THE FUTURE FOR CAMDEN SCHOOLS

Camden Learning is a not for profit company formed by the Camden Schools Led Partnership (CSLP). This prospectus explains what that means, why it is an important development, how it will work more effectively than the current CSLP partnership arrangements and the benefits of joining.

Information about the nature and make-up of the company has also been provided; the vision, governance and leadership, financial management and what the liabilities and benefits will be of your school becoming a company member.

Joining ensures access to high-quality school improvement support services, that may not otherwise be available, and enables Camden schools collectively to shape the services on offer so these meet their needs.

WHAT ARE CAMDEN LEARNING’S CORE OBJECTIVES?

- To help every Camden child to have the best start in life with no child left behind, to achieve the best possible educational outcomes in all areas of life, to develop growth mind sets, high aspirations and to learn well both independently and with others
- To facilitate collaborative practice within the Camden family of schools, working in partnership to secure sustained educational improvement and innovation
- To ensure that throughout their education learners are provided with high quality information, inspiration and the opportunity to translate high expectations into the best possible study and work destinations following their education in Camden schools
- To attract, recruit and develop the very best teachers and leaders
- To support governors and parents in fulfilling their roles
- To enable the Council to provide strong civic governance and support in the education of its residents
- To operate for the benefit of the community and in the interests of its stakeholders including parents, staff, pupils and partners
- To operate in a manner consistent with co-operative and charitable principles
- To develop and maintain strategic partnerships with key national and international organisations who can assist the company to secure its objectives
- To provide a strong financial base for education in Camden, committed to reinvesting any surplus generated into the company’s capacity to further these objectives.

These objectives will be reviewed during the consultation on the company’s first three year strategic plan (2017-20).
THE BACKGROUND: CSLP

Camden Council and its schools formed the Camden Schools Led Partnership (CSLP) in 2014. The aim: world class schools and outcomes.

HOW?

By adopting the best in global education practices and a collaborative improvement culture that connects and strengthens teacher, school and leadership development across Camden.

CSLP has led school improvement in Camden for 18 months. Developing, capturing and transferring successful practice and involving leaders, teachers and specialists, including a new central team, in the joint delivery of educational improvement.

WHAT'S THE BENEFIT?

All schools are members and purchase services. CSLP is also a brokerage point for most schools traded services, acting as a single point of contact and each school's account manager, ensuring quality and challenging services on the school's behalf. Even more services joined CSLP in its second year. The CSLP portal has become a focal transaction and information point for schools in Camden. An increasing number of schools are now providing services too. The first year trading figures exceeded expectations and feedback on impact and quality is very high.

In short, CSLP has created an effective and successful system in Camden which, in less than two years, is led by schools; has developed popular and successful improvement programmes; supports curriculum and assessment development; is informed by school-driven knowledge hubs and promotes strong leadership, management and governance. Few other UK school systems have reached such a level of maturity in collaborative practice.

WHO'S INVOLVED?

The CSLP has seen increased trading with 1163 schools traded services contracts now managed by the business unit.

DEVELOPMENT

The next challenge in Camden is to embed its new practices deeper into school life. The partnership needs to further develop its offer to the highest performing schools and to enhance awareness of the opportunities it offers. The CSLP also needs to secure its future income, through improved marketing, external trading and funding bids.
THE NATIONAL CONTEXT

The 2015 election signalled a more determined academisation policy presenting risks to the collaborative work achieved across the CSLP. While increasingly effective, this work was still fragile and dependent on much voluntary behaviour, discretionary effort, trial and occasional error. The benefits of collaboration could be lost unless what underpins it can be made less fragile, more permanent, hardened and capable of replicating itself.

THE LOCAL PICTURE

In order to strengthen the CSLP’s ability to successfully withstand change, proposals to establish it as a legal entity capable of employing people and replacing key post holders were discussed at a series of conferences over the 2015-16 school year. These resulted in a partnership wide consultation that proposed the formation of a not for profit company limited by guarantee comprised of schools and Council with the purpose of ensuring excellent educational outcomes for every Camden child and creating a centre of excellence that will act as a magnet for the best teachers and leaders and with strong community interest through the Council. This got the green light in February and a Council decision to back it in April.

HOW WILL THIS AFFECT CAMDEN?

Government announcements during this period confirmed intentions to achieve universal academisation in five years. They also increasingly confirmed that the Government may be willing to consider enabling arms-length schools companies and (educationally) ‘viable’ councils to apply to the Secretary of State to become academy sponsors.

With government and local partners such as the diocese all willing to engage with the idea of Camden Learning, the time is right to form the company. It will act as a steady anchor securing school improvement in the stormy weather ahead, providing a safe harbour within which schools can continue to develop the collaborative improvement practices needed in the years ahead. Even the best Multi Academy Trusts will need to collaborate with other schools and MATs and will need organisations like Camden Learning with which to accomplish that.
3 SOLID FOUNDATIONS

Unlike most other school improvement companies currently setting up around the country, Camden Learning is built on solid foundations established by the Camden Schools Led Partnership (CSLP) over the past two years.

The CSLP has helped harness exceptional practice and leadership in schools across Camden to create a culture of sharing expertise and transferring knowledge. These are the kinds of collaborative practices needed to tackle current burning educational issues, create a future workforce equipped for success and to build a sustainable, highly effective school improvement system.

OUTCOMES TO DATE

This year, CSLP has delivered 430 individual consultancies, teachers will have participated in almost 5000 CPD sessions. Collaboration has been at the heart of the partnership. Leaders and teachers from all schools in Camden have worked together on a range of important and successful developments to make a real difference.

Assessment - life without levels

- Standardised judgements on learning expectations agreed in core subjects from reception to Year 9, and now available on Camden Sharing Best Practice (SBP) website.
- All primary schools now part of assessment clusters. Practice recognised as excellent by external moderator.

Networks and learning hubs - sharing learning

- Primary maths hub led by Eleanor Palmer School, including monthly bulletins, termly meeting and other maths events.
- Key stage 5 pedagogy - sharing best practice at heads of 6th form meeting.
- Hub events being attended by up to 50 participants each.
- Six learning hubs commissioned - all led by schools - English, Maths, Inclusive Pedagogy, Growth Mindsets. Participants share their ideas, resources and value the collaboration.
- Lesson Study Mathematics hub - led by Hampstead Secondary and funded by the Mayor of London.
OUTCOMES TO DATE (CONTINUED)

Effective use of data for school improvement
- Development of a tracking system to support school self-evaluation and benchmarking.

Joint practice development groups
- ITT and inclusive pedagogy project led by Swiss Cottage and facilitated by Camden SLEs (Specialist Leaders of Education).

Increased number and deployment of SLEs
- Including two secondary SLEs at Parliament Hill. Plans to utilise them more widely e.g. greater involvement in NQT training programme.

A programme for inspiring teachers new to leadership was introduced
- Delegates worked with a range of Camden leaders and enjoyed varied and interactive sessions.

Support for Governors - Innovative coaching and mentoring
- Plans for governors to become Local Leaders in Governance for Camden
- Encouraging governing bodies to observe each other and share good practice

Peer Reviews
- Primary cluster group has piloted a ‘collaborative enquiry approach’ to school reviews. Feedback will help develop revised Primary CPP approach for 2016-17

'I actually feel much better prepared for my NQT year than my friend. I know now what helps my pupils with SEND helps everyone'

Only half of this training and consultancy has been delivered by the Learning and School Improvement Service. More and more school based practitioners are leading improvement and sharing their expertise.

New context for training and support for EYFS (Early Years Foundation Stage) provision
- Termly EYFS leaders meetings have included seven practitioners presenting alongside the EYFS consultant, and have been very well attended (between 25-30 participants).

We expect that the percentage of teacher-led CPDL (Continuous Professional Development and Learning) to increase in the coming years.
Establishing CSLP as a company cements its legal standing and secures the future of collaborative practices for Camden schools.

On 6 April 2016 the Cabinet passed a decision to support the establishment of Camden Learning, including set up costs, hosting arrangements such as business and information technology support and accommodation. The Council also agreed to commission the company to undertake school improvement services and to deliver the Camden Strategic Plan aims of: having the best schools in the country, giving every child the best start in life and leaving no child behind. The Council has agreed to facilitate arrangements including secondments in order that these functions can be undertaken by Camden Learning. This financial commitment amounts to £1.722m per annum, and is guaranteed until the end of the 2017-18 financial year.

Against a backdrop of national changes to the role of Councils, Camden Council has consistently prioritised support for education. Although there are no absolute guarantees (there are Council elections in 2018), financial support from the Council is likely to continue in some form beyond 2018.

In practical terms this means that the new company will take over much of the business of the CSLP and traded school improvement services.

The Council’s contribution currently funds a large number of services to Camden schools. These services are delivered through a combination of the Learning and School Improvement Service, Training and Development Service, Traded Schools Services and by leaders and practitioners from Camden Schools.

Some of the key services currently provided are listed below:

<table>
<thead>
<tr>
<th>CORE SERVICES INCLUDING STATUTORY REQUIREMENTS</th>
<th>SCHOOL IMPROVEMENT TRADED SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of reports and answers to questions for Members of the Council</td>
<td>NQT appropriate body &amp; NQT training</td>
</tr>
<tr>
<td>Response to parental and OFSTED complaints</td>
<td>Governors training and development</td>
</tr>
<tr>
<td>Statutory role in safeguarding and the PREVENT duties including monitoring alternative provision.</td>
<td>Training and consultancy for primary mathematics &amp; literacy, early years and foundation stage leads and assessment leads.</td>
</tr>
<tr>
<td>Community support including for minority ethnic groups</td>
<td>Training and consultancy for assessment leads</td>
</tr>
<tr>
<td>Provision of suitable post 16 places, including for students with SEN (including finance of places)</td>
<td>Provision of detailed performance data to support school Improvement and associated training for governors and senior leaders</td>
</tr>
<tr>
<td>Monitoring Effective Home Education</td>
<td>Leadership training and programmes e.g. Inspiring Leaders</td>
</tr>
<tr>
<td>Monitoring SATS and phonics checks</td>
<td>Open classrooms – visits to SLEs</td>
</tr>
<tr>
<td>External moderation of teacher assessment at EYFS, KS1 and KS2</td>
<td>School and department reviews and support for peer reviews</td>
</tr>
<tr>
<td>Challenging standards in schools</td>
<td>Reviews of Safeguarding, Websites, Pupil premium and Governance</td>
</tr>
<tr>
<td>Identifying, challenging schools causing concern</td>
<td>Support for coaching, mentoring and collaborative enquiry</td>
</tr>
<tr>
<td>Monitoring the progress of underperforming schools through LA Project Boards</td>
<td>Training, coaching and consultancy related to securing excellent teaching and learning in secondary schools (including 6th forms)</td>
</tr>
<tr>
<td>Providing advice to other officers in the Council on issues related to schools</td>
<td>Support for curriculum development at all key stages</td>
</tr>
<tr>
<td>Compliance of all schools (including Independent) in relation to safeguarding</td>
<td>Developing peer support and challenge</td>
</tr>
<tr>
<td>Provision of support to the SACRE</td>
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<tr>
<td>PE training leads and mentoring</td>
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<tr>
<td>PSHE co-ordinators' training including drugs, alcohol, substance abuse, and sexual health</td>
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<tr>
<td>Guidance and advice on emotional &amp; mental health, bullying, racism, homophobia, disability</td>
<td></td>
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<tr>
<td>Healthy Schools' agenda</td>
<td></td>
</tr>
</tbody>
</table>
# LEVEL 1 SERVICES - PROVIDED TO ALL SCHOOLS

<table>
<thead>
<tr>
<th>BUSINESS UNIT SUPPORT</th>
<th>Access to one point of contact business unit for all school improvement and school support queries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMDEN PROFESSIONAL PARTNER (CPP) SUPPORT</td>
<td>2 core CPP half day visits per year (Autumn and Spring terms). Response to emergency situations.</td>
</tr>
</tbody>
</table>
| ADDITIONAL RESOURCES | Statutory moderation (Primary)  
Standard data  
Twice termly headteacher meetings  
Statutory support from HR. |
| TRAINING AND DEVELOPMENT | Statutory Health and Safety Training  
HT update emails  
Designated teacher training  
Safeguarding training from the Camden Safeguarding Children Board |
| NOT SUPPORT | Appropriate Body registration for NQTs  
Maintenance of records and assessment reports for the induction year |
| SUPPORT FOR GOVERNANCE | Central helpline for all governing bodies.  
Chairs and governors meetings.  
Primary Chairs termly meetings  
Secondary Chairs termly meetings.  
Governor newsletters  
Access to governor website and related resources |
| OTHER BENEFITS | Safer Schools Network (Secondary) |

The high level analysis of the Council's commitment is detailed below:

![CSLP Expenditure](image)

<table>
<thead>
<tr>
<th>CSLP Expenditure</th>
<th>£2,322k</th>
</tr>
</thead>
<tbody>
<tr>
<td>£1,002k - 43%</td>
<td>£1,320k - 57%</td>
</tr>
</tbody>
</table>

![Schools Traded Services Funding](image)

<table>
<thead>
<tr>
<th>Schools Traded Services Funding</th>
<th>£1,002k</th>
</tr>
</thead>
<tbody>
<tr>
<td>£402k - 40%</td>
<td>£390k - 39%</td>
</tr>
<tr>
<td>£12k - 1%</td>
<td>£80k - 8%</td>
</tr>
<tr>
<td>£118k - 12%</td>
<td></td>
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</tbody>
</table>

- Schools Traded Services
- Commissions - Statutory Services/PH/TDS

The Council currently spends a total of £2,322k on school improvement and related services, of which £1,320k relates to statutory school improvement including public health and training. The other £1,002k is spent on trading services, of which £600k is paid for by schools in the form of subscriptions and fees. The remaining £402k relates to CSLP Level 1 Services that the Council delivers to all Camden schools for no charge.

### SUMMARY TABLE OF FINANCES

<table>
<thead>
<tr>
<th></th>
<th>Cost (£)</th>
<th>Income (£)</th>
<th>Net Cost (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory services inc. PH etc</td>
<td>£1,320</td>
<td>£0</td>
<td>£1,320</td>
</tr>
<tr>
<td>Traded Services</td>
<td>£1,002</td>
<td>£600</td>
<td>£402</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£2,322</strong></td>
<td><strong>£600</strong></td>
<td><strong>£1,722</strong></td>
</tr>
</tbody>
</table>
CAMDEN LEARNING FUTURE FINANCIAL MODEL

INCOME

COUNCIL COMMISSIONS
- Schools CC (until 2018)
- Intervention (until 2018)
- Safeguarding
- Prevent
- Health Ed programmes
- Traded Services brokerage
- CFP challenge & support

MEMBER SUBSCRIPTIONS
- Consultancy
- Assessment & progression
- Programmes & Training
- Packages (governor, NQT)
- Hubs
- Networks
- SBPractice

EXTERNAL TRADING
- Associate members
- National Conference Program

GIFTS, IN KIND RESOURCES & ACCOMMODATION
- IT
- Charitable donations

TSA INCOME FROM DFE

FUNDING BIDS

MARKETING
- Local
- National
- Analytics

WEB & PUBLICATION

BUSINESS DEVELOPMENT
- New business
- New products
- Better infrastructure

EMPLOYED STAFF:
- Managing Director
- Independent Chair

SECONDED FEE EARNING & P/T EXPERT STAFF
- From Schools
- From Council
- From others
- Framework contracts
- Admin & Finance Support

EXPENDITURE
SECONDMENT MODEL

In its first few months Camden Learning will need to deliver the commitments it inherits in the 2015-17 strategic plan while at the same time assessing and consulting on its priorities and business model for 2017-20. Seconding key staff will enable this to happen without committing the company to a fixed structure. This allows the business to be agile and able to respond to schools’ changing needs without being overburdened with unnecessary initial costs and liabilities.

FINANCIAL VIABILITY

Camden Learning needs to be financially viable in its own right if it is to serve Camden schools. It is vital that all services offered are valued by schools. Members have an essential role to play in shaping and evaluating services, ensuring they are fit for purpose and rated highly by users.

Whilst there are challenges ahead, there are significant opportunities for Camden Learning. Camden schools have a good reputation, and there are opportunities to sell services further afield to bring in additional income. In order to achieve this, Camden Learning must invest in marketing these services and maintaining their outstanding quality of services.

In the final quarter of 2016 we intend to launch a Supply Teacher service for Camden Schools. We believe this will deliver significant savings and improve quality. At the outset we are proposing that any savings are shared 50:50 between schools and Camden Learning. This will introduce a new significant income stream, and help us toward our goal of self-sustainability.

Furthermore, we believe we can leverage significant economies of scale by using the collective purchasing power that member Camden schools bring, and through brokerage and negotiation from Camden Learning.
MEMBERSHIP OF CAMDEN LEARNING

Camden Learning will be an organisation led by its members. The company members will be state-funded Camden schools that choose to join and Camden Council. Camden Learning is being registered as a Schools Company and limited by guarantee.

FORMATION OF THE COMPANY

In order to get the company operational we have taken the step of forming the company using a small vanguard of Camden schools and the Council. A company limited by guarantee was the selected model because it is sufficiently flexible for any state school whatever its current or future status to join as a member - be that community, VA., free school or academy. A MAT could join, and where an academy is in a MAT that delegates sufficiently, individual schools can be members of Camden Learning without every school in the MAT needing to be members.

MEMBERSHIP

There are two types of membership: Full and Associate. From April 2017, Camden Learning will take on the functions of the CSLP. Schools that have been members of CSLP and want to continue to buy in subscriptions and services, but do not wish to become full members of the company can do so. However, they will not be represented at the board or the company's Annual General Meeting.

FULL MEMBER

All state funded schools within Camden are eligible for full membership. Full membership confers the right to attend meetings and vote on any matters put to the membership of the company.

WHAT ARE THE RISKS INVOLVED IN MY SCHOOL BECOMING A FULL MEMBER?

We are asking schools to contribute a non-refundable joining fee of £100 of which £10 is the investment that the school would lose if the company failed. We intend to use the £100 to contribute to the company set up costs.

Please note that by becoming a member of the company, a school is not compelled to purchase any services from Camden Learning, although we clearly hope many will choose to do so. Member schools can resign from their membership of Camden Learning by giving 12 weeks' written notice.

ASSOCIATE MEMBER

Other schools, further and higher education institutions and partner organisations are able to apply to become associate members. Associate members do not have voting rights, but can purchase services from Camden Learning. There is an annual associate membership fee of £100. All services will be charged separately.

APPLICATION FORMS

Application forms for membership can be downloaded from the CSLP Partnership website (see below); alternatively a form can be found as a loose leaf insert at the back of this prospectus pack.

schoolsupportservices@camden.gov.uk
GOVERNANCE AND MANAGEMENT OF CAMDEN LEARNING

Until now the CSLP has been an informal partnership between Camden state schools and Camden Council. Governance has been conducted via the CSLP Management and Governance Boards, and has been largely dependent on the dedication of all concerned. The establishment of a legal entity will make the governance arrangements less dependent on the goodwill of individuals through a set of legally recognised roles and responsibilities that can be replicated as and when individuals leave.

The key aspects of the governance arrangements going forward will be as follows:

The governance and management arrangements will operate in the following way:

The **Full Members** elect the Board of Directors to safeguard their interests. The **Board of Directors** is responsible for setting the strategic direction of the company, and for overseeing the performance of the Management Team. The board will be led by the Chair who is responsible for ensuring that the board functions efficiently and effectively.

The **Management Team** is responsible for the day to day operations of the business. This team is led by the Managing Director. The Managing Director is also a board member.

**Task Groups** will be specifically commissioned by the Board when advice or further detail is required in relation to an emerging issue or subject. These Task Groups will typically consist of management team members and heads, and will report directly to the Board.
THE BOARD OF DIRECTORS

In line with the consultation the board will comprise the following:-

- 2 non-executive Directors elected annually by those of the Full Members who are secondary schools
- 2 non-executive Directors elected annually by those of the Full Members who are primary schools
- 1 non-executive Director elected annually by those of the Full Members who are special schools
- 2 non-executive Directors appointed by the Council
- A Chair of the Directors who will be nominated and appointed by the Board following the agreement of the Council
- The Managing Director of Camden Learning
- 2 further Directors

GOVERNANCE OF THE COMPANY

It is vital that schools feel that their views are represented on the Board of Directors. Therefore, schools will be able to vote for their relevant representatives on the board in line with the board composition. Each school will be provided with one vote. These first elections will take place before October half term, and will be open to all full members of the company. Further information about the elections will be provided closer to the time. For the period between registering the company and these elections the existing CSLP Governance Board has agreed to act as an interim board.
7 THE FUTURE

PHASES OF CAMDEN LEARNING DEVELOPMENT

PHASE 1. 2016-17
ESTABLISH
- Hit the ground running.
- Deliver existing commitments.
- Develop and consult on the new business.
- Get the right leadership in place.
- Develop products & services that meet member needs in a changing world.

PHASE 2. 2017-18
CONSOLIDATE
- Establish permanent staffing structure – hiring only the very best.
- Increase external sales.
- Drive down key costs by purchase power & strategic partners.
- Drive up quality & supply of teachers and leaders.
- Win new business, funding bids & donors.

PHASE 3. 2018-20
EXPAND
- Increase business by taking on Council traded services it makes sense to run directly.
- Develop strategic partnerships with other providers to reduce duplication & extend market reach & influence.
- Invest in funded research capacity.

During its first year of operation Camden Learning will continue to work to the current agreed strategic plan and budget in order to ensure stability and continuity, and to make a lasting success of the activity that is already underway. The incoming board of directors will then be tasked with revising the strategic plan for 2017-18 and onwards and with identifying additional services or functions through that process that the proposed company could take on for the benefit of all schools and as well as developing a business plan for sales and delivery of services.
The table below indicates the priorities for the next couple of years along with possible developments for the longer term. Clearly the priorities for years 3-5 are more uncertain and will ultimately be shaped in response to member needs.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2 - 3</th>
<th>YEAR 4 - 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointment of Chair and Managing Director and election of Board</td>
<td>Board agrees 2018-20 strategic plan</td>
<td>Schools continue to set the agenda and priorities of Camden Learning</td>
</tr>
<tr>
<td>Delivery of current Strategic Plan to agreed Budget</td>
<td>Marketing and promotion of Camden Learning brand to increase external sales</td>
<td>Strategic partnerships formed with other companies to improve offer and value to Camden Learning and to extend reach to new customers</td>
</tr>
<tr>
<td>New Strategic Planning process commences for 2017-20</td>
<td>Restructure improvement and teaching and learning packages in line with school requirements &amp; DfE policies</td>
<td>Camden Learning SCITT guarantees attraction of the best to Camden and quality training for new teachers</td>
</tr>
<tr>
<td>Staff secondment into Camden Learning as well as directly employed staff</td>
<td>Services developed which help schools mitigate reductions in school funding</td>
<td>Systematic horizon scanning to ensure cutting edge business funded by bid-writing R&amp;D capacity</td>
</tr>
<tr>
<td>Agreement of Council Commissions for Camden Learning.</td>
<td>Board identifies Council services that it would benefit members and the company to run directly.</td>
<td>Council transfers additional services identified by Camden Learning to the company.</td>
</tr>
</tbody>
</table>

Camden Learning will be committed to responding to the needs and requirements of its members and continuing to develop, capture and transfer successful practice involving leaders, teachers and specialists in the delivery of improvement and innovation.

Camden schools will dictate the focus of the organisation and determine the types of services offered. There are exciting times ahead; we continue to extend teacher, school and leadership development across Camden. We envisage the following offer will be part of the portfolio of services available:

- **Core school improvement activity**  
  Challenge, support, monitoring and evaluation, consultancy packages.

- **Core school-led system improvement activity**  
  Hubs, networks, SBP, assessment and moderation.

- **Teaching and leadership professional development activity**  
  Coaching, mentoring, leadership development programmes

- **Conditions for learning**  
  Behaviour and safety, safeguarding, behaviour, channel and prevent.
8 CAMDEN LEARNING
THE BENEFITS

- Capitalises on the gains already made in building collaborative improvement and creates the conditions for transformation in standards, leadership, teacher training, recruitment, development and retention
- Minimises risks to standards during a period of intense and potentially destabilising change
- Means all schools can benefit from the wider collaboration whatever their other allegiances and whatever the current or future status
- Puts the local family of schools in the driving seat for school improvement with strong council backing and governance
- Provides a strong, legitimate link between schools and the Camden community
- Increases the potential for getting more from reduced school budgets through carefully designed collaboration and expert resource sharing
- Provides a real opportunity to jointly procure better value for money services for Camden Schools. By leveraging our collective purchasing power Camden Learning will reduce prices and improve quality.
- Camden Learning will help and guide schools in the sharing of staff and expertise across schools to mitigate the impact of forthcoming budget cuts.

MEMBERSHIP

Gives you a stake, a say, a vote and equal influence in appointing the right independent Chair, Managing Director and Board, in setting the course for the company’s direction and decisions and holding its Board to account.

WHAT ARE THE RISKS OF NOT JOINING?

- Not joining Camden Learning puts your school at potential risk of greater destabilisation from the coming changes
- Leaves you without influence and no decision-making vote in the most influential school improvement organisation in the locality
- Will cost you more as a customer and will not be able to help you save more as a school through collaboration dividends and shared purchasing.

IN SHORT, THE RISKS OF NOT JOINING FAR OUTWEIGH THE RISK OF JOINING - AND THE BENEFITS OF MEMBERSHIP ARE CLEAR.