have lower suspension rates than the groups nationally.
- In terms of links between disadvantage and ethnicity: Disadvantaged, White British pupils have the highest rates of suspension, making up 44% of the WBRI cohort, but accounting for 69% of WBRI suspended.

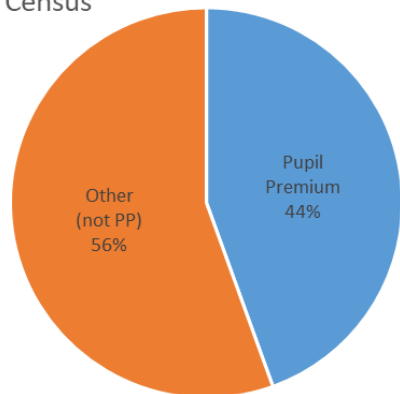
# Suspensions by Disadvantage

The % of disadvantaged pupils with one or more suspensions is much higher than for non-disadvantaged pupils, though well below rates nationally

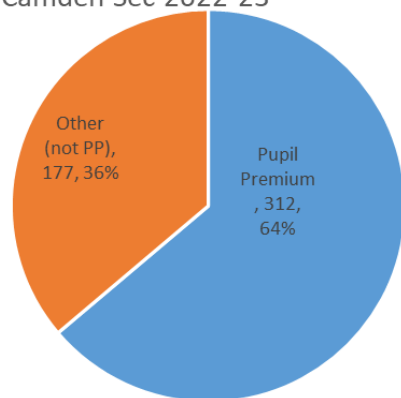


- The **suspension rate** (% pupils with one of more fixed term exclusions) for **disadvantaged pupils is higher than non-disadvantaged pupils**
- **This is much lower than disadvantaged pupils nationally.**

All Camden pupils, Jan 2023 Census



Pupils with 1+suspensions - Camden Sec 2022-23



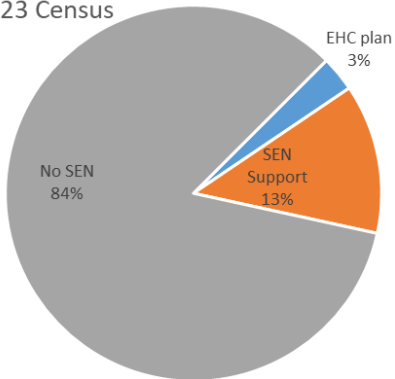
- In Camden secondary schools, disadvantaged (pupil premium) pupils made up 44% of the school cohort, but they made up 69% of suspended pupils (those with one of more suspensions) – so proportionally, they make up more of the cohort.

# Suspensions by SEND

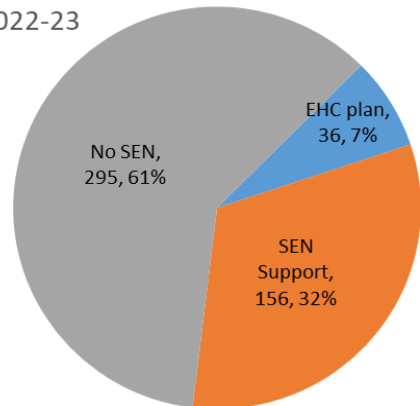
**SEND pupils are suspended disproportionality, especially those identified with Social, Emotional and Mental Health needs**

## Suspension by Special Educational Need (SEN)

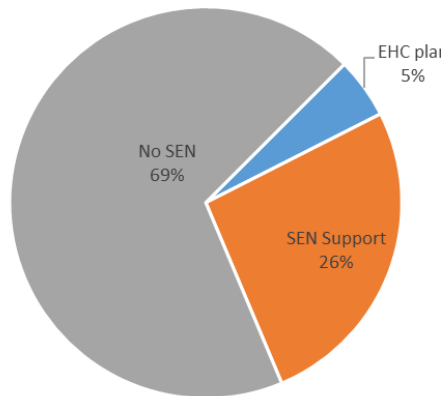
All pupils - Camden Sec Jan 2023 Census



Pupils with 1 or more suspensions - Camden Sec 2022-23



Pupils with 1 or more suspensions - National Sec 2021-22

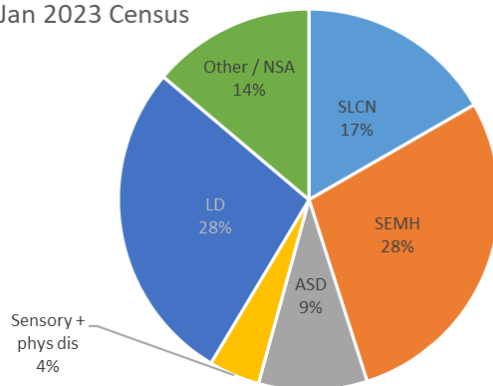


- Almost a third of pupils with one or more suspensions in 2022/23 were of SEND Support pupils, who account for 13% of the general secondary school population. This is slightly higher than national averages for 2021/22, with 26% of suspended pupils were SEND Support pupils.
- Pupils with an EHCP are also suspended disproportionately, accounting for 3% of the school population but 7% of suspensions.

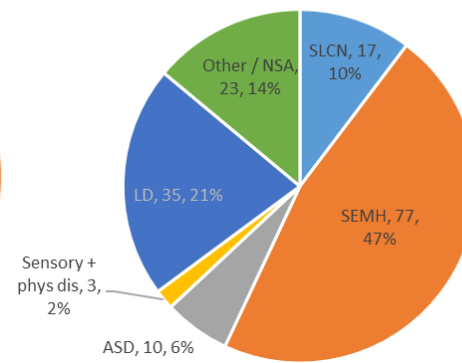
## Suspensions by Primary need

Nearly half of SEND pupils suspended in 2022-23 had Social, Emotional and Mental Health (SEMH) identified as their primary need. This is disproportionate relative to the general school cohort, where SEMH pupils account for 28% of the SEND cohort, although this is in line with the national data for 2021/22 where they accounted for 43%.

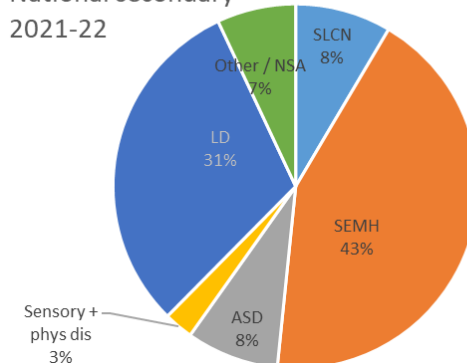
Camden All pupils Jan 2023 Census



Pupils with 1 or more suspensions - Camden Sec 2022-23



Pupils with 1 or more suspensions National secondary 2021-22



## Summary

- Secondary suspensions have remain at a lower rate than the national average.
- Disproportionate exclusion rates for key groups, including those with SEND, Black Caribbean and White British disadvantaged pupils, continue to be a targeted area for our future work.

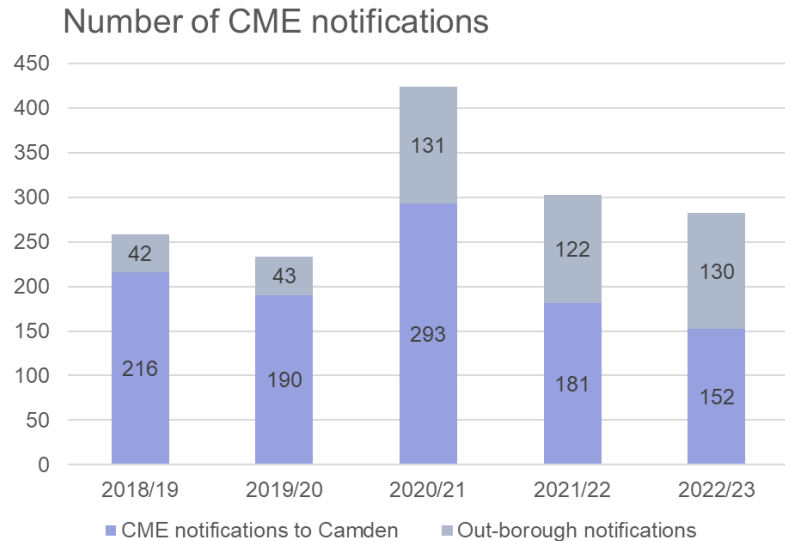
## Next Steps

- Data collection, analysis and dissemination – developing platforms for informed discussion and strategic planning
- Secondary Inclusion Forum continues to develop a collaborative approach to inclusion through the sharing of best practice aimed at reducing exclusion
- A continuum of provision in Camden – collaborations developed between the specialist sector and mainstream schools to support children at risk of exclusion – CRIB, Rhyll Satellite and Camden Pathways.
- Camden Learning have facilitated workshops for schools and CL staff to understand and develop Anti-Racist Practice
- Trauma Informed Practice programme for schools is available on an on-going basis.
- Vulnerability Matrix – supporting the transition of vulnerable pupils transitioning from primary to secondary settings
- Camden now has a new database that has facility to produce more complex reports – the local authority stakeholders are developing a protocol around reporting and sharing exclusion data.
- Recruitment of School Inclusion Support Officers to support attendance and behaviour since November 2023 - will provide support and accountability to schools with children vulnerable to exclusion.
- Mayor of London has developed an inclusion charter and Camden will engage positively with this initiative.

# Appendices

# Children Missing Education – CME

CME notification stabilised in 2022/23 following the peak of 2020/21 following the impact Covid-19 and time out of education reduced, with 95% of notifications being placed in suitable education with 6 weeks.



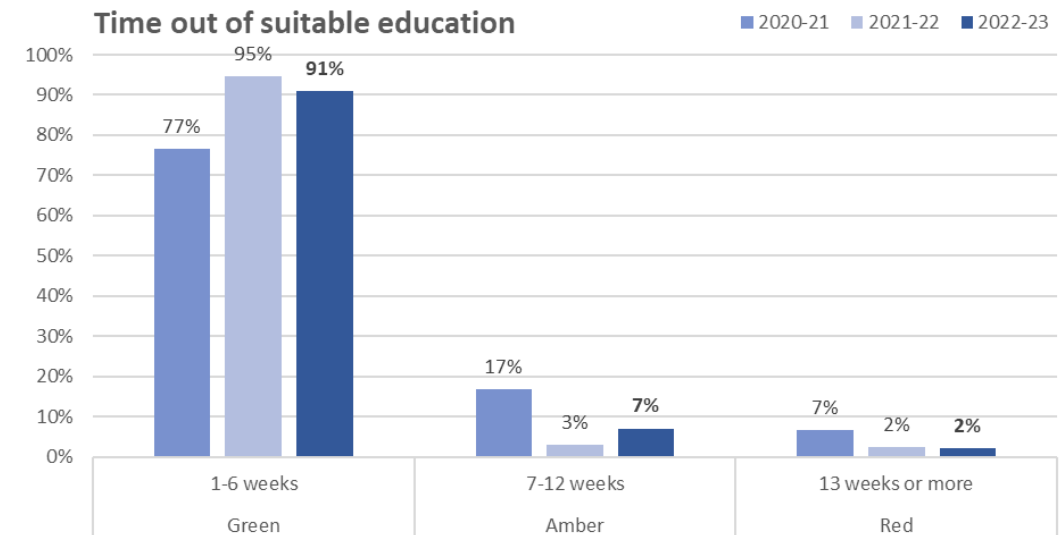
In 2022/23, there were **152 CME notifications** and 130 out-borough notifications (Camden to other LA's). Numbers of **CME notifications to Camden stabilised** following the increase in 2020/21 caused by the impact of COVID 19, leading to a lag of CME notifications due to less movement because of lockdown.

- 30% of notifications were from the Camden School Admissions Team
- 26% of notifications were from other local authorities.
- 15% of notifications were from Camden schools.

The majority of CME are placed in Camden school.

## Time out of suitable education

- In 2022-23, time out of suitable education following notification has reduced, with 91% being placed within 6 weeks. In 2020-21, only 77% were placed within this 'green' window.
- Only 2% of cases were deemed to be CME after 13 weeks, compared to 7% of CME in 2020-21. Cases that remain on the register for 13 weeks or more are most likely to be undergoing a process for an Education Healthcare Plan (EHCP), or have complex needs where alternative provision needs to be considered.



## Goals achieved in 2022/23

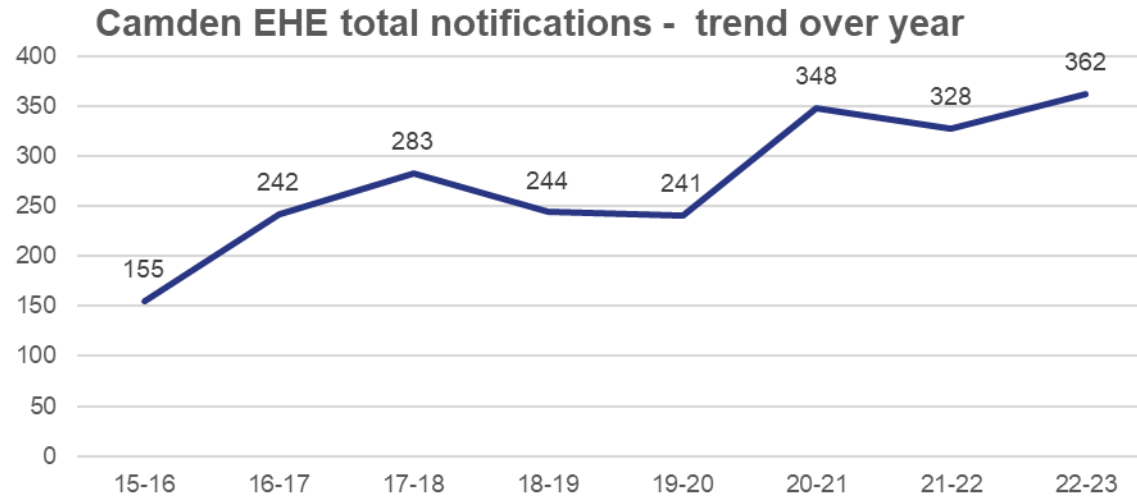
- Collaborating with Camden Services around the submission of termly data for DfE (COLLECT)
- Maintaining relationships with key stakeholders through termly CME Promotion. Offer CME guidance to stakeholders, schools and linking with other LA CME officers to share best practice
- Regular reviews with schools to ensure CME Policy and Procedures are being followed in line with DfE Guidance
- Working with other Camden Services to improve processes around identifying children 'at risk' of becoming CME
- Reduce the number of "unknown ethnicity" data
- Evaluate CME numbers by term to identify trends
- Remain responsive to international crisis situations as they happen e.g., Afghanistan/Ukraine
- Omitting unlawful school off rolls

## Next Steps

- Anticipation of a revised CME Statutory Guidance from the DfE. Once issued Camden will make necessary changes to their Policies
- Expand untraceable checks by adding Home Office Movement Search and HMRC Search
- Continue working with DfE to shape the future of the CME Statutory Guidance
- Continue to improve schools adherence to the admissions code to ensure CME are offered places within the statutory timeframe
- Collaborating with Camden Services around the submission of termly data for DfE (COLLECT)
- Maintaining relationships with key stakeholders through termly CME Promotion. Offer CME guidance to stakeholders, schools and linking with other LA CME officers to share best practice
- Regular reviews with schools to ensure CME Policy and Procedures are being followed in line with DfE Guidance
- Working with other Camden Services to improve processes around identifying children 'at risk' of becoming CME
- Continue to share CME data and information with Key Stakeholders to ensure schools have a clearer understanding of the local context
- CME Officer to attend Fair Access Panel from Autumn 2023 to share real time issues of known CME cases.

# Elective Home Education – EHE

**There was a significant increase in Elective Home Education numbers over the period of the pandemic, and 2022/23 had the highest number of EHE cases in recent years.**



2022-23 was the highest number of EHE notifications ( both new and existing cases) in Camden in recent years.

- 362 children were recorded as home educated, compared to 244 in 2018/19– last whole pre-covid-19 year.
- 125 new cases, compared to 75 in 2019/20 and 185 in 2020/21.
- Parental / lifestyle choice was the most popular reason, where a reason was provided in 2022/23.



- Review EHE Policy and Procedures are in line with DfE Guidance. (New guidance on EHE is expected in the Academic year 2023/24)
- Reviewing website information and resources for parents
- Submission of termly data to DfE (COLLECT)
- Termly update on EHE to Executive Director of Children and Learning and to Councillor for Young People
- Discussion with Camden Safeguarding Children’s Partnership about EHE in September 2023
- EHE termly training for schools (Pupil Attendance Service attendance meeting)
- To offer EHE lunch and learn with safeguarding staff when new guidance issued by DfE
- Working with the Camden Learning Data Consultant to analyse EHE data termly for sharing and presenting at panels.
- Richer data collection from new EHE by adding new reasons for electively home educating from September 2023.
- Move to new data dashboards / database planned in Academic year 2023 / 24
- Working with Schools to improve information sharing processes around off-rolling information
- Proactively maintain relationships and offer EHE guidance to key stakeholders, schools and London EHE Officers. Sharing best practice with other EHE Officers
- Working with the Family Link Officer to ensure “at risk “ of EHE are identified, particularly Year 6 transition to secondary school if required
- Undertake termly audits of EHE pupils known to the service
- Review Exam Centre Service Level Agreement
- Work with Public Health colleagues about inoculations for Covid and other health inoculations
- Outreach to EHE groups in Camden and other LAs
- Remain responsive to international crisis situations that may increase numbers of EHE pupils.