

Primary leadership: advice to the Secretary of State

Summary

1. The quality of primary leadership is critical to the progress children make because the foundations laid in primary schools powerfully influence their future lives and life chances. Over the past 10 years standards in English and mathematics have improved significantly, as has the quality of leadership, teaching and learning. In over 60% of primary schools, leadership is now good or outstanding, but significant problems remain. Four per cent of schools are judged by Ofsted to be inadequate – equivalent to over 700 schools; 1.2% are in special measures; a further 35% (over 6,000 schools) are only satisfactory; and Key Stage 2 standards in English and mathematics are still below target.
2. To achieve world-class primary education five key issues for primary headteachers and their leadership teams need to be tackled now:
 - ensuring they have the **capacity** to meet the radical mix of challenges they now face
 - equipping established, new and aspiring leaders with the necessary **leadership knowledge, skills and competencies**
 - **spreading effective leadership** more widely to reduce variations in performance
 - ensuring schools have **leadership structures** that are appropriate and sustainable for their context
 - **strengthening governance** and, where necessary, changing the structure of governance
3. The National College for School Leadership's (NCSL's) view is that we should be strong on values and principles, passionate about ensuring the best outcomes for children and young people and flexible about how this is achieved. The 'one head, one school' model will continue to be the most effective structure for many primary schools. However, all schools will need to work together increasingly closely to make the best use of their resources, to develop and share effective leadership, to deliver higher standards and to ensure better outcomes for children and their families.
4. **NCSL's recommendations are at two levels. The first group of recommendations builds on existing strategies, aiming to make an immediate impact. The second group is more radical, aiming to change the shape of primary leadership and governance.** This second group includes:

- ensuring that schools have leadership and governance models that are appropriate and sustainable for their context
- securing the strategic leadership of ‘business management’ across groups of schools

5. NCSL asks the Secretary of State to endorse these recommendations and to commit the new Department to support NCSL and other national agencies in implementing them.

1. Introduction

1.1. In his remit letter of 10 April 2007, the Secretary of State said:

“I look to the College to convene a Primary Leadership Group, in partnership with the Director of the National Primary Strategy and DfES officials to consider key issues facing primary heads and how they are planning to address them in their core leadership programmes and strategic initiatives in order to support the drive for higher standards in primary schools and progress for all pupils. I would like the College to provide me with advice by July 2007 on how the issues raised might be addressed. It should also give particular focus on how primary leaders can best be developed and supported to work in schools or groups of schools with different models of leadership and governance introduced in order to raise standards further or turn around problems of failure.”

1.2. Our collective aim is a world-class education system characterised by high equity and excellence, in a country that is an enviable place to grow up in. That requires greater social mobility, stronger families and more cohesive communities, with schools producing responsible, caring and confident young citizens. Tackling these issues, securing high standards and closing the equity and attainment gap starts in the early years, and primary schools have a critical role to play, particularly as the vast majority of parents send their children to a local primary school.

1.3. In his speech to the House of Commons on 10 July 2007, Ed Balls reinforced the vital role that primary schools play in realising the ambitions of the Every Child Matters (ECM) agenda to build a stronger, fairer Britain including breaking down the barriers to opportunity, and reinforced the importance within this agenda of acquiring core skills:

“First, on standards and personalised learning, a child who cannot read, cannot write or cannot master basic maths will never succeed in education. Our priority must be standards, not structures. So we will renew our focus on the things that really matter to parents and meet their rising aspirations, and that means getting the basics right.”¹

¹Ed Balls, Secretary of State, House of Commons, 10 July 2007

- 1.4. Within primary schools, the role of the headteacher is crucial in establishing and maintaining high-quality leadership and management that in turn leads to better outcomes for children. Addressing the issues facing primary leaders is therefore of the highest priority.
- 1.5. There are over 18,000 primary headteachers – 2,600 running schools with fewer than 100 pupils and 11,600 with fewer than 250 pupils. Ofsted reports have shown a steady improvement in the quality of primary schools in recent years, with leadership and management in over 60% of primary schools now judged to be good or outstanding. Since 1997 the proportion of 11-year-olds securing the expected level has risen from 63% to 80% in English and from 62% to 77% in mathematics. Headteachers are overwhelmingly positive about their role – over 90% saying they enjoy the role, are confident and feel respected. They find the role stimulating, challenging and rewarding, particularly because they can make a real difference to children's lives and life chances.
- 1.6. But there remain some significant problems. In 2006 Ofsted assessed 4% of primary schools as inadequate – equivalent to over 700 schools – and a further 35% – over 6,000 – as only satisfactory. Largely as a result of the increased frequency of Ofsted inspections the number of primary schools in special measures has risen (1.2% of primary schools), although the average turn-around time has fallen to 16 months. Standards in English and mathematics at Key Stage 2 remain below the PSA (Public Service Agreement) target for 2008. Headteacher recruitment is becoming increasingly difficult especially, but not exclusively, in faith schools, small schools and in London and the South East, and the age structure of existing headteachers suggests the recruiting challenge will peak between 2009 and 2011. There is also a problem with falling rolls, with the total of primary pupils expected to drop below 4 million by 2009.

2. The issues

- 2.1. There is a wide range of challenges currently facing primary headteachers and their leadership teams, but they group into five key interrelated issues:
 - ensuring that primary school leaders have the **capacity** to meet the radical mix of challenges they now face
 - equipping established, new and aspiring school leaders with the necessary **leadership knowledge, skills and competencies**
 - **spreading effective leadership** more widely to reduce variations in performance
 - ensuring schools have **leadership structures** that are appropriate and sustainable for their context
 - **strengthening governance** and, where necessary, changing the structure of governance

2.2. Ensuring that primary school leaders have the capacity to meet the challenges.

2.2.1. Primary heads are under increasing pressure from an unprecedented mix of high levels of devolved responsibility, sharp accountability structures, and radical changes in the way schools interact with other services and their communities:

- A key priority for school leaders is the need to continue to improve children's life chances by further raising standards of achievement and closing the attainment gap for those children at risk of under-achieving.
- The ECM agenda offers widely welcomed opportunities to provide joined-up support for children and families and to give every child the best possible start in life. But it requires headteachers to work with leaders from a range of different professional cultures and disciplines. Many also feel a tension between the breadth of expectations set by the five ECM outcomes and the narrowness of the accountability measures in performance tables and Ofsted inspections.
- The move towards greater personalisation of learning requires new approaches particularly in teaching, assessment and the use of data. These have significant implications for the roles of subject and Key Stage leaders and the support provided for them by the senior leadership team.
- The influence of families, parents and carers on children's levels of attainment and achievement necessitates school leaders to promote significant and effective working partnerships with them.
- Headteachers deal with too many operational issues and administrative tasks. The small size of many primary schools makes distributed leadership difficult, and the system places a lot of expectations – and many individual accountabilities – on the single headteacher of the individual school.
- New initiatives tend to add to these pressures.

2.2.2. So the workload of many primary headteachers is very high – especially in small schools. Headteachers have engaged in the process of workforce remodelling to try to achieve a more manageable workload for staff, but have not always achieved this for themselves. Some find insufficient time for strategic planning, managing change and leading learning beyond their own classes. Others tackle this lack of capacity through effective distributed leadership, while others benefit hugely from having school business managers (SBMs) on leadership teams who can take the lead on human resources (HR), finance, site management and health and safety issues. Recent research by the University of Hull suggests that in primary schools properly qualified SBMs who are members of leadership teams save nearly £15 and raise nearly £60 on average per pupil per year.

2.2.3. NCSL wants to exploit further the benefits of business management support in primary schools and has identified some possible organisational models. NCSL has asked McKinsey & Company to undertake some independent financial modelling and project design relating to such models. This ground-breaking work demonstrates significant financial benefits in terms of cost saving and income

generation, leading to re-investment in learning and teaching. Initial modelling suggests that there are six potential sources of benefit for those primary schools that upgrade school business management professionals:

- increasing the effectiveness and attractiveness of the headteacher role by consolidating its focus on teaching and learning, and pupils' progress
- improved strategic leadership, especially in leading and managing change
- improved financial management and fundraising in schools, freeing up resources for the classroom
- more time and expertise being given to developing collective arrangements between schools such as business partnerships, networks and federations
- encouraging and supporting greater collaboration between schools through cluster arrangements, partnership working and federations and thus providing a catalyst for new forms of leadership and governance
- realising scale benefits across small schools that would in turn release resources for the classroom

2.2.4. In other words, there are significant efficiency, economic and effectiveness improvements to be gained. It is projected that creating new, extended roles of advanced school business manager (ASBM) or school business director (SBD) would result in a 15–30% saving of headteacher time, allowing for a greater focus on strategic leadership, change management and teaching and learning. In addition, the financial modelling suggests that this extension of school business management professionals, while requiring modest pump-priming, should be self-funding and help headteachers deliver even greater value for money than that currently provided.

2.3. **Equipping established, new and aspiring primary leaders with the necessary leadership knowledge, skills and competencies.**

2.3.1. The characteristics of effective primary leadership are well known, and are set out in Appendix 1. Because of the age structure of the profession we are about to see more headteacher retirements and it will become harder to find good candidates to replace them, as NCSL's recent advice on succession planning showed. The changing demands of primary education also means that leadership development arrangements for both new and experienced headteachers need to be strengthened, with more emphasis on managing change, finance, people (particularly a more diverse workforce), projects and stakeholders, as well as the key skills of leading learning, teaching and pupils' progress. If leadership succession is effectively managed by all stakeholders (governors, local authorities, dioceses, non-departmental public bodies [NDPBs] and the Department for Children, Schools and Families [DCSF]) working together, we can create a new generation of school leaders, prepared and able to lead 21st-century schools, and

who better reflect the diversity of the communities they serve in terms of gender, ethnicity and age.

2.3.2. Newly appointed headteachers can benefit greatly from mentoring by excellent experienced heads. Mentoring is one way of ensuring that the very best heads share their craft knowledge beyond their own schools. As such, mentoring can play a part in reducing variability and improving consistency in performance between schools. Experienced headteachers need opportunities to develop the skills that will both make them more effective within their own schools and also equip them to take on wider system leadership roles such as School Improvement Partners (SIPs), consultant leaders and National Leaders of Education (NLEs).

2.4. Spreading effective leadership more widely to reduce variation in performance.

2.4.1. Around 10% of primary schools have outstanding leaders and highly effective management teams. There is good evidence about the impact of such leaders and management teams working with other schools to improve the quality and consistency of their performance through mentoring, consultant leadership, executive headship and as National Leaders of Education. As Andrew Adonis said, *“The lessons for strong schools helping weak ones, in innovative federation arrangements, are now being extended across the schools system.”*²

2.4.2. We need to maximise the leadership premium by extending the impact of these effective leaders on the 7,000 schools that Ofsted assess as inadequate or only satisfactory.

2.5. Ensuring schools have leadership structures that are appropriate and sustainable for their context.

2.5.1. Much has been learned both about the benefits of collaboration and how to organise this effectively. In addition, a growing number of children’s centres are being co-located on or near primary school sites, and a number of schools are exploring new models of leadership and governance in these more complex institutions. Such collaboration is now essential to deliver high standards, personalised learning, the extended school core offer, and ECM outcomes.

2.5.2. In a recent speech Gordon Brown promoted the need for such diversity and innovation: *“In order to achieve excellence in the classroom, future educational policy must and will champion greater diversity, the best way of both encouraging innovation and meeting the different and individual needs of every child.”*³

2.5.3. Falling rolls are leading some small primary schools to join together in ‘hard federations’, with more streamlined leadership and governance arrangements. The

² Andrew Adonis, Inaugural Sir John Cass Memorial Lecture, 25 June 2007

³ Gordon Brown, Mansion House Speech, 20 June 2007

heads and local authority staff involved are generally very positive about the benefits – better use of the available resources, making it easier to attract staff and offer better career development, and providing more manageable leadership roles.

- 2.5.4. No one model is going to be appropriate for every context. The ‘one headteacher, one school’ model will continue to serve many contexts well, but delivering still higher standards across changing contexts, the ECM agenda, Building Schools for the Future (BSF) and the Primary Capital Programme (PCP) are likely to create and require innovative patterns of school organisation tailored to local area needs.

2.6. Strengthening governance.

- 2.6.1. The education system has delegated great responsibility and accountability to governors who are unpaid volunteers, and it has been a remarkable achievement that such a large force of governors has been recruited and been prepared to take on the required responsibilities. But NCSL believes that many primary schools find it difficult to recruit and engage the range of governors with the time, commitment and skills necessary to fulfill this role effectively. As a result, too many governing bodies are unable to provide the support, challenge and monitoring that most schools need, nor the increasingly important support for leadership development. Where this is so, the current governance model needs to be strengthened or, where necessary, changed radically.

- 2.6.2. Moreover, while there is significant flexibility in current governance arrangements, few schools seem to be taking advantage of these to ensure that their governance is appropriate for changing patterns of organisation and leadership. We need to continue to promote these existing options, and also consider the case for further new models of governance, for groups of schools within a community working together, as well as strengthening the role of governors.

3. Addressing the issues

- 3.1. NCSL’s recommendations are at two levels. The first group of recommendations build on current strategies and activities, with the aim of making an immediate impact. The second group are more radical proposals and, where applied, would significantly change the shape of primary leadership and governance.

3.2. Building on current strategies and activities:

- a) NCSL ensures that what we know about ‘effective leadership to improve outcomes’ (eg learning from the four years of the National Strategies’ Intensifying Support Programme) and the leadership of personalised learning is built into our provision for existing and future primary leaders.

- b) NCSL works with schools and local authorities to form, accredit and quality assure local 'leadership academies' to grow and develop high-quality leaders.
 - c) NCSL extends the use of National Leaders of Education and consultant leaders to provide greater practical support and advice to primary leaders.
 - d) NCSL continues to develop guidance on the implications of leadership in multi-agency, diverse and extended contexts and build this into our leadership development provision.
 - e) NCSL and the Training and Development Agency (TDA) continue to develop and extend the Certificate and Diploma of School Business Management programmes (CSBM and DSBM respectively), and promote the role of SBM to enhance leadership capacity and improve the efficient use of resources in schools.
 - f) Governing bodies, local authorities, professional associations and the DCSF ensure that all primary headteachers have access and entitlement to protected 'leadership' time.
 - g) The School Teachers' Review Body (STRB) review of school leadership will look at the ways in which terms and conditions support distributed leadership, innovation and collaboration between schools. NCSL will continue to work with the DCSF and the Workforce Agreement Monitoring Group (WAMG) in providing the relevant evidence to the STRB to inform their recommendations.
 - h) NCSL continues its study into the workload of headteachers as part of the WAMG work on the review of school leadership, which should also help develop more flexible models such as co-leadership.
 - i) Government and national agencies strengthen the coherence and manageability of new initiatives and requirements on schools.
 - j) NCSL reinforces its work with the TDA and with other NDPBs and agencies on developing local solutions to succession planning, so that strong and coherent talent management strategies, leadership opportunities and career progression opportunities are devised that can be adapted to the particular needs of different localities.
- 3.3. If we want all primary leaders to focus on strategic leadership, learning and teaching, and the more successful leaders to develop system leadership skills, we must have the necessary systems and structures that support this process. Therefore, we **recommend** that:
- a) NCSL provides and disseminates case studies and evaluations of different models of organisation and leadership in different contexts.
 - b) NCSL works with DCSF and National Strategies to promote with schools and local authorities the essential principles and expected benefits of effective collaboration.
 - c) NCSL's leadership development provision includes leadership in different contexts, and the implications of leading more than one school.
 - d) Every newly appointed headteacher to a first headship should be entitled to a quality-assured headteacher mentor, funded as an integral part of the Early Headship Provision (EHP). NCSL would undertake to develop appropriately experienced headteachers as mentors.

- e) All primary schools are encouraged to find ways of engaging the professional skills of school business managers to the maximum to enhance leadership capacity and make more effective use of resources.
- f) The inspection and accountability frameworks take account of the changing structures of primary schooling.
- g) Governance arrangements are reviewed to support greater flexibility in schools working together.
- h) DCSF considers the ways in which business can be linked more effectively with primary schools to enhance strategic leadership and governance.

4. More radical proposals

Our second group of recommendations focuses on re-shaping patterns of leadership and organisation in primary schools

4.1. Recommendation 1: Local authorities to promote flexible models of leadership and organisation.

NCSL proposes that:

- 4.1.1. Local authorities should continue discussions with local stakeholders, especially school leaders, governors, community leaders, parent representatives and professional associations about different models of leadership involving greater collaboration between schools, children's centres and other agencies, using the case studies developed by NCSL.
- 4.1.2. DCSF should consider whether local authorities should be required to discuss with the appropriate governing body alternative models of leadership and organisation whenever a headship post becomes vacant.

4.2. **Recommendation 2: Significantly upgrade ‘business management’ support and leadership across groups of schools.**

4.2.1. We believe there is an urgent need to upgrade significantly the scope and roles of school business managers. We propose the development of two new roles:

- An **advanced school business manager** (ASBM) to operate across small groups of primary schools eg a federation of two or three small schools or a single large school. These are likely to be graduates of the DSBM programme who have experienced additional training which has yet to be developed but is likely to include the strategic leadership of HR, facilities and financial management, including working across different schools and settings. The ASBM would usually be accountable either to the headteacher in each school, or to an executive headteacher across the group of schools/federation.
- A **school business director** (SBD), who would operate in larger, more complex groups of schools eg federations, trusts and other formal partnerships including cross-phase and multi-agency settings. These would provide strategic business leadership and be a catalyst for new forms of leadership and governance. They would usually be accountable to an executive headteacher or chief executive.

4.2.2. Consequently, NCSL proposes to:

- Establish demonstration projects to develop further and apply the new ASBM and SBD roles and shared business services, in a variety of local leadership contexts across England. NCSL also proposes that consideration be given to the provision of incentives to encourage the appointment of ASBMs and SBDs across groups of schools, federations or trusts. NCSL will also investigate further the benefits of managing and deploying resources across groups of schools in the primary sector.
- Invest in new training for advanced SBMs and SBDs. NCSL therefore proposes to commission a new higher level programme for School Business Directors, building on the success of the CSBM and the DSBM programmes, and continuing to work closely with partners including the TDA.
- Raise the profile of SBMs and their benefits to schools. NCSL will also continue to increase the number of NCSL-qualified SBMs in order to ensure an adequate supply of future ASBMs and SBDs.

4.3. **Recommendation 3: Provide incentives for closer collaboration and joint appointments.**

4.3.1. Given the challenges faced by headteachers, particularly of small schools, NCSL proposes that ministers consider incentivising greater formal collaboration between groups of schools, children’s centres and other agencies, including effective local cluster arrangements and federations, by funding, through the appropriate agencies, work in each region that exemplifies the principles of collaboration.

- 4.3.2. For example, the DCSF, through the National Strategies, might pump-prime the creation of joint posts for subject leadership – eg in literacy or in mathematics. Such collaboration would be based on shared governance arrangements, as outlined in Recommendation 4, to secure long-term sustainability and collective responsibility for improving learning, teaching and outcomes for children.
- 4.3.3. In addition, extended services coordinator posts or the appointment of a family support worker in areas of significant deprivation might be funded through or complement the existing work of other agencies.
- 4.3.4. These joint posts might be particularly powerful in areas where there are complex needs; high staff turnover; where it is difficult to recruit and retain very high-quality subject leaders; or where there is high or growing incidence of school failure. Small amounts of funding could also be used to incentivise local authorities to support such collaborative arrangements.
- 4.4. **Recommendation 4: Promoting and developing better forms of governance.**
 - 4.4.1 We propose that DCSF works with appropriate partner organisations and key stakeholders, to promote making better use of existing flexibilities for school governance, and consider the case for new models of governance, which lead to closer collaboration between schools, including a two-year demonstration project involving different models:
 - a) Using the existing governance framework, DCSF should work with small groups eg four or five schools, in federations or trusts, with a single governing body – this could include a primary only group or a cross-phase federation.
 - b) DCSF should consider whether and, if so, how the existing framework can support governance of the provision of services for children, in a local area, commissioned by the local authority. For example, the local authority might commission a small group of schools to work together to deliver education and other children's services in a local area, with common governance. Just as children's trusts bring together those responsible for commissioning services for children across an area, it needs to be possible for the membership of the governing body of a school or group of schools to reflect the services provided by that school or group of schools. This could involve both single and cross-phase groupings.
 - 4.4.2 This work should support the developments in Recommendations 1, 2 and 3 above. It should help to address many of the specific needs of leadership and governance of schools in very challenging contexts, improve outcomes for children and prevent or rapidly reverse failure.
 - 4.4.3 NCSL proposes that in order to further improve the strategic and monitoring role of governors, ministers consider the commissioning of a national, quality assured one-

day training seminar for all **new chairs of governors** (there are about 3,900 new chairs of governors per year) supported by online and other materials. This would need to be delivered regionally/locally by local authorities and other providers and should include:

- their strategic role in school improvement
- challenge and support for the leadership of the school to account for standards and performance
- consideration of alternative models of organisation and leadership
- leadership in a multi-agency, diverse and extended context

Additional material will be available to support chairs of governors, as appropriate with:

- recruitment, selection and induction of headteachers
- safer recruitment
- leadership succession

4.5. **Recommendation 5: Additional support for the leadership of satisfactory schools.**

4.5.1. In order to achieve excellent primary education for all children the strategies used to improve those schools causing concern and in special measures need to be applied to the leadership of satisfactory schools. We propose that the headteacher and leadership team of a targeted group of schools, judged to be satisfactory by Ofsted, should be provided with support and challenge from an experienced and successful headteacher. These headteachers would be trained by NCSL, deployed and quality assured by local authorities, and brokered and monitored by SIPs. This role would build on the experience of the best practice of consultant leadership and its positive impact in London and elsewhere. Schools selected for this support would be those likely to benefit most, thus returning the highest dividend from the investment.

5. **Conclusion**

5.1. Addressing the issues facing primary leaders, and in particular ensuring that the leadership and governance in primary schools is effective, appropriate and sustainable is an urgent task. In order to achieve this, we seek the Secretary of State's agreement to these recommendations.

August 2007

Appendix 1: The characteristics of effective leadership

This appendix summarises the characteristics of effective leadership that are broadly recognised and agreed by the Primary Leadership Advisory Group. These characteristics are drawn from reports from the Department for Education and Skills (DfES), Ofsted, the National College for School Leadership (NCSL) and international research.

Some of the recurring themes from national and international research into effective leadership include: vision, sense of direction, clear priorities, high expectations and aspirations for pupils, values, good professional relationships, emotional intelligence, and well-developed management structures and systems. Similar themes are reflected in a recent study from DfES and characteristics identified through Ofsted reports.

The DfES review of schools making very good progress in Key Stage 2⁴ identified the following key leadership characteristics. All the schools had a group of senior leaders made effective by:

- heads who see themselves as the headteacher
- senior leaders being close to the learning
- heads and/or senior leaders being in post for a long time and retaining their energy and enthusiasm
- an absolute focus on improving standards
- establishing systems to allow time to think and act strategically and innovatively
- developing a confident and assured style of leadership
- passion for order and thoroughness
- organising a team around functions rather than status
- the forging of strong, professional relationships
- doing jobs that need to be done

Evidence from Ofsted⁵ raises a range of issues about leadership in different contexts, particularly the leadership in English and mathematics. Ofsted reports that successful leadership teams have:

- an accurate knowledge of pupils' strengths and weaknesses in English and mathematics, and the attainment profile of pupils
- a knowledgeable subject leader with authority and influence
- clear expectations and a collective responsibility for raising and maintaining standards
- a range of monitoring and evaluation procedures to improve teaching and learning
- well-established systems for collecting, analysing and using assessment data
- a shared vision and good collaboration between key staff

⁴ 'Making great progress in Key Stage 2', DfES, March 2007

⁵ 'The national literacy and numeracy strategies and the primary curriculum', Ofsted, 2005

The report also notes that effective headteachers support subject leaders by observing lessons, analysing assessment data and ensuring that they have sufficient time to do their job successfully.

Leithwood et al⁶ set out seven strong claims about successful school leadership:

- school leadership is second only to classroom teaching as an influence on pupil learning
- almost all successful leaders draw on the same repertoire of basic leadership practices
- the ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrates responsiveness to, rather than dictation by, the contexts in which they work
- school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions
- school leadership has a greater influence on schools and students when it is widely distributed
- some patterns of distribution are more effective than others
- a small handful of personal traits explain a high proportion of the variation in leadership effectiveness

In 'What we know about school leadership'⁷, NCSL makes the following key claims relating to school leadership:

- context matters
- the core tasks of school leaders are clear
- learning-centred leadership is critical
- distributed leadership matters
- school leadership is hard work and rewarding
- leadership in schools is changing
- leadership development and succession planning have never been more important

The characteristics of effective leadership, drawn from the above sources, underpin our advice on primary leadership.

⁶ 'Seven strong claims about successful school leadership', Leithwood et al, NCSL and DfES, 2006

⁷ 'What we know about school leadership', NCSL, 2007

Appendix 2: Primary Leadership Advisory Group

As required by the Secretary of State, the National College for School Leadership (NCSL), in partnership with the Director of the Primary National Strategy, convened a Primary Leadership Advisory Group that met on four occasions in May, June and July 2007. The group was chaired by Steve Munby, NCSL Chief Executive. It comprised key partners and stakeholders working in and with primary schools, drawing particularly on the experience and expertise of some of the most effective primary school leaders.

Members of the Primary Leadership Advisory Group are recorded below.

| | |
|----------------------------|---------------------------------------|
| Sue Barratt | Bournville Infants School, Birmingham |
| David Fann | NAHT, Headteacher |
| Richard Gerver | Grange Primary School, Long Eaton |
| Paul Jones | Blackpool Primary School, Devon |
| Reena Keeble | NCSL, Regional Leader, Headteacher |
| Darran Lee | NCSL, Regional Leader, Headteacher |
| Mo Oliver | SSAT, Headteacher |
| Mary Pearson | Torrington Infants School, Devon |
| Hazel Pulley | Caldecote Primary School, Leics |
| Nicola Shipman | Monteney Primary School, Sheffield |
| Mike Wilson | NAHT, Headteacher (17 July only) |
| Pete Dudley | Primary National Strategy |
| Gita Dean-Andrews | DCSF |
| Rob Briscoe | DCSF |
| Noreen Graham | DCSF |
| Ann Gross | DCSF |
| Laura Murdoch | DCSF |
| Sheila Scales | DCSF |
| Judith Bennett | NGA |
| John Crookes | QCA |
| Deana Holdaway | Ofsted |
| Andrew Jones | SSAT |
| Howard Kennedy | TDA |
| Mick Brookes | NAHT |
| Ian Foster | NAHT |
| Nick Hudson | Oldham Local Authority |
| Steve Munby (Chair) | NCSL |
| Geoff Southworth | NCSL |
| Paul Bennett | NCSL |
| David Woods | Adviser |
| Nansi Ellis | ATL |
| Ann Keig | Richmond Local Authority |
| Darren Northcott | NASUWT |

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