



Camden Learning Achievement and Standards Summary Report: Period 2024-25

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Executive Summary

This report provides an analysis of published school outcomes in 2025 in Early Years, 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.

Many Camden schools continue to face budgetary challenges related to falling pupil rolls and the resource needed to support increasing numbers of pupils presenting significant special educational needs. Pupils receiving their GCSE results this year are the first group of pupils whose entire secondary education has been impacted by the pandemic and, arguably, the group with the most disrupted primary to secondary transition. They are also the first of two cohorts who are missing Key Stage 2 data, their tests having been cancelled due to the pandemic, therefore there are no Progress 8 measures.

Ofsted inspections have continued to find that all Camden schools continue to offer a good or outstanding quality of education. During the 2024/25 school year, 10 schools in Camden were inspected, with all receiving 'Good' or 'Outstanding' ratings. A new inspection framework was introduced in November 2025 that no longer gives a single word judgement and instead grades across 6 core judgement areas against a new 5 scale grading system of urgent improvement, needs attention, expected standard, strong standard and exceptional. Only one school in Camden to date has been inspected under this new framework and found to be meeting the expected standard in all areas.

In the **Early Years Foundation Stage (EYFS)**, 71% of pupils in Camden maintained schools achieved a good level of development (70% when including pupils from Private, Voluntary and Independent/PVI's settings). This is above the 2025 national and in line with London averages. The difference between the achievement of disadvantaged and other pupils (the disadvantaged gap) in 2025, was -13%, a three-year narrowing trend and narrower than the national Free School Meals (FSM) gap for 2025 (-21%)

84% of Year 1 pupils in Camden maintained schools met the expected standard in **Phonics**. This is the same as in 2024, and above the 2025 national and London averages. Camden ranked 6th out of 153 local authorities, improving year on year for the last 3 years. The achievement gap for disadvantaged pupils was -9%, a similar gap to recent years and narrower than the London (-13%) and national (-17%) gaps for 2025 (-16%)

At **Key Stage 2** (Year 6), 73% of pupils in Camden achieved the expected standard in Reading, Writing and Mathematics, a 1 percentage point (ppt) increase on 2024 and well above 2025 national results (62%). This also remains above the London results for 2025 (70%) with Camden at

8th highest out of 153 Local Authorities. The achievement gap for disadvantaged pupils was -18%, narrower than the national gap for 2025 (-22%) and in line with the London average.

At **Key Stage 4** (Year 11), the provisional attainment 8 average score in Camden was 46.8, slightly higher than the 2025 national average (45.9), but lower than the London average (50.4). Camden ranked 51/153 Local Authorities and 26/32 in London. The achievement gap for disadvantaged pupils was -14%, narrower than the national gap for 2025 (-15.4%) and in broadly in line with the London average (-13%). 47% of pupils achieved a strong pass (5+) in both their English and maths GCSEs. This was a fall from 2024, above the national average (45%) but lower than the London average (53%), placing Camden 54/152 in England and 26/32 in London. The achievement gap between disadvantaged and non-disadvantaged pupils achieving a strong pass in English and mathematics (grade 5 or above) was -24% which was narrower than the national gap in 2024 (27%) and in line with the London average.

At **Key Stage 5**, 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 Department for Education (DfE) mean that this is no longer possible and comparator data includes students from colleges. Overall, the provisional average point score (APS) for Camden schools was 36.2, an improvement from 34.6 in 2024. This was in line with national and London average, and equivalent to a grade B-. The provisional average point score for Applied General (vocational) qualifications for Camden schools was 29.9, which was above the 2024 results and above national and London averages for 2024 (based on schools and colleges data). 29.9 is equivalent to a Merit +.

Absence rates in Camden Primary schools are higher than national and London averages, ranked 147th nationally and 29th in London in 2025. Persistent absence in primary schools fell again in 2025, and so too did the rates nationally and regionally. Camden ranked 144th nationally in 2024 for persistent absence. In Camden secondary schools' absence rates increased in Camden in 2024/25, which is different to the national and regional picture. Camden ranked 121st nationally, a fall on previous years, and remained one of the highest boroughs for absence in London (31 out of 32). Persistent absence increased and remained well above the national and London averages. Camden ranked 144th nationally and lowest (32nd) in London.

Camden still ranks relatively low nationally for suspensions. Overall, the rates of **suspensions** in 2024/25 remained similar to the previous year, and although there is no annual national comparison information available until summer 2026, it is not anticipated that there will be a significant change in national or local ranking in 2024/25 were similar levels to 2023/24. Persistent disruptive behaviour is the most common reason for suspensions, and efforts are being made to address this by identifying children with multiple suspensions to ensure appropriate

early intervention support is in place. There has been a rise in the number of permanent exclusions at Camden Secondary schools, which is a concern. Camden Learning is working with schools to strengthen its offer for schools to ensure that teachers adapting lessons for pupils with high needs do so with confidence and ambition, and that alternative pathways are understood and utilised well. A new outreach offer from Heath school is working with 6 secondary schools with the highest rates of exclusion.

Ofsted

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. A new inspection framework was introduced in November 2025 that no longer gives a single word judgement and instead grades across 6 core judgement areas against a new 5 scale grading system of urgent improvement, needs attention, expected standard, strong standard and exceptional. Only one school in Camden to date has been inspected under this new framework and found to be meeting the expected standard in all areas.

During the 2024/25 school year, 10 schools in Camden were inspected by Ofsted, with all receiving 'Good' or 'Outstanding' ratings for the quality of education. These schools were all inspected at a time when schools were not given an 'overall effectiveness' headline judgement, and instead for those schools having a grade inspection, quality of education has been shown (6 schools had graded inspections, and 4 had ungraded inspections):

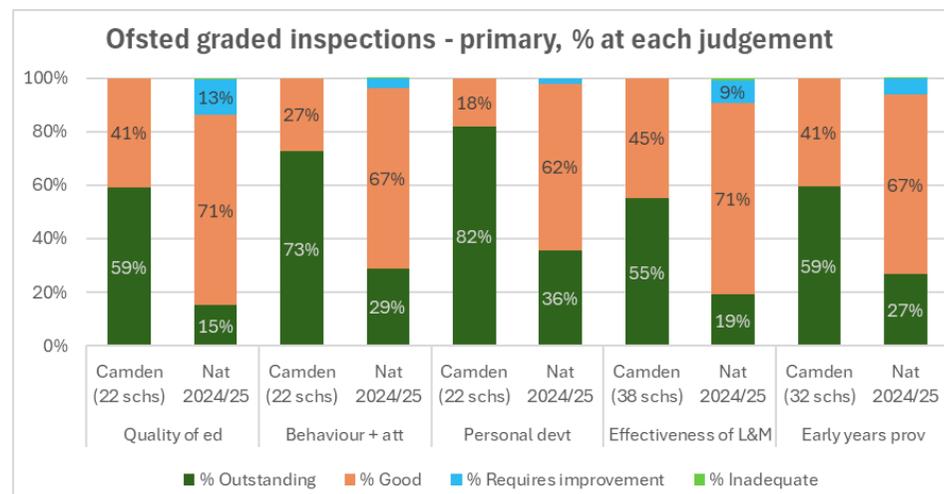
- Six primary schools – Abacus Belsize (Good), Holy Trinity NW3 (Outstanding), Richard Cobden (ungraded, continues to be Outstanding), St Josephs (Outstanding), St Mary and St Pancras (ungraded, continues to be at least Good), St Patrick's (Good).
- Three secondary schools – Haverstock (continues to be Good), La Sainte Union (Good), William Ellis (Good).
- One special school – Royal Free Hospital Children's School (ungraded, continues to be Outstanding).

Overview of graded inspections

Not all Camden schools have had a recent graded inspection, where they are graded across all areas. The following 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 2024/25.

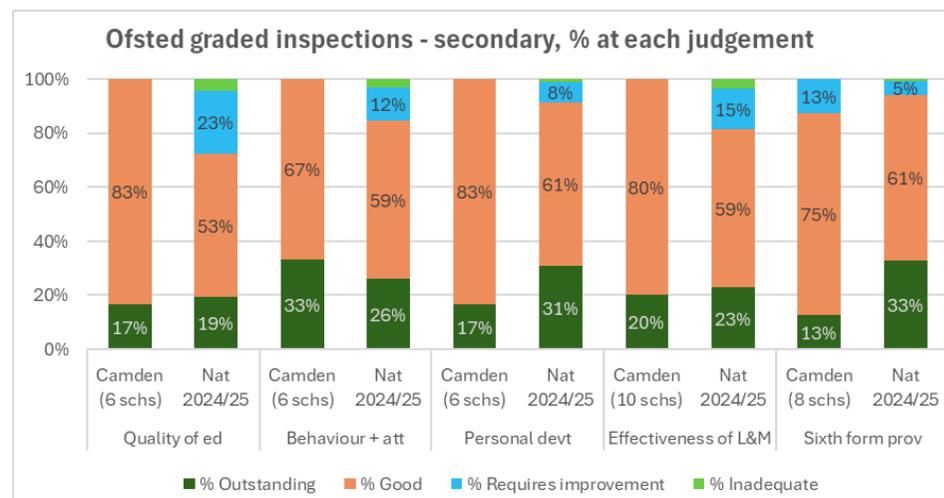
Primary – Camden analysis is based on 22 primary schools, and **all were either good or outstanding for all areas.**

- A much higher proportion of Camden primary schools were outstanding than the national average.
 - 83% of Camden schools were outstanding for ‘personal development’ compared to 36% nationally.
 - 73% of Camden primary schools were outstanding for ‘behaviour and attitudes’ compared to 29% nationally.



Secondary – Camden analysis is largely based on 6 secondary schools (small number so caution should be made when comparing this data to national).

- **100% of secondary schools were good or outstanding for all areas, apart from sixth form provision, where Camden had 88% good or outstanding.** The one sixth form that was found to be less than Good in 2019, was reinspected in 2024 with the 6th form now being found to be a strength of the school. Due to the nature of the inspection scheduling this has not affected the grade from 2019 despite the improvements.



Early Years Foundation Stage

% good level of development

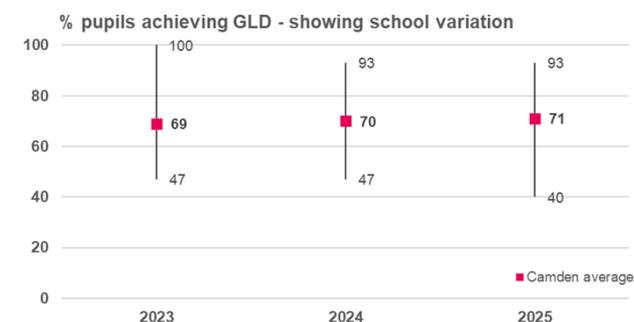
(DoT: Direction of Travel)

	Camden				London				England				Camden rankings					
	2023	2024	2025	DoT	2023	2024	2025	DoT	2023	2024	2025	DoT	England (/153)			London (/33)		
				25-24				25-24				25-24	2023	2024	2025	2023	2024	2025
All	69%	70%	70%	0%	69%	70%	71%	1%	67%	68%	68%	0%	56	37	55	20	17	22
FSM	59%	60%	63%	3%	58%	58%	59%	1%	52%	52%	51%	0%	13	11	6	12	10	5
Non-FSM	75%	76%	76%	0%	73%	74%	74%	1%	72%	72%	73%	1%	15	14	21	8	7	10
FSM gap	-17%	-16%	-13%		-15%	-15%	-15%		-20%	-21%	-21%							
Boys	62%	63%	64%	1%	63%	62%	64%	3%	61%	59%	62%	3%	56	36	43	23	15	19
Girls	75%	77%	76%	-1%	76%	77%	77%	1%	74%	75%	75%	0%	53	36	74	17	15	25
Gender gap	-13%	-14%	-12%		-13%	-15%	-13%		-14%	-16%	-14%							
All SEN pupils	23%	21%	25%	4%	21%	22%	24%	2%	20%	20%	21%	1%	25	47	24	8	19	14
SEN Support	26%	25%	31%	6%	26%	29%	31%	2%	24%	25%	26%	2%	52	75	36	15	23	19
EHCP	8%	7%	3%	-3%	5%	5%	5%	1%	4%	4%	4%	0%	13	16	73	6	7	20

Commentary

- This data includes pupils in Reception (typically aged 5) in Camden schools (cohort of 1268, including 37 pupils who are in PVI settings and are included in Camden’s published results).
- 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 this has remained stable over the last three years. Camden ranked 55th nationally and 22nd in London.
 - Overall, Results for PVI settings were lower (37 additional pupils), and the Camden average for just maintained settings was 71%.

- Across Camden schools, % GLD ranged from 40% to 93%, which suggests there were wide variations in the learning and development of children on entry to Camden primary schools. In 2025, two schools had less than 50% of pupils achieving GLD.
- 54% of pupils in Camden schools for EYFS in 2025 had nursery experience (though for a further 41% this was unknown).
- Writing remains the weakest outcome area across Camden; 74% of pupils achieved at least the expected level, the same as London and slightly higher than the national (72%) averages.
- **Free School Meal eligibility:** 34% of pupils were FSM eligible in 2025, and the FSM gap was 13% which was narrower in 2025 for Camden than the London and national average. Camden's results for FSM eligible pupils increased by 3% in 2025 and **ranked 6th nationally**.
- **Gender:** The gap between boys and girls has remained stable over the last three years with 12% more girls achieving a good level of development than boys. This is similar to the gap nationally and in London. Results of girls fell slightly, so their rankings also fell.
- **SEND:** Results of all pupils with SEND increased in 2025 and rankings of pupils with SEN Support remains average nationally (though this group includes around 60 pupils who have an Exceptional Needs Grant (ENG)).
 - There were 58 pupils with an Education Health Care Plan (EHCP) and 3% achieved GLD, which is lower than the national and London average. However, when the additional 63 pupils with an ENG are included, 6% achieved GLD.
- **Ethnicity:** results for different ethnic groups show wide variations.
 - Bangladeshi pupils (138 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%.
 - 'Other' pupils (84 pupils) also have lower results, with 61% achieving GLD, though this is in line with the national average for 'Other' pupils (60%).
 - Whilst results for all White British pupils (268 pupils) are 73% and below the group nationally. Results for disadvantaged White British pupils (74 pupils) are much lower (55%) than the Camden average. National comparators are not available.



Next Steps and Activity

- In 2025–26, the **Camden Kids Talk** programme has been expanded to nine additional schools and there will be a pilot of the ‘Little Steps, Big Success’ summer transition programme to help children start reception ready to learn.
- Locality-based partnerships will be deepened through **Family Hub networks**, improving referrals and early intervention.
- Health and wellbeing training is being rolled out for early years staff to develop shared principles for smooth transitions from nursery to Key Stage 1.
- From January 2026 a school led **Early Oracy Hub** will build on the findings from a previous Oracy initiative to develop Communication and Language Teaching and Learning in Early Years and Year 1.
- There continues to be **additional advisory support and guidance** for schools where standards fall below the Camden average including that which is focussed on communication and language and early writing, as well as moderation and development sessions to support consistency in provision and pupil assessment.

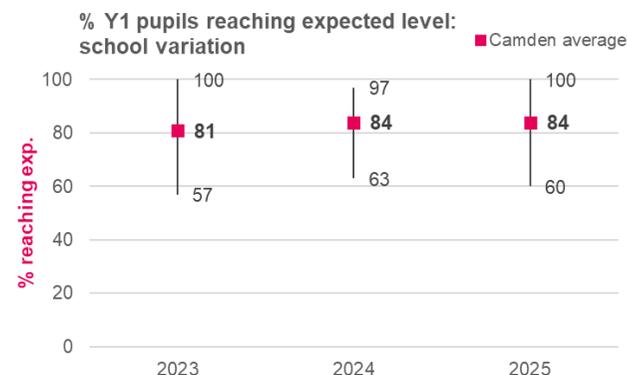
Phonics

Year 1 pupils meeting the standard

		Camden				London				England				Camden rankings					
		2023	2024	2025	DoT	2023	2024	2025	DoT	2023	2024	2025	DoT	England (/153)			London (/33)		
					25-24				25-24				25-24	2023	2024	2025	2023	2024	2025
% Year 1 pupils meeting standard	All	81%	84%	84%	0%	81%	82%	82%	0%	79%	80%	80%	0%	25	11	6	18	5	4
	Disadvantaged	73%	78%	79%	1%	72%	73%	72%	-1%	66%	68%	67%	-1%	19	5	2	12	5	1
	Other (non-dis)	87%	88%	88%	0%	83%	85%	85%	0%	83%	84%	84%	0%	5	7	5	2	3	4
	Disadvantaged gap	-14%	-10%	-9%		-11%	-12%	-13%		-17%	-16%	-17%							
	Boys	77%	82%	80%	-2%	78%	79%	78%	-1%	76%	77%	76%	-1%	37	8	13	17	5	8
	Girls	85%	86%	89%	3%	84%	85%	85%	0%	82%	84%	84%	0%	15	23	4	9	10	2
	Gender gap	-8%	-4%	-9%		-6%	-6%	-7%		-6%	-7%	-8%							
	All SEN pupils	44%	52%	55%	3%	48%	50%	49%	-1%	42%	44%	43%	-1%	50	12	3	27	11	2
	SEN Support	52%	63%	63%	0%	57%	60%	61%	1%	48%	52%	52%	0%	43	8	13	29	8	11
EHCP	12%	16%	20%	4%	24%	20%	23%	3%	24%	24%	20%	-4%	131	110	65	32	30	22	

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 1275 in 2025 (down 150 pupils from 2023).
- Results remained the same in 2024 overall and for all key groups. **Camden ranked 6th out of 153 local authorities**, improving year on year for the last 3 years.
- The gap between the highest and lowest Y1 phonics outcomes widened to 40% in 2025 from 34% in 2024. 9 schools were below the national average of 80%.
- **Disadvantage:** Results of disadvantaged pupils (530 pupils) increased by 1% and the gap narrowed to 9%, compared to a national gap of 17%. **Camden ranked 2nd out of 153 local authorities for the performance of disadvantaged pupils in 2025.**



- **Boys/Girls:** Results of boys decreased by 2ppts and ranked 13th nationally. The results for girls continued to increase, so the gap widened to 9ppts, in line with national and London averages.
- **SEND:** overall, the results for pupils with SEND increased by 3ppts to 55% and ranked 3rd nationally. For pupils with an EHCP, results increased by 4ppts to 20% and their ranking improved from 110th in 2024 to 65th in 2025.
 - **Exceptional Needs Grant (ENG)** – there were 50 additional pupils with an ENG and inclusion of these pupils with pupils with an EHCP increased the % working at the expected standard to 33% and increased the SEND Support group to 68% (up from 64% when ENG pupils are included).
- **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%).
 - 67% of White British disadvantaged pupils met the standard, compared to 95% of non-disadvantaged White British pupils, though this is in line with previous years and the national average for White British disadvantaged pupils (63%).

Year 2 pupils meeting the standard

		Camden				London				England				Camden rankings					
		2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	England (/153)			London (/33)		
														2023	2024	2025	2023	2024	2025
% Year 2 pupils meeting standard	All	88%	90%	90%	0%	89%	89%	89%	0%	89%	89%	89%	0%	91	32	26	17	9	9
	Disadvantaged	83%	87%	86%	-1%		84%	84%	0%	81%	82%	81%	-1%		11	4		7	4
	Other (non-dis)	92%	93%	93%	0%		91%	91%	0%	91%	92%	92%	0%		16	14		2	3
	Disadvantaged gap	-9%	-6%	-7%			-7%	-7%		-10%	-10%	-11%							
	Boys	86%	88%	89%	1%	86%	87%	87%	0%	86%	87%	86%	-1%	71	28	6	17	9	3
	Girls	90%	92%	91%	-1%	91%	92%	92%	0%	91%	92%	92%	0%	109	46	91	23	10	22
	Gender gap	-5%	-4%	-2%		-5%	-5%	-5%		-5%	-5%	-6%							
	All SEN pupils	57%	62%	68%	6%	62%	64%	68%	4%	59%	61%	61%	0%		63	8		25	6
	SEN Support	71%	75%	81%	6%	72%	76%	77%	1%	66%	70%	71%	1%	33	31	10		20	10
EHCP	29%	18%	22%	4%	35%	31%	35%	4%	34%	35%	31%	-4%	74	143	135		32	30	

Commentary

- Those pupils who did not pass the phonics screening check threshold in Year 1 or were not tested, must be re-checked at the end of Year 2. 267 Year 2 pupils were re-checked again in summer 2025.
- Overall, 90% of Year 2 pupils met the expected standard (and 50% of those re-taking the check met the standard). Camden ranked 26th out of 153 nationally, and 9th amongst London boroughs.
- **Disadvantage:** the results of disadvantaged pupils fell by 1ppt, so the gap is now 7ppts, in line with the London gap but narrower than the national gap of 11pts.
- **Boys/Girls:** results for boys increased again in 2025 and the gap has narrowed to 2ppts. The results for girls were broadly the same and ranked 91st nationally.
- **SEND:** results for all SEND groups increased in 2025. Camden ranked 8th nationally for all pupils with SEND, but 135th for pupils with an EHCP, however it is important to note that not included in these figures are 35 pupils with an ENG, and outcomes for pupils with an EHCP or ENG combined were 30%, which is more in line with the national 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

- Each school has received an individualised break down of phonics outcomes for their setting. Individual school outcomes continue to be challenged as part of annual 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.
- The Every Child Reading by 7 (ECR7) training offer including audits, training, open classrooms and bespoke support to schools has been targeted at schools with outcomes below the Camden average, as well as offering termly support for phonics leads with a focus on data analysis, tracking and planning
- A Steps to Success for Pupils with Significant SEND Needs document has been developed to support practitioners to plan appropriate provision for all pupils with SEND. This has been supplemented by ‘removing barriers to reading’ sessions held for Special Educational Needs Co-ordinators (SENDCOs) and support staff in schools.

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 again this year as these cohorts have no KS1 data due to the pandemic resulting in the cancellation of statutory testing in 2020 and 2021.
- Cohort of 1292 in 2024 (down 145 from 2023).

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

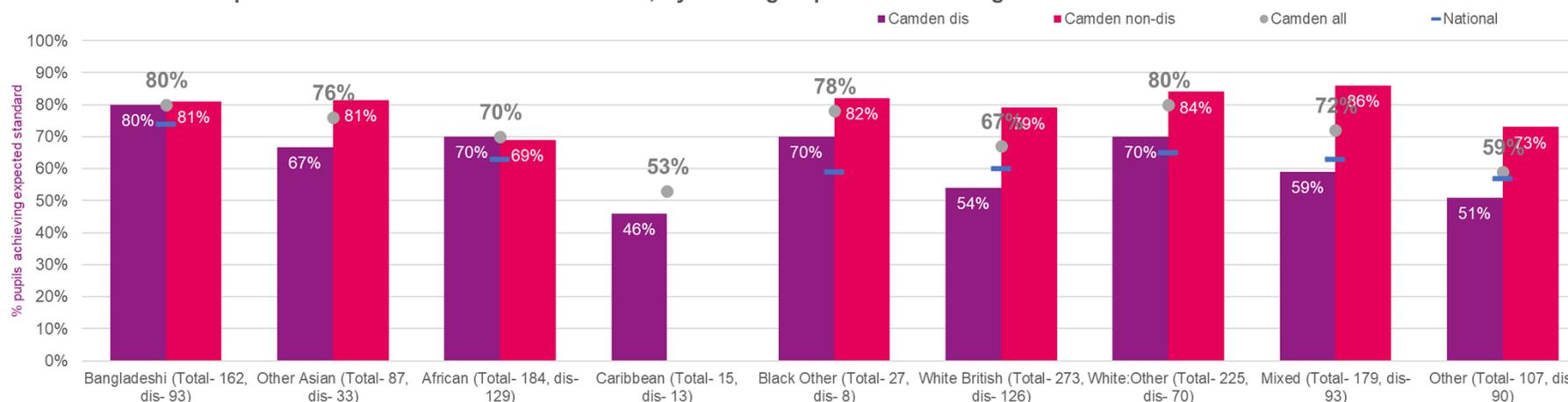
	Camden				London				England				Camden rankings					
	2023	2024	2025	DoT	2023	2024	2025	DoT	2023	2024	2025	DoT	England (/153)			London (/33)		
				24-23				24-23				24-23	2023	2024	2025	2023	2024	2025
All	70%	72%	73%	1%	67%	69%	70%	1%	60%	61%	62%	1%	8	8	8	3	8	8
Disadvantaged	61%	65%	64%	-1%	55%	57%	59%	2%	44%	46%	48%	2%	6	4	3	6	4	3
Other (non-dis)	78%	79%	82%	3%	73%	75%	77%	2%	67%	68%	70%	2%	5	6	5	5	6	5
Disadvantaged gap	-17%	-14%	-18%		-18%	-18%	-18%		-23%	-22%	-22%							
Boys	67%	68%	68%	0%	63%	65%	67%	2%	57%	58%	59%	1%	6	10	11	6	9	10
Girls	72%	76%	77%	1%	70%	73%	74%	1%	63%	65%	66%	1%	13	7	8	12	7	8
Boy / girl gap	-5%	-8%	-9%		-7%	-8%	-7%		-6%	-7%	-7%							
All SEN pupils	32%	33%	32%	-1%	28%	30%	32%	2%	20%	22%	24%	2%	6	12	17	6	12	16
SEN Support	38%	39%	39%	0%	34%	37%	41%	4%	24%	29%	29%	0%	10	13	21	4	13	20
EHCP	11%	17%	10%	-7%	11%	13%	12%	-1%	8%	9%	9%	0%	28	5	49	14	1	20

Commentary

- Overall, 73% of pupils in Camden achieved the expected standard in Reading, Writing and Mathematics, 10% above the national average. Camden ranked 8th in the country and 8th in London.
- All three individual subjects also remained also well above national averages:
 - 83% in Reading, compared to 76% nationally and 81% London.
 - 78% in Writing, compared to 73% nationally and 78% London.
 - 81% in Mathematics, compared to 75% nationally and 81% London.

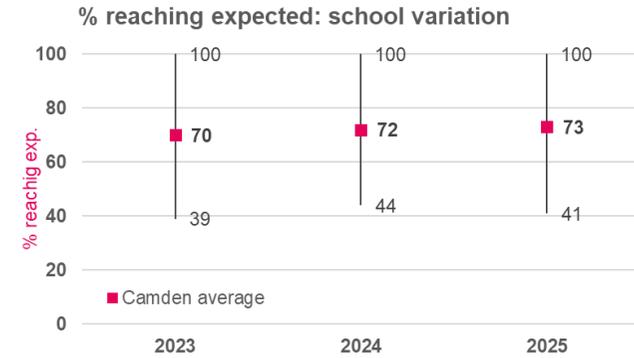
- Disadvantaged pupils:** The results of disadvantaged pupils were 64%, and 16% above disadvantaged pupils nationally and 5% above disadvantaged pupils in London. Camden ranked 3rd nationally and within London for the achievement of disadvantaged pupils, the disadvantaged gap increased from 2024 to 18%, though still narrower than the national average of 22%.
 - Disadvantaged pupils made up 51% of the KS2 cohort in Camden in 2025, compared to 32% of the cohort nationally.
- Boy / girls:** In 2025, there was a 1% increase in outcomes for girls in Camden, which has led to a slight widening of the gap between boys and girls. Outcomes for boys and girls are both higher than the national and London averages.
- SEND:** Overall, pupils with SEND rank well compared to London and national averages.
 - SEN support: 39% of pupils achieved the expected standard, 10% above the national average. In 2025, there were 263 pupils with SEN support in the Camden KS2 cohort, accounting for 20% of the cohort, compared to 17% nationally and 16% in London.
 - EHCP: 10% of pupils with an Education Health and Care Plan achieved the expected standard and ranked 49th nationally. In 2025, there were 83 pupils with an EHCP in Camden, accounting for 6% of the cohort - in line with the national proportions. In addition, there were a further 19 pupils in receipt of Exceptional Needs Grant (ENG), which increases the % of EHCP and ENG to 8%, though this cohort's outcomes are included in the SEN support figures in line with national reporting.
- Mobility:** 127 pupils were identified as mobile in 2025 (being on roll for less than 2 years), and 63% of mobile pupils achieved the expected standard, compared to 74% for the stable / non-mobile cohort (those on roll for more than 2 years).
- Ethnicity:** KS2 outcomes for all ethnic groups are higher than peers nationally

2025 KS2 - % expected and above in combined measure, by ethnic group and disadvantage

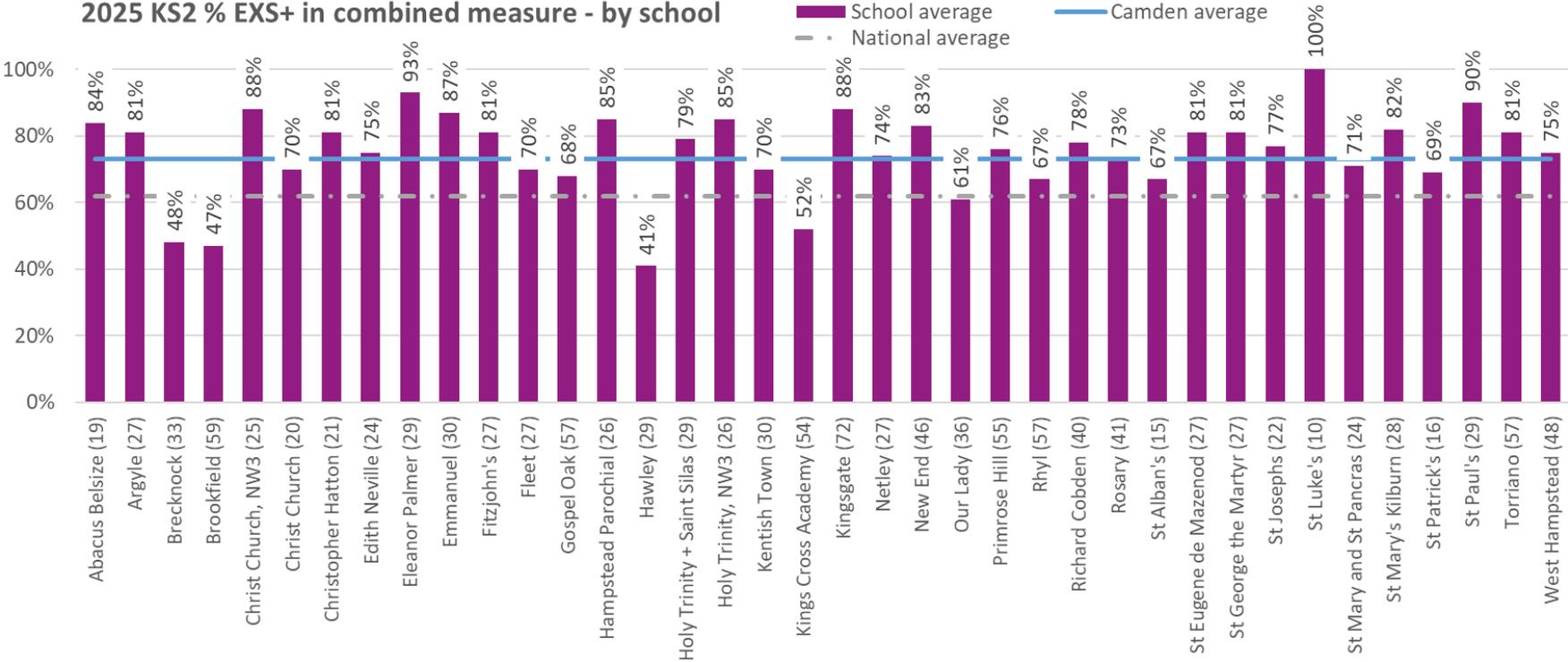


- The gaps between disadvantaged and non-disadvantaged pupils are largest for Mixed pupils (a gap of 27%) and White British pupils (a gap of 25%).

- Across Camden schools, the % pupils achieving the expected standard in the combined measure ranged from 41% to 100%. The gap between the highest and lowest KS2 outcomes widened slightly to 59% in 2025, from 56% last year.
 - 5 Camden schools were below the national average of 63%
- **School by school outcomes** – data on the outcomes of individual schools is available on the DfE website - [Compare the performance of schools and colleges in England - GOV.UK](#). A summary is provided below on % of pupils in each school achieving at least the expected standard in the combined measure (with the cohort numbers in brackets).



2025 KS2 % Expected Standard plus in the combined measure – by school



% achieving greater depth in Reading, Writing and Mathematics

	Camden				London				England				Camden rankings					
	2023	2024	2025	DoT	2023	2024	2025	DoT	2023	2024	2025	DoT	England (/153)			London (/33)		
				24-23				24-23				24-23	2023	2024	2025	2023	2024	2025
All	14%	13%	15%	2%	12%	12%	13%	1%	8%	8%	8%	0%	9	10	10	5	9	10
Disadvantaged	8%	6%	6%	0%	6%	6%	7%	1%	3%	3%	4%	1%	3	8	15	3	7	13
Other (non-dis)	19%	21%	25%	4%	15%	15%	17%	2%	10%	10%	11%	1%	6	2	3	6	2	3
Disadvantaged gap	-11%	-15%	-19%		-9%	-9%	-10%		-7%	-7%	-7%							
Boys	13%	12%	13%	1%	11%	10%	12%	2%	7%	7%	8%	1%	5	6	11	5	6	11
Girls	15%	14%	17%	3%	14%	14%	15%	1%	9%	9%	9%	0%	10	14	9	9	13	9
Boy / girl gap	-2%	-2%	-4%		-3%	-4%	-3%		-2%	-2%	-1%							
All SEN pupils	3%	2%	3%	1%	2%	2%	3%	1%	1%	1%	2%	1%						
SEN Support	4%	2%	3%	1%	3%	3%	4%	1%	2%	1%	2%	1%						
EHCP	0%	3%	0%	-3%	1%	1%	1%	0%	1%	1%	1%	0%						

- Overall, 15% of pupils achieved greater depth in all three subjects. This was 7% above the national average and similar to the London average. Camden ranked 10th nationally and in London.
- **Disadvantaged pupils:** 6% of disadvantaged pupils achieved greater depth, whilst the results for non-disadvantaged pupils increased to 25%, so the gap between these cohorts at greater depth widened to 19%. Camden ranked 3rd nationally and in London for the number of disadvantaged pupils achieving the greater depth standard.
- **Boy / girls:** both groups achieved above national averages and the gap between boys and girls was 4%. Both ranked favourably nationally and within London.
- **SEND:** A 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

- 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. Individual school outcomes continue to be explored and challenged at meetings with the Headteacher and Chair of Governors in the Autumn term.
- Additional **adviser support** alongside termly review meetings and school to school support are in place for schools with lower-than-average outcomes.
- Increased **SEND advisory** support provided by Camden Learning is in place, with an initial focus on schools demonstrating the most significant changes in demographics.
- There is continued use of **school partnerships** and school to school support where standards are a concern.
- Camden Learning is delivering a refreshed **training offer** for teachers and leaders, supporting high-impact classroom practice alongside an expanded National Professional Qualification (NPQ) programme that has been initiated in partnership with University College London (UCL), with a 50% increase in uptake and sustained 100% pass rate, strengthening leadership capacity across schools.
- Camden Learning has continued to support the dissemination of strong practice & curriculum development at termly **subject network meetings, maths and SEND school led hubs and breakfast briefings for school leaders**. Sessions are also being provided to support teachers in all year groups with a focus on end of year expectations and moderation of outcomes. Additional sessions for Year 6 teachers are in place to support accurate application of the writing assessment framework.

Key Stage 4

- Key Stage 4 is the last statutory school assessment and takes place at the end of Y11.
- 2025 data is still provisional, and final data will not be available until the end of February.
- There was a cohort of 1546 in 2025.
- There are no progress 8 scores this year (or next year) due to the pandemic and the cancellation of statutory KS2 testing in 2020 and 2021.

Attainment 8

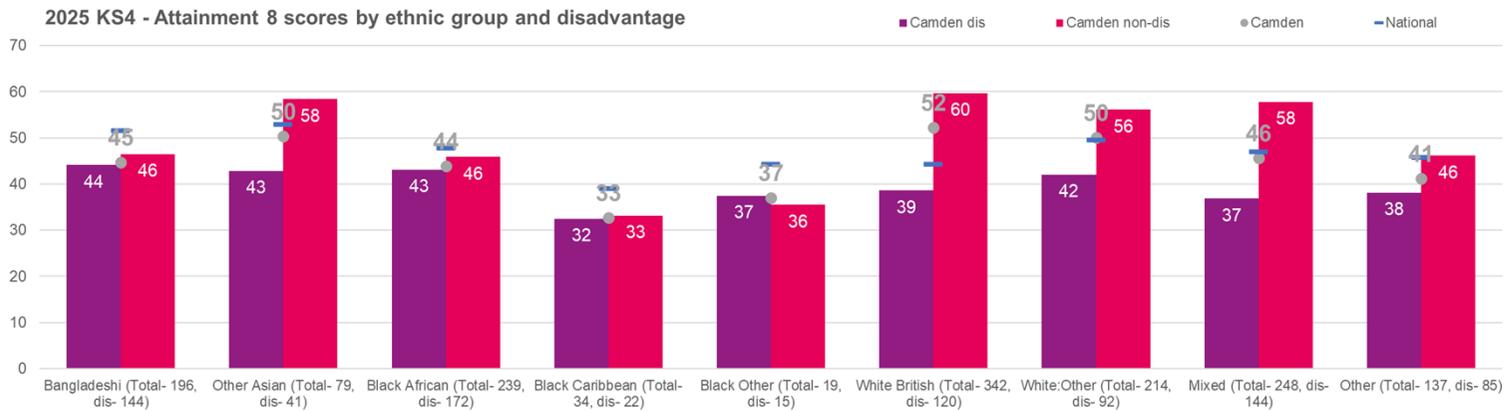
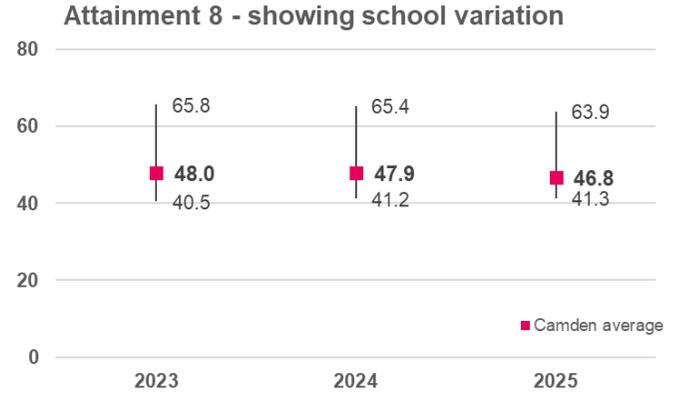
	Camden				London				England				Camden rankings					
	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	England (/152)			London (/32)		
	2023	2024	2025		2023	2024	2025		2023	2024	2025		2023	2024	2025	2023	2024	2025
All	48.0	47.9	46.8	-1.1	50.6	50.8	50.4	-0.4	46.3	46.1	45.9	-0.2	41	43	51	17	25	26
Disadvantaged	40.5	40.9	40.6	-0.3	41.9	42.0	41.8	-0.2	35.1	34.7	34.9	0.2	19	19	19	18	18	19
Other (non-dis)	55.1	54.7	54.6	-0.1	54.6	54.9	54.8	-0.1	50.4	50.2	50.3	0.1	18	23	22	14	18	16
Disadvantaged gap	-14.6	-13.8	-14.0		-12.7	-12.9	-13.0		-15.3	-15.5	-15.4							
Boys	43.9	43.4	43.1	-0.3	48.4	48.6	48.4	-0.2	44.2	43.9	44.0	0.1	66	71	78	28	29	29
Girls	51.4	51.8	50.2	-1.6	52.9	53.0	52.4	-0.6	48.7	48.4	48.0	-0.4	31	29	37	18	20	23
Boy / girl gap	-7.5	-8.4	-7.1		-4.5	-4.4	-4.0		-4.5	-4.5	-4.0							
All SEN pupils	30.0	31.7	28.4	-3.3	31.8	32.2	32.3	0.1	28.1	27.8	28.1	0.3	39	27	63	21	18	28
SEN Support	36.0	36.3	34.1	-2.2	38.1	38.4	38.5	0.1	33.3	33.1	33.7	0.6	34	32	62	24	21	28
EHCP	15.0	18.9	15.6	-3.3	16.4	17.4	18.0	0.6	14.0	14.2	14.8	0.6	59	19	58	22	12	25

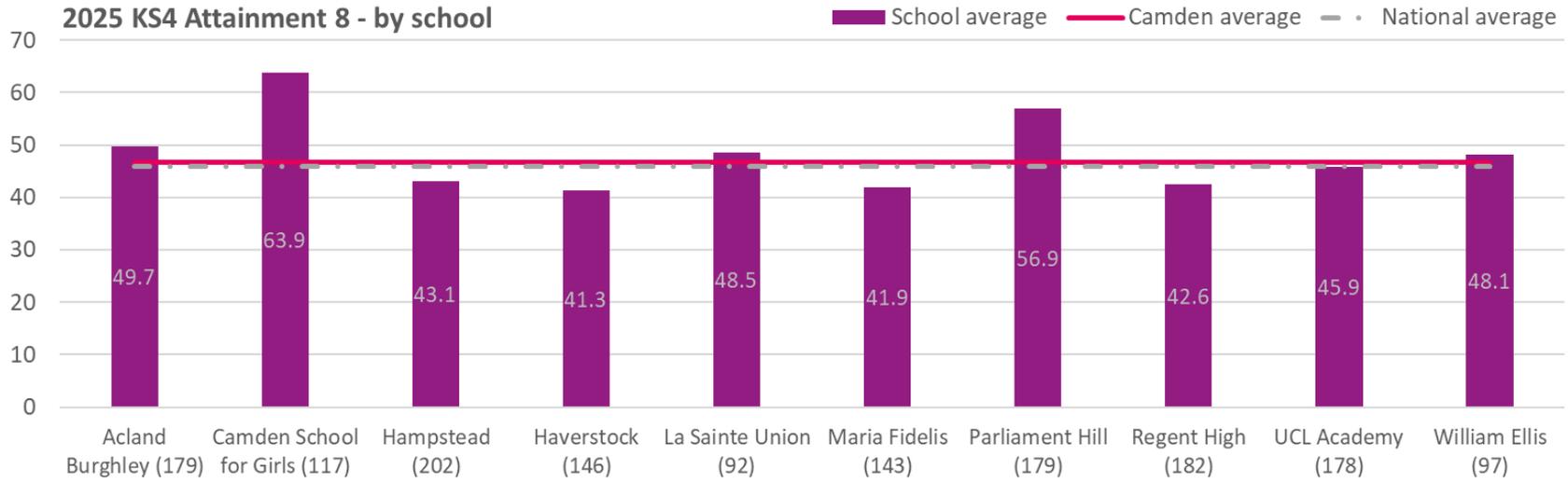
Commentary

- Attainment 8 is an accountability measure that 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 46.8 in 2025, which is slightly higher than the national average (51st in England) and lower than the London average. Camden ranks 26th across the 32 London boroughs.
- **Disadvantaged pupils:** 55% of the KS4 cohort were disadvantaged (compared to 28% nationally). The achievement gap between disadvantaged and other (non-disadvantaged) pupils remained stable at 14.0, with outcomes above national (19/152) and slightly below London averages (19/32).
- **Boys / Girls:** Results for both girls and boys fell, but they fell more for girls, so the gap narrowed to 7.1, nearly double the gap nationally and for London. Boys ranked 78th in the country, compared to girls ranking 37th.
- **SEND:** Results for all pupils with SEND decreased in 2025.
 - SEN Support, 205 pupils were classified as SEN Support, accounting for 13% of the cohort (compared to 13% nationally).
 - EHCP, 90 pupils were classified as having an EHCP, accounting for 5% of the cohort (compared to 6% nationally). Additionally, there were 4 pupils with an ENG, though this cohort's outcomes are included in the SEN support figures in line with national reporting.
- **Mobility:** 91 pupils were identified as mobile in 2024 (being on roll for less than 2 years), and the A8 score of mobile pupils was 11 points lower than stable / non-mobile cohort (36 compared to 48).
- **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 and Mixed pupils (both with a gap of 21%) and the narrowest for Bangladeshi, Black Caribbean and Black Other pupils (all with a gap of 2% or less).
 - Black Caribbean and Black Other pupils (small cohorts of 34 and 19 respectively) continue to perform less well both nationally and locally in both disadvantaged and non-disadvantaged groups.

- School variation** – Across Camden schools, A8 scores ranged from 41 to 64. This variation of 24 is similar to 2024. In 2025, four schools had an A8 score less than 45.9 (the national average for 2025).
- School by school outcomes** – data on the outcomes of schools is available on the DfE website - [Compare the performance of schools and colleges in England - GOV.UK](https://www.gov.uk/government/collections/compare-the-performance-of-schools-and-colleges-in-england). A summary is provided below on Attainment 8 score for each school (with the cohort numbers in brackets).





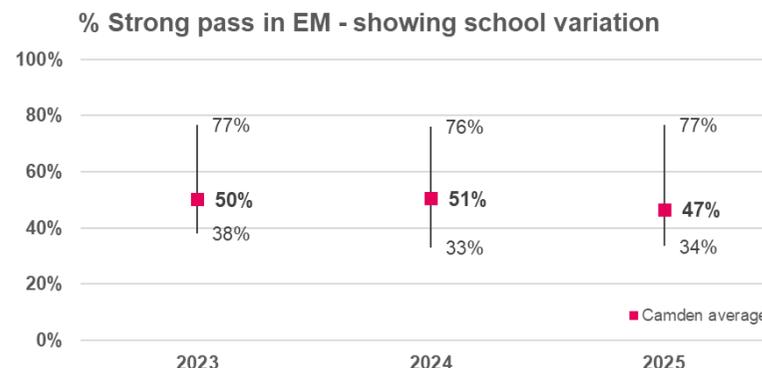
Strong pass in English and Mathematics (grade 5 and above)

	Camden				London				England				Camden rankings					
	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	England (/152)			London (/32)		
														2023	2024	2025	2023	2024
All	50%	51%	47%	-4%	54%	55%	53%	-3%	45%	46%	45%	-1%	35	39	54	15	24	26
Disadvantaged	38%	39%	36%	-3%	38%	39%	37%	-2%	25%	26%	26%	-1%	15	15	19	14	14	18
Other (non-dis)	62%	62%	60%	-2%	61%	63%	61%	-2%	53%	53%	53%	-1%	21	26	28	15	19	18
Disadvantaged gap	-24%	-23%	-24%		-23%	-24%	-24%		-27%	-27%	-27%							
Boys	46%	46%	42%	-3%	52%	53%	51%	-2%	43%	44%	44%	0%	43	54	82	23	27	28
Girls	54%	55%	50%	-5%	56%	57%	54%	-3%	48%	49%	47%	-2%	31	30	39	19	19	21
Boy / girl gap	-7%	-9%	-8%		-4%	-4%	-3%		-4%	-5%	-3%							
All SEN pupils	22%	23%	19%	-4%	23%	24%	24%	-1%	17%	18%	18%	0%	27	25	49	19	18	23
SEN Support	27%	27%	24%	-2%	29%	30%	29%	-1%	21%	22%	22%	1%	27	34	48	19	20	23
EHCP	9%	14%	8%	-6%	9%	10%	11%	1%	7%	7%	8%	0%	34	9	61	16	7	25

Commentary

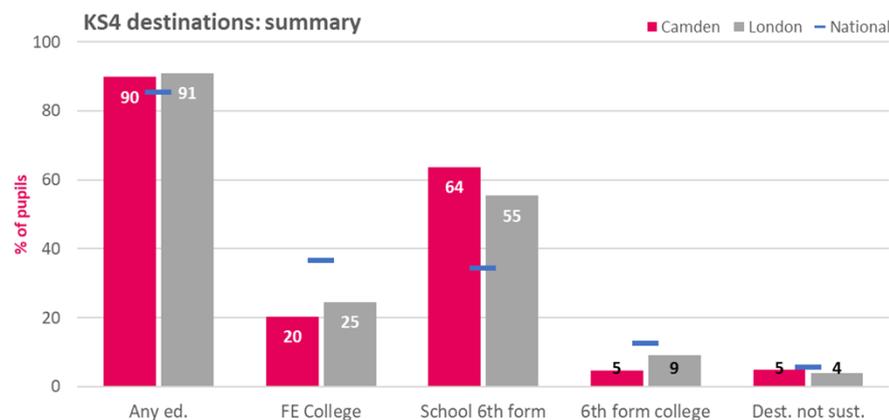
- Overall, 47% of pupil achieved a strong pass in both English & Mathematics, which is a 4ppt decrease on 2024. Camden ranked 54th nationally in 2025 and was above the national average, but lower than the London average (26/32). Looking at English and Maths separately, 61% of pupils achieved a strong pass in English, compared to 52% in Maths.
- **Disadvantage gap:** The gap between disadvantaged and other pupils was 24% which is slightly narrower than the gap nationally and in line with the London average. Camden ranked 19th nationally and 18th in London for the achievement of disadvantaged pupils.
- **Boys / Girls:** The achievement gap remained stable between boys and girls, but wider than that nationally and in London overall.
- **SEND:** 19% of pupils with SEND achieved a strong pass, similar to the national average for SEN pupils, ranked 49th nationally and 23rd in London. Camden outcomes for all pupils with SEND were higher than the National but lower than 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 pupils (57% in Camden, compared to 43% nationally)
 - A few groups did worse than their peers nationally, such as Bangladeshi pupils (45% in Camden compared to 55% nationally), Caribbean pupils (15% compared to 27% nationally) and ‘Other’ pupils (37% in Camden compared to 44% nationally).

- **School variation** – Across Camden schools, the % achieving a Strong Pass in English and Maths ranged from 34% to 77%. This variation of 43% is the same as in 2024. In 2025, five schools had less than 46% of pupils achieving a strong pass (national average for 2025).



KS4 destinations - 90% of the 2022/23 KS4 cohort went on to sustained education destinations in 2023/24, which was 4ppts higher than national and in line with the London average.

- Given that all secondary schools in Camden have a school sixth form, 64% 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.
- 5% did not sustain their destinations, which was similar to both London and national averages.
- Not in Education, Employment or Training (NEET) – 4.09% of 16-17 year olds in Camden were categorised as 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. This has allowed a common data set to be established with a Camden wide overview of where subjects are strongest and weakest and more tailored support. This shared approach supports targeted interventions and informed decision-making.

- Ambitious **KS4 targets** have been agreed by all schools, aiming to place Camden in the top 20% nationally, and these are considered at half-termly headteacher meetings. Additionally, sessions with school governors have strengthened their ability to interpret data and hold schools to account effectively.
- A **Raising Standards Leader Network** has been established, bringing together representatives from every Camden secondary school to share strong practice and collaborate on achievement plans. Half-termly Raising Standards meetings focus on improving the use of formative assessment and line management practices, ensuring that teaching strategies translate into better pupil progress. To complement this, bespoke termly visits from Raising Standards Advisers provide tailored guidance to each school.
- The pool of **subject specialist advisers** has also been expanded, ensuring that schools receive expert input on curriculum and pedagogy where needed, and subject networks have been professionalised with structured agendas, moderation activities, and a clear focus on curriculum progression and standards. The Secondary Pedagogy Hub has driven improvements in adaptive teaching, equipping teachers with evidence-informed strategies to meet diverse learner needs.
- Camden Learning has reviewed its additional support policy, identifying four secondary schools for additional advisory visits, school-to-school support, and rigorous scrutiny of outcomes with half termly focussed meetings on priorities alongside Chairs of Governors and Headteachers.
- The **Inspiring Inclusion** programme has provided intensive mentoring for 479 pupils and reached over 1,100 through workshops and career events. This initiative prioritises pupils from racially minoritised backgrounds, with 51 mentees engaged this year. Youth Voice activities are also planned to ensure that student perspectives shape future programme development.
- Camden Learning has piloted innovative approaches to **oracy and metacognition** in Year 7, led by Parliament Hill School with participation from Acland Burghley. These strategies aim to boost disadvantaged students' confidence in speaking, enhance metacognitive awareness, and foster a sense of belonging, laying strong foundations for success at KS4.
- Camden schools are engaging with the new DfE RISE initiatives, offering the opportunity to develop out of borough links to see practice, with two Camden schools hosting schools from across London to share practice during the Spring term RISE open fortnight.

Key Stage 5

Commentary

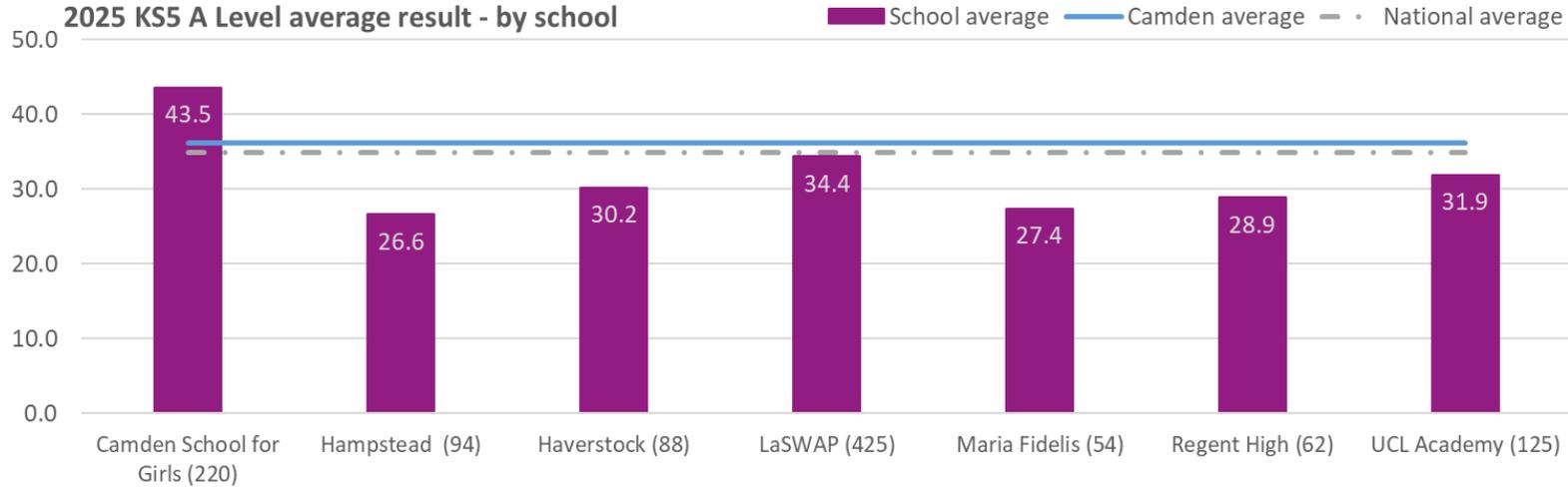
- Key Stage 5 is the assessment of 16-18 year old students, studying Level 3 qualifications. Students can study a range of different qualifications, and data is usually split for A Level, academic (which includes A Level), applied general (vocational) and technical levels.
- In Camden, analysis focuses on A levels and Applied General, due to the make-up of qualifications.
- 2025 data is still provisional, and final data will not be available until February.
- 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, including those based outside of Camden, are attributed back to Camden in National data sets.
 - The cohort size is 1877 and includes 897 pupils who were not on roll in our schools. The cohort for Camden schools only was 980.

Average point score for A level qualifications

	School data only				School and college data																	
	Camden				Camden				London				England				Camden (schools and colleges) rankings					
	2023	2024	2025	DoT	2023	2024	2025	DoT	2023	2024	2025	DoT	2023	2024	2025	DoT	England (/151)			London (/32)		
				25-24				25-24				25-24				25-24	2023	2024	2025	2023	2024	2025
All	33.3	34.6	36.2	1.6	29.7	31.2	31.9	0.7	35.0	35.3	36.0	0.7	34.2	34.4	34.9	0.5	138	131	127	30	29	29
Disadvantaged	28.7	30.9	30.8	0.0	26.4	27.6	28.3	0.7	31.3	31.6	32.3	0.8	30.0	30.1	30.9	0.7	135	120	120	31	30	31
Other (non-dis)	35.9	36.1	37.6	1.5	31.9	33.1	33.8	0.7	36.1	36.3	37.0	0.8	34.9	35.0	35.5	0.4	119	104	96	28	28	27
Disadvantaged gap	-7.2	-5.2	-6.7		-5.6	-5.5	-5.5		-4.8	-4.7	-4.7		-5.0	-4.9	-4.6							
Male	30.7	32.1	33.9	1.8	28.1	29.3	30.4	1.1	34.6	34.8	35.8	1.0	33.4	34.9	35.5	0.6	140	137	132	32	29	31
Female	35.0	36.2	36.2	0.0	30.6	32.3	32.7	0.4	35.3	35.7	36.2	0.4	34.8	36.1	36.3	0.2	137	129	122	30	29	29
Gender gap	-4.3	-4.1	-2.3		-2.5	-3.0	-2.3		-0.7	-1.0	-0.4		-1.4	-1.2	-0.9							
SEN Support	35.3	35.1	39.0	3.8	29.9	32.0	31.4	-0.6	32.6	33.6	34.6	1.0	32.1	32.8	33.6	0.9	99	80	95	27	25	27
EHCP	21.0	35.6	39.0	3.4	18.9	33.7	34.6	0.9	32.8	32.9	34.7	1.8	32.4	32.1	33.4	1.3	137	57	52	32	17	13

- Overall, the average point score (**APS**) for **Camden schools was 36.2, an improvement from 34.6** in 2024. This was in line with London and slightly above National averages.
 - For Camden schools, A Level APS increased again in 2025, to 36.2, in line with the London average for schools and colleges and above the national average for schools and colleges.
 - For Camden schools and colleges including the Capital City Colleges group, the APS was 31.9 in 2025. The APS is lower than national and London averages and ranked 127th nationally and 29th in London
- **Disadvantage:**
 - Camden schools: the APS of disadvantaged pupils remained the same as in 2024, and outcomes were in line with the national average, slightly below London averages.
 - Camden schools and colleges: results improved in 2025 but remained below national and London averages.
 - 34% of the cohort were disadvantaged, compared to 14% nationally.
- **Male / Female**
 - Camden schools: girls (APS of 36.2) outperformed boys (APS of 33.9), with boy's outcomes increasing in 2024, so there was a much narrower attainment gap.
 - Camden schools and colleges: girls outperformed boys though both underperformed relative to national and London averages.
- **SEND**
 - Camden schools: the SEN cohort at A Level was very small, but outcomes for these pupils were high relative compared to national averages.
 - Camden schools and colleges
 - SEN Support – there were only 156 SEN Support A Level students – 8% of the cohort, compared to 5% nationally
 - EHCP – there were only 15 A Level students with an EHCP
- **Ethnicity** (Camden schools) – Most ethnic groups performed similarly to their peers nationally, whilst White British pupils had a higher average point score than their peers nationally (41.1 compared to 35.2).

- School by school outcomes** – data on the outcomes of schools is available on the DfE website - [Compare the performance of schools and colleges in England - GOV.UK](#). A summary is provided below on Average results of A Level entries for each school (with the cohort numbers in brackets).



Average point score for Applied General qualifications

	School data only				School and college data																	
	Camden				Camden				London				England				Camden (schools and colleges) rankings					
	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	England (/151)			London (/32)		
	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	2023	2024	2025
All	28.2	28.8	29.2	0.4	24.0	23.6	25.3	1.7	28.6	28.4	29.5	1.1	29.5	29.1	29.9	0.8	148	148	148	32	31	32
Disadvantaged	28.6		30.2		23.8	23.4	24.7	1.3	27.6	27.4	28.4	1.0	27.7	27.3	28.2	0.9	141	139	136	31	31	29
Other (non-dis)	27.8		29.7		24.2	23.9	25.7	1.8	29.2	29.0	30.0	1.0	30.1	29.6	30.4	0.7	149	150	150	32	32	32
Disadvantaged gap	0.8	0.0	0.4		-0.4	-0.5	-1.0		-1.6	-1.6	-1.6		-2.4	-2.4	-2.1							
Male	28.4	28.2	29.8	1.7	23.9	22.1	24.0	1.8	27.8	27.6	28.8	1.2	28.2	27.8	28.7	0.9	146	148	146	32	32	31
Female	28.0	29.6	30.0	0.5	24.1	24.8	26.3	1.5	29.5	29.3	30.1	0.9	30.7	30.4	31.1	0.6	149	148	150	32	31	32
Gender gap	0.4	-1.4	-0.2		-0.2	-2.7	-2.4		-1.7	-1.6	-1.4		-2.6	-2.6	-2.4							
SEN Support	27.6	25.3	28.2	2.9	21.7	22.0	22.8	0.8	26.0	26.1	27.6	1.5	26.9	26.8	27.2	0.4	141	142	137	31	30	31
EHCP	19.9	23.8	27.7	3.9	23.0	21.5	22.4	0.9	26.3	26.0	27.0	1.0	26.9	26.7	27.8	1.1	110	124	118	25	26	27

- Overall, the average point score (**APS**) of **applied general qualifications for Camden schools was 29.2, similar to 2024**. This was broadly in line with national and London averages.
 - The cohort for Camden schools was 321 taking 597.5 entries.
- For Camden schools and colleges, the APS was 25.3 in 2025. The APS is lower than national and London averages and data for all schools and colleges attributed to Camden ranked 148th nationally and 32nd (lowest) in London.
 - **The cohort size is 1394 and includes 1073 pupils who were not on roll in our schools.**
- **Disadvantage:**
 - Camden schools: the APS of disadvantaged pupils and non-disadvantaged pupils are very similar.
 - Camden schools and colleges: results improved in 2025 but remained below national and London averages. The gap was narrower in Camden.
- **Male / Female**
 - Camden schools: similar outcomes for male and female students, following an increase in 2025 outcomes. Also, a much narrower attainment gap.
 - 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 were similar to national averages.
 - Camden schools and colleges: SEN pupils outperformed relative to pupils nationally.

Technical Levels

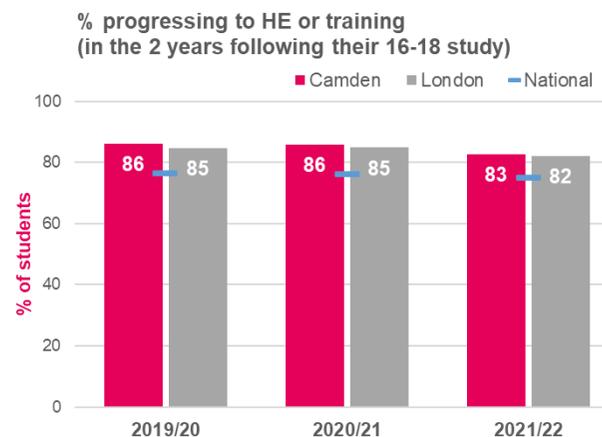
- Camden schools: 2025 was the first year that Technical Level qualifications have been awarded in Camden schools.
 - 21 students were awarded the equivalent of 32 entries, with an APS of 35.2. This is well above the national average APS of 29.4
- Camden schools and colleges: 239 pupils took Technical Levels, and the APS was 26.8.

Post-16 destinations

- 83% of students went onto higher education or training within two years of completing their 16-18 studies in 2021/22 (taking into account students taking gap years and deferring their entry to higher education) which is much higher than the national average (75%) and in line with London averages.
- 0.8% students went onto an Apprenticeship after completing their 16-18 studies in 2021/22, which is lower than both London (2.1%) and national averages (2.8%).

Next Steps and Activity

- A dedicated **Key Stage 5 adviser** is conducting targeted visits to every Camden school to support improvement in underperformance in key subjects, identify strengths, and review curriculum breadth. This work is alongside subject specific advisory work in each school.
- Subject-specific development is being delivered through science networks and core subject focus groups, ensuring continuity of high standards from KS4 to KS5.
- A revised **Post 16 Strategy** for 2026 has been created in collaboration with Camden Headteachers, including representation from Westminster Kingsway and supported by external advisers. This has four pillars: high quality education and training so that all learners attend and achieve well; provision of meaningful pathways for all learners; ensuring that all learners have strong 'basics' in English and Mathematics; developing the future skills of all our learners. This strategy is being overseen by a Post 16 Strategy Board made up of School Leaders alongside Camden Learning consultants. The recent Education & Skills White paper and the collaborative approach of Camden secondary schools presents an opportunity for the Post 16 strategy to reflect the national agenda and drive change
- All Camden schools' 6th forms are now using a shared **data platform**, which is supporting improved data analysis across the borough, offering benchmarks against national indicators. This is informing strategy planning alongside school improvement consultancy support and training.
- Termly **KS5 Chemistry, Physics Network** sessions are being provided for KS5 teachers at The Crick. Feedback shows that teachers valued the practical demonstrations, hands-on equipment ideas, and accessible teaching approaches. These are run alongside a maths hub A Level pedagogy workgroup that is funded by the NCETM (National Centre for Excellent in the Teaching of Mathematics) funded.
- An online **Camden Next Steps Post-16 website** has been launched to support current Year 11 cohorts making Post 16 study decisions. The site helps students explore and understand the full range of options available after Year 11. It provides clear, up-to-date



information on Key Stage 5 pathways, outlining what each route involves, where it is offered in the borough, and how to apply. It also includes practical advice on preparing for university, employment and managing finances. Engagement with this will be tracked in the current year.

- The **Future Leaders Camden Programme**: In October 2025, a new cohort of 100 Year 12 students from all 10 Camden secondary schools were recruited for the in-person programme and 201 for the online strand, with a focus on under-represented students. Future Leaders is a long development programme, equipping them with leadership skills, confidence, and academic ambition. Activities included weekly workshops, mentoring, enrichment visits to institutions such as Oxford University and the Houses of Parliament, specialist career and apprenticeship sessions, and a guest speaker series featuring prominent leaders. Participants also led social action projects to promote equality and community engagement.

Absence

- This data is based on Autumn 2024/ Spring 2025 term combined, rather than annual data due to national comparators data for 2024/25 not being available for annual data. Validated annual data for 2024/25 will be released by the Department for Education in March 2026. Where figures are not shown, this is due to national / regional 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 inverted, to show those with lower (better) absence rates ranking from 1st to those with higher (worse) absence rates ranking from 152nd/153rd.

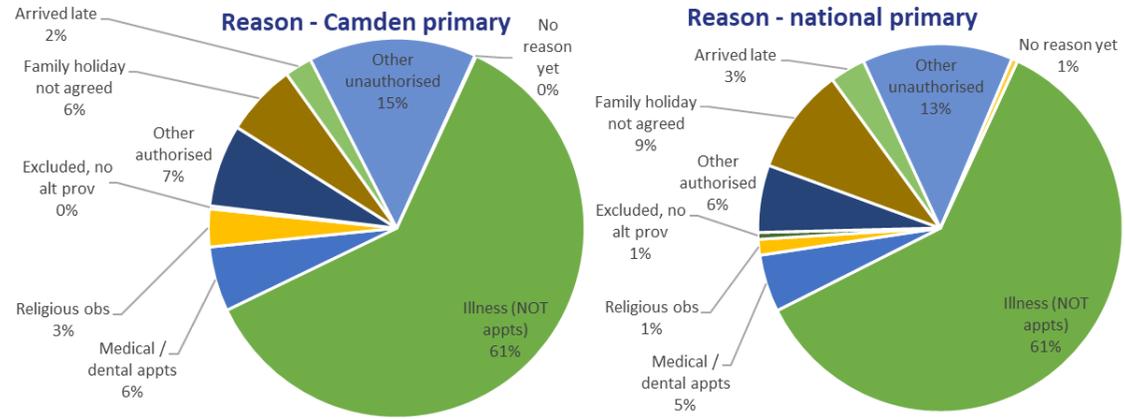
Primary schools

		Camden				London				England				Camden rankings					
		2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	England (/152)			London (/33)		
														2023	2024	2025	2023	2024	2025
Primary % absence	All	6.7%	5.7%	5.9%	0.2%	6.2%	5.3%	5.3%	0.0%	6.0%	5.4%	5.2%	-0.2%	142	126	147	30	29	29
	Disadvantaged		6.8%	7.1%	0.3%		7.0%	7.2%	0.2%		7.8%	7.6%	-0.2%		18	60		13	16
	Other (non-dis)		4.8%	4.7%	-0.1%		4.5%	4.5%	0.0%		4.5%	4.2%	-0.3%		133	141		27	25
	Disadvantaged gap		2.0%	2.4%			2.5%	2.7%			3.3%	3.3%							
	Boys	6.9%	5.9%	6.0%	0.1%	6.3%	5.4%	5.5%	0.1%	6.1%	5.6%	5.3%	-0.3%	142	121	139	30	29	26
	Girls	6.5%	5.6%	5.8%	0.2%	6.0%	5.1%	5.1%	0.0%	5.8%	5.2%	5.0%	-0.2%	142	133	148	30	30	30
	boy / girl gap	0.4%	0.3%	0.2%		0.3%	0.3%	0.4%		0.3%	0.4%	0.4%							
	SEN Support	8.3%	7.0%	7.6%	0.6%	7.8%	6.7%	6.9%	0.2%	7.9%	7.4%	7.1%	-0.3%	124	65	137	30	27	31
	EHCP	10.5%	10.2%	10.4%	0.2%	9.3%	8.5%	9.0%	0.5%	10.1%	10.0%	10.2%	0.2%	113	102	104	32	33	32
Primary % persistent absence	All	22.1%	17.7%	16.7%	-1.0%	18.8%	14.6%	14.4%	-0.2%	17.3%	14.7%	13.3%	-1.4%	147	142	144	30	29	29
	Disadvantaged		23.4%	22.1%	-1.3%		23.0%	23.3%	0.3%		26.1%	24.5%	-1.6%		35	47		19	13
	Other (non-dis)		12.2%	11.2%	-1.0%		10.7%	10.2%	-0.5%		9.9%	8.5%	-1.4%		139	133		27	22
	Disadvantaged gap		11.2%	10.9%			12.3%	13.1%			16.2%	16.2%							
	Boys	22.8%	18.0%	17.6%	-0.4%	19.4%	15.0%	15.1%	0.1%	17.8%	15.1%	13.9%	-1.2%	146	139	145	29	29	28
	Girls	21.3%	17.3%	15.7%	-1.6%	18.2%	14.1%	13.7%	-0.4%	16.9%	14.2%	12.7%	-1.5%	146	148	140	30	30	28
	boy / girl gap	1.5%	0.7%	1.9%		1.3%	1.0%	1.4%		0.9%	0.9%	1.2%							
	SEN Support	30.1%	24.4%	25.5%	1.1%	26.1%	20.9%	20.9%	0.0%	25.7%	22.5%	20.7%	-1.8%	146	125	150	31	32	33
	EHCP	36.8%	33.1%	35.6%	2.5%	31.7%	26.7%	28.3%	1.6%	32.2%	29.9%	29.3%	-0.6%	136	128	147	31	32	33

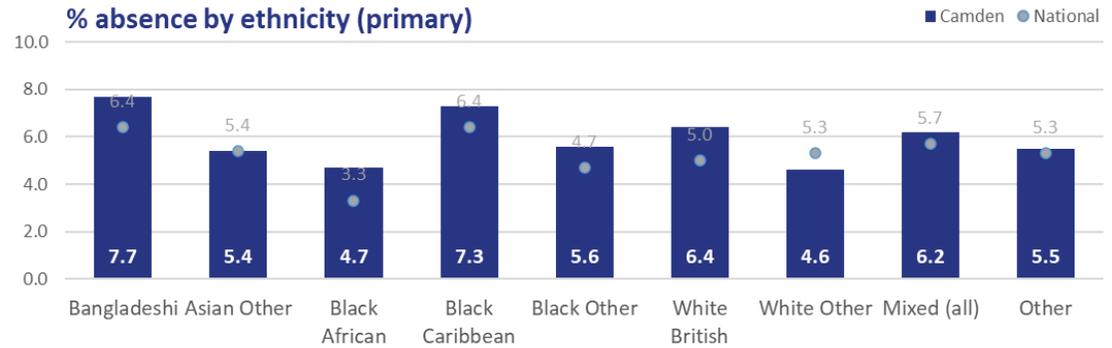
Commentary (Primary)

- Despite improvements since 2023, overall, rates remain higher than national and regional averages:
 - Rates of absence are higher than national and London averages and ranked 147th nationally and 29th in London in 2025.
 - Persistent absence in Camden fell again in 2024, and so too did the rates nationally and regionally. Camden ranked 144th nationally in 2025.
- **Disadvantage:** Rates of absence for disadvantaged pupils are lower than national averages and the difference between disadvantaged and non-disadvantaged pupils are narrower than those nationally too.

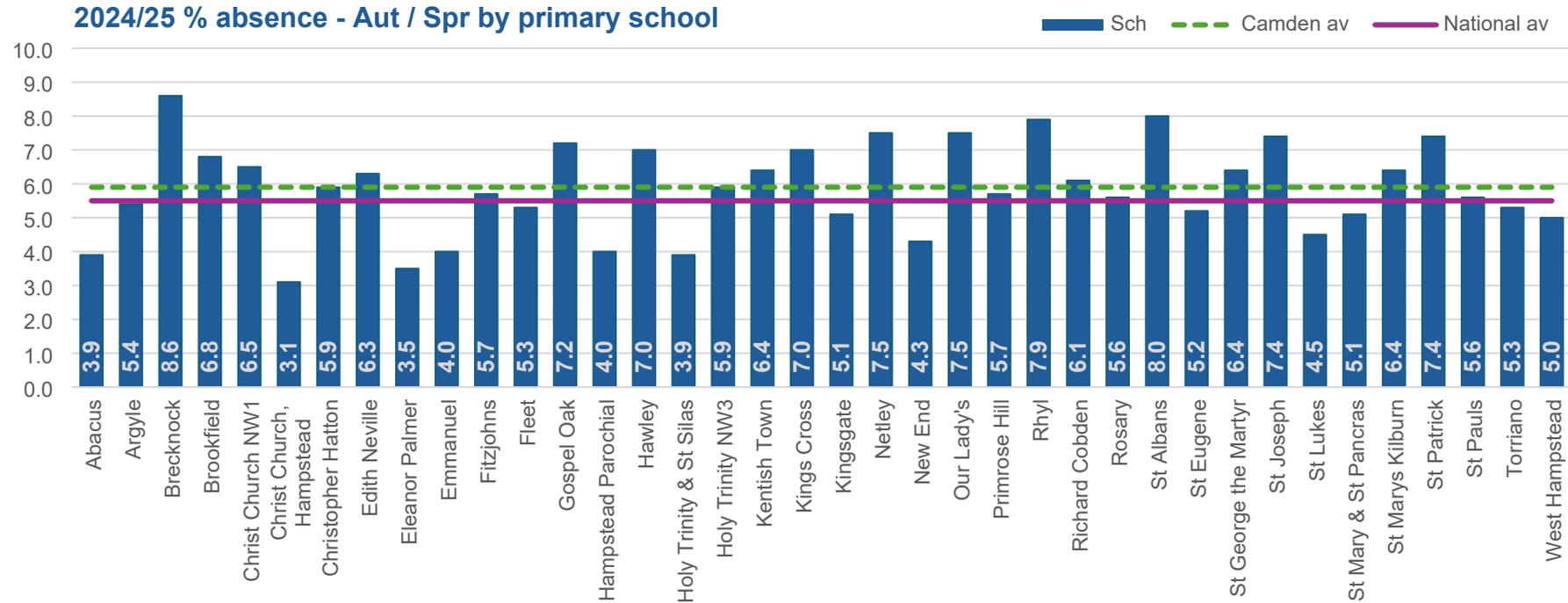
- **Boys/ Girls:** Gender gap for % absence was 0.2% in 2024/25, similar to national and London averages.
- **SEN:** Pupils with SEND have higher rates of absence than all pupils, though 2024/25 rates are higher than rates nationally and for London.
- **Reasons for absence:** In total, 122,924 sessions were missed out of a possible 2,083,858 and **illness was by far the largest reason for absence**, accounting for 61% of these sessions, similar to the national average for primary schools of 61%. Overall, the reason for absence profile is very similar to the national profile.



- **Ethnicity:** There were significant variations between different ethnic groups remain, with Bangladeshi pupils having the highest absence rate (7.7%). Black Caribbean pupils also had a high absence rate. White 'Other' pupils are the only ethnic group with an absence rate lower than their peers nationally.



- **Absence by school** – Whilst Camden has absence above the national average, there are differences across the 38 primary schools.
 - 15 schools were below the national average
 - 23 schools were above the national average.



Secondary schools

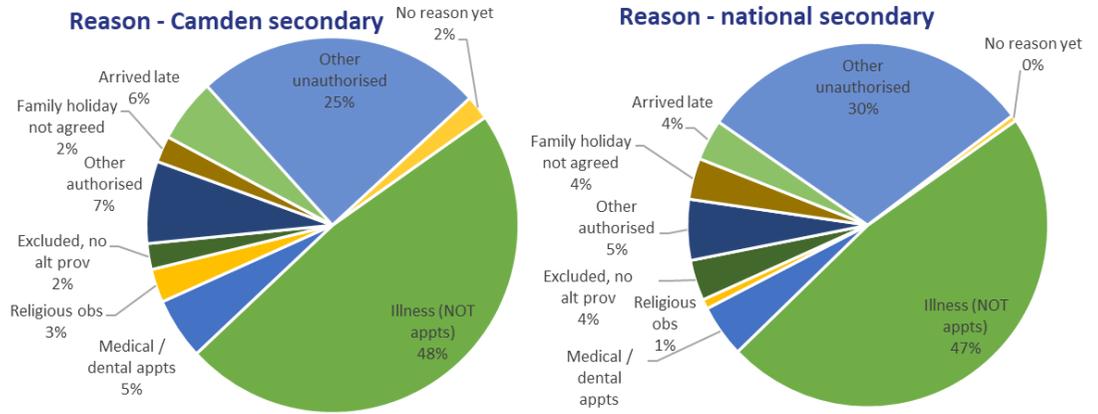
		Camden				London				England				Camden rankings					
		2023	2024	2025	DoT	2023	2024	2025	DoT	2023	2024	2025	DoT	England (/152)			London (/32)		
					25-24				25-24				25-24	2023	2024	2025	2023	2024	2025
% absence	All	8.5%	8.0%	8.9%	0.9%	7.4%	6.9%	6.9%	0.0%	8.7%	8.5%	8.1%	-0.4%	71	55	121	30	30	31
	Disadvantaged		9.7%	10.8%	1.1%		9.4%	9.3%	-0.1%		13.3%	12.7%	-0.6%		21	30		23	23
	Other (non-dis)		6.1%	6.6%	0.5%		5.6%	5.5%	-0.1%		6.5%	6.1%	-0.4%		43	131		27	32
	Disadvantaged gap		3.6%	4.3%			3.8%	3.8%			6.8%	6.8%							
	Boys	8.7%	8.3%	9.5%	1.2%	7.3%	6.8%	6.7%	-0.1%	8.4%	8.2%	7.8%	-0.4%	99	83	146	32	32	32
	Girls	8.4%	7.7%	8.4%	0.7%	7.6%	7.1%	7.1%	0.0%	9.0%	8.8%	8.4%	-0.4%	51	34	72	29	26	30
	boy / girl gap	0.3%	0.6%	1.1%		-0.3%	-0.3%	-0.4%		-0.6%	-0.6%	-0.6%							
	SEN Support	11.7%	12.0%	13.9%	1.9%	10.6%	10.4%	10.4%	0.0%	13.0%	13.3%	12.9%	-0.4%	43	44	117	28	30	32
EHCP	12.3%	10.2%	14.0%	3.8%	10.6%	10.5%	10.8%	0.3%	14.4%	15.5%	16.3%	0.8%	48	14	43	29	12	30	
% persistent absence	All	26.3%	24.0%	27.2%	3.2%	21.9%	19.6%	19.2%	-0.4%	25.2%	23.9%	21.9%	-2.0%	95	78	144	30	30	32
	Disadvantaged		30.7%	34.1%	3.4%		29.1%	28.5%	-0.6%		39.8%	36.8%	-3.0%		21	39		22	30
	Other (non-dis)		16.3%	18.4%	2.1%		14.4%	13.3%	-1.1%		17.0%	14.7%	-2.3%		56	148		27	32
	Disadvantaged gap		14.4%	15.6%			14.7%	22.8%			22.8%	22.8%							
	Boys	27.3%	26.2%	29.9%	3.7%	21.6%	19.2%	18.7%	-0.5%	24.3%	23.0%	20.9%	-2.1%	128	125	152	32	32	32
	Girls	25.3%	22.0%	24.6%	2.6%	22.3%	20.0%	19.6%	-0.4%	26.1%	24.8%	22.9%	-1.9%	62	42	110	29	27	30
	boy / girl gap	2.0%	4.2%	5.3%		-0.7%	-0.8%	-0.9%		-1.8%	-1.8%	-2.0%							
	SEN Support	37.9%	38.7%	42.1%	3.4%	32.6%	30.6%	29.9%	-0.7%	37.3%	36.7%	34.4%	-2.3%	89	104	150	30	32	32
EHCP	36.3%	32.3%	44.9%	12.6%	31.6%	30.2%	29.9%	-0.3%	37.8%	38.7%	38.3%	-0.4%	71	35	113	30	24	32	

Commentary (Secondary)

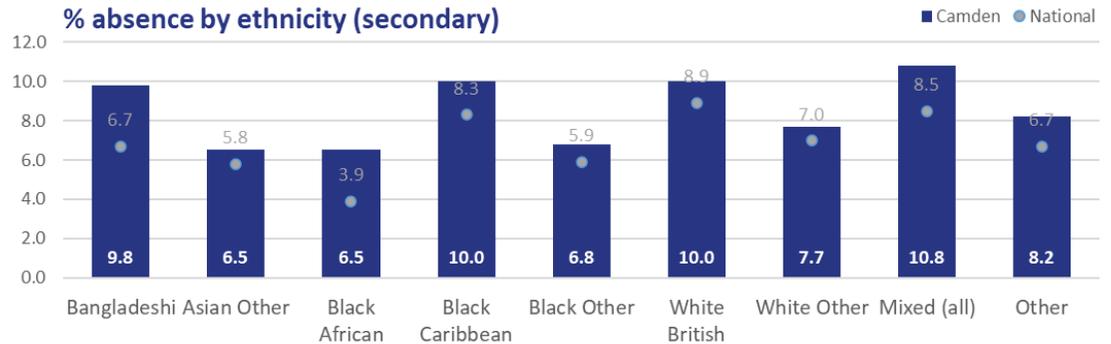
- **Absence rates increased in Camden Secondary Schools in 2024/25.** Camden ranked 121st nationally, a fall on previous years, and remained one of the highest boroughs for absence in London (31 out of 32).
- Persistent absence also increased and remained well above the national and London averages. Camden ranked 144th nationally and lowest (32nd) in London.
- **Disadvantaged:** absence rates are higher than non-disadvantaged pupils, but lower than those nationally (10.8% absence compared to 12.7% nationally). Camden ranked 30th nationally. Absence gaps between disadvantaged and non-disadvantaged pupils are also much narrower than those nationally.

- **Boy / Girl:** Boys have higher rates of absence than girls, which is different to the national / London averages, where girls have higher absence rates. Gaps are wider in Camden, though the other way around and girls absence is in line with national averages. In terms of persistent absence, rates improved for girls who ranked 72nd nationally, compared to boys ranking 146th in 2025.
- **SEN:** Pupils with SEND had higher rates of absence than all pupils, and there were increases for both groups.

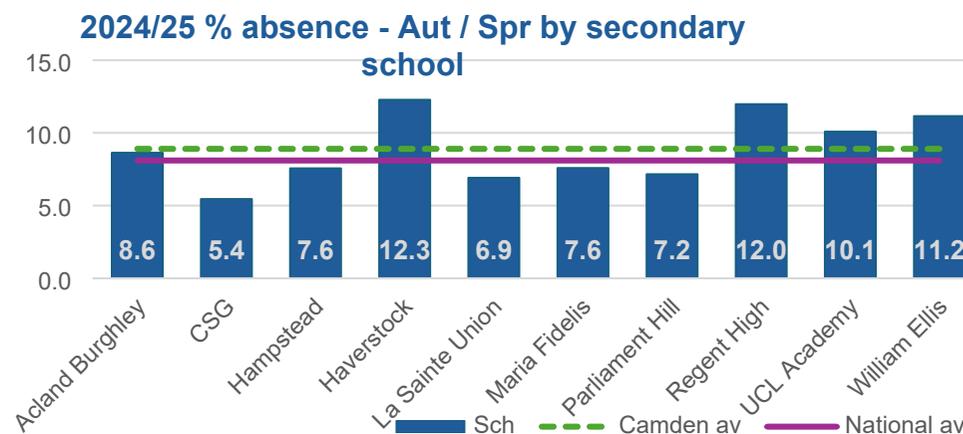
- **Reasons for absence** – Illness was the largest reason and accounted for 48% of all absence, which was in line with the national profile (47%).
 - Other unauthorised was the second largest reason for absence, and accounted for 25% of all absence, and this was much lower than the national figure of 30%.



- **Ethnicity:** Mixed pupils have the highest absence rate in Camden secondary schools, closely followed by Black Caribbean, White British and Bangladeshi. Absence rates for all ethnic groups in Camden are higher than their peers nationally, but gaps are widest for Bangladeshi (difference of 3.1%) and Black African pupils (difference of 2.6%).



- **Absence by school** – Whilst Camden has absence above the national average, there are differences across the 10 secondary schools.
 - 5 schools were below the national average
 - 5 schools were above the national average.



Next Steps and Activity

- Camden Learning continues to challenge schools on their processes and activities to improve attendance. Bespoke attendance **data booklets** for every school enabling leaders to benchmark against national and regional averages, identify priority cohorts, and track trends over time. Three **School Inclusion Support Officers** visit every state-funded school at least once per term, with more frequent visits for schools facing the greatest challenges. These officers work closely with schools to identify pupils at highest risk of non-attendance and coordinate appropriate interventions. Additional targeted support is being provided for secondary schools with the highest absence rates in 2025/26, including bespoke improvement plans and increased engagement from School Inclusion Support Officers.
- **Attendance practice guidance** for Camden drawing from research, strong practice and case studies taken from Camden schools has been published by Camden Learning. This will be used in the coming period to further promote the strongest practice.
- A monthly **attendance newsletter** is distributed to attendance leads, officers, and headteachers, sharing the latest data, practical improvement tips, suggested focus areas, and insights from research to support evidence-based practice.
- Regular **attendance network meetings** offer school leaders the opportunity to review borough-wide trends, discuss strategic issues, and share examples of effective practice with peers. A comprehensive training offer is available for attendance leads and officers, ensuring they have the knowledge and tools to manage attendance effectively and comply with statutory requirements.
- A **“team around the school”** model has been piloted in two primary schools, bringing together Camden Learning, Family Hubs, and other partners for fortnightly meetings to address barriers for pupils with 10–20% absence and provide tailored family support. The “team around the school” approach will be expanded to more schools to strengthen collaboration between education and family

support services in the current year. Alongside this, as part of the Children Social Care reforms closer links are being established with the **Virtual School** and the attendance service to support the attendance of vulnerable pupils.

- Camden Learning continues to deliver **borough-wide campaigns** such as “Every School Day Counts,” using posters in public spaces to reinforce the message that regular attendance is essential for wellbeing and academic success.
- An **Emotionally Based School Avoidance (EBSA) toolkit** is being developed to help schools, parents, and pupils understand and address anxiety-related barriers to attendance. This will be piloted before borough-wide rollout later this academic year.
- A robust approach to **penalty notices** for unauthorised absence will be maintained, ensuring consistent application of the national framework and reinforcing the importance of regular attendance.
- Three Camden Secondary Schools have engaged with **regional behaviour and attendance hubs**, receiving support and best practice visits from out of borough schools who have successfully impacted on attendance.

Suspensions & Exclusions

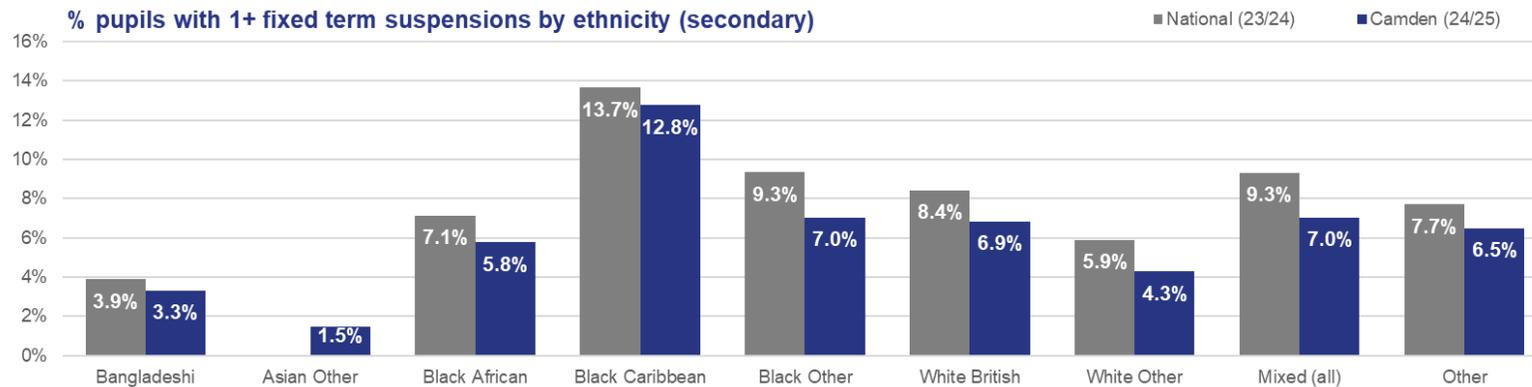
- Suspension data for 2024/25 is provisional and national comparisons for 2024/25 are not published until July 2026.
- Rankings have been inversed, to show those with lower (better) suspension rates ranking from 1st to those with higher (worse) suspension rates ranking from 153rd.
- There are several 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 exclusions, the % pupils with a permanent exclusion are looked at alongside the actual numbers, due to the relatively small number of pupils with a permanent exclusion each year.

% pupils with 1 or more suspensions

		Camden				London				England				Camden rankings					
		2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	England (/150)			London (/32)		
		2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	2023	2024	2025
Primary	All	0.3%	0.5%	0.5%	0.0%	0.5%	0.6%			0.8%	1.0%			8	20		8	12	
Secondary	All	4.9%	6.0%	6.0%	0.0%	5.6%	6.1%			7.1%	7.8%			19	32		11	17	
	FSM eligible	7.2%	9.5%	9.8%	0.3%	9.8%	11.3%			14.8%	16.7%			7	10		6	9	
	Not FSM eligible	3.5%	3.7%	3.7%	0.0%	4.1%	4.1%			4.9%	5.0%			20	26		10	14	
	FSM gap	-3.7%	-5.8%	-6.1%		-5.7%	-7.2%			-9.9%	-11.7%								
	Boys	6.4%	7.8%	7.2%	-0.6%	7.0%	7.8%			8.7%	9.5%			22	35		12	20	
	Girls	3.7%	4.8%	4.8%	0.1%	4.2%	4.4%			5.5%	6.1%			20	36		12	16	
	Gender gap	-2.7%	-3.1%	-2.4%		-2.8%	-3.4%			-3.2%	-3.4%								
	SEN Support	10.1%	14.2%	14.6%	0.4%	11.5%	12.6%			15.2%	16.8%			15	44		11	24	
EHCP	11.2%	12.8%	10.2%	-2.6%	11.8%	12.8%			15.8%	17.4%			20	31		11	16		

Commentary

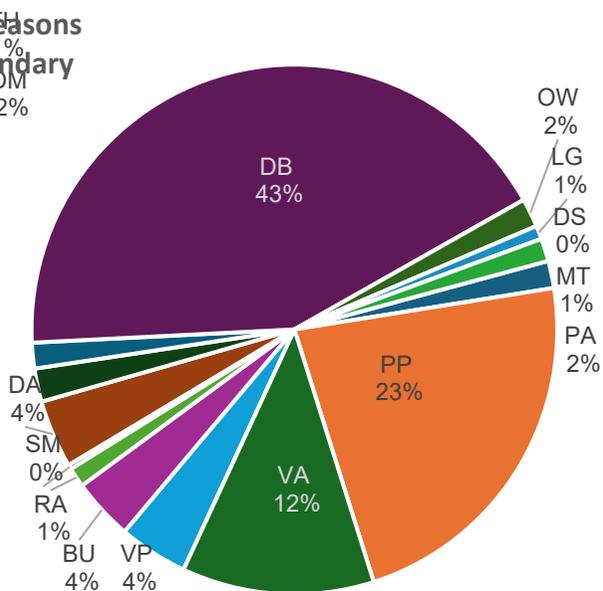
- Overall, the rates of suspensions in 2024/25 remained similar to the previous year, and although there is no annual national comparison information available until summer 2026, it is not anticipated that there will be a significant change in national or local ranking.
 - Primary - In 2024/25, there were 101 suspensions of 52 pupils. Camden ranked 20th lowest (out of 153 boroughs) nationally in 2023/24 and 12th lowest (out of 32 boroughs) in London.
 - Secondary – In 2024/25, there were 1083 suspensions of 596 pupils. Camden ranked 32nd lowest (out of 153 boroughs) nationally in 2023/24 and 20th lowest in London (out of 32 boroughs).
- **Disadvantage:** Suspension rates remained similar to 2023/24 rates and also remained below national and regional averages for 2023/24. Free School Meal rates of suspension in Camden remain very low, with Camden ranking 10th lowest nationally.
- **Boys/Girls:** Boys had higher suspension rates than girls, but both were lower than national averages.
- **SEND:** Suspension rates for pupils with SEND were higher than those for ‘all pupils’, though slightly lower than national averages for pupils with SEND.
- **Ethnicity:** There is great variability of pupils with one or more fixed-term suspensions when broken down by ethnicity:
 - Black Caribbean pupils had the highest rate of fixed term suspensions (12.8%). This is a small group in Camden.
 - All ethnic groups had lower suspension rates than the groups nationally.



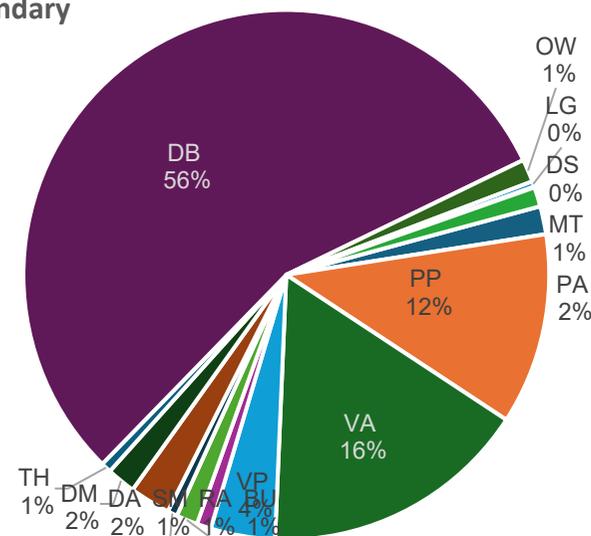
- **Reasons for suspension**

- Persistent disruptive behaviour (DB) is the largest reason for suspension in Camden secondary schools (43% compared to 56% nationally).
- Physical assault against a pupil is the second largest reason in Camden (23% compared to 12% nationally).

**Suspension reasons
Camden secondary
2024-25**



**Suspension reasons
National secondary
2023-24**



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				London				England				Camden rankings					
		2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	2023	2024	2025	DoT 25-24	England (/150)			London (/32)		
														2023	2024	2025	2023	2024	2025
Secondary	All	0.15%	0.25%	0.30%	0.05%	0.13%	0.14%			0.22%	0.25%			49	74		23	28	

Commentary

- In 2024/25, there were 30 permanent exclusions at Secondary schools, which is 4 more than 2023/24 and an increasing trend. There were no permanent exclusions at Primary.
- The number of permanent suspensions is not even across the 10 secondary schools - Two school each accounted for 6 of these permanent exclusions and another 2 each had five permanent exclusions.
- Physical assault against a pupil the biggest single reason for Permanent exclusions, accounting for 27% of suspensions (compared to 16% nationally in 2023-24). Nationally (and in London), disruptive behaviour is the biggest single reason, whereas in Camden, this only accounted for 16% of permanent suspensions and offensive weapons accounted for 19% (compared to 5% nationally).
- Underlying reasons for this increase cited by secondary schools include loss of a Camden based provider 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. Schools can still refer to an off-site direction panel for short term placements at Heath School; however Heath School are no longer accepting managed moves without a permanent exclusion, and this has also contributed to an increase in numbers.
- In terms of characteristics, of the 30 permanently excluded secondary pupils in 2024/25:
 - 20 were boys
 - 10 were on the SEND register
 - 21 were disadvantaged (pupil premium pupils)
 - 7 were White British, 4 Black Caribbean and 4 Black African
- In addition, there was 1 permanent exclusion in a Primary school.

Next Steps and Activity

- The rise in permanent exclusions at Secondary school is a cause for concern and work is underway with headteachers to understand the underlying reasons for the increase and what support is needed.
- There is continued use of tracking data to identify pupils with multiple suspensions who are vulnerable to exclusion, and encouragement of the use of **early intervention programmes** such as the Rhyl Satellite, The [CRiB](#) (Camden Reintegration Base) at Haverstock school, Camden Pathways and Off-Site Direction, so that support pathways for are fully utilised as an alternative to exclusion.
- As part of the Children Social Care reforms, closer links are being established with the Virtual School and the exclusions service to support schools in meeting the needs of vulnerable pupils.
- Additional secondary **outreach resource** at Heath school has been commissioned by the Council from September 2025 to work with the six secondary schools that have the highest rates of suspension and exclusion.
- Camden is reviewing Alternative Provision (AP) as part of its wider **SEND and AP commissioning programme**. Also, as part of the Change Programme, Camden is developing the SEND support offer and expectations around ordinarily available provision in schools.
- Capacity issues at Robson House have led to review of the primary PRU provision and the SEMH support offer. This review will inform activity captured in the alternative provision and AP commissioning plan
- Thirty Camden schools have now engaged with the **Rights Respecting Schools award** designed to enable greater student agency and voice in schools supported by the Mayor of London Violence Reduction Unit programmes, and a Camden steering committee has been formed as part of the pan London Inclusion Charter.

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REPORT ENDS