

Primary and Secondary National Strategies

NCSL Conference
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education and skills

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SureStart

Overview

- Context
- National Strategies – context and next stage of development
- Primary National Strategy

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Policy Context

- 5 Year Strategy
- Every Child Matters
- New Relationship with Schools
- Higher Standards: Better Schools for All

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National Strategies Aims

*To **raise standards** of achievement for all children in all phases and settings*

*To improve the **quality of learning and teaching** in all schools and early years settings*

*To improve the **management and leadership** of schools and early years settings in order to deliver the best possible outcomes for learners*

*To ensure that **Local Authorities** are effective in exercising their strategic school improvement functions and in securing the quality of teacher and learning in early years settings*

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At the heart of Whole System Change

■ *Interrelated developments at each level*

- National
- Local and regional
- School, setting and community
- Classroom and learning environment

vertical and horizontal

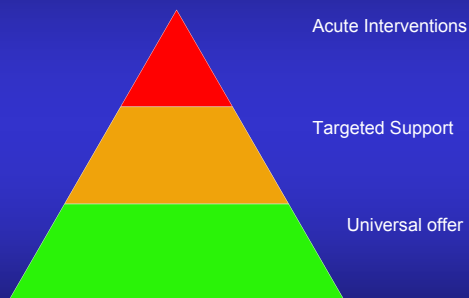
capacity building and accountability

'We need programmes that set out to cause improvements at all.... levels and in their interrelationships' Fullan & Barber

Next Stage of Development of the National Strategies

- **Maximise engagement of practitioners** – LA, schools – distributive leadership of the strategies – capturing effective practice
- **Extend opportunities to learn from and with the NS** – blended & personalised learning
- **Coherence, tailoring & impact** - through new regional structure
- **Evidence-based** – using action research and evaluation

NS delivery model



Overall priorities 2006/7

- Standards and progress in the core subjects
- Personalisation - for all, those falling behind, G&T & underperforming groups
- Behaviour and attendance
- Tackling underperformance
- SIPs
- Support and challenge to LAs

Primary National Strategy

- Excellent teaching gives children the life chances they deserve;
- Enjoyment is the birthright of every child;
- Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching;
- All our PNS programmes drive to the heart of low achievement. To improve the life chances of all children is our moral imperative.

Key areas of primary and foundation stage activity

- renewal of the primary frameworks for literacy and mathematics
- implementation of the new framework for Early Years Foundation Stage
- developing teaching and learning in the context of personalised learning
- intervention and support for low attaining pupils

The development of Early Reading

- The Early Communication Language and Literacy programme;
- Learning from the ERDp;
- Training materials for schools and settings;
- Self study support ;
- Early reading within the primary framework renewal;
- Review early literacy intervention;

Primary interventions

- ISP
- ✓ Nottingham Trent University evaluation
- ✓ Developing the role of the LAI
- Primary Leadership programme
- Increasing improvement capacity in targeted schools
- London Primary Challenge

Personalisation

- Primary Interventions
- Gifted and talented
- Assessment for learning
- Pilot inclusion programmes
- Primary frameworks

SIPs - so what's different?

- National job description
- National accreditation
- National quality assurance by National Strategies
- All schools will receive a significant SIP allocation, currently 5 days per year
- Role includes advising governors on headteacher PM
- Engages serving heads in system leadership

Where are we at present?

- 700 secondary SIPs accredited, 1000 by the end of term
- 2000 applicants for the first advertisement for primary SIPs
- 70% of deployed secondary SIPs have headship experience, 50% are serving heads
- Heads in first wave value challenge they are receiving
- Role in HT PM a “big win”

Translating successful programmes into successful outcomes

Tim Day & Rob Staples
De Havilland Primary School, Hatfield, Hertfordshire

NCSL Annual Leadership Conference
ICC Birmingham 23rd May 2006



we aim high...

De Havilland Primary School Hatfield, Hertfordshire



Key Stage 3 Strategy

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Translating successful programmes into successful outcomes

- The dual role of headship team in bringing about whole system and school change
- The specific leadership strategies that were required to ensure Intensifying Support Programme (ISP) was successful

Key Stage 3 Strategy

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The dual role of headship team in bringing about whole system and school change

- Closure of two schools and opening of a new school
 - One school in special measures; other with inadequate standards of pupil attainment
 - Controversial with all stakeholders; much resistance to change within school community
 - Staff from both schools guaranteed posts at new school
 - Evidence of some inadequate teaching
 - Clear challenge to raise standards
- New school opened in September 2004, initially on two sites, during refurbishment of main site
- Joined together on main site in January 2005

Key Stage 3 Strategy

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The dual role of headship team in bringing about whole system and school change

- Headship team appointed a term before start of new school
- Headship team had worked together as head and deputy in previous school
- Seconded assistant headteacher, for one year
- Clarity of roles and responsibilities for headship team
- Leadership style – authoritative & pace setting at the start, setting a clear vision and communicating where we were going, why, and the way to get there
- Vision and aims
 - Set motto of 'Aiming High'
 - Standards to be higher than national targets

Key Stage 3 Strategy

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The specific leadership strategies that were required to ensure Intensifying Support Programme (ISP) was successful

- Intensifying Support Programme piloted in Hertfordshire, initially with 20 schools (September 2004)
 - Whole school approach to setting of layered curricular targets, to ensure children reach age-related expectation or above in a specific area of learning each half term
 - Termly Raising Attainment Plan (RAP)
 - Raising standards and accelerating progress
 - Improving teaching and learning
 - Improving the conditions for learning
 - Improving the schools as a professional learning community
 - Regular whole staff Professional Development Meetings (PDMs) linked to termly focus
 - Regular planned LA support, monitoring and evaluation against the targets, PDMs and RAP

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The specific leadership strategies that were required to ensure Intensifying Support Programme (ISP) was successful

- Expected outcomes for the initiative
 - Raising of standards in teaching and learning, and pupil achievement
 - Unifying initiative to bring school community together
- Our specific context required an authoritative approach to implement the initiative
 - What was to happen?
 - Was it happening?
 - What were the next steps?

Key Stage 3 Strategy

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The specific leadership strategies that were required to ensure Intensifying Support Programme (ISP) was successful

- During first year of the programme, leadership capacity was built so that a more distributed model of leadership might be implemented
- After a year on the programme, we were able to move towards empowering the whole school community
 - Ownership of initiative by all staff
 - Teachers fully involved in writing the layered targets
 - Teachers delivering PDMs linked to termly focus
 - Teaching assistants attending PDMs
 - Foundation Stage Leader successfully implementing ISP strategies within Nursery & Reception
 - Governors receiving regular reports to School Improvement Committee
 - Performance Management linked to ISP
 - Greater parental involvement

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Translating successful programmes into successful outcomes

- Clarity of vision and aims
- Clarity of roles and responsibilities
- Self awareness about the leadership style you are employing
- Strategic plan to effect change
- Accepting a pace of change which is appropriate to your current context
- Rigorous systems to monitor and evaluate progress

Key Stage 3 Strategy

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we aim high...

De Havilland Primary School Hatfield, Hertfordshire



Key Stage 3 Strategy

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Successful outcomes – the role of leaders

Implementation of the primary frameworks

- How can schools ensure that the renewed frameworks fulfil expectations?
- What roles should the head and deputy take to secure effective implementation?
- What challenges face the school leadership and what solutions can be found from within?

Plenary

- Leading successful initiatives
- The role of the headteacher and senior team
- Questions for consideration