

## **Foundation Meeting on 23<sup>rd</sup> April, 2008**

### **Notes for Speech**

**David Fann**

**Chair, National Association of Head Teachers Primary Committee and  
Head, Sherwood Primary School, Preston**

- Welcome
- Thank you
- Biography Details
  - Headteacher since 1993
  - Present position
- Teaching 1982 – what was it all like pre NC?
  - Own planning
  - Reliance upon schemes
  - No daily requirement for English and Maths.
- 1993 Headteacher
  - OFSTED
  - SATs
  - League Tables
  - KS1 averages = Level 2      KS2 averages = Level 4
- 1998 / 1999 saw introduction of NLS and NNS

Aim to achieve

80% by 2002    Level 4 + - Literacy  
75% by 2002    Level 4 +    Numeracy

How NLS / NNS was introduced

- Videos / self training
- Teachers actually looking at what constitutes successful teaching
- High level discussion
- Support for content
- Many teachers were teaching skills they did not have
- Shakespeare
- Lady Windermere's Fan by Oscar Wilde
- 3 part lessons became the normal format for lessons
- Organised plenary
- Active use of IT / Whiteboards by teaching staff

- **BUT** are teachers now just instructors?
- Are we breeding a cohort of children who have learnt to sit and look interested – piles?

- **The situation in 2008**

<b>1998</b>	Reading	67%	Level 4 +
	Writing	53%	Level 4 +
	Spelling	63%	Level 4 +
<b>2007</b>	Reading	84%	Level 4 +
	Boys = 81		Girls = 87
	Writing	67%	
	Boys = 60		Girls = 75
	Spelling	80%	
	Boys = 76		Girls = 85

- 83% of 7 year olds achieved the expected levels in reading and writing, a rise of 5% over the 1996 levels
- 79% of 11 year olds achieved the expected levels in reading and writing, a rise of 22% over the 1996 levels
- 72% of 14 year olds achieved the expected levels in reading and writing, a rise of 10% over the 1996 levels
- 62% of 16 year olds achieved five or more A\* - Cs at GCSE, a rise of 19% over the 1996 levels
- 62% of 16 year olds achieved an A\* - Cs at GCSE English, a rise of 8% over the 1996 levels
- It is estimated that 16% of adults in England are not functionally literate, an improvement of 8% over the 1999 figure.

### **In Numeracy**

- SATs figures Level 4 +
  - 2005 = 75%
  - 2006 = 76%
  - 2007 = 77%

“Learndirect” says 13.5 million adults become stressed when asked to carry out basic sums. People on average have to use Maths skills 14 times a day. (Oct. 2007 survey)

ECC Survey, March 2008, says 1 in 4 adults have problems with mental maths.

Consistently, around 6% of children fail to achieve Level 3 at KS2. This is 35,000 children approx. Consistent % over last 10 years.

On graduate entry to the profession, only 227 from 9,937 have science, technology, engineering or maths degree.

Williams review says keep present primary maths structure of knowledge, skills and understanding – programmes of study maybe look at, because progress made between 1995 and 2003, according to TIMSS international survey, was best in world – this corresponds approx to introduction of NNS.

NZ 5-16 Maths curriculum covers on 4 pages (Williams Review)

2004 TIMSS survey also says that “English primary pupils among the best in Maths and Science”.... although later surveys have indicated slippage. The PISA 2006 survey (15 year olds) say we have slipped to 24<sup>th</sup> from 8<sup>th</sup> in 2003.

One of the Alexander Review papers says:-

“The performance of primary children in Maths is currently in the (international) middle rank. It is below that of several Pacific Rim and North European countries, but “significantly better” than some English speaking countries such as USA, New Zealand and Scotland. This represents an improvement from the 1990’s. However, the attainment gap remains an issue.” (Hence ECC of course).

- **Targeting underachievement**

Wave 2

- Intervention programmes
- ELS – Early – Years 1 and 2
- ALS – Additional – Years 3 and 4
- FLS – Further – Year 5
  
- Springboard - Years 3 – 6
- Booster classes

- We know that we must tackle the long tail of underachievement.

- Increase in support staff

- i.e. Broughton School

1969	260 pupils	7T and IHT
2008	240 pupils	9T and IHT
		10 support staff
		2 secretaries/clerks

Argument about support staff – targeting level 3 / 4 pupils through intervention programmes.

## **Underachievement of Illiterate and Innumerate**

- **Every child counts**
- **Every child a reader**

#### Questions to be asked

- Should we use relatively untrained and poorly paid support staff?
- What about the above schemes? - should we fund them properly?
- Leadership and Management of schools – recruitment crisis?
- Are modern teachers capable of being flexible?
- A need to break away from pumping finances into the LA's – an ineffective way of helping raise standards

D M Fann