

THE FINAL REPORT

Context and content

Since October 2006, with the support of Esmée Fairbairn Foundation, the Cambridge Primary Review has been investigating the condition and future of primary education in England. Between October 2007 and February 2009 the Review's 31 interim reports examined matters as diverse as childhood, parenting, learning, teaching, testing, educational standards, the curriculum, school organisation, teacher training and the impact of national policy. Many of these provoked considerable media and public interest and have influenced both policy and the wider debate.

Now the Review presents ***Children, their World, their Education: final report and recommendations of the Cambridge Primary Review*** (to obtain a copy see page 4). This 608-page report draws on over 4,000 published sources as well as the Review's extensive evidence from written submissions, face-to-face soundings and searches of official data. Part 1 sets the scene and tracks primary education policy since the 1960s. Part 2 examines children's development and learning, their lives outside school and their needs, aspirations and prospects in a changing world. Part 3 explores what goes on in primary schools, from the formative early years to aims, curriculum, pedagogy, assessment, standards and school organisation. Part 4 deals with the system as a whole: ages and stages; schools and other agencies; teacher training, leadership and workforce reform; governance, funding and policy. Part 5 draws everything together with 78 formal conclusions and 75 recommendations for future policy and practice. A report of this length and complexity is not readily compressed into a four-page briefing: here, by way of taster rather than summary, are some key points from the report's concluding chapter.

The bottom line: how good is English primary education and where is it heading?

Primary schools: how well are they doing? The Review finds England's primary schools under intense pressure, but in good heart and in general doing a good job. Investment in primary education has risen dramatically and many recent policies have had a positive impact. Highly valued by children and parents, primary schools now represent, for many, stability and positive values in a world where much else is changing and uncertain. Contrary to populist claims, schools are not in danger of subversion by 1970s ideologues and they do not neglect the 3Rs. The real problems are very different: on these, and on what genuinely requires reappraisal and improvement, the Cambridge report points the way.

What is primary education for? For too long the aims of primary education have been confused or tokenistic; and, too often, aims tend to set off grandly in one direction while the curriculum follows a much narrower path. The school system requires a coherent set of aims uniting its various phases, but each phase is developmentally and educationally so distinct that it needs its own vision too. The report proposes a framework of 12 aims grounded in its evidence on the imperatives of childhood, society and the wider world today. Such aims should drive curriculum, pedagogy and school life rather than be tagged on as an afterthought. The Review wants its proposed aims to be properly debated, and presents them as a carefully-considered alternative to the 'off the shelf' approach taken by the Rose review.

Childhood, society, policy: three recurrent themes

Empowering children, respecting childhood. There are legitimate concerns about the quality of children's lives, and about the transient values and materialist pressures to which they are subject, but the

'crisis' of contemporary childhood may have been overstated, and children themselves were the Review's most upbeat witnesses. The truly urgent crisis concerns not the pursuit of shallow celebrity but the fate of those children whose lives are blighted by poverty, disadvantage, risk and discrimination, and here governments are right to intervene. Meanwhile, among the many positives of modern childhood, the report celebrates the research evidence on just how much young children know, understand and can do, and argues for an education which heeds their voices and empowers them for life as both learners and citizens. The report also argues that childhood's rich potential should be protected from a system apparently bent on pressing children into a uniform mould at an ever-younger age.

A world fit to grow up in? While governments equivocate on global warming, parents and children do not. The condition of British society and the wider world generated considerable anxiety among the Review's witnesses, the more so as they noted that today's primary school pupils will be only in their forties when the world reaches what some predict as the tipping point for climate change. This, allied with concerns about the loss of identity, community, social cohesion and mutual respect, made many witnesses deeply pessimistic about the future. But again the antidote was empowerment: pessimism turned to hope when witnesses felt they could take control and make a difference, whether in relation to sustainability and active citizenship or in the face of the latest official initiative.

Policy: solution or problem? The report assesses reaction to the many recent policies and initiatives for primary education and finds that while the childhood agenda is applauded, the standards agenda is viewed less favourably; not because of opposition to high standards or accountability – far from it – but because of the way the apparatus of targets, testing, performance tables, national strategies and inspection is believed to distort children's primary schooling for questionable returns. There is also concern about the policy *process*, and in this education appears to mirror the wider problems recorded by those who see British democracy in retreat. In common with other recent studies, the report notes the questionable evidence on which some key educational policies have been based; the disenfranchising of local voice; the rise of unelected and unaccountable groups taking key decisions behind closed doors; the 'empty rituals' of consultation; the authoritarian mindset; and the use of myth and derision to underwrite exaggerated accounts of progress and discredit alternative views.

Standards, structures, curriculum, testing, teaching and other specifics

Standards: beyond the rhetoric. For over two decades the word 'standards' has dominated educational politics. The report re-assesses both the prevailing concept of standards - finding it restricted, restrictive and misleading - and the national and international evidence on what has happened to primary school standards in recent years. The picture is neither as rosy nor as bleak as opposing camps tend to claim. Subject to the limitations of the conventional definition, many of the positive claims about standards can be sustained, but so too can some of the negatives; there are methodological problems with some of the test procedures and data; and several of the more spectacular assertions (such as that in 1997 English primary education was at a 'low state', or that testing of itself drives up standards, or that SATs are the only way to hold schools to account) have little or no basis in evidence.

Children's needs: equalising provision in an unequal society. The Review supports initiatives like Every Child Matters, the Children's Plan and Narrowing the Gap, which seek to make the lives of all children more secure and to reduce the gap in outcomes between vulnerable children and the rest. But England remains a country of massive inequality, and the persistent 'long tail' of underachievement, in which Britain compares unfavourably with many other countries, maps closely onto gross disparities in income, health, housing, risk and well-being. Reducing these gaps must remain a priority for social and economic policy generally, not just for education. There is also excessive local variation in provision for children with special educational needs, and the report calls for a full SEN review.

Matching ages, stages and structures. The English insistence on the earliest possible start to formal schooling, against the grain of international evidence and practice, is educationally counterproductive. The Early Years Foundation Stage should be renamed and extended to age six, and early years provision should be strengthened in its quality and staffing so that children are properly prepared - socially, linguistically and experientially - for formal learning. The Key Stage 1/2 division should be replaced by a single primary phase, yielding a seamless journey through Foundation (0-6) and Primary (6-11). The feasibility of raising the school starting age in line with these changes should be examined.

The curriculum: not there yet. There is much unfinished business from the government's Rose review of the primary curriculum, and this calls into question the decision to press ahead with implementing it. The report disputes the Rose claim that the central problem is 'quarts into pint pots' and shows how the quality of the curriculum, as well as its manageability, reflect patterns of staffing and notions of professional expertise which have survived since the 19th century and have skewed the entire discourse of curriculum. The report also rejects the claim that schools can deliver standards in the 'basics', or a broad curriculum, but not both, and argues that in any case the notion of 'basics' should reflect 21st century realities and needs. The report proposes a curriculum which is driven by the proposed 12 aims (see above) and is realised through eight clearly-specified domains of knowledge, skill and enquiry, central to which are language, oracy and literacy. It also guarantees entitlement to breadth, balance and quality; combines a national framework with an innovative and locally-responsive 'community curriculum'; encourages greater professional flexibility and creativity; demands a more sophisticated debate about subjects and knowledge than currently obtains; and requires a re-think of primary school teaching roles, expertise and training.

Assessment: reform, not tinkering. The report unequivocally supports both public accountability and the raising of standards, but - like several others - it is critical of prevailing approaches to testing in primary schools, and the collateral damage they are perceived to have caused. It commends not the marginal adjustment of recent proposals but a total re-think. Summative assessment at the end of the primary phase should be retained, but assessment for accountability should be uncoupled from assessment for learning. The narrow focus of SATs, which treat literacy and numeracy as proxies for the whole of primary education, should be replaced by a system which reports on children's attainment in all areas of their education, with minimal disruption and greater use of teacher assessment. School and system performance should be monitored through sample testing and an improved model of inspection.

A pedagogy of evidence and principle, not prescription. The report finds strong support for the claim that national tests, national teaching strategies, inspection, centrally-determined teacher training and ring-fenced finance have together produced a 'state theory of learning'; and it views as suspect some of what has been imposed. The report argues for a pedagogy of repertoire and principle rather than recipe and prescription, and proposes reforms in teacher training to match. It wants teaching to be fully rather than selectively informed by research, especially by pedagogical, psychological and neuroscientific evidence which clarifies the conditions for effective learning and teaching. The principle that it is not for government or government agencies to tell teachers how to teach, abandoned in 1997, should be reinstated.

Expertise for entitlement: re-thinking school staffing. The report commends recent increases in the numbers of teachers and teaching assistants (TAs), and efforts to give primary teachers status, incentives and support. But there is a historic and growing mismatch between the tasks primary schools are required to undertake and the professional resources available to them. TAs are no substitute for teachers, or for the expertise which a modern curriculum requires. At issue is the viability of a system which continues to treat the generalist class teacher role as the default. The report calls for a full review of primary school staffing which properly assesses the nature of the expertise which a modern primary education requires, taking account of the full diversity of schools' work. The report particularly underlines the importance of teachers' domain or subject knowledge - the point at which the class teacher system is most vulnerable - because research shows that it is the teacher's depth of engagement with what is to be taught, allied to skill in providing feedback on learning, that separates expert teachers from the rest. It argues for training and resources which enable schools to mix the undeniably important role of class teacher with those of semi-specialist and specialist, so that every school can meet the Review's definition of educational entitlement as access to the highest possible standards of teaching in all curriculum domains, regardless of how much or how little time is allocated to them. The report supports moves to distributed school leadership, but urges that heads be given more support, especially in their non-educational tasks, and that they should be helped to concentrate on the job for which they are most needed - leading learning.

From novice to expert: reforming initial teacher training (ITT) and continuing professional development (CPD). While applauding the dedication of the primary teaching force, the report contests the claim that England's teachers are 'the best-trained ever' on the grounds that it cannot be proved and encourages complacency, and that certain vital aspects of teaching are neglected in ITT. In line with its recommendations on school staffing, the report wants ITT to prepare teachers for a greater variety of classroom roles. It rejects training for mere 'delivery' or 'compliance' and urges that more attention be given to evidence-based pedagogy, subject expertise, curriculum analysis and the open exploration of questions of value and purpose. It queries the value and empirical basis of the current TDA standards for

professional certification and advancement, finding them out of line with research as well as too generalised to discriminate securely between the different professional levels, and recommends their replacement by a framework which is properly validated against research and pupil learning outcomes. It urges the end of 'one-size-fits-all' CPD and commends an approach which balances support for inexperienced and less secure teachers with freedom and respect for the experienced and talented.

Schools in communities, schools as communities. The report supports government initiatives to encourage multi-agency working across the boundaries of education and care, and argues for greater use of mutual professional support through clustering, federation, all-through schools and the exchange of specialist expertise. It highlights the considerable communal potential of schools, and wants this to be enacted through curriculum and pedagogy as well as through 'joined-up' relations with parents, carers and community groups. The proposed community curriculum partnerships could be catalysts for this activity. With their strong educational record and vital community role in mind, the report urges that small and rural schools be safeguarded against cost-cutting closure. It also warns against the closure of middle schools, commending attention to witnesses' developmental arguments for their retention at a time of anxiety that children are growing up too soon. In the matter of funding, too, the Review believes that the historic primary-secondary funding differential, which has defied the recommendations of official enquiries since 1931, and from which 7-11 schools suffer particular disadvantage, should finally be eliminated.

Decentralising control, redirecting funds, raising standards. The Review found a widespread perception that notwithstanding the delegation of school budgets and staffing, the centralisation of the core educational activities of curriculum, assessment, teaching, inspection and teacher training has gone too far. The report calls for the responsibilities of the DCSF, non-departmental public bodies (NDPBs), local authorities and schools to be re-balanced; and for top-down control and edict to be replaced by professional empowerment, mutual accountability and proper respect for research and experience. At a time of financial retrenchment, ending the multi-billion pound national strategies (as urged by the Review long before the announcement in the June 2009 white paper) and dramatically reducing DCSF and NDPB infrastructure would yield substantial savings. These could be used to strengthen primary school staffing in the way the report proposes and raise educational standards as the report re-defines them.

TO FIND OUT MORE

THE REPORT. *Children, their World, their Education: final report and recommendations of the Cambridge Primary Review*, 608 pp, Routledge, October 2009. ISBN 978-0-415-54871-7 (pb), 978-0-415-54870-0 (hb). Editor: Robin Alexander. Authorial team: Robin Alexander, Michael Armstrong, Julia Flutter, Linda Hargreaves, Wynne Harlen, David Harrison, Elizabeth-Hartley-Brewer, Ruth Kershner, John MacBeath, Berry Mayall, Stephanie Northen, Gillian Pugh, Colin Richards and David Utting. Order a copy at <http://www.routledge.com/9780415548717>.

COMPANION RESEARCH VOLUME. *The Cambridge Primary Review Research Surveys*, 850 pp, Routledge, October 2009. ISBN 978-0-415-54869-4 (hb only). Editors: Robin Alexander, with Christine Doddington, John Gray, Linda Hargreaves and Ruth Kershner. 66 contributing authors. Order a copy at <http://www.routledge.com/9780415548717>.

BOOKLET. *Introducing the Cambridge Primary Review*, 42pp, October 2009, ISBN 978-1-906478-9. Edited by Diane Hofkins and Stephanie Northen. Copies are being widely circulated throughout the UK, including to all schools, local authorities and teacher training providers. They may also be downloaded at www.primaryreview.org.uk.

INTERIM REPORTS AND BRIEFINGS. Those interim reports which have not been revised for inclusion in the research volume may still be downloaded from the Review website, as may individual briefings on every report published to date (including this one).

CONFERENCES. A programme of dissemination and debate follows the final report's publication. A public debate at the RSA on 19 October 2009 is followed, between November 2009 and February 2010, by 14 regional conferences for professional leaders in schools, local authorities and teacher training. To book a place: www.primaryreview.org.uk or <http://www.teachersfirst.org.uk/cpr/>.

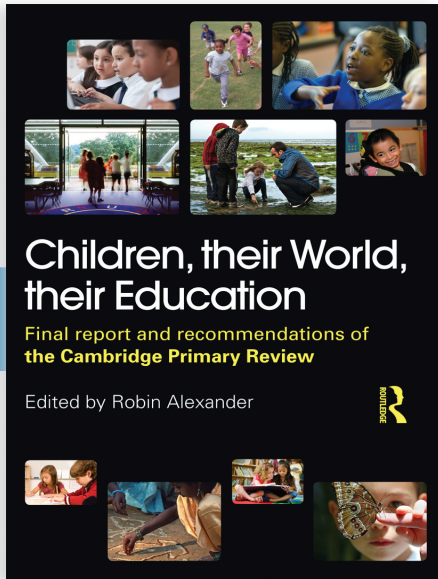
GENERAL ENQUIRIES. The Cambridge Primary Review, Faculty of Education, 184 Hills Road, Cambridge, CB2 8PQ. Phone: 01223 767523. Email: enquiries@primaryreview.org.uk. Website: www.primaryreview.org.uk.

PRESS ENQUIRIES. richard@margrave.co.uk (Richard Margrave, Communications Director).

Note: the views expressed in Cambridge Primary Review reports and briefings do not necessarily reflect the opinions of Esmée Fairbairn Foundation or the University of Cambridge.

Children, their World, their Education

FINAL REPORT AND RECOMMENDATIONS OF THE CAMBRIDGE PRIMARY REVIEW



October 2009: 246 x 174: 640pp
Pb: 978-0-415-54871-7: **£35.00**
Hb: 978-0-415-54870-0: **£95.00**

- How do children live, think and learn during their early and primary years?
- How well are our primary schools doing?
- What has been the impact of government efforts to raise standards?
- By what values should schools be guided and what curriculum and learning environments should they provide?
- How can primary education best meet the needs of today's children and tomorrow's world?

These were among the many questions that the Cambridge Primary Review set out to answer when it was launched in 2006. Politically independent and grounded in an exhaustive array of national and international evidence, it is the most comprehensive enquiry into English primary education for 40 years. Its 31 interim reports have provoked lively headlines and debate.

In this book, the Review presents its findings and recommendations. Compellingly and accessibly written, the book is divided into five parts:

- Part 1 sets the scene and tracks primary education policy since the 1960s
- Part 2 examines children's development and learning; their upbringing and lives in an increasingly diverse society; their needs and aspirations
- Part 3 explores what goes on in schools, from the vital early years to aims, curriculum, pedagogy, assessment, standards and school organisation
- Part 4 deals with the system: ages and stages; teachers, training, leadership and workforce reform; funding, governance and policy
- Part 5 pulls everything together with 78 formal conclusions and 75 recommendations for policy and practice.

Children, their World, their Education is more than a ground-breaking report. It is an unrivalled educational compendium. It assesses two decades of government-led reform. It offers a vision for the future. It goes to the heart of what education in a democracy is about. It deserves to be read by all who care about children, their primary education and the world that they will inherit.

The Cambridge Primary Review is supported by Esmée Fairbairn Foundation and directed by **Robin Alexander**

Cambridge Primary Review

... children, their world, their education

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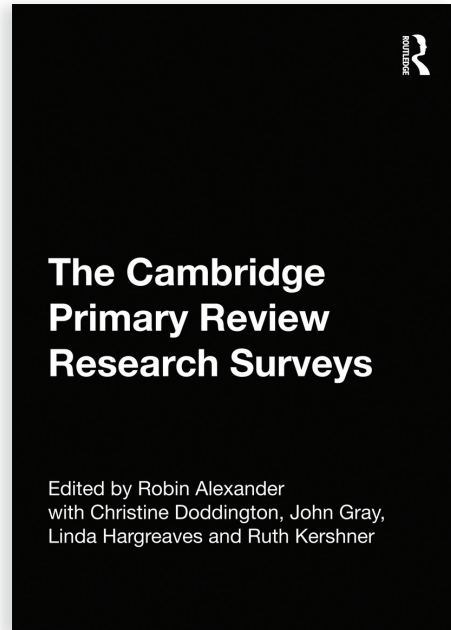
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Contributing Authors

- **Robin Alexander** – Director of the Cambridge Primary Review, Fellow of Wolfson College, University of Cambridge, and Professor of Education Emeritus, University of Warwick, UK.
- **Michael Armstrong** – writer and former head teacher, Harwell Primary School, Oxfordshire, UK
- **Julia Flutter** – Research Associate, Cambridge Primary Review, Faculty of Education, University of Cambridge, UK.
- **Linda Hargreaves** – Reader in Education, University of Cambridge, UK
- **Wynne Harlen** – Visiting Professor, Graduate School of Education, University of Bristol, UK.
- **David Harrison** – Research Associate, Cambridge Primary Review, Faculty of Education, University of Cambridge, UK.
- **Elizabeth Hartley-Brewer** – social policy consultant, parenting adviser, journalist and author.
- **Ruth Kershner** – Lecturer in Education, University of Cambridge, UK.
- **John MacBeath** – Professor of Education, University of Cambridge, UK.
- **Berry Mayall** – Professor of Childhood Studies, Institute of Education, University of London, UK.
- **Stephanie Northen** – education journalist and editor.
- **Gillian Pugh** – Chair of the National Children's Bureau and Visiting Professor, Institute of Education, University of London, UK.
- **Colin Richards** – Emeritus Professor, University of Cumbria, UK, and former primary HMI.
- **David Utting** – writer, researcher, policy analyst and former Associate Director at the Joseph Rowntree Foundation, UK.

The Cambridge Primary Review Research Surveys

Edited by **Robin Alexander** with **Christine Doddington, John Gray, Linda Hargreaves** and **Ruth Kershner** all at University of Cambridge, UK



The Cambridge Primary Review Research Surveys is the companion volume to *Children, their World, their Education: final report and recommendations of the Cambridge Primary Review*. Both are the outcome of England's biggest enquiry into primary education for over 40 years.

This book brings together, revised and updated, the 28 research surveys which the Review commissioned from 65 leading academics in the areas covered by its remit, to create what is probably the most comprehensive overview and evaluation of research in primary education yet published. A particular feature is the prominence given to international and comparative perspectives. With an introduction from Robin Alexander, the Review's director, the book is divided into eight sections, covering:

- Children's lives and voices: school, home and community
- Children's development, learning, diversity and needs
- Aims, values and contexts for primary education
- The structure and content of primary education
- Outcomes, standards and assessment in primary education
- Teaching in primary schools: structures and processes
- Teaching in primary schools: training, development and workforce reform
- Policy frameworks: governance, funding, reform and quality assurance

The Cambridge Primary Review Research Surveys is an essential reference tool for professionals, researchers, students and policy makers in the fields of early years, primary and secondary education.

Authors

Mel Ainscow, Maria Balarin, Ian Barron, Peter Blatchford, Mark Brundrett, Peter Bryant, Hilary Burgess, Rita Chawla-Duggan, James Conroy, Jean Conteh, Andrea Creech, Peter Cunningham, Harry Daniels, Julie Dockrell, Alan Dyson, Michael Fielding, Frances Gallannaugh, Usha Goswami, Kathy Hall, Susan Hallam, Wynne Harlen, Rachel Holmes, Christine Howe, Moira Hulme, Judith Ireson, Mary James, Liz Jones, Peter Kutnick, Hugh Lauder, John Lowe, Stephen Machin, Maggie MacLure, Berry Mayall, Elaine McCreery, Sandra McNally, Olwen McNamara, Ian Menter, Neil Mercer, Christine Merrell, Yolande Muschamp, Sharon O'Donnell, Philip Noden, Kamil Øzerk, Nick Peacey, Andy Pickard, Andrew Pollard, Jill Porter, Philip Raymont, Tess Ridge, Anna Riggall, Carol Robinson, Graham Ruddock, Katherine Runswick-Cole, Maha Shuayb, Caroline Sharp, Ian Stronach, Harry Torrance, Liz Twist, Peter Tymms, Karl Wall, Rosemary Webb, Anne West, Chris Whetton, John White, Felicity Wikeley, Dominic Wyse

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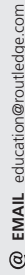
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THE CAMBRIDGE PRIMARY REVIEW

The Cambridge Primary Review is a wide-ranging independent enquiry into the condition and future of primary education in England. It is supported from 2006-10 by Esmée Fairbairn Foundation and is based at the University of Cambridge. The Review was launched in October 2006 and will publish its final report in autumn 2009. Between October 2007 and May 2008 the Review published as interim reports 28 research surveys and an account of the 2007 regional Community Soundings. In February 2009 it published a two-volume special report on the primary curriculum.

The launch of the Review was preceded by nearly three years of planning and by consultation with government, opposition parties, DfES/DCSF officials, the all-party Commons Education and Skills (now Children, Schools and Families) Committee, public bodies involved in the primary phase of education, the teaching unions and a range of other interested organisations.

The Review was initiated and is directed by Professor Robin Alexander, Fellow of Wolfson College at the University of Cambridge and Professor of Education Emeritus at the University of Warwick. Its Advisory Committee is chaired by Dame Gillian Pugh, Visiting Professor at the University of London Institute of Education, Chair of the National Children's Bureau and formerly Chief Executive of Coram Family.

REMIT

The remit for the Cambridge Primary Review, as agreed between Esmée Fairbairn Foundation and the University of Cambridge in 2005-6, is as follows:

- 1. With respect to public provision in England, the Review will seek 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.*
- 2. The Review will pay 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 will seek the advice of expert advisers and witnesses, and it will invite submissions and take soundings from a wide range of interested agencies and individuals, both statutory and non-statutory.*
- 3. The Review will publish both interim findings and a final report. The latter will combine evidence, analysis and conclusions together with recommendations for both national policy and the work of schools and other relevant agencies.*

PERSPECTIVES AND THEMES

The Cambridge Primary Review is conceived as a matrix of ten themes and four strands of evidence, overarched by three **perspectives**:

- The lives and needs of children and the condition of childhood today
- The condition of the society and world in which today's children are growing up
- The present condition and future prospects of England's system of primary education.

The **ten themes** to be addressed by the Review are:

1. Purposes and values

2. Learning and teaching
3. Curriculum and assessment
4. Quality and standards
5. Diversity and inclusion
6. Settings and professionals
7. Parenting, caring and educating
8. Beyond the school
9. Structures and phases
10. Funding and governance.

In respect of these themes, each of which has been elaborated as the sub-themes and contributory questions, the Review has aimed to address two fundamental questions:

- *Evidence*: how well is England's system of primary education doing?
- *Vision*: how can it best meet the needs of children and society over the coming decades?

EVIDENCE

The Cambridge Primary Review has four main strands of evidence:

Submissions. Following the convention in enquiries of this kind, submissions were invited from all who wished to contribute. By March 2009, 1050 submissions had been received. They ranged from brief single-issue expressions of opinion to substantial documents of up to 300 pages covering several or all of the themes and comprising both detailed evidence and recommendations for the future. The majority of the submissions were from national organisations, but a significant number came from individuals. In addition, the Review received several thousand email comments and responses of an informal kind.

Soundings. This strand had two parts. The *Community Soundings* were a series of nine regionally-based one to two day events, each comprising a sequence of meetings with representatives from schools and the communities they serve. The Community Soundings took place between January and March 2007, and entailed 87 witness sessions with groups of pupils, parents, governors, teachers, teaching assistants and heads, and with educational and community representatives from the areas in which the soundings took place. The *National Soundings* were more formal meetings with national organisations both inside and outside education. These helped the team to clarify matters which were particularly problematic or contested, in preparation for the writing of the final report.

Surveys. Several months before the launch of the Review, 28 surveys of published research relating to the Review's ten themes were commissioned, on the basis of competitive bidding and peer review, from 70 academic consultants in leading university departments of education and allied fields. The resulting research reports and their accompanying briefings and media releases were published in cross-thematic groups over several months, starting in autumn 2007. They provoked considerable media, public and political interest, and provided the top UK news story on several occasions.

Searches and policy mapping. With the co-operation of DfES/DCSF, QCA, Ofsted and TDA, the Review tracked recent policy and examined official data bearing on the primary phase. This provided the necessary legal, demographic, financial and statistical background to the Review and an important resource for its consideration of policy options.

The balance of evidence. The four evidential strands sought to balance opinion-seeking with empirical data; non-interactive expressions of opinion with face-to-face discussion; official data with independent research; and material from England with that from other parts of the UK and from international sources. This enquiry, unlike some of its predecessors, looked outwards from primary schools to the wider society, and made full but judicious use of international data and ideas from other countries.

Other meetings. In addition to the formal evidence-gathering procedures, the Review's director and other team members have met representatives of many national and regional bodies for the exchange of information and ideas. By February 2009, 146 such meetings had taken place or were scheduled, in addition to the 94 community and national soundings, making a total of 240 sessions.

REPORTS

The Cambridge Primary Review has published both interim and final reports. The main series of 29 interim reports, which included 28 of the commissioned research surveys and the report on the community soundings, served a formative function, seeking to provoke further debate which then fed back into the Review. The Review has an active and still-expanding website – www.primaryreview.org.uk – on which the interim reports were published, together with a record of their extensive media coverage. Electronic and print versions of the reports and briefings were widely circulated and are still available.

The two special reports on the primary curriculum were published in February 2009. Written as part of the Review's final report, they were brought forward and adapted as contributions to the formal consultation on the interim report of the government's Rose Review of the primary curriculum.

The Cambridge Primary Review final report draws on the various strands of evidence outlined above to address the ten listed themes and attendant questions. It combines findings, analysis, reflection and conclusions, together with recommendations for both policy and practice. A companion volume contains the commissioned surveys of published research, updated in light of the most recent research and policy. Taken together, it is hoped that all this material will both provoke immediate responses from stakeholders and provide a significant empirical and reflective resource for the longer term.

OUTLINE TIMETABLE

- Phase 1: **Preparation** (January 2004 – October 2006)
- Phase 2: **Implementation**
- Submissions (October 2006 – October 2008)
 - Community Soundings (January – March 2007)
 - Research Surveys (July 2006 – January 2008)
 - Searches (November 2006 – spring 2009)
 - National Soundings (January – March 2008)
 - Other meetings (October 2006 – April 2009)
- Phase 3: **Dissemination**
- Interim reports and briefings (October 2007 – May 2008)
 - Special report on the primary curriculum (February 2009)
 - Final report (autumn 2009)
 - Other dissemination events and activities (from autumn 2009)
- Phase 4: **Longer term evaluation and follow-up** (from late 2009)
- Programme to be agreed.

FUNDING

The Cambridge Primary Review is undertaken with the generous support of Esmée Fairbairn Foundation.

PERSONNEL (for full list see website)

Director of the Cambridge Primary Review: Professor Robin Alexander

Chair of the Cambridge Primary Review Advisory Committee: Dame Gillian Pugh

Chair of the Cambridge Primary Review Management Group: Hilary Hodgson, Esmée Fairbairn Foundation

Director of Communications: Dr Richard Margrave

Dissemination Co-ordinator: Julia Flutter

Administrator: Catrin Darsley

CONTACT

Address: The Cambridge Primary Review, Faculty of Education, 184 Hills Road, Cambridge, CB2 8PQ, UK.

Phone: 01223 767523

Email: enquiries@primaryreview.org.uk

Website: www.primaryreview.org.uk

REPORTS FROM THE CAMBRIDGE PRIMARY REVIEW

THE INTERIM REPORTS

The 31 interim reports, 28 of them specially-commissioned surveys of published research, were released in nine groups between October 2007 and May 2008, with two further reports published in February 2009. On each occasion, several types of document were issued: (i) the reports in full; (ii) 3-4 page briefings on each report; (iii) 3-4 page overview briefings on each group of reports published together; (iv) a press release. These give readers the choice of accessing the reports at any level from the short summary to the full report, with a fuller summary in between.

All the reports, briefings, overview briefings and press releases may be downloaded from the Cambridge Primary Review website: www.primaryreview.org.uk.

The reports are listed below in order of publication.

12 October 2007 The community soundings

Community Soundings: the Primary Review regional witness sessions, Robin Alexander and Linda Hargreaves, University of Cambridge. ISBN 978-1-906478-00-1.

2 November 2007 How well are we doing? Research on standards, quality and assessment in English primary education

Standards and quality in English primary schools over time: the national evidence (Research Survey 4/1) Peter Tymms and Christine Merrell, University of Durham. ISBN 978-1-906478-01-8.

Standards in English primary education: the international evidence (Research Survey 4/2) Chris Whetton, Graham Ruddock and Liz Twist, National Foundation for Educational Research. ISBN 978-1-906478-02-5.

The quality of learning: assessment alternatives for primary education (Research Survey 3/4) Wynne Harlen, University of Bristol. ISBN 978-1-906478-03-2.

23 November 2007 Children's lives and voices: research on children at home and school

Children's lives outside school and their educational impact (Research Survey 8/1) Berry Mayall, Institute of Education, University of London. ISBN 978-1-906478-05-6.

Parenting, caring and educating. (Research Survey 7/1) Yolande Muschamp, Felicity Wikeley, Tess Ridge and Maria Balarin, University of Bath. ISBN 978-1-906478-06-3.

Primary schools and other agencies (Research Survey 8/2) Ian Barron, Rachel Holmes, Maggie MacLure, Manchester Metropolitan University, and Katherine Runswick-Cole, University of Sheffield. ISBN 978-1-906478-07-0.

Children and Their Primary Schools: pupils' voices (Research Survey 5/3) Carol Robinson, University of Sussex, and Michael Fielding, Institute of Education, University of London. ISBN 978-1-906478-04-9.

14 December 2007 Children in primary schools: research on development, learning, diversity and educational needs

Children's cognitive development and learning (Research Survey 2/1a) Usha Goswami, University of Cambridge, and Peter Bryant, University of Oxford. ISBN 978-1-906478-08-7.

Children's social development, peer interaction and classroom learning (Research Survey 2/1b) Christine Howe and Neil Mercer, University of Cambridge. ISBN 978-1-906478-09-4.

Children in primary education: demography, culture, diversity and inclusion (Research Survey 5/1) Mel Ainscow, Alan Dyson, and Frances Gallannaugh, University of Manchester, and Jean Conteh, University of Leeds. ISBN 978-1-906478-10-0.

Learning needs and difficulties among children of primary school age: definition, identification, provision and issues (Research Survey 5/2) Harry Daniels and Jill Porter, University of Bath. ISBN 978-1-906478-11-7.

18 January 2008 Aims and values in primary education: national and international perspectives

Aims as policy in English primary education (Research Survey 1/1) John White, Institute of Education, University of London. ISBN 978-1-906478-12-4.

Aims and values in primary education: England and other countries (Research Survey 1/2) Maha Shuayb and Sharon O'Donnell, National Foundation for Educational Research. ISBN 978-1-906478-13-1.

Aims for primary education: the changing national context (Research Survey 1/3) Stephen Machin and Sandra McNally, London School of Economics and Political Science. ISBN 978-1-906478-14-8.

Aims for primary education: changing global contexts (Research Survey 1/4) Rita Chawla-Duggan and John Lowe, University of Bath. ISBN 978-1-906478-15-5.

8 February 2008 The structure and content of English primary education: international perspectives

The structure of primary education: England and other countries (Research Survey 9/1) Anna Riggall and Caroline Sharp, National Foundation for Educational Research. ISBN 978-1-906478-17-9.

Curriculum and assessment policy: England and other countries (Research Survey 3/1) Kathy Hall, National University of Ireland, and Kamil Øzerk, University of Oslo. ISBN 978-1-906478-18-6.

Primary curriculum futures (Research Survey 3/3) James Conroy, Moira Hulme and Ian Menter, University of Glasgow. ISBN 978-1-906478-19-3.

29 February 2008 Governance, funding, reform and quality assurance: policy frameworks for English primary education

The governance and administration of English primary education (Research Survey 10/2) Maria Balarin and Hugh Lauder, University of Bath. ISBN 978-1-906478-20-9.

The funding of English primary education (Research Survey 10/1) Philip Noden and Anne West, London School of Economics and Political Science. ISBN 978-1-906478-21-6.

The trajectory and impact of national reform: curriculum and assessment in English primary schools (Research Survey 3/2) Dominic Wyse, University of Cambridge, Elaine McCreery and Harry Torrance, Manchester Metropolitan University. ISBN 978-1-906478-22-3.

Quality assurance in English primary education (Research Survey 4/3) Peter Cunningham and Philip Raymont, University of Cambridge. ISBN 978-1-906478-23-0.

18 April 2008 Primary teachers: training, development, leadership and workforce reform

Primary schools: the professional environment (Research Survey 6/2) Ian Stronach, Andy Pickard and Liz Jones, Manchester Metropolitan University. ISBN 978-1-906478-25-4.

Primary teachers: initial teacher education, continuing professional development and school leadership development (Research Survey 6/3) Olwen McNamara and Rosemary Webb, University of Manchester, and Mark Brundrett, Liverpool John Moores University. ISBN 978-1-906478-26-1.

Primary workforce management and reform (Research Survey 6/4) Hilary Burgess, Open University. ISBN 978-1-906478-27-8.

16 May 2008 Learning and teaching in primary schools: processes and contexts

Learning and teaching in primary schools: insights from TLRP (Research Survey 2/4) Mary James and Andrew Pollard, Institute of Education, University of London. ISBN 978-1-906478-30-8.

Classes, groups and transitions: structures for learning and teaching (Research Survey 9/2) Peter Blatchford, Susan Hallam and Judith Ireson, Institute of Education, University of London, Peter Kutnick, King's College, University of London, with Andrea Creech, Institute of Education, University of London. ISBN 978-1-906478-29-2.

Primary schools: the built environment (Research Survey 6/1) Karl Wall, Julie Dockrell and Nick Peacey, Institute of Education, University of London. ISBN 978-1-906478-24-7.

20 February 2009 The primary curriculum: an alternative vision

Towards a New Primary Curriculum: a report from the Cambridge Primary Review. Part 1: Past and Present, by Robin Alexander and Julia Flutter, University of Cambridge. ISBN 978-1-906478-31-5.

Towards a New Primary Curriculum: a report from the Cambridge Primary Review. Part 2: The Future, by Robin Alexander, University of Cambridge. ISBN 978-1-906478-32-2.

THE FINAL REPORT

The final report of the Cambridge Primary Review will be published in autumn 2009:

***Children, their World, their Education: final report and recommendations of the Cambridge Primary Review*, London: Routledge.**

As a companion volume, we are publishing, updated and re-edited, the 28 research surveys which were released between October 2007 and May 2008:

***The Cambridge Primary Review Research Surveys*, London: Routledge.**

Related publications: final report briefings and digests, downloadable from the Review website, will be published alongside the main report.

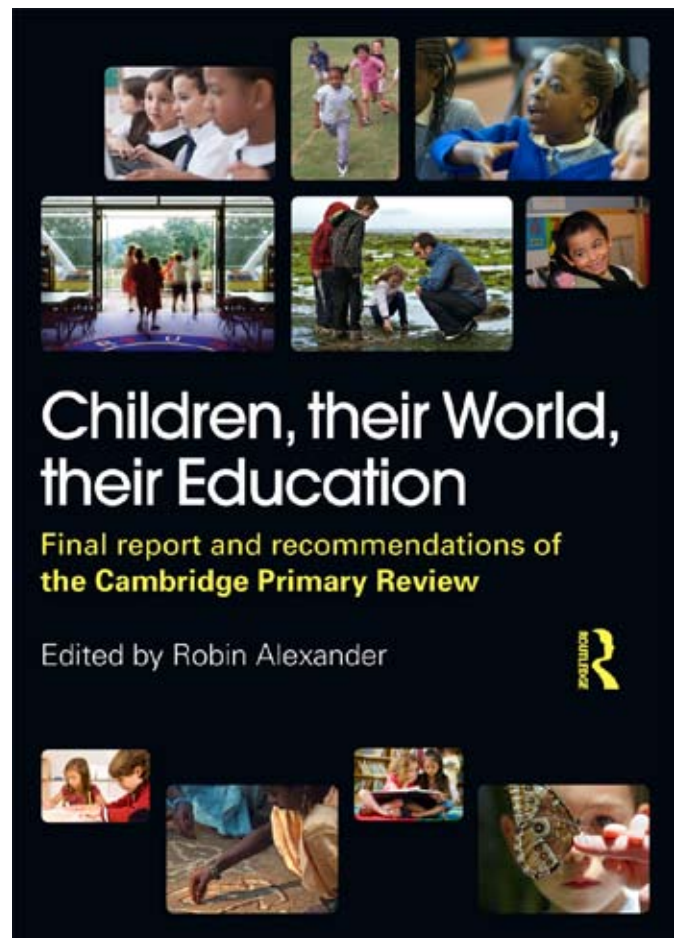
THE CAMBRIDGE PRIMARY REVIEW FINAL REPORT: DISSEMINATION CONFERENCES

Regional conferences for professional leaders in schools, local authorities, teacher training and research

In October 2009, the Cambridge Primary Review publishes its eagerly-awaited final report. These conferences will enable front-line professional leaders to discuss the Review's main findings and recommendations, and to consider their implications for national policy, schools, local authorities, teacher education and research. Every participant will receive a copy of the report.

Conference Venues

Birmingham
Bristol
Cambridge (2)
Exeter
London (2)
Manchester
Newcastle-upon-Tyne
Norwich
Nottingham
Preston
Southampton
York



Contributing authors: 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, David Utting.



THE CAMBRIDGE PRIMARY REVIEW FINAL REPORT: DISSEMINATION CONFERENCES

Regional conferences for professional leaders in schools, local authorities, teacher training and research

The Conferences and the Review

The Cambridge Primary Review started with a series of regional 'community soundings'. Now, three years and a vast amount of evidence later, the Review repeats the exercise by taking its final report to 14 regional venues. This is your chance to hear at first hand about the Review's findings and recommendations, to discuss and if necessary challenge them, and to explore their local as well as national implications. Professor Robin Alexander, the Review's director, will lead each conference, and the day will include presentations from others closely involved, responses from leading professionals, discussion groups and a question-and-answer panel session.

The most comprehensive such enquiry since Plowden, the Cambridge Review is also financially and politically independent. It can 'tell it as it is' without fear or favour – and through its 31 interim reports has already done so. Thus, of the Review's report on the primary curriculum, *The Guardian* (21 February 2009) said:

'This ... is one of those rare documents which one reads and then says: yes, that's exactly how it is, that's what is wrong with the way things are being done and, yes, that's the way a better system ought to be run ... A report that ought to define the collective approach to primary education for a generation.'

However, the final report covers much more than the curriculum – children and childhood in a changing world; the aims, content and pedagogy of primary education; assessment, testing, standards and school organisation; ages, stages and structures; teachers, training, leadership and workforce reform; funding, national and local governance and policy. It assesses two decades of government-led reform. It offers a vision for the future. It goes to the heart of what education in a democracy is about. It deserves to be read by all who care about children, their primary education and the world that they will inherit.

The conferences have been planned so as to enable professionals, wherever in England they work, to join the debate.

Who should attend?

The conferences are designed for primary school head teachers, senior local authority personnel, and leaders in teacher education and research. The conference discussion groups will offer participants the option of working within their professional constituencies (schools, LAs, teacher training providers) or across them. Conferences 1-13 are open to all. Conference 14 will be by invitation to leading professional organisations.

Conference fee

The conference fee is £225 plus VAT. This will cover: attendance for the day, morning coffee, sit-down lunch, afternoon tea, conference pack and copy of the Cambridge Primary Review final report.

THE CAMBRIDGE PRIMARY REVIEW FINAL REPORT: DISSEMINATION CONFERENCES

Regional conferences for professional leaders in schools, local authorities, teacher training and research

Venues and dates

Cambridge	5 November 2009	Manchester	13 January 2010
Birmingham	18 November 2009	Preston	14 January 2010
Nottingham	19 November 2009	Bristol	19 January 2010
Southampton	26 November 2009	Exeter	20 January 2010
London	27 November 2009	Norwich	28 January 2010
York	2 December 2009	London	29 January 2010
Newcastle-upon-Tyne	3 December 2009	Cambridge	4 February 2010*

*The final conference, on 4 February 2010, will assess what has emerged from the previous 13 sessions and the larger national debate, and will look to the future. It will be by invitation only, and will be attended by the nominated representatives of leading professional organisations.

Provisional programme

Time	
9.15 - 9.45	Registration
9.45 - 10.00	Welcome
10.00 - 11.10	Presentation(s) on key issues from the report (<i>Professor Robin Alexander, Director of the Cambridge Primary Review, and Review colleagues</i>).
11.10 - 11.30	Coffee
11.30 - 12.30	Commentaries (<i>including a primary head, a local authority representative, a representative from teacher training and/or research and possibly one other</i>)
12.30 - 1.45	Working lunch: generating issues and questions for the panel (<i>participants will have the option of working within or across professional constituencies</i>)
1.45 - 3.15	Panel (<i>all presenters and commentators</i>): questions and issues arising from the working lunch groups will be put to the panel, followed by open discussion.
3.15 - 3.30	Wrap-up session (<i>Professor Robin Alexander</i>)
3.30	Tea, informal discussions and exchanges of information and contacts. Depart.

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