

Primary Excellence in Cities

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creating opportunity, releasing potential, achieving excellence

What are the challenges?

- What are particular needs of EiC primary schools?
- How well does the national strategy fulfil needs of EiC primary schools?
- What more intensified or different kinds of support/intervention could benefit EiC schools?
- What has so far worked well for EiC primary schools and is worth extending?
- What new approaches should be explored?

Primary EiC so far

- The Primary Pilot launched in September 2000
- 1000 Primary schools involved in Phase 1 Authorities
- Comprised three core strands of EiC – Learning Mentors, Learning Support Units, and Gifted & Talented, although not all schools participated in all three initiatives
- Founded on same key principles as secondary EiC – sharing expertise and good practice, fulfilment of every pupil's potential, the pursuit of excellence
- Lessons from Zones and Clusters

Successes

- Learning Mentors universally popular particularly in area of school-family liaison
- LSUs often successfully shared between schools in reducing disruption in the classroom
- Gifted & Talented positively affecting whole school ethos where leadership and focus are strong
- Early intervention work in Zones and Clusters
- Work with parents

Room for Improvement

- Need to reassess targeting of resources – in some areas spread too thinly to make an impact
- Learning Mentors: job descriptions and responsibilities to be clarified to be used to their full potential
- LSUs: confusion over responsibility where Units are shared
- Gifted & Talented: bringing about the necessary cultural change
- Monitoring and Evaluation: data not yet productively taken and used for tracking

What will make Primary EiC different?

- Primary EiC should respond specifically to needs of primaries in disadvantaged areas
- Phase 2 and 3 schools, plus those outside EiC
- Strong emphasis on partnership working and sharing of best practice
- Unified funding streams
- Focus on transition from Foundation Stage to Key Stage 1 supporting parental involvement and building key skills
- Support for Behaviour and Attendance and G&T

Conclusion: the future for Primary EiC

- A flexible and imaginative programme designed to tackle the particular challenges faced by urban primaries
- Complementing other improvement projects and the Primary National Strategy
- Distinct in its own right as a partnership-led programme focussing on removing barriers to achievement

Linking it in to the Primary National Strategy



Jean Gross
Senior Director Primary
National Strategy



Stitching it together for our schools

- **The PNS 'gateway'**
- **The role of the Primary Strategy Manager**
- **Linking it in to learning and teaching**

Enabling access

Enhancing expectations

Removing barriers to learning

Improving the conditions for learning

An example

If a school is involved in work on the PNS learning and teaching framework and has made a decision to use EIC funding for learning mentors, the questions are:

How will the work of the learning mentor support the development of 'learning to learn' skills, including the development of the social and emotional skills that are part of the learning and teaching framework?

How might that work be set in a whole-class context ?

Schools may be already involved in....

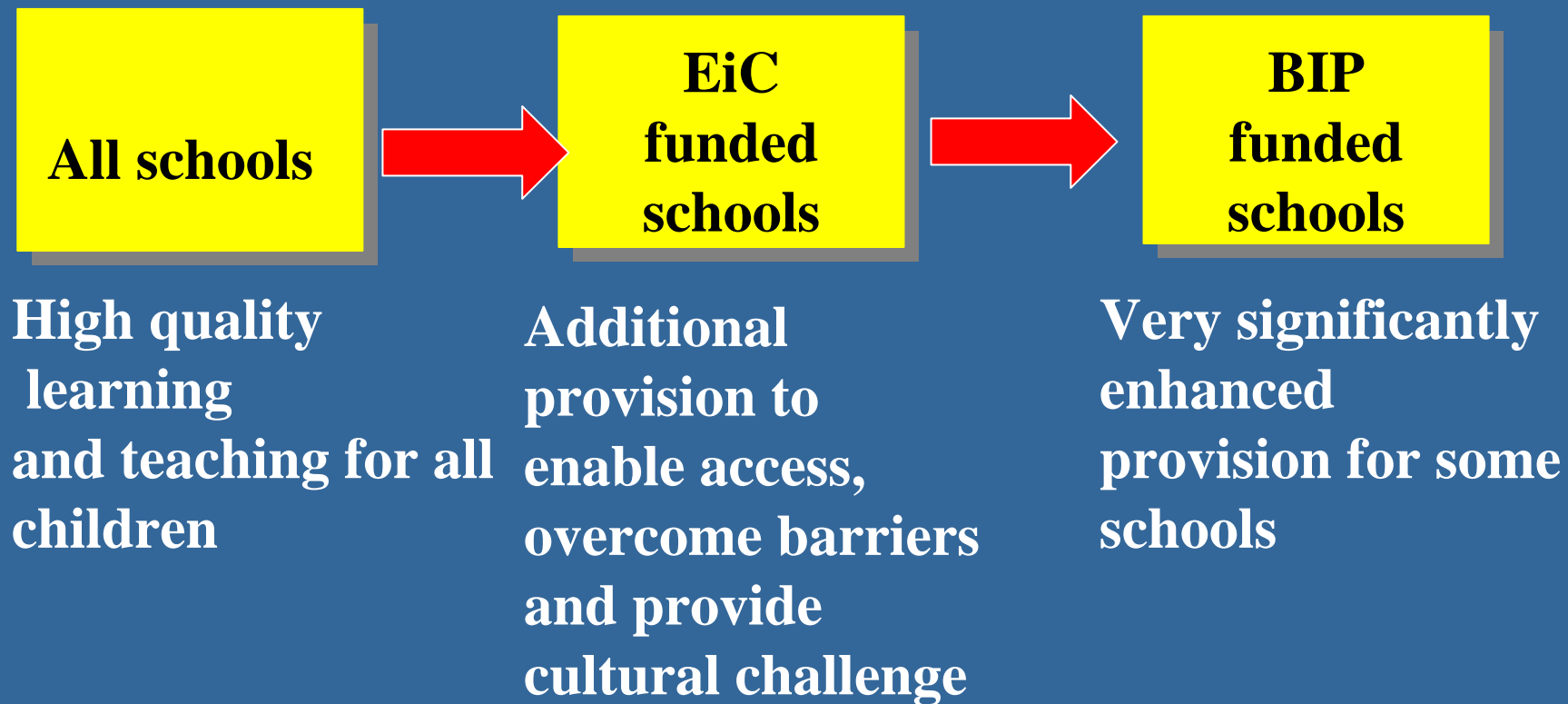
**Leadership
programme**

**Intensifying
support programme**

**Behaviour and
attendance
pilot**

**Other support to
raise standards**

The continuum



Another example – the leadership programme

*We're involved
in the
PLP..*

**What is your
chosen
focus?**

**What in EiC menu
will provide access
in relation to
that focus?**

Key messages

- **Link to other initiatives**
- **Draw on the skills of your Primary Strategy Manager as expert stitcher**
- **Help schools to focus on what in their school is most holding back effective learning and teaching**
- **Work together to make sure the voice of primary schools is clearly articulated where there are existing EiC partnerships**
- **Work together to manage effective communication between all those who are working with the EiC-funded schools**