



Guidance

Curriculum and  
Standards

# Primary *National Strategy*

## The Primary Leadership Programme

*Collaborative leadership for  
improving teaching and learning  
in English and mathematics*

**Information for participating schools**

**Headteachers,  
deputy  
headteachers,  
literacy and  
mathematics  
coordinators in  
primary schools**

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# About the Leadership Programme

## What is the focus of the programme?

In 2003, primary schools in every LEA are being invited to take part in the Leadership Programme, funded by the National Primary Strategy and developed in partnership with the National College for School Leadership (NCSL). (The National Primary Strategy is a holistic whole-school improvement strategy, building on and incorporating the Literacy and Numeracy Strategies.) The programme seeks to support schools in improving the leadership of the teaching and learning of English and mathematics, helping to ensure that the rate of progress of children within the school community continues to improve as more reach the standards expected.

The programme is focused on strengthening collaborative leadership and responsibility for the teaching and learning of English and mathematics in primary schools. The implementation of the programme within the school will be directed and managed by a small team of staff. For the purpose of the leaflet this team will be known as the leadership team.

In most cases this would typically be the headteacher, deputy and literacy and mathematics coordinators. In small schools this might be the headteacher and one other colleague who holds management responsibility which includes English and mathematics.

## What are the aims, objectives and outcomes of the programme?

### Aims

- To strengthen collaborative leadership and responsibility for teaching and learning in primary schools.
- To equip leadership teams with an understanding of expectations and standards in English and mathematics and the expertise needed both to identify where improvements should be made and to take appropriate steps towards bringing about those improvements.
- To develop and extend the use of management tools to inform effective leadership and to contribute towards improvements in the teaching and learning of English and mathematics.
- For participating schools to make significant improvements in Key Stage 2 results in English and mathematics over the period 2004 to 2006.

## Objectives

- To promote a collaborative leadership approach to the development and improvement of teaching and learning.
- To establish a shared understanding of effective teaching and learning in English and mathematics which informs professional development and school improvement.
- To acknowledge and develop further high-quality teaching and learning that will improve standards in English and mathematics.
- To improve procedures for monitoring and observing teaching, for feeding back to staff and targeting support where it is needed most in order to support teachers in initiating improvements.
- To develop the more effective use of performance data at whole-school and classroom level to include the tracking of individual children's progress and the identification of learning targets.
- To identify, within the school's improvement programme, targeted support for staff to develop their subject knowledge and teaching practices in English and mathematics in order to raise attainment.
- To enable schools to become more analytic and to develop their own accountability structures and monitoring and review systems for sustained self-improvement.

## Outcomes

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

- have a secure platform of knowledge, skills and understanding of teaching and learning with which to direct, implement and manage school improvement, and to continue to raise children's attainment in English and mathematics;
- have established robust systems for observing teaching and learning in English and mathematics lessons and providing feedback to the teachers observed which result in clear programmes for action drawing upon expertise both within and beyond the school;
- use teachers' day-to-day assessments, attainment and progress data to monitor standards and set learning targets in English and mathematics:
  - at the whole-school level
  - for year groups
  - for identified groups of childrensetting in place clear procedures for reviewing the progress children are making in English and mathematics;
- regularly discuss with all staff the scope and progress of the programme and those aspects of teaching and learning in English and mathematics which the school is seeking to develop;
- set out a programme, supported by a clear vision and agreed within the leadership team, of what is to be achieved, of the steps to be taken to achieve it and the success criteria against which improvements are to be monitored and evaluated;
- review the school's use of its teaching and learning resources, particularly the deployment of teaching and support staff in the daily teaching and learning of English and mathematics and in the provision of intervention programmes, to ensure they are managed efficiently and effectively and are contributing to improved performance by children;

- sustain and embed leadership and management procedures which the school can apply to effect improvement in other areas of teaching and learning.

## 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 standards of teaching and attainment in English and mathematics. The programme will provide the school's leadership team with opportunities for out-of-school training, visits and collaboration and the help of an experienced colleague (a consultant leader) – to support in-school developments. Access to other experienced consultants (e.g. literacy and numeracy consultants) will also be built into the programme. Your school will also have the opportunity to share good practice with other schools within the LEA and, possibly, beyond.

The focus of the support programme is on equipping members of your leadership team with the skills of observation, feedback and analysis within the teaching and learning of English and mathematics. You will be supported in identifying where improvements should be made and the action that you should take to improve and sustain standards.

The consultant leader will help you and your staff to identify, initiate and sustain action, to target support for improvement and to develop success criteria in order to bring about improvements in the quality of teaching and in standards achieved in English and mathematics.

Using the expertise acquired by your leadership team, the school will be in a better position to implement improvements that can be further developed, sustained and embedded across the primary curriculum.

Throughout the programme there will be an emphasis on the leadership team's collaborative role in:

- establishing high expectations and tackling underachievement;
- promoting high-quality teaching and learning;
- developing day-to-day assessments and the use of attainment data;
- directing action towards raising standards across English and mathematics;
- engaging all staff in the school improvement agenda;
- developing systematic and effective monitoring and evaluation;
- identifying roles, responsibilities and shared accountability;
- sharing ideas and learning from others;
- encouraging reflection and self-review;
- embedding and sustaining change.

## 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:

- 3 half-days to attend out-of-school support programmes;
- 1 day for visiting one or more primary schools;
- 2.5 days on school-based activities including attending meetings with the consultant leader, planning, observing teaching and learning, and feeding back to teachers.

The 3 half-day out-of-school support programmes will be linked to school-based activity and the specific school-focused consultancy to be provided by consultant leaders and the LEA.

## How will the consultant leader support the school?

Consultant leaders will be fellow professionals currently serving as a primary headteacher and with a proven track record of improving standards of English and mathematics within their own school. Training and support for their role in the programme will be provided jointly by the Primary National Strategy and National College for School Leadership (NCSL).

The role of consultant leaders in the Primary Leadership Programme is drawn from NCSL's concept of the consultant leader. Primary Strategy consultant leaders are considered to be NCSL Consultant Leaders (Stage 1). This is because they will not undertake the whole of NCSL's Consultant Leader Development Programme through this strategy (although individuals may choose to apply to complete the programme at a later date).

Each consultant leader will work in collaboration with an allocated group of schools to:

- support the leadership team in developing the skills needed to achieve the outcomes of the programme;
- determine the support that should be given to the school leadership team so that they have the expertise needed to analyse provision, implement change and direct individual team members towards appropriate support when needed;
- facilitate liaison between schools, to share and benchmark practices and learn from each other's approaches;
- support the development of structures within the school to ensure that improvements can be sustained when consultant support is no longer available.

The consultant leader will provide up to the equivalent of 4 days of support to each school. This includes time for consultant leaders to prepare for and plan their visits. Support will also be available from literacy and numeracy consultants to address any subject-specific needs.

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

The Primary Strategy Manager will have overall responsibility for the Leadership Programme in your LEA.

The Primary Strategy Manager will work closely with the consultant leaders, the literacy and numeracy consultants and other LEA staff to coordinate support to participating schools.

## **What funding is available to participating schools?**

Funding for the programme has been made available for about a quarter of primary schools (with Year 6 classes) in every LEA during 2003–04.

Schools with more than 120 pupils will receive the equivalent of 5 days of supply cover for each of the deputy headteacher, literacy coordinator and mathematics coordinator, on the understanding that the headteacher will also devote at least 5 days to the programme. Schools with 120 pupils or fewer will receive the equivalent of 5 days of supply cover for each of the headteacher and another key teacher in the school.

All schools will also receive a small amount of funding to contribute towards travel costs for visits to schools not in their vicinity.

## **Links with other leadership support**

As well as the Primary Leadership Programme, there are a number of leadership development opportunities in which schools may wish to participate. These include programmes for individuals in a school, such as NPQH, the Headteacher Induction programme, and the Leadership Programme for Serving Headteachers (LPSH).

In addition, there will shortly be large numbers of places for schools to take part in 'Strategic Leadership of ICT (SLICT)' and 'Leading from the Middle'. SLICT will be available for at least the three years 2003–2006, and substantial numbers of places on 'Leading from the Middle' will be available to primary schools from Spring 2004.

Schools taking part in the Primary Leadership Programme will have an exciting opportunity to develop their whole leadership team, with a specific focus on improving the school's approach to English and mathematics. Participating schools are likely to gain maximum benefits from this programme by making this their main focus for development during the year.

From September 2003, as part of the national agreement on raising standards and tackling workload, schools will have access to a national network of LEA facilitators and 'change management' advisers who will be able to support them in effecting the cultural changes needed to remodel their workforces and free teachers to teach. Experience of the Transforming School Workforce Pathfinder Project shows that the 'change management' process is a powerful catalyst for effecting real and sustained change in schools, releasing the capacity of the whole school community. The 'field force' of LEA facilitators and change management advisers will be able to work with schools at a local level, offering targeted, differentiated support, tailored to the needs of individual schools. This 'field force' will have similar training as the consultant leaders on the Primary Leadership Programme and will be coordinated by a National Remodelling Team. Schools taking part in the Primary Leadership Programme will have the same opportunities to access this change management support as other schools in the LEA. The DfES will suggest to LEAs, however, that they do not expect schools taking part in the Primary Leadership Programme to deal with separate initiatives at the same time. In some cases, schools could benefit from examining their use of the workforce as part of the Leadership Programme.

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