



Camden Learning Achievement and Standards Summary Report: Period 2023-24

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Executive Summary

This report provides an analysis of published school outcomes in 2024 in Early Years, the Year 1 Phonics check, Key Stage 2, Key Stage 4 and 5, alongside other key performance indicators including Ofsted inspection outcomes, attendance, and suspensions data. Three-year trends alongside ranking against local and national averages are given where known.

Camden schools continue to face multiple challenges. During the last year, these have included supporting increasing numbers of pupils presenting high needs at a time when falling pupil rolls have impacted school budgets, and an ongoing recruitment challenge particularly in certain specialist subjects. The legacy of the 2020 pandemic can still be seen, particularly in school attendance, also pupil mental health and well-being. Despite this Camden schools overall continue to perform well, particularly at the Primary phase. Whilst outcomes at Secondary continue to be above national averages, stronger performance at Key Stage 4 is needed to benchmark Camden better against our London statistical neighbours.

During the 2023/24 school year, 25 schools in Camden were inspected by Ofsted, with all receiving 'Good' or 'Outstanding' ratings. This trend has continued into the 2024/25 school year, with six inspections so far, all resulting in at least a 'Good' rating. Camden schools have shown a strong performance in various areas, with a significantly higher proportion of primary schools rated as 'Outstanding' compared to the national average, particularly in 'personal development' and 'behaviour and attitudes'. All schools in Camden are now graded by Ofsted as offering a Good or Outstanding quality of education.

In the Early Years Foundation Stage (EYFS), 70% of pupils in Camden achieved a good level of development, an increase from 65% in 2022 and placing Camden 37th nationally. Writing remains the weakest area, with initiatives such as the Camden Kids Talk oracy project and Every Child Reading by 7 (ECR7) initiative in place to support improvements. Phonics results have also improved, with Camden ranking 11th out of 150 local authorities for Year 1 phonics screening. The gap between disadvantaged and non-disadvantaged pupils has narrowed, reflecting the effectiveness of targeted support.

Key Stage 2 results show that 72% of pupils achieved the expected standard in Reading, Writing, and Mathematics, placing Camden 8th nationally. Disadvantaged pupils performed significantly better than the national average, with a narrower gap between disadvantaged and non-disadvantaged pupils.

Key Stage 4 results indicate that Camden's Attainment 8 scores are slightly higher than the national average, with Camden placed 43rd nationally and 25th in London, although there are notable gaps between boys and girls, and between disadvantaged and non-disadvantaged

pupils. Progress 8 scores have fallen, and Camden ranks 97th nationally and 32nd in London for Progress 8. A range of initiatives are in place to address these gaps and raise standards overall through enhanced advisory support and targeted interventions.

At Key Stage 5, average point scores for A-levels have improved, with Camden schools performing in line with national and London averages. However, there are still gaps between disadvantaged pupils and their peers. The report highlights the importance of continued support for post-16 education, including the development of the Post 16 Strategy and increased advisory visits to sixth forms.

Absence rates in Camden have fallen over the last three years as well as corresponding improvements / falls to persistent absence rates. Despite this, at Primary Camden is ranked 126th nationally and 29th in London, at Secondary Camden ranked 55th nationally, but is one of the highest boroughs for absence in London (30 out of 32). During the last year, Camden Learning has increased its capacity to support schools in improving pupil attendance and addressing persistent absence, but there is more to do to ensure that all pupils benefit from being at school every day.

Suspension rates have increased in 2023/24, although Camden still ranks low nationally for suspensions. Persistent disruptive behaviour is the most common reason for suspensions, and efforts are being made to address this through early intervention and support for vulnerable pupils. Alongside this, Camden Learning will strengthen its offer for schools to ensure that teachers adapting lessons for pupils with high needs do so with confidence and ambition. This includes a focus on improving outcomes for disadvantaged pupils and those with special educational needs and disabilities (SEND), initiatives to support early years development and literacy, and enhanced use of data analysis to support school improvement.

Ofsted

Overall and breakdown for each judgement in % of schools. Primary, Secondary, Special

Ofsted Inspections in Camden in 2023/24

In the 2023/24 school year, 25 school inspections took place across Camden. These schools were all inspected at a time when schools were given an 'overall effectiveness' headline judgement:

- Seventeen primary schools – Eleanor Palmer (Outstanding), Holy Trinity NW3 (Good), Brookfield (Good), St Eugene de Mazenod (Outstanding), Christ Church Hampstead (Outstanding), Kingsgate (Outstanding), Primrose Hill (Good), Rhyl (Outstanding), St Josephs (Good), Fitzjohn's (Good), Netley Primary School and Centre for Autism (Good), St George the Martyr (Outstanding), Hawley (Good), Kentish Town (Outstanding), Torriano (Outstanding), Emmanuel (Good) and St Albans (Good).
- Three secondary schools – Acland Burghley (Good), The UCL Academy (Good), Parliament Hill (Outstanding)
- One special school – Children's Hospital School at Gt Ormond Street and UCH (Outstanding)
- Three PRUs – Camden Primary Pupil Referral Unit (Good), The ArtsXchange (Good), Heath School (Good)
- One Nursery school – Thomas Coram Centre (Outstanding)

Ofsted Inspections in Camden in 2024/25 YTD

From 1st September 2024, graded inspections of state-funded schools **no longer include a judgement on overall effectiveness**, and outcomes of ungraded inspections no longer refer to the previous good or outstanding grade.

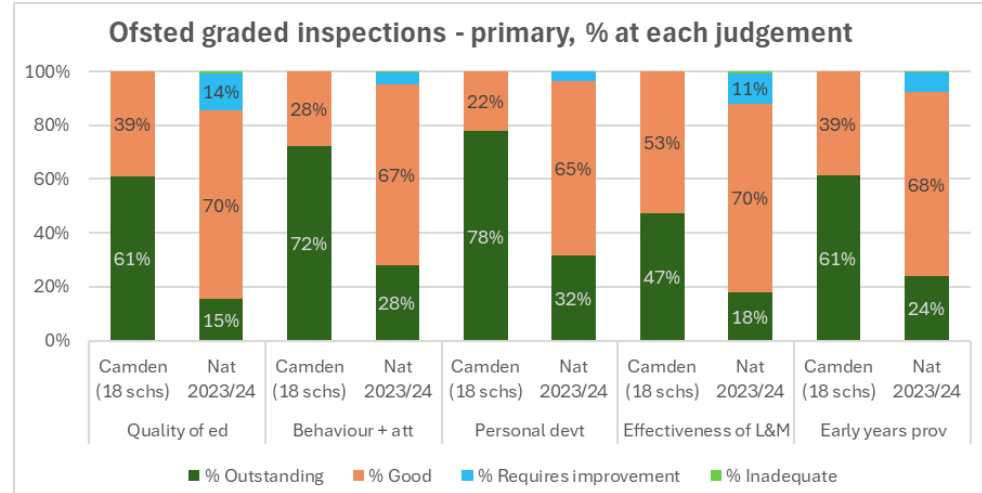
So far in 2024-25, 6 school inspections have taken place across Camden. None have resulted in a grading less than Good.

Overview of graded inspections

Not all Camden schools have had a recent graded inspection, where they are graded across a few areas. These charts compare the outcomes against each judgement area for **all schools with a graded inspection within the current Ofsted framework (despite when this happened)** to national data on graded inspections during 2023/24.

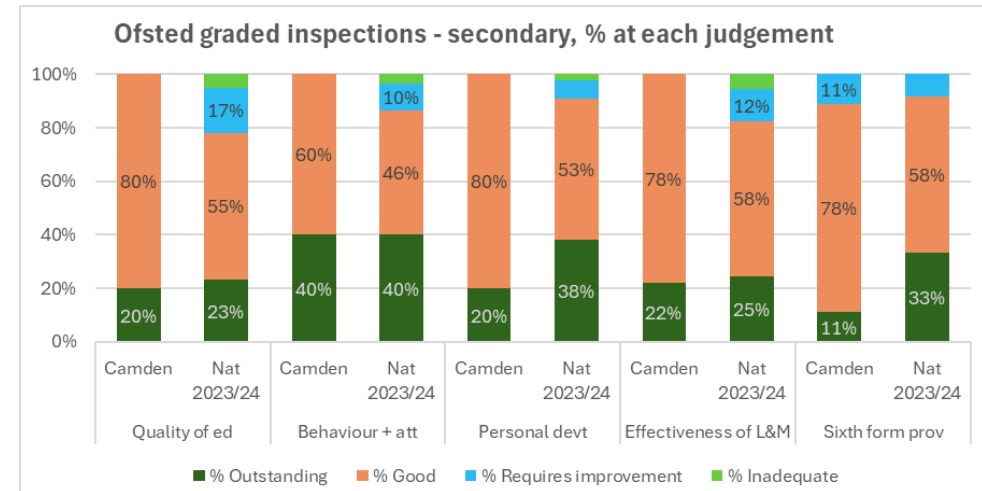
Primary – Camden analysis is based on 18 primary schools and **all were either good or outstanding for all areas.**

- A much higher proportion of Camden primary schools were outstanding than the national average.
 - 78% of Camden schools were outstanding for ‘personal development’ compared to 28% nationally.
 - 72% of Camden schools were outstanding for ‘behaviour and attitudes’ compared to 32% nationally.



Secondary – Camden analysis is based on 9 secondary schools.

- **100% of secondary schools were good or outstanding for all areas, apart from sixth form provision, where Camden had 89% good or outstanding.** A recent inspection has now judged the one Sixth form provision that was requiring improvement to now be good.



Early Years Foundation Stage

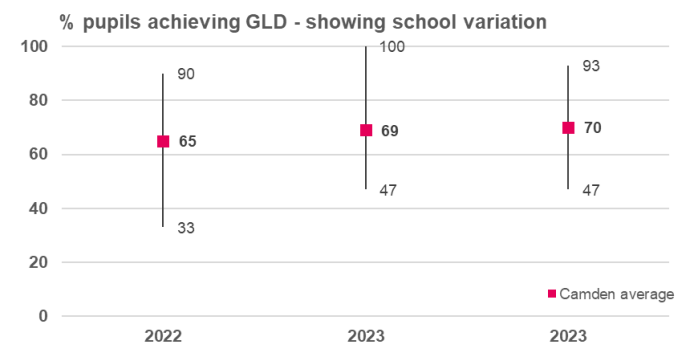
% good level of development

	Camden				London				England				Camden rankings					
	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/153)			London (/32)		
	2022	2023	2024		2022	2023	2024		2022	2023	2024		2022	2023	2024	2022	2023	2024
All	65%	69%	70%	1%	68%	69%	70%	1%	65%	67%	68%	1%	75	56	37	27	20	17
FSM	54%	59%	60%	2%	56%	58%	58%	1%	49%	52%	52%	0%	32	13	11	23	12	10
Non-FSM	73%	75%	76%	1%	72%	73%	74%	1%	70%	72%	72%	1%	26	15	14	13	8	7
FSM gap	-19%	-17%	-16%		-15%	-15%	-15%		-20%	-20%	-21%							
Boys	59%	62%	63%	1%	62%	63%	62%	-1%	59%	61%	59%	-2%	72	56	36	27	23	15
Girls	72%	75%	77%	2%	74%	76%	77%	1%	72%	74%	75%	1%	77	53	36	25	17	15
Gender gap	-13%	-13%	-14%		-12%	-13%	-15%		-13%	-14%	-16%							
All SEN pupils	21%	23%	21%	-2%	21%	21%	22%	1%	19%	20%	20%	0%	49	25	47	21	8	19
SEN Support	23%	26%	25%	-1%	26%	26%	29%	2%	23%	24%	25%	1%	80	52	75	26	15	23
EHCP	9%	8%	7%	-1%	5%	5%	5%	-1%	4%	4%	4%	0%	4	13	16	2	6	7

Commentary

- This data includes pupils in Reception (typically aged 5) in Camden maintained schools (cohort of 1291).
- 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.
- Overall, **70% of pupils in Camden achieved a good level of development** and continues to rank positively against statistical neighbours. This has increased from 65% in 2022 and rankings have improved over this period and **ranked 37th nationally in 2024**.
 - Overall, Results for PVI settings were lower (63 additional pupils), but the Camden average for all settings was also 70%.

- Across Camden schools, % GLD ranged from 47% to 93%, which suggests there were wide variations in the learning and development of children on entry to Camden primary schools, though this has narrowed on recent years. In 2024, only one school had less than 50% of pupils achieving GLD.
- 71% of pupils in Camden schools for EYFS in 2024 had nursery experience (though for a further 25% this was unknown).
- Writing remains the weakest outcome area across Camden; 73% of pupils achieved at least the expected level, the same as national and slightly lower than London (74%) averages.
- **Free School Meal eligibility:** 36% of pupils were FSM eligible in 2024, and the FSM gap was 16% which is in line with the London average and narrower than the gap nationally. Camden ranks well in terms of FSM eligible pupils achieving a good level of development, ranking 11th nationally in 2024.
- **Gender:** The gap between boys and girls has remained stable over the last three years with 16% more girls achieving a good level of development than boys. This is similar to the gaps nationally and in London. Rankings of boys and girls remain similar to previous years.
- **SEND:** Results of all pupils with SEND fell slightly in 2024 and rankings of pupils with SEN Support remains average nationally (though this group includes around 60 pupils who have an ENG).
- **Ethnicity:** results for different ethnic groups show wide variations.
 - Bangladeshi pupils (174 pupils) have one of the lowest results, with only 59% achieving GLD, lower than the Camden average of 70% and the national average for Bangladeshi pupils, 65%. 55% of Bangladeshi pupils that are also disadvantaged achieved GLD, compared to 62% for Other Bangladeshi pupils.
 - ‘Other’ pupils (88 pupils) also have lower results, with 57% achieving GLD, though this is in line with the national average for ‘Other’ pupils (60%).
 - Whilst results for all White British pupils (265 pupils) are in line with both the Camden average and the group nationally (70% for all), results for disadvantaged White British pupils (97 pupils) are much lower (54%) than the Camden average. National comparators are not available.



Next Steps and Activity

- A further eight schools with Nursery classes have joined the Camden Kids Talk oracy project this academic year following a positively evaluated project with nine schools in 2023-24.
- The Every Child Reading by 7 (ECR7) initiative offer for EYFS practitioners includes open classroom sessions to share best practice, data analysis and planning and school specific support. All approaches and strategies developed as part of this initiative, particularly with a focus on adaptation for children with SEND, are being shared at EYFS Leaders meetings.
- The Camden Inclusive Intervention Team will build on their newly introduced work in schools in 2023-24 by supporting schools with the inclusion of children with the most complex SEND needs and ensuring ENG funding was in place.
- Four schools have joined the first cohort of the Healthy Movers programme with a further four due to enrol in the spring term 2-25. The programme has been proven to develop young children's physical literacy and improve their school readiness.

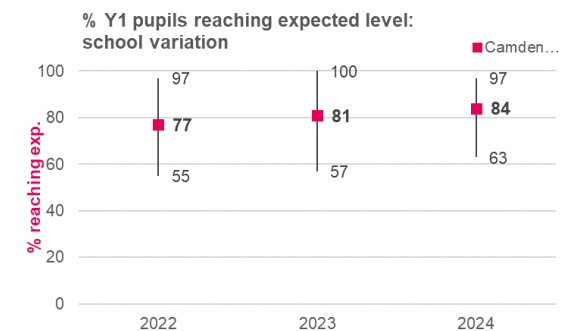
Phonics

Year 1 pupils meeting the standard

	Camden				London				England				Camden rankings					
	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/150)			London (/32)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
All	77%	81%	84%	3%	78%	81%	82%	1%	75%	79%	80%	1%	40	25	11	14	18	5
Disadvantaged	68%	73%	79%	6%					62%	66%	68%	2%						
Other (non-dis)	84%	87%	88%	1%					80%	83%	84%	1%						
Disadvantaged gap	-16%	-14%	-9%						-18%	-17%	-16%							
Boys	75%	77%	82%	5%	75%	78%	79%	1%	72%	76%	77%	1%	29	37	8	17	17	5
Girls	80%	85%	86%	1%	81%	84%	85%	1%	79%	82%	84%	2%	46	15	23	20	9	10
Gender gap	-5%	-8%	-4%		-6%	-6%	-6%		-7%	-6%	-7%							
All SEN pupils	42%	44%	52%	8%	45%	48%	50%	2%	38%	42%	44%	2%	37	50	12	27	27	11
SEN Support	52%	52%	63%	11%	52%	57%	60%	3%	44%	48%	52%	4%	21	43	8	18	29	8
EHCP	21%	12%	16%	4%	20%	24%	20%	-4%	19%	24%	24%	0%	48	131	110	21	32	30

Commentary

- 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 must administer this check. Cohort of 1319 in 2024 (down 100 pupils from 2023).
- Overall - Results increased in 2024 overall and for all key groups. **Camden ranked 11th out of 150 local authorities**, improving year on year for the last 3 years.
- The gap between the highest and lowest Y1 phonics outcomes narrowed to 34% in 2024, from 43% last year. 11 schools were below the national average of 80%.
- Disadvantage:** Results of disadvantaged pupils (663 pupils) increased by 6% and the gap narrowed to 9%, compared to a national gap of 16%.



- **Boys/Girls:** Results of **boys increased by 5ppts and ranked 8th nationally**. Whilst the results for girls continued to increase, this was by a smaller amount, so the gender gap narrowed to 4%.
- **SEND:** The results for **pupils with SEN Support (202 pupils) increased to 63% and ranked 8th nationally**, whilst results for EHCP pupils (58 pupils) increased but ranked 110th and are well below national and London averages. In addition, there were 30 pupils with an ENG, and outcomes for EHCP and ENG pupils combined were 22%, which is more in line with the national and regional average. Schools have reported more complexity of need in this year group.
- **Ethnicity** – most groups have outcomes similar to the Camden average.
 - 78% of Black African pupils met the standard, though this is in line with previous years and the national average for Black African pupils (also 78%).
 - 64% of White British disadvantaged pupils (90 pupils) met the standard, compared to 92% of non-disadvantaged White British pupils, though this is in line with previous years and the national average for White British disadvantaged pupils (65%)

Year 2 pupils meeting the standard

	Camden				London				England				Camden rankings					
	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/150)			London (/32)		
	2022	2023	2024		2022	2023	2024		2022	2023	2024		2022	2023	2024	2022	2023	2024
All	87%	88%	90%	2%	88%	89%	89%	0%	87%	89%	89%	0%	72	91	32	20	17	9
Disadvantaged	85%	83%	87%	4%					78%	81%	82%	1%						
Other (non-dis)	88%	92%	93%	1%					90%	91%	92%	1%						
Disadvantaged gap	-3%	-9%	-6%						-12%	-10%	-10%							
Boys	86%	86%	88%	2%	85%	86%	87%	1%	85%	86%	87%	1%	38	71	28	13	17	9
Girls	88%	90%	92%	2%	90%	91%	92%	1%	89%	91%	92%	1%	112	109	46	26	23	10
Gender gap	-2%	-5%	-4%		-5%	-5%	-5%		-4%	-5%	-5%							
All SEN pupils	59%	57%	62%	5%	60%	62%	64%	2%	55%	59%	61%	2%						
SEN Support	70%	71%	75%	4%	69%	72%	76%	4%	61%	66%	70%	4%	18	33	31			
EHCP	30%	29%	18%	-11%	29%	35%	31%	-4%	28%	34%	35%	1%	60	74	143			

Commentary

- Those pupils who did not meet the phonics screening check in Year 1 or were not tested, must be re-checked at the end of Year 2. 311 Year 2 pupils were re-checked again in summer 2024.
- Overall, 90% of Year 2 pupils met the expected standard (and 55% of those re-taking the check met the standard). Camden ranked 32nd out of 152 nationally, and 9th amongst London boroughs.
- **Disadvantage:** similarly to Year 1 pupils, the results of disadvantaged pupils passing the check increased so that the gap to other (non-disadvantaged pupils) narrowed to 6% compared to a national gap of 10%.
- **Boys/Girls:** results for boys and girls both increased by 2% and both rank in the top third of local authorities nationally. The gender gap remains similar to that nationally and in London.
- **SEND:** similarly to Y1 phonics, results for pupils with SEN Support increased and were above national averages and in line with London averages – pupils ranked 31st nationally. Pupils with an EHCP saw a fall in results and were well below national, with results ranking 143rd nationally. (73 pupils in 2024) however it is important to note that not included in these figures are 40 pupils with an ENG, and outcomes for pupils with an EHCP or ENG combined were 36%, which is more in line with the national and London average.
- **Ethnicity** – all ethnic groups achieved largely in line with the Camden average and similar to the national average for each group.

Next Steps and Activity

- Individual school outcomes continue to be challenged as part of standards meetings with the Headteacher and Chair of Governors in the Autumn term. Adviser, as well as school to school support is brokered for schools with lower than average outcomes.
- There has been continued dissemination of best practice at EYFS and Literacy Network meetings.
- The ECR7 training offer including audits, training, open classrooms and bespoke support to schools as requested as well as termly support for phonics leads with a focus on data analysis, tracking and planning

Key Stage 2

- Key Stage 2 is the final assessment of pupils in primary school and takes place at the end of Y6.
- There are no KS1 to KS2 progress scores this year or next due to the pandemic resulting in the cancellation of statutory testing in 2020. These cohorts have no KS1 data.
- Cohort of 1338 in 2024 (down 100 from 2023).

% achieving expected standard or above in Reading, Writing and Mathematics

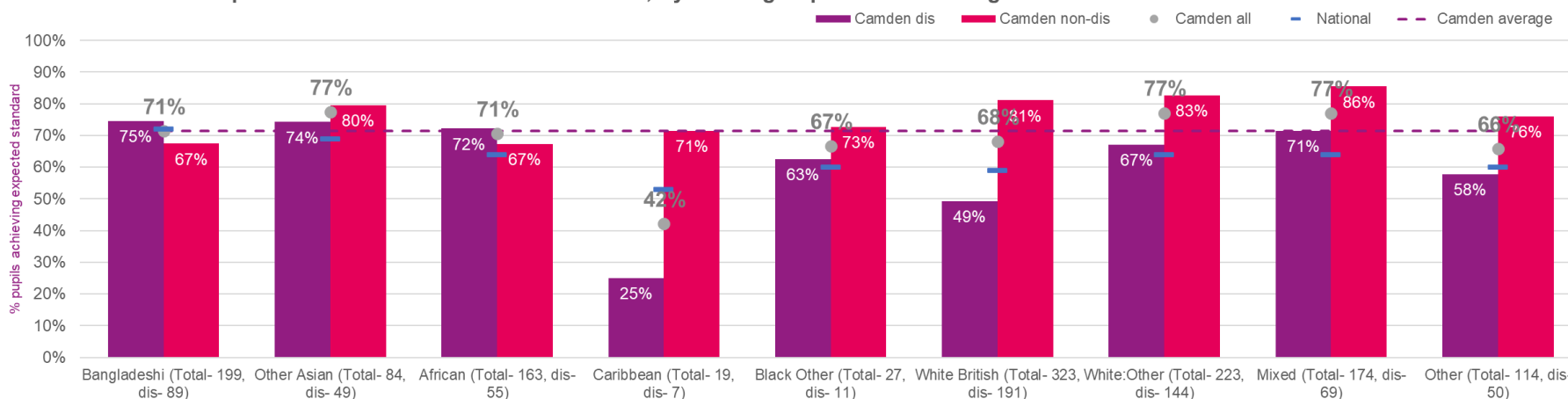
	Camden				London				England				Camden rankings					
	2022	2023	2024	DoT	2022	2023	2024	DoT	2022	2023	2024	DoT	England (/153)			London (/33)		
				24-23				24-23				24-23	2022	2023	2024	2022	2023	2024
All	71%	70%	72%	2%	66%	67%	69%	2%	59%	60%	61%	1%	3	8	8	8	3	8
Disadvantaged	63%	61%	65%	4%	53%	55%	57%	2%	43%	44%	46%	2%	2	6	4	2	6	4
Other (non-dis)	80%	78%	79%	1%	72%	73%	75%	2%	66%	67%	68%	1%	1	5	6	1	5	6
Disadvantaged gap	-17%	-17%	-14%		-19%	-18%	-18%		-23%	-23%	-22%							
Boys	68%	67%	68%	1%	62%	63%	65%	2%	55%	57%	58%	1%	4	6	10	4	6	9
Girls	74%	72%	76%	4%	70%	70%	73%	3%	63%	63%	65%	2%	3	13	7	3	12	7
Boy / girl gap	-6%	-5%	-8%		-8%	-7%	-8%		-8%	-6%	-7%							
All SEN pupils	36%	32%	33%	1%	25%	28%	30%	2%	18%	20%	22%	2%	1	6	12	1	6	12
SEN Support	42%	38%	39%	1%	31%	34%	37%	3%	21%	24%	29%	5%	1	10	13	1	4	13
EHCP	11%	11%	17%	6%	9%	11%	13%	2%	7%	8%	9%	1%	10	28	5	6	14	1

Commentary

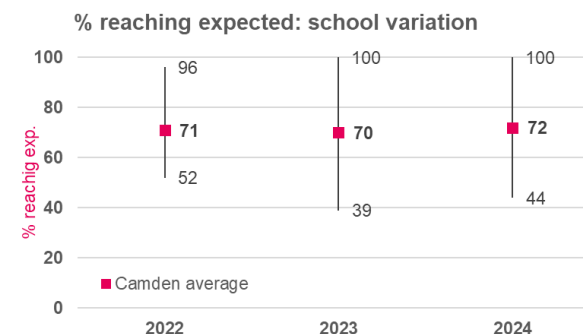
- Overall, 72% of pupils in Camden achieved the expected standard in Reading, Writing and Mathematics, 11% above the national average. Camden ranked 8th in the country and 8th in London.
- **Disadvantaged pupils:** The results of disadvantaged pupils increased to 65%, nearly 20% above disadvantaged pupils nationally and 8% above disadvantaged pupils in London. Camden ranked 4th nationally and within London, and the disadvantaged gap was 14%, much narrower than the national average of 22%.
 - Disadvantaged pupils made up 50% of the KS2 cohort in Camden in 2024, compared to 31% of the cohort nationally and 33% nationally.

- **Boy / girls:** In 2024, there was a 4% increase for girls in Camden, which has led to a slight widening of the gap between boys and girls. Outcomes for boys and girls are higher than the national and London averages, and both ranked in the top 10 nationally.
- **SEND:** Overall, pupils with SEND rank well compared to London and national averages.
 - SEN support – 39% of pupils achieved the expected standard, which is 10% above the national average. In 2024, there were 266 pupils with SEN support in the Camden KS2 cohort, accounting for 20% of the cohort, compared to 15% nationally and 16% in London.
 - EHCP – 17% of pupils with an EHCP achieved the expected standard, a 6% increase from 2023 and this ranked 5th nationally. In 2024, there were 93 pupils with an EHCP in Camden, accounting for 7% of the cohort, higher than 5% nationally. In addition, there were a further 15 pupils in receipt of Exceptional Needs Grant (ENG), which increases the % of EHCP and ENG to 8%.
- **Mobility:** 103 pupils were identified as mobile in 2024 (being on roll for less than 2 years), and 55% of mobile pupils achieved the expected standard, compared to 73% for the stable / non-mobile cohort (those on roll for more than 2 years).
- **Ethnicity:** KS2 outcomes for most ethnic groups are higher than peers nationally
 - The gaps between disadvantaged and non-disadvantaged pupils are largest for Black Caribbean pupils (a gap of 46%), this is a very small cohort and White British pupils (a gap of 32%).

2024 KS2 - % expected and above in combined measure, by ethnic group and disadvantage



- Across Camden schools, the % pupils achieving the expected standard in the combined measure ranged from 44% to 100%. The gap between the highest and lowest KS2 outcomes narrowed to 56% in 2024, from 61% last year.
 - 6 Camden schools were below the national average of 61%
- Whilst 72% of pupils achieved the expected standard, looking at the individual subjects, all three increased in 2024, and remain well above national averages:
 - 82% in Reading, compared to 75% nationally and 78% London
 - 79% in Writing, compared to 72% nationally and 77% London
 - 82% in Mathematics, compared to 74% nationally and 80% London



% achieving greater depth in Reading, Writing and Mathematics

	Camden				London				England				Camden rankings					
	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/153)			London (/33)		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
All	13%	14%	13%	-1%	11%	12%	12%	0%	7%	8%	8%	0%	5	9	10	9	5	9
Disadvantaged	6%	8%	6%	-2%	5%	6%	6%	0%	3%	3%	3%	0%	7	3	8	7	3	7
Other (non-dis)	20%	19%	21%	2%	14%	15%	15%	0%	9%	10%	10%	0%	3	6	2	3	6	2
Disadvantaged gap	-14%	-11%	-15%		-9%	-9%	-9%		-6%	-7%	-7%							
Boys	9%	13%	12%	-1%	9%	11%	10%	-1%	6%	7%	7%	0%	15	5	6	13	5	6
Girls	17%	15%	14%	-1%	13%	14%	14%	0%	9%	9%	9%	0%	3	10	14	3	9	13
Boy / girl gap	-8%	-2%	-2%		-4%	-3%	-4%		-3%	-2%	-2%							
All SEN pupils	3%	3%	2%	-1%	2%	2%	2%	0%	1%	1%	1%	0%						
SEN Support	4%	4%	2%	-2%	2%	3%	3%	0%	0%	2%	1%	-1%						
EHCP	0%	0%	3%	3%	1%	1%	1%	0%	1%	1%	1%	0%						

- Overall, 13% of pupils achieved greater depth in all three subjects. This was 5% above the national average and similar to the London average. Camden ranked 10th nationally and 9th in London.
- Disadvantaged pupils:** results for disadvantaged pupils fell by 2% whilst results of non-disadvantaged pupils increased by 2%, so **the gap widened** to 15%, which is double the gap nationally.

- **Boy / girls:** both groups achieve above national averages and the gap between boys and girls was very narrow, at 2%. Both rank favourably nationally and within London.
- **SEND:** very low proportions of pupils with identified SEN achieved greater depth, similar to the picture nationally and across London.
- **Ethnicity:** all ethnic groups achieved largely in line with the Camden average and similar to or better than the national average for each group.

Next Steps and Activity

- Individual school outcomes continue to be challenged as part of standards meetings with the Headteacher and Chair of Governors in the Autumn term with adviser as well as school to school support brokered for schools with lower than average outcomes.
- All schools are provided with an individual analysis of the performance of disadvantaged, ethnic and SEND groups that highlights achievement gaps. This is being used to track pupil progress in termly advisory visits.
- Greater use of school-based excellence advisors and school partnerships where standards are a concern.
- Continued dissemination of best practice at termly subject network meetings, maths and SEND school led hubs and breakfast briefings for school leaders.
- Following an external review, the schools requiring additional support strategy is to be updated for the Summer 2025, detailing intervention and support available for Camden schools and aligning interventions with anticipated National updates.

Key Stage 4

- Key Stage 4 is the last statutory school assessment and takes place at the end of Y11.
- 2024 data is still provisional, and final data will not be available until the end of February.
- Cohort of 1605 in 2024 (similar to 2023).
- Due to the impact of the pandemic and school closures on assessment, the three-year trend covers 2019, 2023 and 2024, so they are all more comparable. In 2023 Ofqual confirmed a return to pre-pandemic grading with an allowance for disruption so that overall results would be similar to those of 2019.
- Results nationally in 2023 were lower than those in 2022 but remained slightly higher than 2019 (the last set of summer GCSE exams before Covid). This year's headline results nationally are extremely close to those achieved by students in 2023.
- There will be no progress 8 scores next year due to the pandemic resulting in the cancellation of statutory testing in 2020. The current Y11 cohort has no KS2 data.

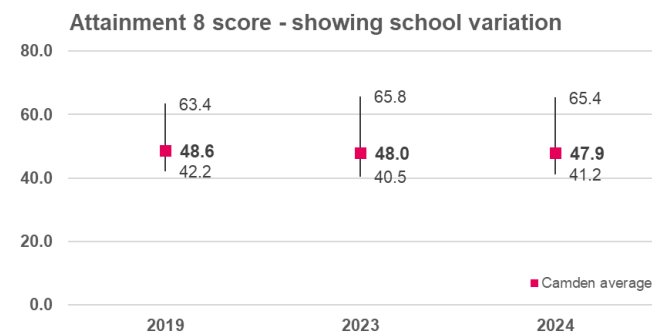
Attainment 8

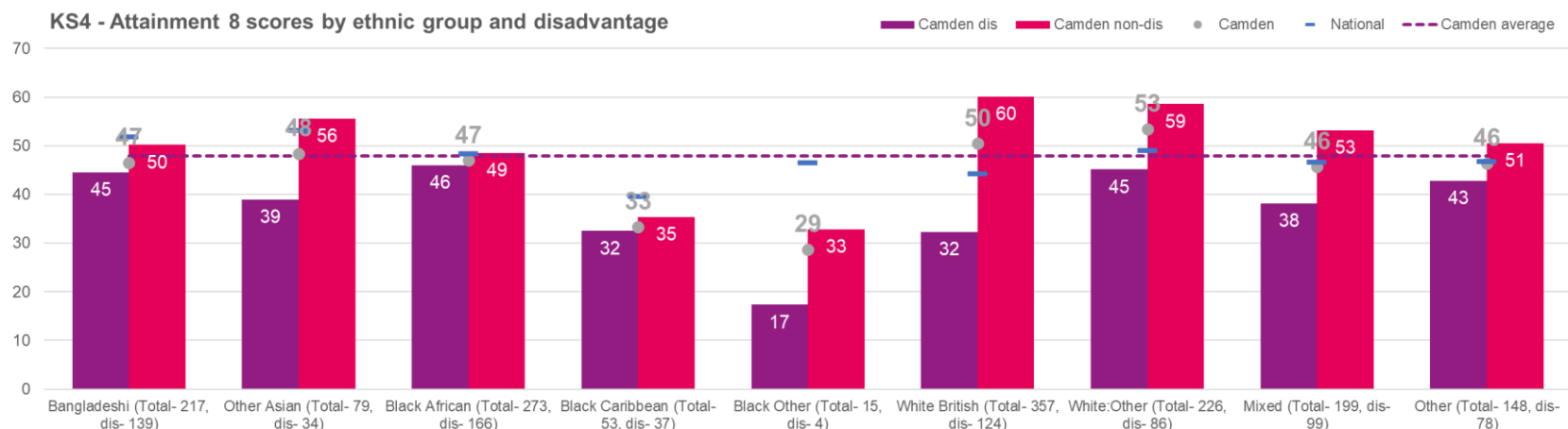
	Camden				London				England				Camden rankings					
	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	England (/152)			London (/32)		
													2019	2023	2024	2019	2023	2024
All	48.6	48.0	47.9	-0.10	49.7	50.6	50.8	0.20	46.7	46.3	45.9	-0.40	42	41	43	20	17	25
Disadvantaged	43.1	40.5	40.9	0.40	42.6	41.9	41.9	0.00	36.8	35.1	34.7	-0.40	14	19	19	13	18	18
Other (non-dis)	55.4	55.1	54.7	-0.40	53.6	54.6	54.9	0.30	50.4	50.4	50.2	-0.20	15	18	23	9	14	18
Disadvantaged gap	-12.3	-14.6	-13.8		-11.0	-12.7	-13.0		-13.6	-15.3	-15.5							
Boys	42.7	43.9	43.4	-0.50	46.8	48.4	48.6	0.20	44.2	44.2	43.9	-0.30	89	66	71	14	28	29
Girls	52.7	51.4	51.8	0.40	52.6	52.9	53.0	0.10	49.6	48.7	48.4	-0.30	25	31	29	14	18	20
Boy / girl gap	-10.0	-7.5	-8.4		-5.8	-4.5	-4.4		-5.4	-4.5	-4.5							
All SEN pupils		30.0	31.7	1.70		31.8	32.2	0.40		28.1	27.8	-0.30		39	27		21	18
SEN Support	38.4	36.0	36.6	0.60	36.1	38.1	38.3	0.20	32.6	33.3	33.1	-0.20	17	34	32	12	24	21
EHCP	11.7	15.0	18.9	3.90	15.6	16.4	17.4	1.00	13.7	14.0	14.2	0.20	100	59	19	28	22	12

Commentary

- 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 (and this can include non-GCSE qualifications).
- Overall, the average score in Camden was 47.9 in 2024, which is slightly higher than the national average (43rd in England) and slightly lower than the London average. The gap to the London averages has widened to nearly 3 points and Camden ranks 25th across the 32 London boroughs.
- **Disadvantaged pupils:** 49% of the KS4 cohort were disadvantaged (compared to 26% nationally). The achievement gap between disadvantaged and other (non-disadvantaged) pupils decreased slightly from 14.6% to 13.8% with outcomes above national (19/152) and slightly below London averages (18/32).
- **Boys / Girls:** Results for girls increased whilst they fell for boys, so the gap widened to 8.4, nearly double the gap nationally and for London. Boys ranked 71st in the country, compared to girls ranking 29th.
- **SEND:** Results for all pupils with SEND increased in 2024.
 - SEN Support, 249 pupils were classified as SEN Support, accounting for 16% of the cohort (compared to 12% nationally).
 - EHCP, 89 pupils were classified as having an EHCP, accounting for 6% of the cohort (compared to 5% nationally). Additionally, there was 1 pupil with an ENG.
- **Mobility:** 75 pupils were identified as mobile in 2024 (being on roll for less than 2 years), and the A8 score of mobile pupils was 10 points lower than stable / non-mobile cohort (38 compared to 48).
- **School variation** – Across Camden schools, A8 scores ranged from 41 to 65, which suggests there were wide variations in the outcomes, and this variation of 24 is similar to 2023. In 2024, four schools had an A8 score less than 45.9 (the national average for 2024).
- **Ethnicity:** A8 scores for some ethnic groups are lower than peers nationally
 - The gaps between disadvantaged and non-disadvantaged pupils are largest for White British pupils (a gap of 28%) and the narrowest for Black African Pupils (3%).
 - Black Caribbean and Black Other pupils (cohort of 37 and 15 respectively) continue to perform less well both nationally and locally in both disadvantaged and non-disadvantaged groups.





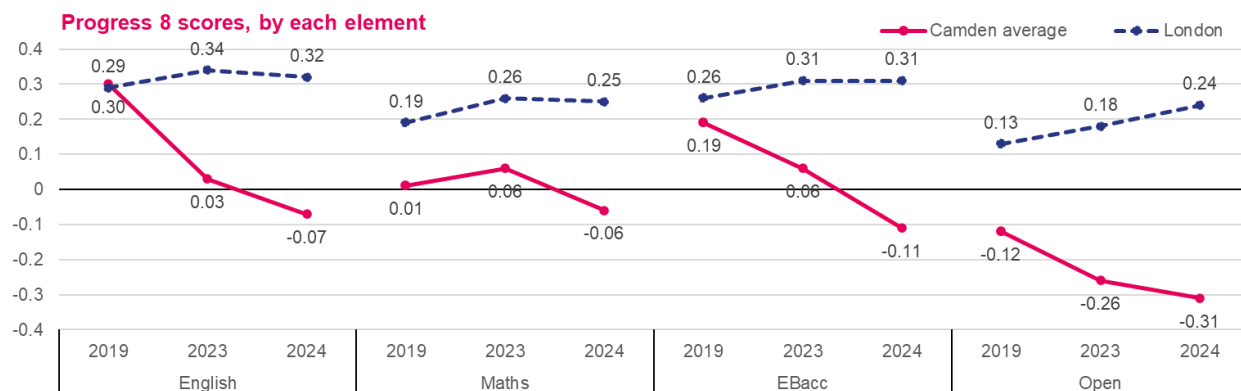
Progress 8

	Camden				London				England				Camden rankings					
	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	England (/152)			London (/32)		
													2019	2023	2024	2019	2023	2024
All	0.09	-0.03	-0.14	-0.11	0.22	0.27	0.29	0.02				-	37	70	97	24	18	32
Disadvantaged	-0.14	-0.38	-0.48	-0.10	-0.07	-0.13	-0.10	0.03	-0.45	-0.57	-0.57	0.00	24	34	51	20	25	30
Other (non-dis)	0.41	0.32	0.21	-0.11	0.39	0.46	0.47	0.01	0.13	0.17	0.16	-0.01	18	38	60	17	23	28
Disadvantaged gap	-0.6	-0.7	-0.7		-0.5	-0.6	-0.6		-0.6	-0.7	-0.7							
Boys	-0.42	-0.29	-0.42	-0.13	-0.04	0.14	0.17	0.03	-0.27	-0.17	-0.15	0.02	120	104	127	16	31	32
Girls	0.45	0.20	0.10	-0.10	0.48	0.41	0.40	-0.01	0.22	0.12	0.09	-0.03	21	48	66	18	19	28
boy / girls gap	-0.9	-0.5	-0.5		-0.5	-0.3	-0.2		-0.5	-0.3	-0.2							
All SEN pupils		-0.62	-0.83	-0.21		-0.36	-0.33	0.03		-0.62	-0.63	-0.01		75	119		27	32
SEN Support	-0.23	-0.40	-0.72	-0.32	-0.25	-0.18	-0.16	0.02	-0.43	-0.45	-0.45	0.00	28	60	130	4	25	32
EHCP	-1.52	-1.20	-1.13	0.07	-0.99	-0.85	-0.78	0.07	-1.17	-1.12	-1.13	-0.01	137	104	77	32	30	30

Commentary

- Progress 8 (P8) scores show how much progress pupils made between KS2 and KS4, compared to pupils across England who got similar results at KS2.

- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at KS2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at KS2.
- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at KS2.
- Overall P8 fell in 2024, relative to small increases for London and national averages. Camden ranked 97th nationally.
- **Disadvantage:** The achievement gap between disadvantaged and non-disadvantaged pupils is fairly stable when looked at both over time and when compared to national and London averages.
- **Boys / girls:** The gap between boys and girls in Camden was nearly double that for national and London averages. Boys ranked 127th nationally and lowest in London in 2024.
- **SEND:** P8 scores for SEN pupils overall were lower than their peers nationally and across London.
 - Despite attainment improving, the progress of pupils with SEN Support ranked 130th in the country and lowest in London.
 - EHCP pupils were in line with national results but ranked 30th in London.
- **Ethnicity** – P8 scores for most groups are lower than their peers nationally.
 - Bangladeshi, Black African, Other and White Other were all around 0.5 lower than their peers.
 - White British pupils were in line with their peers nationally, at -0.16 compared to -0.2 nationally. However, results for White British disadvantaged pupils (124 pupils) were much lower at -1.25.
- **School variation** – there is a wide spread of Progress 8 scores between the 10 Camden school, ranging from 2 schools that ranked well above average, and 4 Average, to 1 school ranked ‘well below average’. Overall, the Camden progress 8 score of -0.14 is below average.



- Progress 8 is made up of 4 buckets and looking at these individually over the same 3 year period shows similar drops in progress scores for each individual bucket. The EBacc and Open buckets were both significantly low in 2024. Analysis suggests that whilst some Camden secondary schools are performing well, the overall average is pulled down by relatively weaker performance in three schools in English and Maths, two schools in Science and Humanities and 6 schools in the 'open' element. Open subjects vary from school to school but can include music, PE, DT, and business studies.

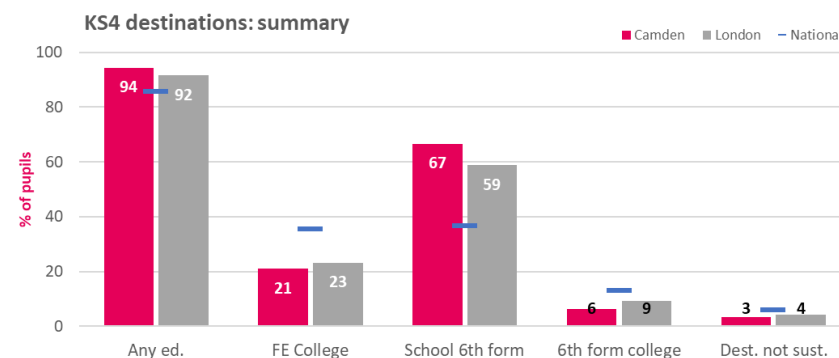
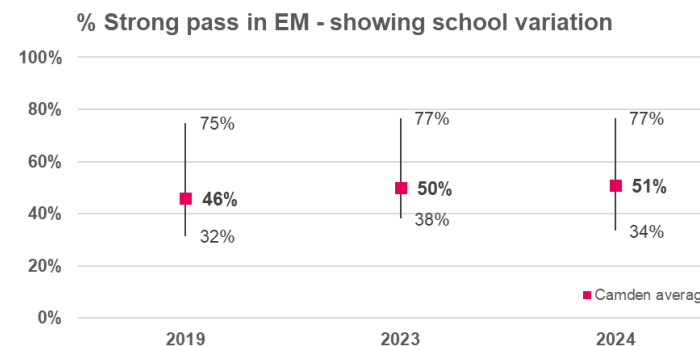
Strong pass in English and Mathematics (grade 5 and above)

	Camden				London				England				Camden rankings					
	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	England (/152)			London (/32)		
													2019	2023	2024	2019	2023	2024
All	46%	50%	51%	0.4%	49%	54%	55%	1.0%	43%	45%	46%	0.6%	43	35	39	21	15	24
Disadvantaged	36%	38%	39%	0.9%	35%	38%	39%	0.6%	25%	25%	26%	0.6%	15	15	15	14	14	14
Other (non-dis)	60%	56%	57%	0.7%	57%	61%	63%	1.3%	50%	53%	53%	0.8%	14	21	26	10	15	19
Disadvantaged gap	-24%	-18%	-18%		-22%	-23%	-24%		-25%	-27%	-27%							
Boys	41%	46%	46%	-0.8%	46%	52%	53%	0.6%	40%	43%	44%	0.6%	110	43	54	17	23	27
Girls	50%	54%	55%	1.4%	52%	56%	57%	1.5%	47%	48%	49%	0.8%	40	31	41	20	19	23
Boy / girl gap	-10%	-7%	-9%		-7%	-4%	-4%		-7%	-4%	-5%							
All SEN pupils		22%	23%	1.5%		23%	24%	1.4%		17%	18%	0.5%		27	24		19	17
SEN Support	26%	27%	27%	0.0%	22%	29%	30%	1.5%	17%	21%	22%	0.9%	19	27	34	11	19	20
EHCP	6%	9%	14%	4.2%	7%	9%	10%	1.1%	6%	7%	7%	0.1%	64	34	9	20	16	7

Commentary

- Overall, 51% of pupil achieved a strong pass a slight increase on previous years which ranked 39th nationally in 2024 and is above national, but lower than the London average. Looking at English and Maths separately, 64% of pupils achieved a strong pass in English, compared to 57% in Maths.
- Disadvantage gap:** The gap between disadvantaged and other pupils was 18% which is narrower than the gaps nationally and in London. Camden ranked 15th nationally for the achievement of disadvantaged pupils in this area.
- Boys / Girls:** As with other KS4 assessments, gaps have widened for boys to girls and remain wider than those nationally and London.

- **SEND:** 23% of pupils with SEND achieved a strong pass, well above the national average for SEN pupils, ranked 24th nationally. Camden was in line with the London average.
- **Ethnicity** – there are variations between ethnic groups achieving a strong pass in Camden compared to their peers nationally.
 - Some groups did better in Camden, such as White British (56% in Camden, compared to 43% nationally)
 - A few groups did worse than their peers nationally, such as Other pupils (43% in Camden compared to 51% nationally), Bangladeshi pupils (53% in Camden compared to 58% nationally) and Caribbean pupils (19% compared to 32% nationally).
- **School variation** – Across Camden schools, % achieving a Strong Pass in English and Maths ranged from 34% to 77%, which suggests there were wide variations in the outcomes, and this variation of 43% is the same as in 2019). In 2024, four schools had less than 46% of pupils achieving a strong pass (national average for 2024).
- **KS4 destinations** - 94% of the 2021/22 KS4 cohort went on to sustained education destinations in 2022/23, which is 9% 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.
 - 3% did not sustain their destinations, which is a reduction on recent years and is similar to both London and national averages.
 - NEET – 3.04% of 16-17 year olds in Camden were not in education, employment or training (NEET) or their activity was not known (December 2024). This is a little lower than the Central London average (4.41%).



Next Steps and Activity

- Camden benefits from a collaborative and coherent secondary school network that is responsive to working collectively to improve outcomes and learn from the strongest practice.
- Following open and robust standards conversations with Secondary headteachers, challenging KS4 targets have been agreed with all Camden Secondary schools benchmarked to the top 20% of schools nationally.
- Project board challenge and support has been initiated with the lowest performing schools, this has resulted in increased advisory support and half termly focussed meetings on priorities with Chairs of Governors and Headteachers.
- Enhanced use of academic performance data is being developed over the course of the year through the shared use of FFT (Fischer Family Trust) Aspire, which is being rolled out across all schools.
- A new secondary mathematics adviser has increased capacity in Camden Learning and is now supporting schools with the lowest maths outcomes.
- A new experienced senior secondary adviser has been appointed to develop the academic performance and raising standards processes across Camden.
- A raising standards leads network has been formed to ensure schools are using the best methods to improved outcomes.
- Bespoke support and challenge is being provided to schools where there is a concerning gap between the performance of disadvantaged students and their peers, this has included using expertise from the highest performing schools.
- Secondary subject lead networks are now focussing more on key subject-specific methods for improving results and the quality of education for students. Alongside this subject expertise has been commissioned to support individual schools with lower outcomes in specific subjects e.g. Humanities, Performing Arts.
- Adaptive teaching and inclusive pedagogy professional development delivered by the North London Alliance (Research School) at Parliament Hill is providing professional development in relation to meeting SEND needs for Camden Secondary colleagues.

Key Stage 5

Commentary

- Key Stage 5 is the assessment of 16-18 year old students, studying Level 3 qualifications. Students can study a range of different qualifications, and data is usually split for A Level, academic (which includes A Level), applied general (vocational) and technical levels.
- In Camden, analysis focuses on A levels and Applied General, due to the make-up of qualifications.
- 2024 data is still provisional, and final data will not be available until February. There were several issues nationally, with collating results of Applied General (Level 3 vocational qualifications), and as such the DfE have not published results for the vocational results so there is little analysis within this report.
- Due to the impact of Covid on assessment, the three-year trend covers 2019, 2023 and 2024, so they are all more comparable.
- There are 10 Camden school sixth forms in addition to several non-maintained colleges. Previously, this report has focused on the Camden school sixth form cohort only, but changes in reporting by the DfE mean that this is no longer possible. This is a key change and impacts results for Camden, given the inclusion of Capital City College in the data for Camden. When looking at England and London rankings College data is included and caution needs to be taken in interpreting this data.
- Capital City College (CCC) is the largest further education provider in London, with 12 different centres. The Head Office of CCC is in Camden (Westminster Kingsway College) and as such, all results from the 12 CCC centres are attributed back to Camden.

Average point score for A level qualifications

	School data only				School and college data																	
	Camden				Camden				London				England				Camden rankings					
	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	2019	2023	2024	DoT 24-23	England (/150)			London (/32)		
																	2019	2023	2024	2019	2022	2024
All	32.9	33.3	34.6	1.3	28.4	29.7	31.2	1.5	32.8	35.0	35.2	0.3	32.9	34.2	34.3	0.1	143	138	131	31	30	29
Disadvantaged		28.7	30.9	2.2		26.4	27.7	1.3		31.3	31.6	0.3		30.0	30.2	0.2		135	121		31	30
Other (non-dis)		35.9	36.1	0.2		31.9	33.1	1.2		36.1	36.3	0.2		34.9	35.1	0.2		119	127		28	29
Disadvantaged gap		-7.2	-5.2			-5.6	-5.4			-4.8	-4.7			-5.0	-4.9							
Male		30.7	32.1	1.4	26.4	28.1	29.4	1.3	32.0	34.6	34.7	0.2	32.1	33.4	33.6	0.2	145	140	137	32	32	29
Female		35.0	36.2	1.2	29.6	30.6	32.3	1.7	33.4	35.3	35.7	0.4	33.5	34.8	35.0	0.2	140	137	128	31	30	29
Gender gap		-4.3	-4.1		-3.2	-2.5	-2.9		-1.4	-0.7	-0.9		-1.4	-1.4	-1.4							
SEN Support		35.3	35.1	-0.2		29.9	32.1	2.2		32.6	33.6	1.0		32.1	32.0	-0.1		99	80		27	24
EHCP		21.0	35.6	14.6		18.9	34.3	15.4		32.8	32.7	0.0		32.4	32.7	0.3		137	45		32	12

- Overall, the average point score (APS) for Camden schools was **34.6, an improvement from 33.3** in 2023. This was in line with national and London averages.
 - Data from Camden schools in 2023 showed Camden ranking 90th nationally and rankings for 2024 are unavailable due to changes to DfE reporting.
 - The cohort for Camden schools was 1029.
- APS was 31.2 in 2024 for Camden schools and colleges. The APS is lower than national and London averages and Camden ranked 131st nationally and 29th in London, though does show an improvement on previous years.
 - **The cohort size is 1835 and includes 806 pupils who were not on roll in our schools.**
- **Disadvantage:**
 - Camden schools: there were improvements in the APS of disadvantaged pupils in 2024, and outcomes were above the national average.
 - Camden schools and colleges: results improved in 2024 but remained well below national and London averages. The gap is also wider in Camden. 35% of the cohort were disadvantaged, compared to 14% nationally.
- **Male / Female**
 - Camden schools: girls (APS of 36.2) outperformed boys (APS of 32.1), with both groups improved on 2023 results. The gap between boys and girls was 5.2, which was similar to the gaps nationally and for London.
 - Camden schools and colleges: girls outperformed boys though both underperformed relative to national and London averages.
- **SEND**
 - Camden schools: the SEN cohort was very small, but outcomes for these pupils was high relative to national averages.
 - Camden schools and colleges
 - SEN Support – there were only 123 SEN Support A Level students – 7% of the cohort, compared to 4% nationally
 - EHCP – there were only 10 A Level students with an EHCP
- **Ethnicity** (Camden schools) - mixed outcomes for different ethnic groups, White British pupils had a higher APS than their peers nationally (40.1 compared to 34.8), whilst Black African pupils had lower APS (26.3 compared to 31.1).

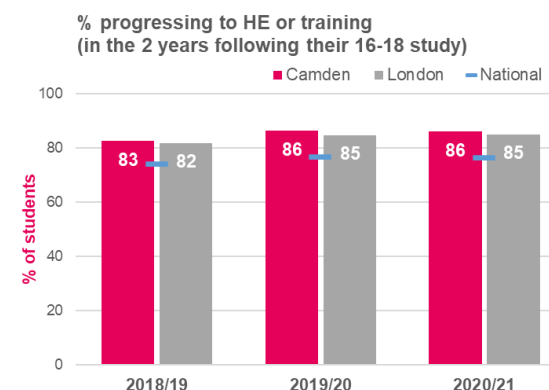
Average point score for Applied General qualifications

	School data only			
	Camden			
	2019	2023	2024	DoT 24-23
All	27.6	28.2	28.8	0.6

- In 2024, the APS of applied general qualifications was 28.8, which is another small increase on previous years.
- There were 202 'applied general' students in 2024, studying 324 qualifications. This is a reduction on 2023, when there were 290 'applied general' students.

Post-16 destinations

- 86% of students went onto higher education or training within two years of completing their 16-18 studies in 2020/21 (taking into account students taking gap years and deferring their entry to higher education) which is much higher than the national average (76%) and in line with London averages.
- 1.0% students went onto an Apprenticeship after completing their 16-18 studies in 2020/21, which is similar to London averages (1.7%), but lower than national averages (2.3%).



Next Steps and Activity

- The Post 16 Strategy, led by Headteachers and supported by external advisers, is being reviewed in 2024. The strategy will be driven forward by an implementation team made up of Heads, representatives from Camden Learning and Heads of Sixth forms.
- Improved data analysis across the borough is supporting plans for school improvement consultancy support and training.
- An increased priority of post-16 provision has been added to the role of the CPP (Camden Professional Partners). Additional sixth-form-specific advisory visits have been organised this year where provision and standards are challenged and supported in each of the ten Sixth Forms
- Post 16 teaching and learning is regularly covered in subject lead network meetings across the academic year including new 'KS5 Masterclasses' in Science supported by the Crick.
- 'New to A Level' sessions are being delivered to colleagues teaching maths across Camden

- A Post 16 Prospectus has been produced outlining the offer and pathways in Camden offering advice and guidance to KS4 students relating to their choices for years 12 & 13 this included a section for SEND pupils providing them with the information to make an informed choice.
- A positive relationship has been established with the Capital City Colleges Group and Westminster Kingsway College.
- Significant work has taken place on the introduction of T Levels and other vocational qualifications across the borough with three new courses started in September 2024, and further courses planned for 2025.

Absence

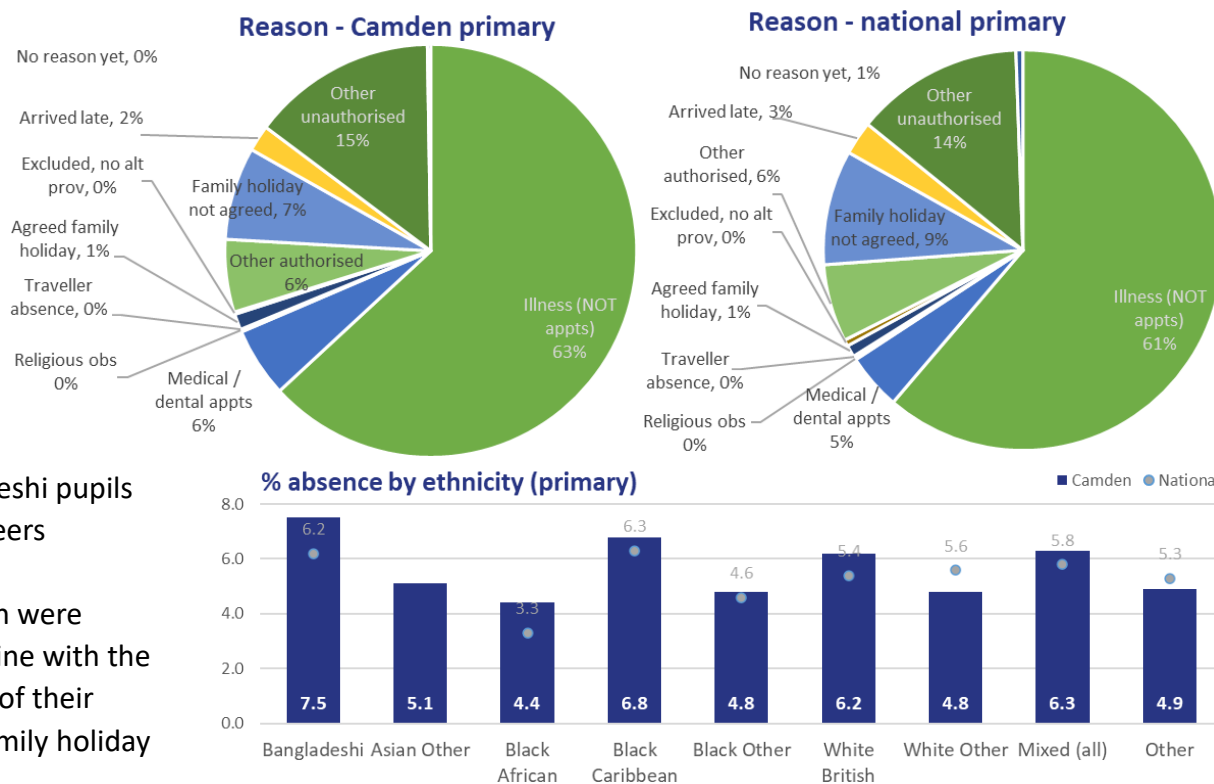
- This data is based on Autumn/ Spring term combined, rather than annual data due to national comparators data for 2023/24 not being available for annual data. Validated annual data for 2023/24 will be released by the Department for Education in March 2025. Where figures are not shown, this is due to national data not being previously collated by the DfE.
- There are two key measures looked at for absence:
 - % absence – this is based on totally number of absent / missed sessions divided by the total number of sessions possible during the period.
 - % persistent absence – this is based on the proportion of pupils who missed 10% or more of sessions during the period.
- Rankings have been inversed, to show those with lower (better) absence rates ranking from 1st to those with higher (worse) absence rates ranking from 152nd/153rd.
- Data is shown for Inner London but rankings look at all London (both Inner and Outer).

Primary schools

		Camden				Inner London				England				Camden rankings					
		2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/152)			London (/33)		
		2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	2023	2022	2024
Primary % absence	All	6.5%	6.7%	5.7%	-1.0%	5.7%	6.4%	5.5%	-0.9%	6.2%	6.0%	5.4%	-0.6%	118	142	126	33	30	29
	Disadvantaged			6.8%				6.8%				7.8%				18			13
	Other (non-dis)			4.8%				4.6%				4.5%				133			27
	Disadvantaged gap			2.0%				2.2%				3.3%							
	Boys	6.5%	6.9%	5.9%	-1.0%	5.8%	6.6%	5.6%	-1.0%	6.3%	6.1%	5.6%	-0.5%	103	142	121	33	30	29
	Girls	6.5%	6.5%	5.6%	-0.9%	5.6%	6.2%	5.6%	-0.6%	6.1%	5.8%	5.2%	-0.6%	134	142	133	33	30	30
	Gender gap	0.0%	0.4%	0.3%		0.2%	0.4%	0.0%		0.2%	0.3%	0.4%							
	SEN Support	7.4%	8.3%	7.0%	-1.3%	6.9%	7.8%	6.8%	-1.0%	7.8%	7.9%	7.4%	-0.5%	51	124	65	28	30	27
	EHCP	9.8%	10.5%	10.2%	-0.3%	8.2%	9.4%	8.6%	-0.8%	9.7%	10.1%	10.0%	-0.1%	87	113	102	32	32	33
Primary % persistent absence	All	21.4%	22.1%	17.7%	-4.4%	17.0%	20.2%	15.9%	-4.3%	18.2%	17.3%	14.7%	-2.6%	146	147	142	33	30	29
	Disadvantaged			23.4%				22.2%				26.1%				35			19
	Other (non-dis)			12.2%				11.5%				9.9%				139			27
	Disadvantaged gap			11.2%				10.7%				16.2%							
	Boys	21.3%	22.8%	18.0%	-4.8%	17.4%	20.9%	16.5%	-4.4%	18.5%	17.8%	15.1%	-2.7%	140	146	139	33	29	29
	Girls	21.4%	21.3%	17.3%	-4.0%	16.5%	19.4%	15.3%	-4.1%	17.9%	16.9%	14.2%	-2.7%	147	146	148	33	30	30
	Gender gap	-0.1%	1.5%	0.7%		0.9%	1.5%	1.2%		0.6%	0.9%	0.9%							
	SEN Support	25.6%	30.1%	24.4%	-5.7%	22.6%	26.7%	21.5%	-5.2%	26.1%	25.7%	22.5%	-3.2%	73	146	125	32	31	32
	EHCP	35.0%	36.8%	33.1%	-3.7%	27.2%	33.0%	27.9%	-5.1%	31.5%	32.2%	29.9%	-2.3%	125	136	128	33	31	32

Commentary (Primary)

- Overall, absence rates have fallen over the last 3 years and persistent absence rates of persistent absence have also fallen (improved).
 - Rates of absence are higher than national and London averages and ranked 126th nationally and 29th in London in 2024
 - Persistent absence in Camden fell in 2024, but so to did the rates nationally and regionally. **Camden ranked 142nd nationally in 2024.**
- Disadvantage:** Rates for disadvantaged pupils are lower than national and gaps are narrower than nationally too.
- Boys/ Girls:** gap for % absence was 0.3% in 2023/24, similar to national but higher than London.
- SEN:** SEN pupils have higher rates of absence than all pupils, though these rates are similar to rates nationally and for Inner London.
- Reasons for absence: In total, 115,535 sessions were missed out of a possible 2,010,479 and for 63% of these sessions, **illness was by far the largest reason for absence**, similar to the national average for primary schools of 61%. Overall, the reason for absence profile is similar to the national profile.
- Ethnicity:** Significant variations between different ethnic groups remain, with Bangladeshi pupils having the highest absence rate (7.5%). Bangladeshi pupils also have the widest difference to their peers nationally.
 - 16% of Bangladeshi pupils in Camden were persistent absentees in 2023-24 (in line with the Camden average of 16.5%) and 13% of their absence was due to unauthorised family holiday (compared to 7% of all pupils).



Secondary schools

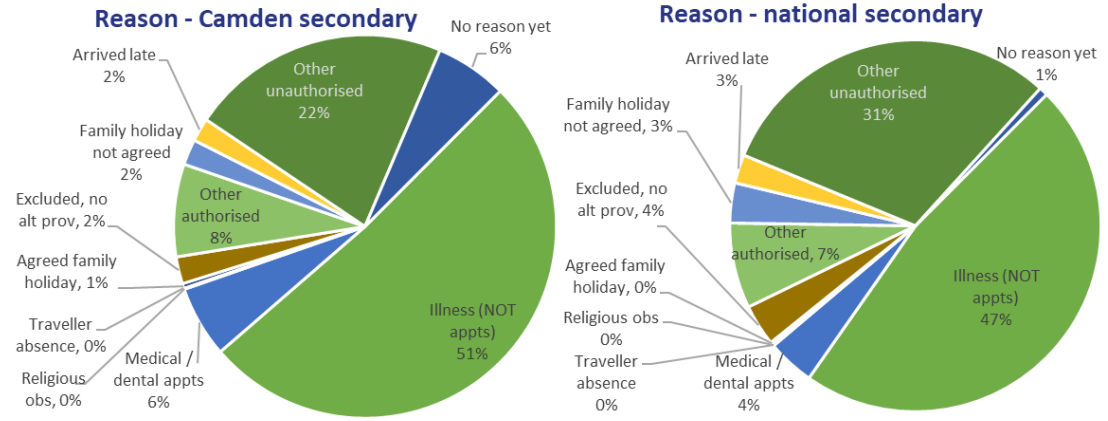
		Camden				Inner London				England				Camden rankings					
		2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/152)			London (/32)		
		2022	2023	2024		2022	2023	2024		2022	2023	2024		2022	2023	2024	2023	2022	2024
Secondary % absence	All	8.3%	8.5%	8.0%	-0.5%	6.8%	7.5%	7.0%	-0.5%	8.6%	8.7%	8.5%	-0.2%	60	71	55	32	30	30
	Disadvantaged			9.7%				8.7%				13.3%				21			23
	Other (non-dis)			6.1%				5.6%				6.5%				43			27
	Disadvantaged gap			3.6%				3.1%				6.8%							
	Boys	8.8%	8.7%	8.3%	-0.4%	6.6%	7.4%	6.9%	-0.5%	8.3%	8.4%	8.2%	-0.2%	100	99	83	32	32	32
	Girls	8.0%	8.4%	7.7%	-0.7%	7.0%	7.7%	7.1%	-0.6%	9.0%	9.0%	8.8%	-0.2%	41	51	34	29	29	26
	boy / girl gap	0.8%	0.3%	0.6%		-0.4%	-0.3%	-0.2%		-0.7%	-0.6%	-0.6%							
	SEN Support	11.4%	11.7%	12.0%	0.3%	9.3%	10.5%	10.0%	-0.5%	12.2%	13.0%	13.3%	0.3%	54	43	44	31	28	30
EHCP	14.1%	12.3%	10.2%	-2.1%	9.7%	10.6%	10.2%	-0.4%	13.4%	14.4%	15.5%	1.1%	100	48	14	32	29	12	
Secondary % persistent absence	All	26.3%	26.3%	24.0%	-2.3%	20.0%	22.6%	20.2%	-2.4%	26.7%	25.2%	23.9%	-1.3%	68	95	78	32	30	30
	Disadvantaged			30.7%				26.6%				39.8%				21			22
	Other (non-dis)			16.3%				14.9%				17.0%				56			27
	Disadvantaged gap			14.4%				11.7%				22.8%							
	Boys	28.6%	27.3%	26.2%	-1.1%	19.4%	22.4%	20.1%	-2.3%	25.5%	24.3%	23.0%	-1.3%	119	128	125	32	32	32
	Girls	24.3%	25.3%	22.0%	-3.3%	20.6%	22.8%	20.4%	-2.4%	27.8%	26.1%	24.8%	-1.3%	39	62	42	28	29	27
	boy / girl gap	4.3%	2.0%	4.2%		-1.2%	-0.4%	-0.3%		-2.3%	-1.8%	-1.8%							
	SEN Support	37.5%	37.9%	38.7%	0.8%	28.8%	32.2%	29.8%	-2.4%	37.8%	37.3%	36.7%	-0.6%	66	89	104	30	30	32
EHCP	45.1%	36.3%	32.3%	-4.0%	30.4%	31.6%	29.6%	-2.0%	37.6%	37.8%	38.7%	0.9%	139	71	35	32	30	24	

Commentary (Secondary)

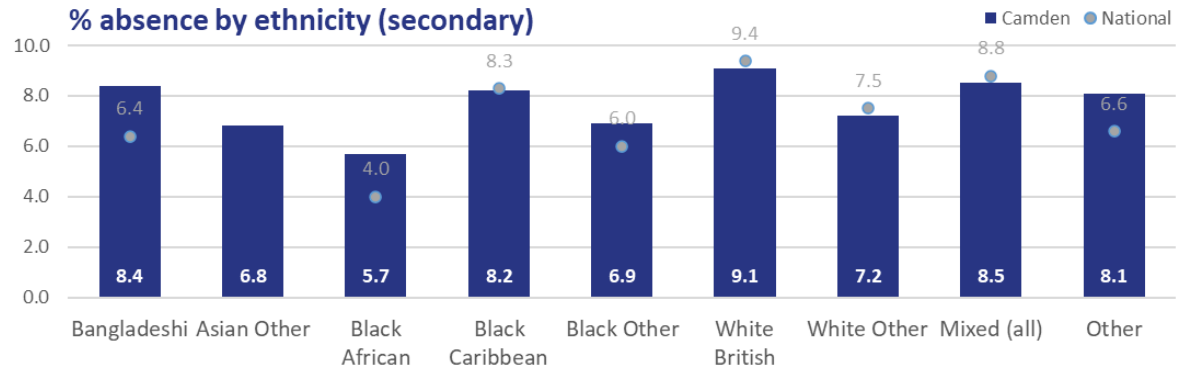
- Overall, **absence rates have fallen over the last three years**, similar to the national picture. Camden ranked 55th nationally, an improvement on previous years, but was one of the highest boroughs for absence in London (30th out of 32).
- Persistent absence has fallen over the last three years but remains well above the national and Inner London averages. Camden ranked 78th nationally and 30th in London.
- **Disadvantaged** pupils absence rates are higher than non-disadvantaged, but much lower than those nationally (9.7% absence compared to 13.3% nationally). Camden ranked 21st nationally. Gaps are also much narrower than nationally.

- **Boy / Girl:** Boys have higher rates of absence than girls and gaps are similar to the gaps nationally. In terms of persistent absence, rates improved for girls who ranked 42nd nationally, compared to boys ranking 125th in 2024.
- **SEN:** SEN pupils had higher rates of absence than all pupils, though there were improvements for EHCP pupils in term of overall absence.

- **Reasons for absence** – Illness was the largest reason and accounted for 51% of all absence, which was slightly higher than the national profile (47%).
 - Other unauthorised was the second largest reason for absence, and accounted for 22% of all absence, and this was much lower than the national figure of 31%.



- **Ethnicity:** White British pupils have the highest rate of absence (9.1%) with the absence of Bangladeshi, Black African, and Black Other groups all above national benchmarks.



Next Steps and Activity

- Detailed attendance data analysis is being provided to each Camden school, highlighting groups with the lowest attendance and trends.
- Advisors (school inclusion support officers) have been employed to support schools and to support the escalation of support for severely and persistently absent pupils. Termly meetings are carried out with schools to review and prepare action plan to improve attendance.
- Eight Camden schools are using funding from the Richard Reeves Foundation to employ Family Support Workers in primary schools. This has had a measurable impact on improving attendance. Consideration is now being given for wider opportunities for schools to benefit from family support workers through the Family Hubs.
- A pilot of targeted parent text messaging to promote attendance was initiated January 2025 at two schools, this system will send personalised messages to parents of pupils with poor or declining attendance. The pilot is funded by the Youth Mission to test good practice for using text messaging building on national good practice around early intervention before attendance drops below 90%.
- A film and mentoring project with Fitzrovia Youth in Action resulted in two videos produced by young people about the importance of school attendance. The first was launched in September 2025 along with a local media campaign to promote good attendance. A second video on the impact of gaming on attendance will be distributed to schools in January 2025 with requests for schools to add to PHSE and school's websites.
- Camden Professional Partners are reporting on school attendance and activity related to improving school attendance from their termly visits, challenging and supporting school leaders with their thinking. Reports are shared with School Governors.
- A test and learn project with Sussex University has seen a group of Camden schools generate robust data about the psychological barriers being faced by different groups of the school's students, deepen understanding and generate ideas, then develop an action plan to engender a greater sense of belonging, and increase engagement and attendance.

Suspensions & Exclusions

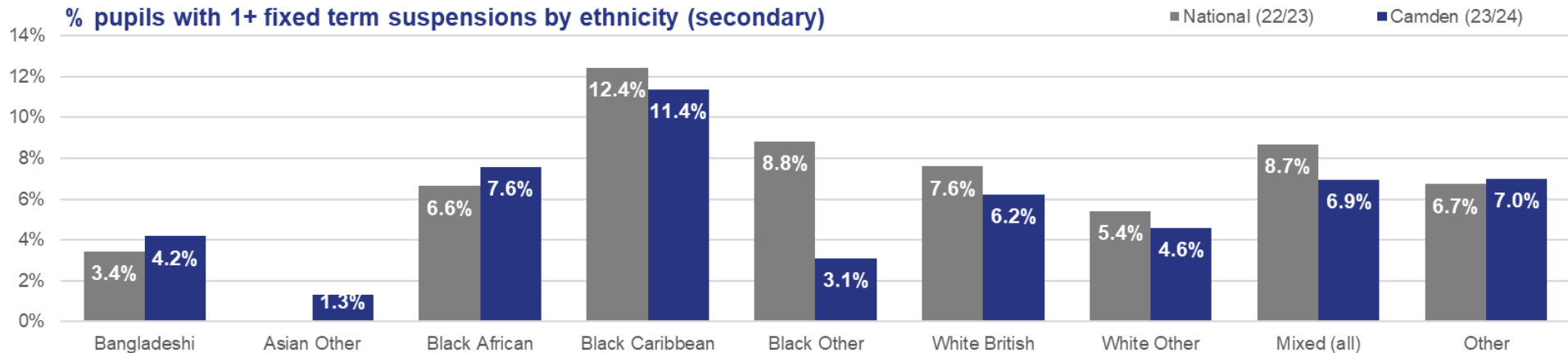
- Suspension data for 2023/24 is provisional and national comparisons for 2023/24 are not published until July 2025.
- Rankings have been inversed, to show those with lower (better) suspension rates ranking from 1st to those with higher (worse) suspension rates ranking from 153rd.
- There are several measures for suspensions
 - % suspensions– this is based on the total number of fixed-term suspensions divided by the roll number. This measure will include pupils with multiple suspensions, so the pupils can be double-counted. This isn't a measure which is used widely when looking at suspensions.
 - % pupils with 1 or more suspensions – this is based on the total number of pupils with a fixed-term suspensions. This is the measure used in this report, due to this not double-counting pupils with multiple suspensions.
 - Permanent exclusions – to measure permanent suspensions, the % pupils with a permanent suspension is looked at alongside the actual numbers, due to the relatively small number of pupils with a permanent suspensions in a given year.

% pupils with 1 or more suspensions

		Camden				Inner London				England				Camden rankings					
		2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/151)			London (/32)		
													2022	2023	2024	2022	2023	2024	
Primary	All	0.3%	0.3%	0.5%	0.2%	0.5%	0.5%			0.7%	0.8%			12	8		7	8	
Secondary	All	4.6%	4.9%	6.0%	1.1%	5.7%	6.2%			6.0%	7.1%			27	19		12	11	
	FSM eligible	6.5%	7.2%	8.7%	1.5%	8.5%	9.3%			12.8%	14.8%			7	7		6	6	
	Not FSM eligible	3.5%	3.5%	4.2%	0.7%	4.3%	4.6%			4.2%	4.9%			36	20		13	10	
	FSM gap	-3.0%	-3.7%	-4.6%		-4.2%	-4.7%			-8.6%	-9.9%								
	Boys	5.6%	6.4%	7.7%	1.3%	7.1%	7.8%			7.6%	8.7%			20	22		10	12	
	Girls	3.8%	3.7%	4.7%	1.0%	4.3%	4.7%			4.4%	5.5%			52	20		18	12	
	Gender gap	-1.8%	-2.7%	-3.0%		-2.8%	-3.1%			-3.2%	-3.2%								
	SEN Support	8.9%	10.1%	14.3%	4.2%	11.0%	11.6%			13.2%	15.2%			13	15		9	11	
EHCP	11.6%	11.2%	12.2%	1.0%	11.3%	12.2%			14.0%	15.8%			46	20		19	11		

Commentary

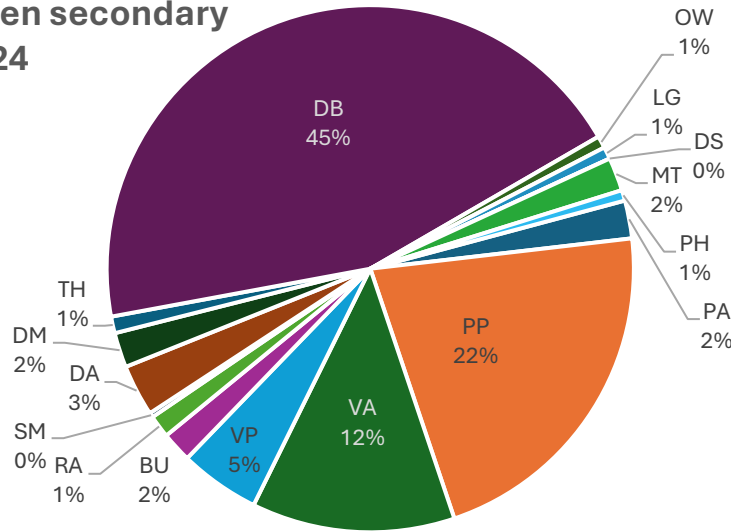
- Overall, the rates of suspensions increased in 2023/24, and although there is no annual national comparison information available until summer 2025, early indications (autumn 2024 term) show a likely increase nationally again in 2024/25.
 - Primary - In 2023/24, there were 95 suspensions of 56 pupils. Camden ranked 8th lowest nationally in 2022/23.
 - Secondary – In 2023/24, there were 1075 suspensions of 613 pupils. Camden ranked 19th lowest nationally in 2022/23
- **Disadvantage:** whilst suspension rates increased in 2023/24, they remained below national and regional averages for 2022/23. Free School Meal rates of suspension in Camden remain very low, with Camden ranking 7th lowest nationally. Gaps are much narrower too in Camden than the national averages.
- **Boys/Girls:** Boys have higher suspension rates than girls, but both are lower than national averages.
- **SEND:** Suspension rates for pupils with SEND are higher than those for ‘all pupils’, though slightly lower than national averages for pupils with SEND and rank in the lowest 20th nationally.
- **Ethnicity:** There is great variability of pupils with one or more fixed-term suspensions when broken down by ethnicity:
 - Black Caribbean pupils have the highest rate of fixed term suspensions (11.4%). This is a small group in Camden.
 - Most ethnic groups have lower suspension rates than the groups nationally. Bangladeshi and Black African pupils show higher than national rates of suspension.



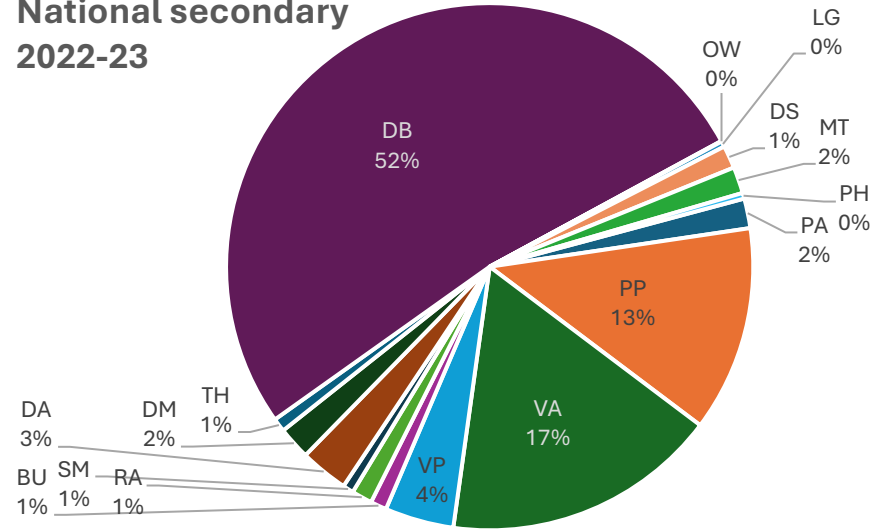
- Reasons for suspension

- Persistent disruptive behaviour (DB) is the largest reason in Camden secondary schools (46%, compared to 52% nationally).
- Physical assault against a pupil is the second largest reason in Camden (22%, compared to 13% nationally).

**Suspension reasons
Camden secondary
2023-24**



**Suspension reasons
National secondary
2022-23**



Reason codes

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

% pupils with a permanent exclusion

		Camden				Inner London				England				Camden rankings					
		2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	2022	2023	2024	DoT 24-23	England (/151)			London (/32)		
														2022	2023	2024	2022	2023	2024
Secondary	All	0.12%	0.15%	0.25%	0.10%	0.07%	0.10%			0.16%	0.22%			58	49		23	23	

Commentary

- In 2023/24, there were **26 permanent exclusions, which is 10 more than 2022/23**. The rate of permanent exclusions increased from 0.15% in 2022/23 to 0.25% in 2023/24.
 - Underlying reasons for increase given by secondary schools include loss of Westminster Kingsway from the Camden Pathways offer, pupil hopping between schools undermining the consistency of support and relationships, issues outside of schools (both online and offline) being brought into schools, and a reluctance from some parents/carers to accept early intervention/SEN support. Also, whilst schools can still refer to an off-site direction panel for short term placements at Heath School, Heath School are no longer accepting managed moves without a permanent exclusion, and this has contributed to an increase in numbers.
 - One school accounted for 8 of these permanent exclusions and another accounted for six.
 - Physical assault against a pupil the biggest single reason for Permanent exclusions. This along with sexual misconduct, possession of an offensive weapon and threatening behaviour towards an adult accounted for 59% of Permanent Exclusions

Next Steps and Activity

- Continued identification of pupils who are vulnerable to exclusion and use of early intervention such as Rhyl Satellite, CRIB and Off-Site Direction, encouraging schools who are not using this pathway to engage more.
- Additional resource at Heath school is now working in partnership with the School Inclusion Service, using data to identify pupils most at risk of exclusion and offering proactive intervention and signposting to pathways, further developing a secondary outreach service.
- Robson House are undertaking a review of their Primary SEMH offer
- 21 Schools have now signed up to the Rights Respecting Schools awards, and a Camden steering committee has been formed as part of the pan London Inclusion Charter. Camden Learning/Acland Burghley are hosting Rights Respecting/VRU event in Spring 2025.

- Camden is undertaking a needs-led review of the Alternative Provision (AP) offer to ensure the commissioned AP offer is an intervention that supports schools effectively and is quality assured. Also, as part of the Change Programme, Camden is developing the SEND support offer and expectations around ordinarily available provision in schools.

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REPORT ENDS