



Introducing

The Cambridge Primary Review Trust



... children, their world, their education

The Cambridge Primary Review Trust exists to ensure that all children benefit from a primary education that is stimulating, empowering and grounded in the best available evidence.

The Trust aims to be a major player in the reform of primary schooling, working with both the architects and agents of policy and the teachers who invest so much in this vital phase of education. It aims to help schools respond effectively and critically to the many demands made on them – be they political or professional, pedagogical or practical.

The Trust, a not-for-profit company receiving core funding from Pearson, builds on the work of the Cambridge Primary Review. This independent initiative, launched in 2006, remains the most comprehensive and searching enquiry into primary education in England in 50 years. Its 600-page final report, *Children, their World, their Education*, was published to general acclaim – and not a little controversy – in 2010.

The Review – principled, evidence-led, politically and professionally independent – is regarded by many as the authentic voice of primary education and it provides the basis for the work of an ever-increasing number of primary schools. Since 2010 it has established a network of regional centres and a database of many thousands of members. With close ties to researchers, policymakers and teachers in over 20 countries and links to 150 others, its perspective is truly international and its messages reach around the globe.





The Cambridge Primary Review Trust: programmes and priorities

The Trust has initiated four programmes: **policy engagement; research; school development and leadership; professional development and networking.** Through these it will tackle seven priorities that reach back to the headline concerns of the Cambridge Primary Review.

Combat educational disadvantage

By finding and sharing practical ways to close the gaps in social equity and educational attainment.

Listen to children

By advancing children's voice and rights in classroom and school in accordance with the UN Convention on the Rights of the Child.

Start - and continue - with aims

By ensuring that well researched aims and principles for primary education - such as those proposed by the CPR - serve a real rather than cosmetic purpose, driving and shaping curriculum, pedagogy, assessment and the wider life of the school.

Provide an engaging, rich and relevant curriculum

By responding to both national and local need, ending the damaging division between core and non-core, pursuing a view of knowledge as much more than the acquisition of unquestioned facts, and teaching every subject to the highest possible standard.

Promote teaching that makes a difference

By developing a pedagogy of repertoire, rigour, evidence and principle, rather than mere compliance, with a particular emphasis on fostering the high quality classroom talk which children's development, learning and attainment require.

Advance assessment

By encouraging forms of assessment that enhance learning as well as test it, that inform and improve teaching as well as account for it, that support rather than distort the curriculum and that aim for high standards in all subjects.

Connect with the community

By promoting links with other schools and community interests, developing communal values in school and classroom, and exploring the potential of a community curriculum alongside the national curriculum.



The Cambridge Primary Review: a little more history

The CPR Trust was set up in December 2012. It represents the fifth phase in the development of the Cambridge Primary Review (CPR) since its birth in 2004. From 2006 to 2012 the CPR was generously funded by Esmée Fairbairn Foundation, allowing it to conduct the most comprehensive enquiry into primary education in England in half a century under the direction of Professor Robin Alexander of Cambridge University. 20 universities were involved, and well over 1000 written submissions, 4000 published research sources and a great deal of official data were processed alongside the views of thousands of teachers, parents, children, policymakers, community representatives and other stakeholders gleaned from 250 focus group meetings up and down the country.

CPR released 31 interim reports and 40 briefing papers as well as a two-volume report on the primary curriculum. Many generated headlines on issues such as

testing, school starting age, the curriculum, the impact of policy and the nature and needs of childhood itself. The final report, *Children, their World and their Education*, was described by the BBC as 'a book that should change primary schools forever'. With its 850-page companion research volume, the report is indeed intended for the long term, reaching beyond transient policies.

At the start of the review, England's primary schools had experienced more than two decades of continuous yet piecemeal reform. The true impact of this reform had not been properly assessed and the debate was unhelpfully polarised and combative. That process of change continues – as does the polarised debate. The need for CPR's 'evidence with vision', for its rigour, expertise and independence, and its concern for children and their world as well as their education, is as great now as it ever was.



The Cambridge Primary Review Trust: **people**

Chair of the Trust and Director, Policy
Professor Robin Alexander,
Universities of Cambridge and York

Director, Research
Professor Anna Craft,
University of Exeter and the
Open University

Director, Schools
David Reedy, Principal Adviser
for Primary Education, London
Borough of Barking and Dagenham

Director, Research
Professor Teresa Cremin, the Open
University

Co-ordinator, CPRT National Network
Barry Frost, Bishop Grosseteste
University, Lincoln

Co-ordinators, CPRT Regional Networks
East Anglia: Penny Coltman and Dr
Fiona Maine, Cambridge University
East Midlands: Dr Adam Hounslow-
Eyre, Bishop Grosseteste University
London: Professor Teresa Cremin,
Open University
North East: tbc
North West: Dr Tony Birch, Bolton
local authority
South: Dr Carol Robinson, Brighton
University
South East: Vanessa Young,
Canterbury Christ Church University
South West: Jo Evans, St Leonard's
Primary School Exeter, and Penny
Hay, Bath Spa University
West: Sue Hughes, University of West
of England (chair of Regional Co-
ordinators' Forum)
West Midlands: Diane Swift, Keele
University

CPRT Schools Alliance
Listed on CPRT website

CPRT Administrator
Dr Gregory Frame, University of York

The Cambridge Primary Review Trust **and Pearson**

In spring 2013, coinciding with its move from Cambridge to York University, the Cambridge Primary Review Trust signed an agreement with Pearson, the world's largest learning company. This provides core funding for the Trust's independent programmes outlined above while offering exciting opportunities to spread its message ever more widely. Together, Pearson and the Trust are developing professional support services and materials for schools based on the Trust's '6Es': entitlement, equity, empowerment, excellence, expertise and evidence.

With a revised national curriculum about to be launched, a national programme of conferences - *Primary Curriculum 2014: developing an outstanding curriculum in your school* - has been organised in alliance with leading subject associations as the first phase of the collaboration. From January 2014 these landmark professional development events will be held in inspiring regional venues with the aim of helping schools to meet the requirements of the revised national curriculum while advancing the aims, principles and broader vision for which the CPRT stands and to which many teachers subscribe.

This is just the first phase of the Trust/Pearson collaboration. Other initiatives will be announced shortly.





Further information

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**The CPRT/Pearson primary curriculum
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Publications:

See <http://www.primaryreview.org.uk/publications/overview.php> for a full list of Cambridge Primary Review interim and final reports, briefings and other publications (most of which can be downloaded) and details of how to obtain copies of *Children, their World, their Education: final report and recommendations of the Cambridge Primary Review*, and *The Cambridge Primary Review Research Surveys*, both published by Routledge in 2010.



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