



Primary National Strategy

Primary Leadership Programme

Strengthening collaborative leadership, improving learning and teaching, and raising attainment in primary schools

Headteacher, deputy headteachers; other members of school leadership teams in primary schools

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Information for participating schools



Raising standards



Working together



Sharing practice



About the Leadership Programme

In 2004, primary schools in every LEA are being invited to take part in the Leadership Programme, funded by the Primary Strategy and developed with the support of the National College for School Leadership (NCSL). The programme is available to all primary schools including nursery, infant, first and junior schools, as well as special schools in the primary phase. The programme seeks to support schools in improving the leadership of learning and teaching across the school for all children.

What are the aims and outcomes of the programme?

The Leadership Programme is a key element of the Primary Strategy's support to improve performance at Key Stages 1 and 2 in 2005, 2006 and 2007.

Aims

- To strengthen collaborative leadership and responsibility for learning and teaching within a school;
- To provide time for the leadership team of a school, with the support of a local experienced headteacher, to review its curriculum, its staffing and the individual needs of its children; to prioritise where improvements should be made and what steps should be taken to bring these about; and to evaluate the impact of this work;
- To bring together the expert support and guidance which is available locally to help address the particular issues identified within a school;
- With an overall ambition for participating schools: To make further improvements in Key Stage 1 and 2 results in English and mathematics over the period 2005 to 2007;
- To help schools realise the benefits of remodelling to improve learning and teaching and raise standards.

Outcomes

As a result of participating in the programme, your school's leadership team will:

- have deepened its knowledge, skills and understanding of learning and teaching with which to lead school improvement, and thereby to raise the attainment of all the children in your school;
- have established systems for observing learning and teaching and providing feedback to the teachers observed which result in clear priorities for action, drawing upon expertise both within and beyond your school;

- use assessment and performance data to monitor standards and set learning targets
 - at the whole-school level
 - for year groups
 - for identified groups of children
 (the school leadership team will set in place clear procedures for reviewing progress towards these targets, which draw upon and inform learning and teaching and teachers' day-to-day assessments);
- establish a problem-solving approach to tackling obstacles to raising attainment;
- agree on the priorities for improvement, the actions to be taken to achieve them and the success criteria against which improvements are to be monitored and evaluated;
- review your school's use of its learning and teaching strategies and resources, particularly the deployment of teachers and teaching assistants, to ensure that they are managed efficiently and targeted effectively and are contributing to improved performance by children;
- embed processes and procedures which sustain and lead to further improvement.

What are the key benefits of the programme?

The programme is designed to meet the particular needs of participating schools. Its distinctive features are:

- an emphasis on collaborative leadership throughout the school, to improve learning and teaching across the curriculum and raise attainment;
- a combination of central training and school-focused support which draws on the advice and expertise of a Primary Strategy Consultant Leader and LEA colleagues, such as link advisers, literacy and mathematics teams and remodelling advisers, as well as effective practice in local schools;
- a focus on raising attainment in literacy and mathematics;
- the sustaining and embedding of processes and procedures which will lead to further improvement in teaching and standards of attainment.

The Leadership Programme and participating schools

How will the Leadership Programme support your school?

The Leadership Programme will support those staff in your school who carry explicit leadership and management responsibility for raising the quality of teaching and standards of attainment. The programme will provide the school's leadership team with out-of-school training and the support of an experienced colleague (a Primary Strategy Consultant Leader). Access to other experienced consultants will also be built into the programme. Your school will also have the opportunity to observe good practice in other schools within the LEA and, possibly, beyond.

The focus of the out-of-school training is on equipping members of your leadership team with the skills needed to take the action necessary to raise achievement and sustain improvements. Each LEA will design and deliver training around centrally produced units on:

- using the new learning and teaching materials;
- supporting effective use of ICT;
- improving attainment for all children through issues around effective teaching of literacy and mathematics;
- making best use of visits to other schools.

The support provided by the Primary Strategy Consultant Leader will help you and your staff to identify issues, prioritise and take action to improve the quality of teaching and standards of attainment.

The programme has a clear focus on improving the quality of leadership and thereby achieving higher standards for children. Using the expertise acquired by your leadership team, the school will be in a better position to implement improvements that can be built on to enhance your school's broad and rich curriculum.

What is expected of the school's leadership team?

Each member of your school's leadership team will be expected to devote the equivalent of:

- 1.5 days to attend out-of-school training;
- 1 day visiting one or more primary schools, to learn from local effective practice;
- 2.5 days on school-based activities including attendance at meetings convened by the Primary Strategy Consultant Leader attached to the school, observing learning and teaching and feeding back to teachers.

How will the Primary Strategy Consultant Leader support the school?

Each Primary Strategy Consultant Leader will work in collaboration with an allocated number of schools to:

- support the leadership team in developing the skills needed to achieve the outcomes of the programme;
- challenge and support the school leadership team to analyse and solve problems, identify and prioritise action, directing individual team members towards appropriate support when needed;
- facilitate liaison between schools within the group to share and benchmark practices and learn from each other's effective practice;
- support the development of structures within the school to ensure that improvements can be sustained when consultant support is no longer available.

The Primary Strategy Consultant leader will give the equivalent of about 4 days' support to each school, with the possibility of additional time for some schools. Further support days will also be available from literacy and numeracy consultants to address subject-specific needs.

Who will be responsible for the Leadership Programme in the LEA?

In your LEA, the Primary Strategy Manager will have overall responsibility for the Leadership Programme. This will include the line management and deployment of Primary Strategy Consultant Leaders and the monitoring and evaluation of the programme.

The Primary Strategy Manager will work closely with the literacy and numeracy line managers to ensure that support from literacy and numeracy consultants can be used to provide additional focused support to individual schools.

What funding is available to participating schools?

Funding for the programme has been made available for about a quarter of primary schools in every LEA during 2004–05.

Schools with more than 120 pupils will receive the equivalent of five days of supply cover for each of the deputy headteacher and two other members of the school's leadership team, on the understanding that the headteacher will devote at least five days too. Schools with 120 pupils or under five will receive the equivalent of five days of supply cover for each of the headteacher and another key teacher in the school.

A Primary Strategy Consultant Leader will provide about four school-based support days for each school, a little of which will be needed for planning/preparation, organising additional support and liaison with the LEA Primary Strategy Manager and literacy and mathematics teams.

Schools will also receive funding to contribute towards travel costs for visits to schools not in their locality.

Remodelling

Remodelling is a major opportunity for all primary schools to free their teachers to teach and to improve their use of resources. Our work and the remodelling agenda share a common core purpose: to improve learning and teaching and raise standards for all children. It is important that there are coherent links between the two areas of work at school level.

The Leadership Programme provides the opportunity to offer participating schools consistent and coordinated support. We have therefore started a process with LEAs to look at what bringing together the resources of the Leadership Programme and those who support schools in remodelling their workforce might mean.

For schools in the Leadership Programme in 2004–05, their associated Primary Strategy Consultant Leader will give initial support to explore the ways in which remodelling and the Leadership Programme can together support improvements in learning and teaching. Expert support on remodelling will continue to be available within each LEA.

Schools in the programme in 2003–04

Funding has been provided to all LEAs to provide time for Primary Strategy Consultant Leaders to continue to support some of the schools that have participated in the first year of the programme, during 2003–04. The best use of this time should be agreed by the LEA Primary Strategy Manager, the participating schools and their associated Primary Strategy Consultant Leaders.

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