



# PRIMARY EDUCATION

what is and what might be

18 November 2016



# Programme of events:



partners in learning

Published in November 2016 by the Cambridge Primary Review Trust. A company registered at Companies House (No: 8322650).

The Catalyst, University of York, Heslington East, York, YO10 5GA.

[administrator@cpctrust.org.uk](mailto:administrator@cpctrust.org.uk)

Design: Matt J Coward

Photographs kindly provided by Bankside Primary School, Leeds; Seabridge Primary School, Newcastle-under-Lyme and The Spinney Primary School, Cambridge.

09:30	Registration & tea/coffee/pastries
10:00	Welcome and administration
10:10	What works and what matters: education in spite of policy Robin Alexander
11:00	Tea/coffee
11:20	Discussion groups and symposia, morning session
12:30	Lunch
13:20	Discussion groups and symposia, afternoon session
14:30	Tea/coffee
14:50	What is and what might be. Melissa Benn, Andrew Pollard and Sarah Rutty. Followed by questions and discussion
16:20	Final words and conference close
<b>Awards</b>	
16:30	Presentation of awards followed by drinks reception
18:00	Close

# What is and what might be



**W**elcome to the 2016 national conference of the Cambridge Primary Review Trust.

The conference brings together teachers, school leaders, teacher educators, researchers and other professionals to mark the tenth anniversary of the launch of the Cambridge Primary Review, to reflect on primary education's present condition and future prospects, and at a time of intensely disturbing national and international news to celebrate one of humanity's much more uplifting endeavours: the education of young children.

We have borrowed the title of Edmond Holmes's famous 1911 essay, *What Is and What Might Be* not only because it usefully invites us to consider present and future or because Holmes focused on what we now call primary education, but also because he combined a critique of what he saw as a deadening policy mindset with a more generous vision for the future.

Without wishing to overstretch the parallel or overstate the pathology, it seems to us that in some quarters the mindset remains as deadening as ever while genuine vision remains in depressingly short supply.

We hope you will find that this conference offers a more uplifting alternative. In addition to our four keynote speakers, we have invited 54 individuals from all walks of primary professional life to share their thinking, practice and research in the discussion groups. Then, after the main conference, we shall have time to mingle and mull, and to honour the work of some outstanding teachers and school leaders with awards from the Association of School and College Leaders (ASCL) and Pearson.

Pearson has generously sponsored CPRT since 2013, when we took on the task of building on the work of the Cambridge Primary Review. We are deeply grateful to them, and to Esmée Fairbairn Foundation, whose five successive grants between 2006 and 2012 supported the Cambridge Primary Review from conception to delivery and dissemination. We are also grateful to all those who have given their time, mostly on a voluntary basis, to support the Trust, especially its directors, regional co-ordinators and Schools Alliance leaders, and its indefatigable administrators, Greg Frame and Matt Coward.

There were two contenders for the Cambridge Primary Review strapline: 'children, their world, their education' and 'evidence with vision'. The former won because it more effectively captured what the Review, uniquely, was about. But 'evidence with vision', though not specific enough for an educational enquiry, sent out a no less important signal. The phrase 'evidence-informed' is much bandied about these days, especially by those with least cause to use it. At best it is an essential and exacting condition of education properly conceived. At worst it is mere rhetoric. You know how the proverb 'Where there is no vision ...' ends. The same might be said of 'Where there is no evidence.' Balancing the visionary and the evidentially-secure is never easy. But in education it is essential.

Enjoy the conference.

*Robin Alexander*

Chair, Cambridge Primary Review Trust



# Keynote Speakers

**Robin Alexander**, one-time primary teacher, is Fellow of Wolfson College, University of Cambridge, Fellow of the British Academy, Honorary Professor of Education at the University of York, former Professor of Education at Leeds and Warwick universities and past President of the British Association for International and Comparative Education. He initiated and directed the Cambridge Primary Review from 2006-10 and since 2012 has led its successor, the Cambridge Primary Review Trust.



---

**Melissa Benn** is a writer, broadcaster and campaigner for high quality comprehensive education. She is a regular contributor to the Guardian and New Statesman and has written seven books including the highly acclaimed *School Wars: The Battle for Britain's Education*. A founder of the Local Schools Network, she is currently Chair of the cross-party campaign group Comprehensive Future. Her latest book is *The Truth About Our Schools: Exposing the Myths, Exploring the Evidence*.



---

**Sarah Rutty** has been the headteacher at Bankside Primary School, Leeds, for 11 years, creating a learning community of 750 children from 2-11, who 'make exceptional progress' in a school 'which gives everyone a hug' (OFSTED March 2016). A passionate believer in the importance of pre-school support and opportunities to create successful life-long learners, Sarah extended the school, in January 2016, to include an Early Years' Children's Centre Family Outreach team. This team works to develop the school's vision of creating a continuum of learning from 'Birth to Bankside' – and beyond.



---

**Andrew Pollard** is Professor of Policy and Practice in Education at the UCL Institute of Education. His research interests focus on teaching-learning processes, learner experiences and the development of reflective, evidence-informed classroom practice. In the early 1990s, he led research on the impact of the Education Reform Act on curriculum, pedagogy and assessment in primary schools. He was director of the UK-wide Teaching and Learning Research Programme from 2002-09. In recent years he led both a 'strategic forum' on and an assessment exercise on the quality of UK educational research.



# CPRT Award

## Winners



Pearson

**THE CPRT PEARSON AWARD FOR EVIDENCE-INFORMED TEACHING** aims to recognise outstanding evidence-based practice in the primary school classroom which supports and develops one or more of the Cambridge Primary Review Trust's priorities.

**Kate Redhead** is assistant headteacher at Clifton Primary School, Birmingham. Based on her engagement with dialogic teaching, Kate implemented a project across her school to raise standards through developing talk skills. Kate's use of lesson study and video recordings of pupils' classroom activity informed discussion with other teachers in the school. Teachers' were then able to use these reflections to create interventions designed to have a greater impact on children's learning. Kate is a Fellow of the Primary Science Teacher College.



**THE CPRT ASCL AWARD FOR EVIDENCE-INFORMED LEADERSHIP** aims to recognise excellent leadership in primary education which supports and develops one or more of the Cambridge Primary Review Trust's priorities.



**Graham Chisnell** is principal of Warden House Primary School in Kent. Each member of staff at Warden House is engaged in some way with at least one research-based appraisal target. Further to this, teachers are each given a 'learning ticket' to fund their research and have the opportunity to apply for extra funding when research costs are greater. Staff are empowered to take charge of their own research projects and to be accountable for their outcomes. Warden House has wholly embraced the ethos of CPRT.



**Iain Erskine** is executive principal at the Fulbridge Academy in Peterborough. Iain has been at Fulbridge Academy for over 20 years, as teacher, deputy head and head teacher of the infants' school and later the junior school when it went into special measures. Iain's creative and immersive approach to learning has seen the school achieve consistently high standards in progress for all groups of children, leading the school from special measures in 2003 to outstanding in 2012. Iain, and Fulbridge, are core and valued members of CPRT.



# Discussion groups

## Morning session

### **A. Equity in curriculum and pedagogy (Room 2) - Chair, Michael Jopling**

1. Rediscovering educational equity (Carmen Mohamed and Gill Johnson, University of Nottingham)
2. Exciting the imagination and making learning accessible to all children regardless of their background: a bespoke curriculum approach (Iain Erskine, The Fulbridge Academy, Peterborough)
3. How might the capacity of primary schools to respond to pupil diversity be supported in the context of primary school independence, autonomy and variety (Mel Ainscow and Lise Hopwood, University of Manchester)

### **B. Practical applications of children's voice (Room 9) - Chair, Jo Evans**

1. What does pupil voice work aim to achieve? (Carol Robinson, University of Brighton)
2. Curiouser and Curiouser: developing a pupil-led enquiry-based curriculum (Deborah Myers, Canterbury Christ Church University and Catherine Westgate, Hudson Rd Primary School, Sunderland)
3. Involving pupils in classroom decision-making: teacher perspectives (Geraldine Rowe, Educational Psychology Service, the Royal Borough of Windsor and Maidenhead)

### **C. Pedagogy, research and teacher education (Room 8) - Chair, Mary Anne Wolpert**

1. Mantle of the expert in initial teacher education: an imaginative partnership

(Hanneke Jones, Newcastle University)

2. Translating findings from research in cognitive sciences into practice: what does it look like in the classroom? (Derek Bell, Learnus)
3. Action research for mastery (Amelia Hempel-Jorgensen, The Open University and Georgina Nutton, Preston Park Primary School, Wembley)

### **D. Curriculum: subjects, subject knowledge and empowerment (Room 3) - Chair, Julia Flutter**

1. Conceptions of subject knowledge in the initial training of primary school teachers (Deborah Pope, University of Chester)
2. How to nurture young mathematicians: is mastery enough? (Ems Lord, NRICH, University of Cambridge)
3. What should we think about? How philosophy in primary school can help children become active citizens (Laura Kerslake and Sarah Rimmington, University of Exeter)

### **E. Sustainability and global citizenship (Room M2) - Chair, Ben Ballin**

1. Embedding sustainability and global citizenship in educational policy and practice: the experience of the Global Learning Programme (England) (Harriet Marshall and Clive Belgeonne, Global Learning Programme)
2. Global Citizenship: creating a real life primary curriculum (Liz Newbon and Kate Kate Lea, Oxfam Education)

3. The Early Years Foundation Stage through a sustainability lens; practical implications for pedagogy (Nicky Hirst and Diane Boyd, Liverpool John Moores University)

**F. Assessment reform (Room M1) - Chair, David Reedy**

1. Formative and summative assessment in harmony (Wynne Harlen, independent consultant)

2. Understanding how feedback frames a pupil's learning gap in the primary classroom (Ruth Dann, Manchester Metropolitan University)

3. Early years assessment: policy in the making (Nancy Stewart, TACTYC)

**Symposium G: Successful Educational Actions for All (SEAs4ALL): towards learning, equity, and social cohesion through egalitarian dialogue (Room 4) - Chair, Rachel Snape**

1. Linda Hargreaves, University of Cambridge

2. Maria Vieites, SEAs4ALL

3. Paul Bradford, West Earlham Junior School, Norwich

**Symposium H: Power of the arts in primary schools: reflections on research (Room 1) - Co-chairs, Penny Hay and Emese Hall**

1. Penny Hay, Bath Spa University and 5x5x5=creativity

2. Emese Hall, University of Exeter: Art, craft and design in UK primary schools: could do better?

3. Katherine Evans, University of Exeter

4. David Allinson, St Vigor and St John's Primary School, Chilcompton.

5. Sue East, St Andrew's Primary School, Bath

**Symposium I: Fostering creativity in early years science (Room 5) - Chair, Esme Glauert**

1. Potential for creativity in early years science education (Esme Glauert, University of London Institute of Education)

2. Curriculum development in partnership: principles and practice (Teresa Cremin, Open University)

3. Curriculum Development in Partnership: advancing teaching and learning (Jillian Trevethan, University of London Institute of Education, Vanessa Henry-Edwards and Bryony Scudamore, lead teachers from the CEYS project)





# Discussion groups

## Afternoon session

### **J. Childhood, aims and classroom practice (Room 9) - Chair, Linda Hargreaves**

1. Importance of respect, reciprocity, trust and psychological safety in securing successful educational outcomes (Rachel Snape and Yvonne Hartley, The Spinney Primary School, Cambridge)
2. A model of early years music teaching informed by CPRT's aims (Livia Sevier, School House Nursery, Sandwich)
3. Developing meta-cognition and resilience in key stage 1: how can we more effectively support young children to learn about learning? (Jane Reed and Rachel Barton, University of London Institute of Education)

### **K. Assessment and pedagogy in primary science (Room 3) - Chair, Marianne Cutler**

1. Teacher Assessment in Primary Science (TAPS): using assessment to enhance learning (Sarah Earle, Bath Spa University)
2. Wonder-rich learning in science: an opportunity to thrive or an opportunity to squander? (Lynne Bianchi and Christina Whittaker, University of Manchester)
3. Thinking, doing, talking science (Helen Wilson, Oxford Brookes University)

### **L. Pedagogy and drama (Room 8) - Chair, Penny Hay**

1. Drama for thought, talk and writing (Patrice Baldwin, National Drama and D4LC)
2. Using drama in pedagogy to develop children's understanding: reflections on learning in science lessons (Deb McGregor,

Oxford Brookes University)

3. Theatre in schools: possibilities and challenges (Catherine Greenwood, the Unicorn Theatre, Southwark and Susanna Steele, Greenwich University)

### **M. Schools and community, community in schools (Room M1) - Chair, Iain Erskine**

1. Community engagement: diminished or enhanced? (Robert Young, NAPE, and Rachel Ford, Bannockburn Primary School, Greenwich)
2. Enriching children's lives and curriculum provision through community partnerships (Marcelo Staricoff, Dawn Loader and Sandra Mullholland, Balfour Primary School, Brighton)
3. Dementia and the primary school: bringing the community together (Michael Jopling, Northumbria University and Andrew Bainbridge, Bernard Gilpin Primary School, Houghton-le-Spring)

### **N. Thinking outside the policy box (Room 5) - Chair, Nancy Stewart**

1. How can we ensure primary education's voice is heard? (Tony Eaude, University of Oxford)
2. What might be: against prophetic pedagogy (Mandy Swann, University of Cambridge, Patrick Yarker, UEA, Holly Linklater, University of Edinburgh)
3. High quality practice in mastering standards (Jenny Short, Inspir.ed)



**O. Embedding pupil voice in the learning of children and teachers (Room M2) - Chair, Julia Flutter**

1. Researching pupils' perspectives: developing trainee and early career teachers' practice (Mary Anne Wolpert, Jane Warwick and Laura Matthews, University of Cambridge)
2. Independent enquiry in primary education: developing children's research and self-directed learning skills (Tahreem Sabir and Foziya Reddy, Islamic Shakhshiyah Foundation)
3. How can student teachers' pedagogy be enhanced by heeding feedback from children about their learning? (Kate Hudson, University of Bedfordshire)

**Symposium P: Addressing 21st century literacies in the primary school: compelling questions and emerging responses (Room 1) - Chair, Cathy Burnett**

1. A framework for 21st century literacies (Cathy Burnett and Guy Merchant, Sheffield Hallam University)
2. Literacy in everyday life (Julia Davies, University of Sheffield)
3. Children's writing in the 21st century: curriculum, crafting and design (Clare Dowdall, Plymouth University)

**Symposium Q: Global learning and sustainable development (Room 4) - Chair, Kevin Bailey**

1. From theory into practice: towards a pedagogy of global learning (Ben Ballin, Tide~ Global Learning)
2. Can we think about the UN Sustainable Development Goals as a radical curriculum alternative? (William Scott, University of Bath)
3. A critical analysis of the intercultural dimension of teachers' learning about global issues of hunger, poverty and sustainability (Fran Martin, University of Exeter)

**Symposium R: The power of talk: the CPRT/ IEE Education Endowment Foundation project on dialogic teaching and social disadvantage (Room 2) - Chair, Robin Alexander**

1. Dialogic teaching and social disadvantage: principles and strategies (Robin Alexander, Universities of Cambridge and York, and CPRT)
2. Transforming teaching and learning: findings from the process evaluation (Jan Hardman, University of York)
3. A school leader's response (Sarah Ratty, Bankside Primary School, Leeds)



# Cambridge Primary Review & Trust

**F**OLLOWING a lengthy period of consultation and planning, the **Cambridge Primary Review** was launched in October 2006 as a fully independent enquiry into the condition and future of primary education in England. Initiated and directed by Professor Robin Alexander of the University of Cambridge, it was supported from 2006-12 by grants from Esmée Fairbairn Foundation. The scope of the Review and the depth of its evidence made it the most comprehensive enquiry into English primary education since the Plowden report of 1967.

The Review's remit was 'to identify the purposes which the primary phase of education should serve, the values which it should espouse, the curriculum and learning environment which it should provide, and the conditions which are necessary in order to ensure both that these are of the highest and most consistent quality possible, and that they address the needs of children and society over the coming decades'; and to do so by paying 'close regard to national and international evidence from research, inspection and other sources on the character and adequacy of current provision in respect of the above, on the prospects for recent initiatives, and on other available options'. It was also required to 'seek the advice of expert advisers and witnesses, and invite submissions and take soundings from a wide range of interested agencies and individuals, both statutory and non-statutory.'

The Review fulfilled this remit through four evidential strands: invited written submissions; local, regional and national soundings with a wide range and large number of stakeholders, including children themselves; a specially commissioned series of surveys of published research; and searches of national and international official data. These methods were

brought to bear on the Review's ten themes, 23 sub-themes and 100 research questions.

During the implementation phase, 2006-9, the work of the Review's central team at the University of Cambridge was supported by 66 research consultants in 21 university departments, a 20-strong advisory committee, a management group and a director of communications. Between October 2007 and February 2009 the Review published 31 interim reports, including 28 surveys of published research, 40 briefings, 14 media releases and several newspaper articles. The 608-page final report *Children, their World, their Education: final report and recommendations of the Cambridge Primary Review* was published in October 2009 together with an 850-page companion volume, *The Cambridge Primary Review Research Surveys*. These books are published by Routledge, but all other Review publications may be viewed/downloaded at [www.cprtrust.org.uk/cpr/cpr-publications/](http://www.cprtrust.org.uk/cpr/cpr-publications/).

The publication of the final report was followed by a year of dissemination events across the country and the publication of a set of policy priorities for parties contesting the 2010 general election.

The Review's evidence, findings and proposals have attracted considerable attention in the UK and in many other countries, especially among those who prefer a more considered, evidentially secure, sustainable and visionary educational alternative to the high profile quick fixes too often preferred by policymakers. Indeed, the final report was explicitly created 'not just for the transient architects and agents



Esmée  
Fairbairn  
FOUNDATION



Pearson

of policy but for all who invest daily, deeply and for life in this vital phase of education, especially children, parents and teachers.’

The **Cambridge Primary Review Trust** (CPRT) was founded as a not-for-profit company in December 2012 and from 2013-16 it received core funding from Pearson. CPRT exists to extend and build upon the Review’s evidence and advance the cause of high quality primary education with particular reference to eight priorities:

**Equity.** Tackle the continuing challenge of social and educational disadvantage, and find practical ways to help schools to close the overlapping gaps in social equity and educational attainment.

**Voice.** Advance children’s voice and rights in school and classroom, in accordance with the UN Convention of the Rights of the Child.

**Community.** Promote community engagement and cohesion through school-community links and a community curriculum that supplements and enriches the national curriculum, and by developing communal values in school and classroom.

**Sustainability.** Embed sustainability and global citizenship in educational policy and practice, linking to the 2015 UN agenda for global education and sustainable development.

**Aims.** Develop and apply a coherent vision for 21st century primary education; enact the Cambridge Primary Review aims through curriculum, pedagogy and the wider life of the school.

**Curriculum.** Develop a broad, balanced and rich entitlement curriculum which responds to both national and local need, eliminates the damaging division of status and quality between core and non-core, and teaches every subject, domain or aspect to the highest possible standard.

**Pedagogy.** Develop 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.

**Assessment.** Encourage approaches to assessment that enhance learning as well as test it, that support rather than distort the curriculum and that pursue standards and quality in all areas of learning, not just the core subjects.

These priorities are pursued through four programmes:

**Policy engagement**

**Research**

**School leadership**

**Professional networking and development.**

Legal and managerial charge of the Trust’s operation as a not-for-profit company is vested in its chair and directors. The Trust’s Board is its main forum for collective advice and guidance. The Regional Networks, now thirteen in number, are the powerhouse for the Trust’s local activities with schools, local authorities and ITE/CPD providers. The Schools Alliance started as a small national group of primary schools set up to develop practical ways to implement and showcase the Trust’s priorities. and was later incorporated into the regional networks and is being expanded. The CPRT national office is at the University of York. The names of those involved in these interlocking groups appear on pages 12-13.

The Trust has fourteen research projects. Classroom talk, social disadvantage and educational attainment: closing the gap, raising standards, the largest, is run jointly with the University of York and is funded by the Educational Endowment Foundation. The other externally funded project, now complete, is the Cambridge Primary Review Archive Project, supported by Esmée Fairbairn Foundation. The archive is housed at the Borthwick Institute, University of York. The remaining 12 are commissioned reviews of published research designed to update and extend the 28 undertaken for the Cambridge Primary Review. A full list of these, their personnel and their resulting reports and briefings, appears on pages 14-15.

# CPRT Leadership & Regional Networks

## THE CPRT BOARD

Chair of the Trust and Board and  
Co-Director: Professor **Robin Alexander**,  
Universities of Cambridge and York

Co-Director: Professor **Teresa Cremin**, The  
Open University

Co-Director: **Marianne Cutler**, Association  
for Science Education

Co-Director: **Julia Flutter**, University of  
Cambridge

Co-Director: **David Reedy**, UK Literary  
Association

Administrator and Company Secretary:  
**Matt Coward**, University of York

Leader, Regional Co-ordinators' Forum:  
**Vanessa Young**, Canterbury Christ Church  
University

Leaders of the Schools Alliance: **Jo Evans**,  
Exeter Diocesan Board of Education and  
**Iain Erskine**, The Fulbridge Academy,  
Peterborough.

Pearson Representative: **Lindsay Nadin**,  
Director, Primary Learning Services,  
Pearson

Co-opted Board member: **Julie McCulloch**,  
Association of School and College Leaders

Co-opted Board member: **Stephanie  
Northen**, Sculthorpe and West Raynham CE  
Primary School Federation, Norfolk

## CPRT REGIONAL CO-ORDINATORS

East Anglia: Dr **Penny Coltman** and Dr **Fiona  
Maine**, University of Cambridge

East Midlands: Dr **Adam Hounslow-Eyre**,  
Bishop Grosseteste University

Greater Manchester: Dr **Lise Hopwood**,  
University of Manchester

Leeds and West Yorkshire: **Sarah Rutty**,  
Bankside Primary School, Leeds

London: Professor **Teresa Cremin**, The Open  
University and **David Reedy**, UK Literary  
Association

Merseyside: Dr **Avril Rowley** and **Collette  
Ankers de Salis**, Liverpool John Moores  
University

North West: Dr **Sally Elton-Chalcraft**,  
University of Cumbria

North East: Professor **Michael Jopling**,  
Northumbria University

West Midlands: **Sandra Mitchell**, Seabridge  
Primary School, Newcastle-under-Lyme

West: **Sue Hughes**, University of the West of  
England

South: Dr **Rachel Marks**, Brighton University

South East: **Vanessa Young**, Canterbury  
Christ Church University

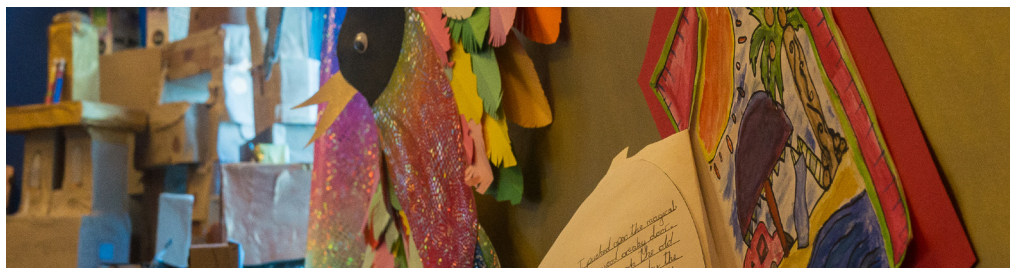
South West: Dr **Emese Hall**, University of  
Exeter and **Penny Hay**, Bath Spa University



# CPRT Schools Alliance

**Schools Alliance members exemplify outstanding school leadership, highlight and share outstanding practice, contribute to the research and work together to influence educational policy and practice.**

Aveton Gifford CE Primary School, Devon; Balfour Primary School, Brighton; Bankside Primary School, Leeds; Bannockburn Primary School, Greenwich; Batheaston CE Primary School, Bath; Beam County Primary School, Dagenham; Bernard Gilpin Primary School, Houghton-le-Spring; Blackpool CE Primary School, Devon; Bracken Edge Primary School, Leeds; Burton Morewood CE Primary School, Burton-in-Kendal; Chudleigh Knighton CE Primary School, Newton Abbot; Clarborough Primary School, Retford; Dunholme St Chad's CE Primary School, Lincoln; Fulbridge Academy, Peterborough; Greenfields Community Primary School, Maidstone; Harehills Primary School, Leeds; Hallfield Primary School, London; Highfield Primary School, Leeds; Hill Mead Primary School, Brixton; Holy Rosary and St Anne's Catholic Primary School, Leeds; Hovingham Primary School, Leeds; Hudson Road Primary School, Sunderland; Hythe Bay CE Primary School, Kent; Kemsley Primary Academy, Kent; Kerr Mackie Primary School, Leeds; Lady Elizabeth Hastings' CE VA Primary, Wetherby; Locks Heath Junior School, Southampton; Milnthorpe Primary School, Cumbria; Minster-in-Sheppey Primary School, Kent; Moortown Primary School, Leeds; Morecambe Bay Community Primary, Morecambe; Newton Ferrers CE Primary School, Plymouth; Overton CE Primary School, Hampshire; Queens Federation, Cambridge; Phoenix Community Primary School, Ashford; Ponteland Middle School, Ponteland; Preston Primary School, Preston; Primrose Lane Primary, Boston Spa; Robert Ferguson Primary School, Carlisle; Salcombe CE Primary School, Devon; Seabridge Primary School, Newcastle-under-Lyme; Shrubland Street Community Primary School, Leamington Spa; Sidmouth Primary School, Devon; Spinney Primary School, Cambridge; St Lawrence CE Primary School, Alton; St Leonard's CE Primary School, Exeter; St Luke's Primary School, Brighton; St Mary's CE Primary School, Boston Spa; Talbot Primary School, Leeds; Tetherdown Primary School, London; Thames View Infants School, Barking; Tidcombe Primary School, Tiverton; Tranmere Park Primary School, Leeds; Valence School, Westerham; Wallscourt Farm Academy, Bristol; Warden House Primary School, Kent; Wingham Primary School, Canterbury; Wroxham School, Potters Bar.



# CPRT

# Publications

## **CPRT RESEARCH REPORTS AND BRIEFINGS**

*Assessment, Standards and Quality of Learning in Primary Education (2014) - Wynne Harlen*

*Children, their Voices and their Experiences of School: what does the evidence tell us? (2014) - Carol Robinson*

*Children's Cognitive Development and Learning (2015) - Usha Goswami*

*Mind the Gap: tackling social and educational inequality (2015) - Kate Pickett and Laura Vanderbloemen*

*Primary Education for Global Learning and Sustainability (2016) - Douglas Bourne, Frances Hunt, Nicole Blum and Helen Lawson*

*Vulnerable Children: needs and provision in the primary phase (2016) - Michael Jopling and Sharon Vincent*

*Primary schools responding to diversity: barriers and possibilities (2016) - Mel Ainscow, Alan Dyson, Lise Hopwood and Stephanie Thomson*

*Academies: autonomy, accountability, quality and evidence (2016) - Warwick Mansell*

*How should primary teachers be trained? Policy and evidence (forthcoming) - Olwen Mcnamara, Jean Murray and Rebecca Phillips*

*Autonomy, accountability and quality assurance in primary education: England and other countries (forthcoming) - Kathy Hall, Kamil Özerk and Alicia Curtin*

All CPRT research reports and their accompanying briefings are freely available to download at [www.cprtrust.org.uk](http://www.cprtrust.org.uk).



## RESPONSES AND SUBMISSIONS TO OFFICIAL CONSULTATIONS

*What is Education for? Submission to House of Commons Education Committee Inquiry into the Purpose and Quality of Education in England. 25th January 2016*

*DfE consultation on a World Class Teaching Profession, February 3rd 2015.*

*DfE performance descriptors for KS1/2, December 19th 2014.*

*DfE's use of evidence, December 17th 2014.*

*DfE's primary assessment and accountability proposals, October 11th 2013.*

*DfE National Curriculum Review: Spoken language consultation, April 16th 2013.*

*National Curriculum Review: CPR response to the proposals outlined in the Secretary of State's letter, June 11th 2012.*

*DfE Review of Teachers' Standards (Phase 2), September 6th 2011.*

*Inspection 2012: Responses from the CPR to selected questions in the March 2011 Proposed Inspection Framework, May 20th 2011.*

*DfE Review of Teachers' Standards, May 1st 2011.*

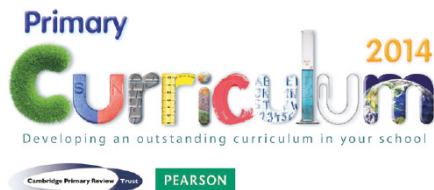
*National Curriculum Review: Phase 1B, April 14th 2011.*

*DfE's National Curriculum Review, April 14th 2011.*

*DfE's Consultation on the National Curriculum, Phase 1: General Concerns about the Process, April 14th 2011.*

*Key Stage 2 Testing and Accountability Review, January 20th 2011.*

*DfE's Consultation on the National Curriculum: The study of English, 2011.*



**Primary Curriculum 2014 Handbook:** the handbook 'Developing an Outstanding Primary Curriculum in your School', aims to help primary teachers in schools in England to develop a school curriculum on the evidence and principles of the Cambridge Primary Review - a curriculum of breadth and balance that raises standards and is built around the rights and needs of children.

The content reflects the national programme of curriculum events developed by the Cambridge Primary Review Trust in collaboration with Pearson. In addition, eleven of the leading subject associations give their perspectives on the challenges in each subject area and offer practical advice.

### **Primary Colours: Westminster Postcards from the Cambridge Primary Review Trust**

A collection of short and readable articles about current issues in primary education. Intended to inform, educate, entertain and even occasionally castigate.

Contributors: Robin Alexander, Natalie Bradbury, Teresa Cremin, Marianne Cutler, Iain Erskine, Jo Evans, Julia Flutter, Gregory Frame, Warwick Mansell, Stephanie Northen, David Reedy and Sarah Ruddy.



# Cambridge Primary Review Publications

## CPR INTERIM REPORTS AND BRIEFINGS

*Community Soundings: the Primary Review regional witness sessions (2007)* - Robin Alexander and Linda Hargreaves

*Standards and Quality in English Primary Schools Over Time: the national evidence (2007)* - Peter Tymms and Christine Merrell

*Standards in English primary Education: the international evidence (2007)* - Chris Whetton, Graham Ruddock and Liz Twist

*The quality of learning: assessment alternatives for primary education (2007)* - Wynne Harlen

*Children's lives outside school and their educational impact (2007)* - Berry Mayall

*Parenting, Caring and Educating (2007)* - Yolande Muschamp, Felicity Wikeley, Tess Ridge and Maria Balarin

*Primary schools and other agencies (2007)* - Ian Barron, Rachel Holmes, Maggie MacLure and Katherine Runswick-Cole.

*Children and Their Primary Schools: pupils' voices (2007)* - Carol Robinson and Michael Fielding

*Children's cognitive development and learning (2007)* - Usha Goswami and Peter Bryant.

*Children's social development, peer interaction and classroom learning (2007)* - Christine Howe and Neil Mercer

*Children in primary education: demography, culture, diversity and inclusion (2007)* - Mel Ainscow, Jean Conteh, Alan Dyson and Frances Gallannaugh.

*Learning needs and difficulties among children of primary school age: definition, identification, provision and issues (2007)* - Harry Daniels and Jill Porter.

*Aims as policy in English primary education (2008)* - John White.

*Aims and values in primary education: England and other countries (2008)* - Maha Shuayb and Sharon O'Donnell

*Aims for primary education: the changing national context (2008)* - Stephen Machin and Sandra McNally.

*Aims for primary education: changing global contexts (2008)* - Rita Chawla-Duggan and John Lowe.





*The Structure of primary education: England and other countries (2008) - Anna Riggall and Caroline Sharp*

*Curriculum and assessment policy: England and other countries (2008) - Cathy Hall and Kamil Øzerk.*

*Primary curriculum futures (2008) - James Conroy, Moira Hulme and Ian Menter.*

*The governance and administration of English primary education (2008) - Maria Balarin and Hugh Lauder.*

*The funding of English primary education (2008) - Philip Noden and Anne West.*

*The trajectory and impact of national reform: curriculum and assessment in primary schools (2008) - Dominic Wyse, Elaine McCreery and Harry Torrance.*

*Quality assurance in English primary education (2008) - Peter Cunningham and Philip Raymont.*

*Primary schools: the professional environment (2008) - Ian Stronach, Andy Pickard and Liz Jones.*

*Primary teachers: initial teacher education, continuing professional development and school leadership development (2008) - Olwen McNamara, Mark Brundrett and Rosemary Webb.*

*Primary workforce management and reform (2008) - Hilary Burgess.*

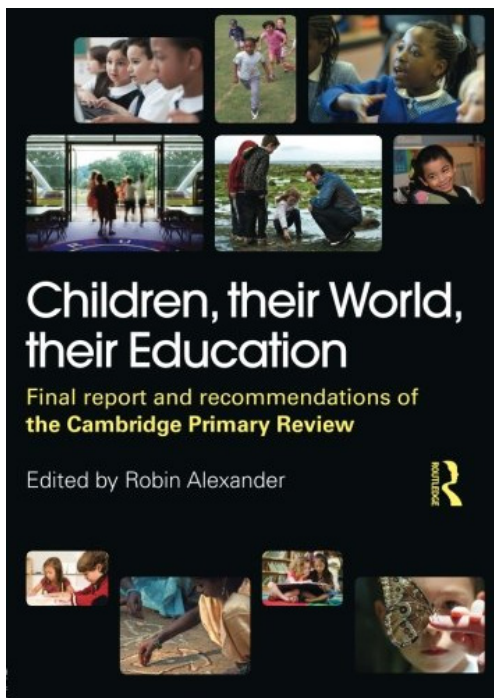
*Learning and teaching in primary schools: insights for TLRP (2008) - Mary James and Andrew Pollard.*

*Classes, groups and transitions: structures for learning and teaching (2008) - Peter Blatchford, Susan Hallam, Peter Kutnick, Judith Ireson with Andrea Creech.*

*Primary schools: the built environment (2008) - Karl Wall, Julie Dockrell and Nick Peacey.*

*Towards a New Primary Curriculum: a report from the Cambridge Primary Review. Part 1: Past and Present (2009) - Robin Alexander and Julia Flutter*

*Towards a New Primary Curriculum: a report from the Cambridge Primary Review. Part 2: Future (2009) - Robin Alexander.*



**Final report:** Children, their World, their Education: Final report and Recommendations of the Cambridge Primary Review (2010) Robin Alexander, Michael Armstrong, Julia Flutter, Linda Hargreaves, David Harrison, Wynne Harlen, Elizabeth Hartley-Brewer, Ruth Kershner, John MacBeath, Berry Mayall, Stephanie Northen, Gillian Pugh, Colin Richards and David Utting.



*Community Soundings: the Cambridge Primary Review regional witness sessions (2007, revised 2014).*

*How well are we doing? Research on standards, quality and assessment in English primary education. Overview briefing on research surveys 3/4, 4/1 & 4/2 (2007).*

*Children's lives and voices: research on children at home and school. Overview briefing on research surveys 5/3, 7/1, 8/1 & 8/2 (2007).*

*Children in primary schools: research on development, learning, diversity and educational needs. Overview briefing on research surveys 2/1a, 2/1b, 5/1 & 5/2 (2007).*

*Aims and values in primary education: national and international perspectives. Overview briefing on research surveys 1/1, 1/2, 1/3 & 1/4 (2008).*

*The structure and content of English primary education: international perspectives. Overview briefing on research surveys 3/1, 3/3 & 9/1 (2008).*

*Governance, funding, reform and quality assurance: policy frameworks for English primary education. Overview briefing on research surveys 3/2, 4/3, 10/1 & 10/2 (2008).*

*Primary teachers: training, development, leadership and workforce reform. Overview briefing on research surveys 6/2, 6/3 & 6/4 (2008).*

*Learning and teaching in primary schools: processes and contexts. Overview briefing on research surveys 2/4, 6/1 & 9/2 (2008).*

*Towards a new primary curriculum: a report from the Cambridge Primary Review (2009, revised 2011).*

*The final report (2009, revised 2014).*

*After the election: policy priorities for primary education (2010, revised 2011).*

All CPR research reports, their accompanying briefings and supporting materials are freely available to download from:

[www.cprtrust.org.uk](http://www.cprtrust.org.uk).

### The Cambridge Primary Review Research Surveys

Edited by  
Robin Alexander

with Christine Doddington, John Gray,  
Linda Hargreaves and Ruth Kershner



## INTRODUCING THE CAMBRIDGE PRIMARY REVIEW



Children, their world,  
their education

# Hamilton House

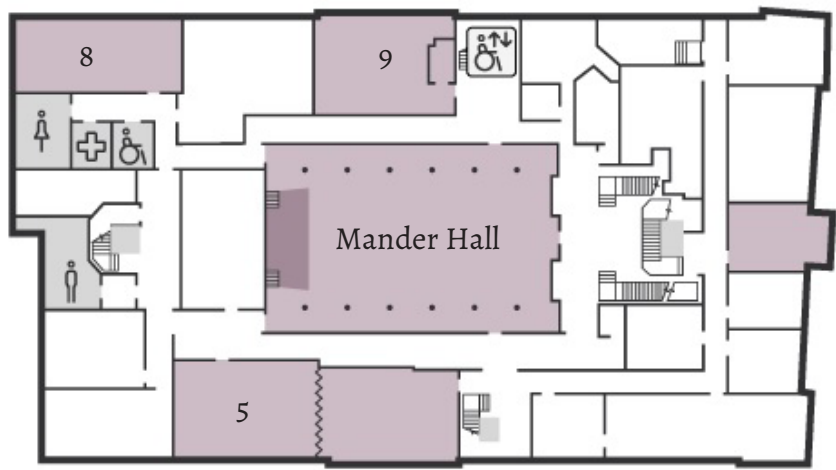
## Floor Plan

Room numbers show the location of the discussion sessions.

Ground floor



Lower ground floor







[www.cprtrust.org.uk](http://www.cprtrust.org.uk)

