

# **Statement of Policy 2013-14**

## ***National Executive***

### **2012**

At a time when school provision is diversifying to the point of fragmentation, Conference urges National Executive to re-emphasize the unifying strength of NAHT, as the only Association representing leaders in all types of schools and settings, including the increasing number of all-age academies, cross phase federations and trusts, and to work closely with branches and regions in promoting this both nationally and locally.

### **2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

## ***Policy Committee***

### **2013**

Conference declares no confidence in many of this government's education policies which are not in the best interests of children.

In particular we oppose:-

- the forced academisation of schools, with huge costs and no empirical evidence of success;
- curriculum, assessment and examination policies that lack understanding and meaningful consultation; and
- a policy for special educational needs that is anti-inclusive and has a negative impact on children.

Conference tasks the National Executive to ensure that the government is left in no doubt that the NAHT represents the serious concerns of the profession; that government be lobbied to undertake real consultation before change and that wherever possible the Association gathers the widest possible alliances to challenge any legislation which seriously damages many children's interests.

Furthermore, Conference instructs National Executive to seek appropriate partners to work towards selecting a model curriculum from which to build an appropriate assessment and qualifications system.

Too much power is currently given to one person to determine national policy on the basis of personal preference and ideologically-driven assumptions. Frequent changes of direction result in erratic progress towards achieving a world-class education system.

Insufficient attention is currently afforded to the collective wisdom of practitioners, academic researchers and teachers' associations to inform national policy. We object to dogmatic misinformation being given by politicians to support policy decisions based on personal assumption, rather than being well-grounded in the impartial analysis of research findings (for example, the repeated assertions by the Secretary of State that "academies are proven to be driving up standards").

Conference calls for the establishment of an apolitical, independent education body which will listen to politicians, practitioners and academic researchers in equal measure to determine national educational policy.

This Association supports schools in the delivery of a broad, balanced curriculum which is relevant to the needs of pupils and which produces adults with the wide range of skills necessary to make this country competitive in the world. The current testing and inspection system mitigates against this. As a first step towards recognising the benefit of offering pupils a wide ranging curriculum, including academic, artistic, spiritual, cultural and sporting opportunities, Conference instructs Executive to negotiate with government and Ofsted, to ensure that these areas of work, that are being successfully offered by many schools, are properly reflected and commented upon in Ofsted, Estyn and ETI reports, which at present focus upon a narrow and partial view of the quality of education offered.

It is totally unacceptable that complaints about Ofsted inspections are overseen by Ofsted and investigated by the provider itself. This discourages members from filing complaints, gives a false impression of the scale of the problem and results in a lack of confidence from the teaching profession. We instruct NAHT to campaign vigorously for a fully independent Ofsted Complaints Commission to be set up as soon as possible.

The latest version of the Ofsted framework for inspection is not fit for purpose based as it is on a fundamentally flawed understanding of real school improvement; favouring a "hit and run" model with no accountability and which causes undue stress and pressure on all leaders regardless of the outcome. Conference instructs National Executive to campaign for a more appropriate model of national accountability to be introduced and for a new framework to be written based on that model.

Conference instructs National Executive to oppose the use of Brokers to enforce the Secretary of State's messianic mission to convert all state schools

to academies whether they wish to or not; as it is wholly unacceptable, a misuse of public money and an affront to local democratic governance. Conference calls on National Executive to track the activities of these brokers to ensure that they follow due process and procedures which are transparent and that they are held accountable for their actions.

This conference recognises that the majority of local authorities have continued to provide valued support and challenge to their schools in times of stringent funding cuts.

Conference instructs National Executive to take all possible steps to oppose the government's apparent vision of demolishing local authorities and leaving unaccountable academy chains in their place.

The education of our children should not line the pockets of company shareholders. Conference instructs National Executive to oppose the privatisation of the national education service and the growing move towards, and government's endorsement of, profit making schools.

Conference instructs National Executive to investigate the wide disparity of provision across the country in terms of support in dealing with children who exhibit aggressive and/or violent behaviour.

Conference calls on National Executive to work with government and other appropriate stakeholders to produce good practice models on the management of challenging behaviour.

Following the recent report that childhood now ends at the age of 12, Conference instructs National Executive to work with the government and parents' groups to ensure that the time spent as a child is valued in its own right and, furthermore, to highlight the detrimental effect that exposure to adult themes before the watershed has on our children.

Conference urges the Secretary of State to ensure that the wording in the SEND Green Paper, that parents would have 'identical right' to express a preference for a mainstream or special school place, is retained by the Children and Families Bill.

Conference urges the Secretary of State to seize the opportunity created by the overhaul of the SEN Framework, to enshrine in law a significant role for part-time, short-term and dual roll placements, in order to deliver a *flexible* continuum of provision.

**2012**

### **Ofsted**

This Conference is both saddened and angered by the approach taken by the current HMCI. We deplore his negative rhetoric which is creating a culture of fear in schools. We would have expected him, as a former fellow school leader, to understand that to get the best out of children and staff in schools, we need to both challenge AND support.

Conference instructs National Executive to make full use of the Government e-petition system and seek debating time in parliament for the issues raised in motions 19, 20 and 21 – National Executive would be expected to undertake any other action deemed appropriate.

### **Forced Academies**

Conference believes that schools considering becoming an academy should have the support of their local community and deplores the government policy of “forced academies”.

Conference instructs National Executive to support affected schools by all means possible and continue to press the DfE that no school is forced to become an academy.

This Conference rejects the government’s policy of forced academisation of schools. Further, Conference instructs National Executive to pursue a policy of challenging the notion that academisation of our schools is a silver bullet and to convene a meeting of education unions and associations in order to begin a national campaign against this most damaging agenda.

### **Localism/Autonomy**

Conference notes with interest the government’s professed localism agenda and, in particular, the Secretary of State’s stated belief in schools’ autonomy and trust in the profession. This appears to be in direct conflict with his creation of a centralised school system that gives unprecedented powers to the Secretary of State.

Conference instructs National Executive to use every available opportunity to oppose the increasing centralisation of the education system and, in particular, to demand that the Secretary of State explain, in person, his seemingly contradictory position.

### **Free Schools**

This Conference believes that the seismic changes to the public education system, exemplified by the Academy and Free School programmes, are based solely on political dogma and not on educational principle. Conference

instructs National Executive to continue to campaign for a true public education system which must not be fodder for private sector profit.

### **Governing Body Chairs**

Conference calls upon National Executive to have urgent discussions with appropriate agencies and the Department for Education to seek urgent review of the role of Chairs of Governors and to seek changes in advice to such Chairs as to their roles, responsibilities and accountabilities.

### **Low Morale**

Conference calls on National Executive to challenge the government to motivate its workforce in schools in the light of the very low morale caused by the government's current policies towards its employees.

### **Parent View**

Conference notes with significant concern that the Ofsted Parent View website is not restricted to parents, is open to anyone to make anonymous posts and allows frequent, unsubstantiated posts from multiple email addresses. Conference instructs National Executive to challenge the government and Ofsted to ensure that Parent View is fit for purpose and not open to frivolous or vexatious misuse bordering on corruption.

### **Requires Improvement**

Conference believes that Ofsted's decision to replace 'notice to improve' and 'satisfactory' with one 'requires improvement' grade fails to recognise the pace and strength of improvement taking place in many schools. Conference mandates National Executive to lobby for the inclusion of the additional category of 'improving' within the revised Ofsted framework.

### **No Notice Inspection**

Real or perceived inconsistencies, notions of trickery, intimidation, humiliation and demoralising propaganda have no place within any professional accountability system.

Conference calls upon Ofsted to withdraw No Notice Inspections and monitoring visits and negotiate notice periods that:

- reflect differing circumstances and practical capacities of schools
- emphasise the specific role that a head teacher must play at any inspection of their school
- enable both schools and inspectors to engage in the process in an appropriately prepared, thoughtful and mutually respectful manner and be conducted in a prepared, thoughtful and mutually respectful manner.

## **Quality of Inspection Team**

Conference calls upon NAHT to use all its influence to impress upon HMCI that intolerance of poor performance must also apply to its inspection teams.

## **Code of Conduct**

This Association believes that the school inspection process should be rigorous, fair and constructive. There is no place for insults within such a system and we deplore the recent pejorative comments made about the profession in the media. We find it difficult to understand how such comments lead to progress and the raising of standards for all our pupils.

Conference calls on National Executive to work with Ofsted to improve training and guidance for inspectors, focussing particularly on the code of conduct and 'establishing professional dialogue'. This guidance should then be shared with all public bodies aiming at school improvement.

## **Link with Parents**

Parents and professionals should be natural allies in education. In an age of transparency and choice, the relationship between school leaders and their communities is crucial. We call on the Association to build a new rapport with parents: listening to their concerns and working with them to communicate our beliefs and advance our shared agenda.

## **Funding**

Conference calls upon National Executive to highlight the impact of funding cuts that both compromise the ability of head teachers to lead their schools effectively and which serve to set an unfair context upon which they are judged.

## **2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

## **National Funding Formula**

Conference reiterates the policy that funding should be delivered to all schools through a National Funding Formula. This must work in conjunction with the Pupil Premium to deliver fair funding to all schools, regardless of their location, phase, specialism etc.

## **Post 16 Funding**

Schools with sixth forms face significant cuts in funding over the next four years. This could threaten the viability of smaller sixth forms and impact on the range of courses offered. Conference calls on the Executive to employ all available channels to support members who are affected and for the Association to work closely with the YPLA and its successor body to ensure that members and their schools receive the best advice available

## **Government Cuts**

Conference requests the National Executive and the General Secretary to press the government on every possible occasion to carry out its election pledge to 'listen to the professionals in order for them to carry out their jobs,' and to consult meaningfully with the teaching profession as opposed to making quixotic decisions and cuts worked out on planning by an 'on the back of a fag packet' political model.

## **Community Choice**

Conference instructs National Executive to lobby the government to ensure that local communities are given a genuine choice in the type of new school that are opened in their locality. Academies and Free Schools should not be imposed and this requirement must be removed from the Education Bill.

## **Early Years**

All children must have the right to a high quality education in early years as recommended in recent research.

Conference calls upon the National Executive to ensure that this provision is of uniform high standard and available within the local community and funded by local authorities.

## **OFSTED**

Conference believes that the proposed changes to the Ofsted framework fall short of the reform required if school leaders are to have any faith in the inspection system.

Conference mandates the National Executive to campaign for the model of reform outlined in the NAHT policy document, *Improving School Inspection*.

## **Use of Data**

The government's latest initiative, 'The Floor Standards Programme' which targets underperforming schools, is yet another example of a government obsessed by data not reality. Selecting schools based on a single year's data is absurd. The government failed to consult with school leaders on this

initiative and we must now question their trust in us as indicated in the White Paper and the Education Bill.

Conference calls upon National Executive to provide a clear and decisive lead lobbying government, to ensure schools, their leaders and communities are protected from ritual humiliation and are judged fairly on all aspects of their work, rather than being measured by annual raw data alone.

Conference mandates National Executive to continue to work with National College, DfE and TDA to ensure that the current proposals for the Teaching Schools programme delivers high quality ITT, leadership development and CPD for *all schools* and does not create a divisive, two tier system of professional development.

Schools, not local authorities, are in the best place and position to manage their own rolls of children. Conference proposes that the National Executive work with the DfE to give schools control over their own admissions.

### ***Practice Committee***

#### **2013**

Conference declares no confidence in many of this government's education policies which are not in the best interests of children.

In particular we oppose:-

- the forced academisation of schools, with huge costs and no empirical evidence of success;
- curriculum, assessment and examination policies that lack understanding and meaningful consultation; and
- a policy for special educational needs that is anti-inclusive and has a negative impact on children.

Conference tasks the National Executive to ensure that the government is left in no doubt that the NAHT represents the serious concerns of the profession; that government be lobbied to undertake real consultation before change and that wherever possible the Association gathers the widest possible alliances to challenge any legislation which seriously damages many children's interests.

Furthermore, Conference instructs National Executive to seek appropriate partners to work towards selecting a model curriculum from which to build an appropriate assessment and qualifications system.

This conference condemns the way successive governments have damaged the education of our children through constant change and interference based upon party political dogma and their own experience of education. Political consensus is a significant feature of the highest performing education

systems in other countries. We call upon our executive to play a leading role in promoting consensus over educational policy based on authoritative research and best practice from within the UK and beyond.

Conference calls upon the Secretary of State to recognise that an over-reliance on selective data has run its course and that school improvement is best achieved through support and encouragement, rather than bullying and public humiliation.

Following the unnecessary introduction of the flawed Grammar, Punctuation and Spelling test (GaPS, SPaG, Technical English), Conference instructs National Executive to continue the dialogue with the government and DfE to ensure it remains a 'stand-alone' test and does not impact on the Teacher Assessment of Writing, English overall or Floor Standards for 2014 and beyond.

The government has failed to deliver on its promise of a curriculum which suits the needs of individual schools. Conference instructs the National Executive to pursue the right of those in the profession to have the freedom to determine the content of the curriculum. It should be relevant and of interest to the children, take into account educational research on how all children learn and be forward-looking so that it is appropriate for the 21st Century.

NAHT Cymru has welcomed the introduction of the new Literacy and Numeracy Frameworks in Wales. Conference instructs National Executive to explore all avenues to impress on the Welsh Government that the potential of the Frameworks will be lost unless the ongoing Curriculum and Assessment Review ensures a significant reduction in the multitude of curriculum demands currently made of primary schools.

The recently published 14-19 Qualifications Review recommended that the regulator role in the Welsh examination system be removed from government and vested in an independent body. Conference instructs National Executive to support members' view that this is effected as quickly as possible.

The current system of externally marked testing and the use of data at KS2 remains flawed. It places pupils in a pressurised situation. It includes SEN pupils, placing some schools and pupils at a disadvantage. Conference also notes that the government is no longer concerned solely with the number of children reaching level 4 at KS2. Now the measure is to be a GOOD level 4. Given that the only realistic, reliable and professional way to judge such a degree of granularity is through teacher assessment, Conference instructs National Executive to take all necessary steps to press

for the extension of teacher assessment at the end of KS2, thereby facilitating the government's aim.

## **2012**

### **KS2**

The current system of externally marked testing and the use of data at KS2 remains flawed. The NAHT would support a system that values the judgement of teachers, hold schools to account in a fair way and focuses on the progress of all pupils with respect to their starting points. Conference acknowledges the progress made by the Assessment Reform Campaign but urges National Executive to redouble its efforts to raise the profile of moderated teacher assessment and see the end of external tests and the subsequent misuse of data.

### **SEN Data**

Including SEN pupil data in calculations to determine whether schools are below floor targets is a misuse of data and makes it difficult if not impossible for some schools to rise above floor targets. Conference calls on National Executive to seek a resolution to this unfair practice.

### **Reading Assessment**

Conference instructs National Executive to take every opportunity to work with the DfE to establish a fairer and more purposeful system of assessment of reading which:

- includes a range of appropriate approaches to the teaching of reading;
  - is matched to individual pupil needs;
  - takes account of the complex nature of how SEN children learn to read;
- and so demonstrates that schools are trusted to assess and teach reading in a way that will promote improvement and progress for all children.

### **Y1 Phonics**

Conference instructs National Executive to ensure that data from the Y1 Phonics check is used to populate RAISEonline only and not reported externally.

Should the data be used against schools by Ofsted or other agencies then we call upon the Executive to take steps to ensure the 2013 phonics check is used by schools as an element of teacher assessment and is not reported.

## **Technical English**

The proposed tests in technical English are a case of replacing one set of tests with another and a waste of tax payers' money. Their outcomes can be achieved through moderated teacher assessment in writing.

Conference instructs National Executive to explore available means to ensure this flawed test does not take place.

## **Social Media Sites**

Conference calls on National Executive to press the DfE to investigate the misuse of social media sites and to produce safeguards to protect schools.

## **Child Protection Guide**

It is becoming increasingly apparent to schools that some children are being exposed, in their homes, to adult computer/video games and inappropriate material on social networking sites. Conference calls on National Executive to work with the government to clarify and enhance Child Protection guidance to aid schools to deal with this appropriately.

## **2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

## **Assessment Reform Campaign**

As an outcome of NAHT's Assessment Reform Campaign the government agreed to commission a full independent review of the current assessment system at Key Stage 2.

As a mark of trust, the Association agreed to suspend industrial action in 2011, pending the outcome of the review.

Once the final report is published, NAHT expects the government to engage in meaningful and transparent negotiation about the future of assessment in primary schools in England, which must meet the requirement of the new Equalities Act.

Should the government fail to negotiate and then deliver a fairer system of assessment and accountability for 2012, in line with the principles that we have fought for as stated in the Charter, Conference accepts that National Executive reserves the right to consult the membership to take further action.

## **SEN Green Paper**

Conference welcomes the publication of the Green Paper – “Support and Aspiration – A new approach to special educational needs and disability – a consultation” and its recognition of ALL schools being part of an educational continuum.

Conference instructs National Executive to discuss with the government the issues identified in the five major areas of proposals, to ensure there is clarity of purpose, adequate and appropriate funding, and the necessary provision of training and health, social care and education support services. This is to ensure that the needs and aspirations of all pupils, young adults and their families are met.

## **Use of Data**

The government’s latest initiative, ‘The Floor Standards Programme’ which targets underperforming schools, is yet another example of a government obsessed by data not reality. Selecting schools based on a single year’s data is absurd. The government failed to consult with school leaders on this initiative and we must now question their trust in us as indicated in the White Paper and the Education Bill.

Conference calls upon National Executive to provide a clear and decisive lead lobbying government, to ensure schools, their leaders and communities are protected from ritual humiliation and are judged fairly on all aspects of their work, rather than being measured by annual raw data alone.

## **Curriculum**

Conference instructs National Executive to promote NAHT Curriculum Position Paper and asks members to take account of the broad principles from the range of curriculum reviews, when making decisions on their curriculum for the 21st Century.

## **Phonics Screening Check**

Conference believes that the proposed Phonics Screening Check is as much a nonsense as the words contained within it and instructs the National Executive to endeavour to work with the government to explore other pedagogical options.

Conference welcomes the work that has already been undertaken by NAHT to assist and support members who are subject to campaigns on Social Network sites by groups outside their school’s control. Conference instructs the National Executive to explore every avenue in developing robust guidelines for offering immediate advice, support and action, both personal and legal, to all members. National Executive should then lobby vigorously with the DfE for the adoption of national guidelines.

At a time of a growing recruitment crisis for posts in school leadership, Conference instructs National Executive to work with key agencies to improve recruitment opportunities and terms and conditions to encourage high quality teachers to become school leaders of the future.

## ***Professional Committee***

### **2013**

Conference adopts NAHT Leadership Compact, including the Code of Practice for Employers. (See Briefing Paper 6.)

Conference further instructs Executive to use the Code of Practice for Employers to hold all those who employ school leaders to account through constructive dialogue.

Conference also asks Executive to promote the Leadership Compact as a sign of a profession taking back ownership of standards and to consider the appropriate ways to integrate it into our services.

We deplore the bullying tactics of the government and some employers who too often use capability as a threat to headteachers when their schools fall below floor targets or are put into an Ofsted category.

We call upon the NAHT to oppose the use of capability as a disciplinary or even dismissal procedure and, rather, to provide guidance on handling capability and how to deliver the expectation of support from local authorities.

Conference believes that school leaders should be properly valued by their employers in terms of both their salary and their conditions of employment.

Conference instructs National Executive to ensure both national pay and conditions reflect the importance of school leaders to the education of our children.

Conference is dismayed and concerned that, in the recently released Independent Review of the Common Funding Scheme, yet again, Nursery Principals in Northern Ireland have been excluded from Principal release time. Conference instructs National Executive to continue to pursue all possible actions that will help bring an end to the inequitable treatment of Northern Ireland Nursery Principals.

### **2012**

#### **Executive Heads**

In the light of the increasing number of different executive head teacher roles, federations and other changes to the roles of head teachers, Conference calls on National Executive to clarify with the government “where the buck stops” and who is ultimately responsible for the standards in school.

## **National Framework**

Conference instructs National Executive to oppose any proposals that depart from a national pay and conditions framework where such a move would have a detrimental effect on the terms and conditions of employment of all school leaders.

## **Recruiting Leaders**

At a time of a growing recruitment crisis for posts in school leadership, Conference instructs National Executive to work with key agencies to improve recruitment opportunities and terms and conditions to encourage high quality teachers to become school leaders of the future.

## **Impact Assessment**

Conference instructs National Executive to campaign to secure a statutory requirement to undertake a workload impact assessment on all new government initiatives before they are introduced to schools.

## **Visionary Leaders**

Schools in challenging circumstances require strong, visionary leadership. Conference urges National Executive to promote a policy of a specific substantive head to lead a school in order to ensure outstanding learning and teaching.

Where alternative provision is deemed necessary, Conference urges National Executive to work with external partners to ensure that there is clarity of role in terms of pay and conditions and that the other senior leaders in a school are paid commensurate with the role for which they are held accountable.

## **Review Demands**

The demands placed on leaders by the implementation of the Education Act 2011, both from DfE delivery partners and by activities relating to system leadership, are becoming overwhelming. They risk damaging the health and well-being of these leaders as well as their recruitment and retention. This in turn damages significantly the government's credibility.

Conference calls on National Executive to lobby the government and/or the Education Select Committee to commission an urgent and thorough review of these demands, with a view to identifying and removing unacceptable practices and behaviours.

## **2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

## **Deputy Heads**

Conference endorses the policy that there should be a deputy head in every school (taking into account the position of small schools) rather than the policy of leadership on the cheap and instructs National Executive to further this at every available opportunity.

## **One Head, One School?**

Conference acknowledges that different forms of headship have evolved and accepts that the Association's position on this needs be revised in order to reflect the changing landscape of leadership in our schools.

Conference adopts the policy that every school needs a single individual clearly identified as its head teacher but, where appropriate, this person could be head of more than one school. Moreover, it is vital that those taking on devolved headship responsibility should have formal recognition, legal protection and appropriate remuneration.

Schools must have the option to choose the model for educational reasons and not to save money or because of difficulties in recruitment.

Conference mandates officers of the Association to continue to make representations within the STRB framework to ensure that any new models of leadership are formally recognised within the School Teachers' Pay and Conditions document.

## **Nursery Principals**

NAHT Northern Ireland instructs National Executive to continue to press to bring about professional equality for Nursery Principals with primary colleagues. Lack of release time is not only detrimental to their health and well being but also to the teaching and learning experiences of children and to the mentoring and support of staff.

## **Capability Procedure**

This Conference calls on the National Executive to work with the government to develop a more effective, fair, streamlined and rigorous capability procedure.

Consultation with other unions would follow.

## **Emergency Motion on Pensions**

Conference calls upon National Executive to take all action necessary to defend pensions up to and including balloting on industrial action, in opposition to the changes proposed by the Hutton Inquiry as they will reduce existing and worsen future retirement benefits for the teaching profession and

the public sector as a whole. NAHT believes that the proposed changes will seriously damage motivation and morale, exacerbating the already serious problems of recruitment and retention of school leaders.

## ***Curriculum and Assessment Committee***

### **2010**

Conference welcomes and endorses the Charter for Assessment and accountability produced as a means of 'exploring all reasonable avenues' in our Assessment Reform Campaign.

Conference instructs National Council to pursue the ambition of the Charter, so that we achieve a system of accountability that is fair, supportive and demonstrates the breadth of every school's success.

We deplore the current Ofsted Framework and the negative culture surrounding school inspections. NAHT should stand solidly against the present form of accountability and take appropriate action to effect change.

Conference instructs National Council to work with politicians of all parties to ensure that they understand that:

1. Pupils have different abilities and therefore schools should not be penalised for welcoming those who have learning difficulties;
2. Pupils learn in different ways and so there is no panacea such as synthetic phonics;
3. Pupils progress at different rates and should be valued for who they are, rather than the level of attainment they can reach.

Conference asks National Council to provide advice and support for all members and those working in their schools to enable them to work for an education system that gives children:

- opportunities to blossom;
- an education that stimulates them; and
- high quality, transferrable skills for life,

as opposed to the increasingly philistine, sterile and data-obsessed regime that has been insidiously imposed on schools in order to create an illusion of political progress.

A key aspect of the World Class Primary Programme is to target the 12 local authorities who have the highest proportion of primary schools with combined English and maths scores below the floor target of 55% and have been in this position for 'some years'.

This is yet another example of a government obsessed by data not reality. Not only is the nature of the selection process arbitrary but their policy of adopting retrospective benchmarks to target individual schools is equally flawed.

As a direct result of this initiative school leaders are being condemned, with their employment potentially at risk.

Conference calls upon National Council to provide a clear and decisive lead to ensure schools, their leaders and communities are protected from ritual

humiliation and are judged fairly on all aspects of their work, rather than being measured by raw data alone.

## **2009**

### **Assessment**

Conference instructs National Council to work with Government in order to ensure that schools are not shoe-horned into a system which is not appropriate for all pupils, such as RAISEonline, but they are given the right to exercise their professional judgement in using both commercial and 'in-house' systems that measure and acknowledge the full range of their pupils' achievements.

### **Early Years**

The demands of the early years foundation stage profile assessments are taking teachers away from teaching. NAHT should make representation to the appropriate body to change this.

## ***Council***

## **2010**

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Conference instructs National Council to pursue the ambition of the Charter, so that we achieve a system of accountability that is fair, supportive and demonstrates the breadth of every school's success.

## **2009**

### **Legislation and Leadership**

Conference believes that the Bill currently going through Parliament is yet another example of the government undermining the ability of state school leaders to lead and manage their schools. Conference notes that, in contrast, academies, the government's flagship schools, are exempt from such interference.

Conference calls upon the government to desist from this unwarranted interference in school leadership and management. Instead, they should value the experience and expertise of education staff, and trust leaders to lead.

## **Assessment**

Conference welcomes the joint NAHT/NUT campaign and endorses the joint statement on testing and assessment.

Conference believes these proposals represent the future of assessment in primary schools.

Whilst welcoming the decision to remove National Curriculum testing at Key Stage 3, Conference rejects the Government's argument for maintaining them in primary schools.

Conference calls on the Executive/National Council to broaden the joint campaign to secure the end of a testing regime which is not fit for purpose.

Conference recognizes that the strategies deployed to date, including lobbying, letters to MPs, parents' questionnaires and local campaigning, provide a positive base for attracting widespread support.

Conference asserts, therefore, that unless the Government sees fit to respond to overwhelming evidence for ending the statutory tests at Key Stages 1 and 2, joint action will need to be taken to prevent their continuation.

Conference instructs the Executive/National Council to:

1. step up the joint campaign to halt KS1/KS2 statutory testing;
2. seek the support of all the unions, including those in the TUC, for the campaign;
3. seek support from the widest possible range of organisations, including parents, governors and parliamentary parties;
4. once all other reasonable avenues have been exhausted, ballot all relevant members for joint action to boycott the Key Stages 1 and 2 statutory tests, for the academic year 2009-2010, if the Government refuses to remove them.

## **Deputy & Assistant Heads Committee**

### **2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

### **Deputy Heads**

Conference endorses the policy that there should be a deputy head in every school (taking into account the position of small schools) rather than the policy of leadership on the cheap and instructs National Executive to further this at every available opportunity.

### **Curriculum**

Conference instructs National Executive to promote NAHT Curriculum Position Paper and asks members to take account of the broad principles

from the range of curriculum reviews, when making decisions on their curriculum for the 21st Century.

## ***Education Policy Committee***

### **2010**

Conference asks National Council to provide advice and support for all members and those working in their schools to enable them to work for an education system that gives children:

- opportunities to blossom;
  - an education that stimulates them; and
  - high quality, transferrable skills for life,
- as opposed to the increasingly philistine, sterile and data-obsessed regime that has been insidiously imposed on schools in order to create an illusion of political progress.

Conference calls on National Council to work with government, the National College, local authorities and governors on behalf of members to address the burgeoning workload faced by all school leaders, and in particular head teachers. The issues of:

- Accountability;
  - new models of leadership;
  - health and safety;
  - administrative support for head teachers;
- require immediate attention, in order to assist with work-life balance and the attractiveness of leadership posts in schools.

We call upon National Council to work with government and other agencies to provide a scragpage scheme for education quangos and to channel the money saved to protect front line services.

The recent many changes happening almost simultaneously in the Early Years sector, such as the single funding formula and increase of free entitlement to 15 hours are creating considerable difficulties across the sector, and particularly for Nursery Schools and Nursery classes.

Conference recognises that these changes – all happening at the same time – have far reaching implications and is concerned their impact will seriously dilute the high quality of provision that maintained schools provide.

Conference therefore directs National Council to vigorously lobby government and actively engage in this important debate in order to ensure that all providers are equally able to deliver the best opportunities for our Early Years children.

Conference recognises that we are in austere times, when public service budgets will be tight. Schools will not be alone in needing to look for efficiencies of operation. However, it must also be recognised that schools are the one '**universal**' service and, as such, have an impact on all children's lives.

Conference instructs National Council to defend schools vigorously against any attempt by government to impose additional initiatives, requirements and workload on schools while also seeking to restrict or even cut their budgets.

NAHT Cymru welcomes the Education Minister's review of funding in Wales, designed to concentrate limited resources on the front line, and his commitment to closing the £527 per pupil funding gap between Wales and England. Conference instructs National Council to work with the Assembly Government to ensure that the process of freeing up resources is transparent and easily tracked to individual school level.

Conference calls on the Department of Education for Northern Ireland to ensure that Nursery Principals receive their entitlement to funded, dedicated, non-teaching time immediately.

NAHT recognizes the vital importance of Social Services and understands the pressures under which they operate.

Conference instructs Council to seek to work with Social Services in looking to actively build closer working relationship with schools, embedding their work within educational collaboratives such as EIPs in order to better protect our most vulnerable young people.

## **2009**

### **Early Years**

Conference believes that this Government's policies threaten to undermine the quality of Early Years Education in mainstream nursery classes in order to extend childcare provision. Conference calls upon National Council to seek an urgent review of the outcomes from pilot LAs and to seek a delay in the implementation of extended nursery hours until the pilot outcomes are thoroughly researched, evaluated and actioned.

### **Accountability and the Future of Inspection**

Conference deplores the high stakes and often negative relationship that OFSTED has with schools and urges National Council to work towards a new relationship between schools, local authorities, their leaders and inspectors that involves them working as partners to effect school improvement through the development and delivery of an agreed action plan incorporating a resource and support package following every inspection. Conference further urges National Council to lobby government and Ofsted as appropriate for an inspection regime that takes into account the quality of resource and support provided to individual schools by local authorities, and subjects that to the same rigorous assessment as faced by schools and their leaders.

### **Local Authorities, Funding and Bureaucracy**

Conference believes that the current model of leadership in Children's Services is not fit for purpose. We call for urgent action to amend the statutory structure for Local Authorities to include the positions of Director of Education / Schools and Director of Child Care, which recognise the specialist skills and knowledge required for each area, and who would report to the Director of Children's Services, who would still manage the strategic overview.

We believe that failure to take urgent action on this issue could result in further dilution of services to schools and damage to the educational opportunities available to children and young people.

### **Local Authorities, Funding and Bureaucracy**

Conference demands that the government recognises the urgent need to rein in red tape, so that schools can concentrate on teaching and learning, and the money saved from useless bureaucratic processes can be ploughed back into schools.

### **Local Authorities, Funding and Bureaucracy**

Local authorities are implementing the many initiatives in an arbitrary way and putting undue pressure on heads and schools by their zeal. Conference calls upon the Association to work with local authorities to ensure that initiatives are implemented consistently across the country with due regard to workload and any impact on standards.

## ***ICT***

### **2009**

### **Local Authorities, Funding and Bureaucracy**

The Introduction of learning platforms has wasted millions of pounds. NAHT should seek to ensure that the Government at least acknowledge this state of affairs.

## ***NAHT Northern Ireland***

### **2013**

Conference is dismayed and concerned that, in the recently released Independent Review of the Common Funding Scheme, yet again, Nursery Principals in Northern Ireland have been excluded from Principal release time. Conference instructs National Executive to continue to pursue all possible actions that will help bring an end to the inequitable treatment of Northern Ireland Nursery Principals.

## **2011**

### **Nursery Principals**

NAHT Northern Ireland instructs National Executive to continue to press to bring about professional equality for Nursery Principals with primary colleagues. Lack of release time is not only detrimental to their health and well being but also to the teaching and learning experiences of children and to the mentoring and support of staff.

## **2010**

Conference calls on the Department of Education for Northern Ireland to ensure that Nursery Principals receive their entitlement to funded, dedicated, non-teaching time immediately.

### ***Primary Sector Committee***

## **2013**

Conference is dismayed and concerned that, in the recently released Independent Review of the Common Funding Scheme, yet again, Nursery Principals in Northern Ireland have been excluded from Principal release time. Conference instructs National Executive to continue to pursue all possible actions that will help bring an end to the inequitable treatment of Northern Ireland Nursery Principals.

## **2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

### **Early Years**

All children must have the right to a high quality education in early years as recommended in recent research.

Conference calls upon the National Executive to ensure that this provision is of uniform high standard and available within the local community and funded by local authorities.

## **Curriculum**

Conference instructs National Executive to promote NAHT Curriculum Position Paper and asks members to take account of the broad principles from the range of curriculum reviews, when making decisions on their curriculum for the 21st Century.

## **Phonics Screening Check**

Conference believes that the proposed Phonics Screening Check is as much a nonsense as the words contained within it and instructs the National Executive to endeavour to work with the government to explore other pedagogical options.

## ***Professional Services Committee***

### **2010**

Conference instructs National Council to seek to work with government and other agencies to introduce a new initiative to be known as ***Every Head Matters***.

Conference calls on National Council to work with government, the National College, local authorities and governors on behalf of members to address the burgeoning workload faced by all school leaders, and in particular head teachers. The issues of:

- Accountability;
  - new models of leadership;
  - health and safety;
  - administrative support for head teachers;
- require immediate attention, in order to assist with work-life balance and the attractiveness of leadership posts in schools.

Despite the best efforts of the NPQH, recruitment to leadership remains a serious concern. Conference calls upon the government, its agencies and in particular, the National College, to recognise that the high stakes nature of headship is deterring many capable candidates from applying. Conference asks the National College to conduct a major review of the skills and aptitudes required for the complex role that leadership now demands, in order to attract and prepare effectively the educational leaders of the future.

The perception of school leadership appears to deter significant numbers of applicants for leadership posts. Women candidates in particular remain concerned about the competing demands of work and family life. Conference calls upon National Council to work with governing bodies and other agencies to ensure that dedicated time and resources are provided for senior managers to carry out their strategic and management role and to

actively support school leaders who find themselves in challenging circumstances.

**2009**

### **Workload/Conditions of Service**

Levels of school leader workload are still excessive despite the provisions of the National Agreement on work life balance, dedicated headship time and leadership and management time.

Conference calls on government to require local authorities and governing bodies to implement the provisions of the workload agreement in relation to school leaders.

### **Workload/Conditions of Service**

Conference calls upon the national WAMG to produce a Note of Guidance as a matter of urgency on the issue of Dedicated Headship Time.

### **Workload/Conditions of Service**

It is now clear that the Workload Agreement has added substantially to school leaders' workload and further problems are being caused at local WAMG level by local reinterpretation of statutory requirements. Conference instructs the National Council to issue specific advice to all Association negotiators on how to counter this pernicious trend.

### **Local Authorities, Funding and Bureaucracy**

Local authorities are implementing the many initiatives in an arbitrary way and putting undue pressure on heads and schools by their zeal. Conference calls upon the Association to work with local authorities to ensure that initiatives are implemented consistently across the country with due regard to workload and any impact on standards

### **Local Authorities, Funding and Bureaucracy**

Conference calls upon the NAHT to ensure that colleagues who agree to fill headship vacancies on a temporary basis are fully supported by their local authorities.

## ***School Management Committee***

### **2010**

Conference instructs National Council to take robust action which is designed to change the Ofsted Framework, its process of inspection and the accountability of individual Ofsted Inspectors.

We can no longer tolerate the damage it is doing to schools, school leaders and children. It is our opinion that the current mechanistic, data-driven approach gives rise to limited and inappropriate judgement. The associated demoralisation of schools and their communities must stop.

We deplore the current Ofsted Framework and the negative culture surrounding school inspections. NAHT should stand solidly against the present form of accountability and take appropriate action to effect change.

Conference believes that Ofsted is not fit for purpose and instructs National Council to work with other like minded persons and educational groups to campaign for its replacement by a professional and non-partisan body and a new accountability system. This will assist schools to improve and to implement true education for their children, as opposed to being currently judged on the volume of Gradgrindian statistical fodder for the DCSF.

Conference instructs Council to continue its debate with Ofsted to ensure ALL schools are inspected within a five year cycle, as outlined in the original 2009 "Inspection Framework".

NAHT calls for more intelligent use of data within the Ofsted inspection process for Schools.

NAHT Cymru condemns the substantial reduction in CPD funding in Wales which is completely contrary to government rhetoric on the importance of career development and training. Conference calls on the Assembly Government and local authorities in Wales to address this deficit as a matter of urgency and ensure substantially increased funding, the use of which should be determined by individual schools according to their training priorities.

NAHT Cymru regrets that a proposed new power, in Wales, to increase safety measures required on school buses will be confined to contracted services only. Service buses largely or exclusively used to transport school pupils will not be included. Conference calls on the Assembly Government to address this matter and for this anomaly to be corrected as a matter of urgency to ensure equal safety standards for all school pupils.

**2009**

### **Accountability and the Future of Inspection**

The accountability systems of the DCSF, and Ofsted in particular, now exert a corrosive influence on schools which hinders teaching and learning; places unacceptable stress upon school leaders and now provides little better than job justification for the army of Inspectors, SIPS and other species of bean counter. Conference asks for a 'battle plan' to combat this scourge of true education.

### **Accountability and the Future of Inspection**

Conference deplores the high stakes and often negative relationship that OFSTED has with schools and urges National Council to work towards a new relationship between schools, local authorities, their leaders and inspectors that involves them working as partners to effect school improvement through the development and delivery of an agreed action plan incorporating a resource and support package following every inspection. Conference further urges National Council to lobby government and Ofsted as appropriate for an inspection regime that takes into account the quality of resource and support provided to individual schools by local authorities, and subjects that to the same rigorous assessment as faced by schools and their leaders.

### **Accountability and the Future of Inspection**

NAHT Cymru endorses the principles underpinning the School Effectiveness Framework, but cautions against the creation of an onerous bureaucratic system to support the framework which would drain resources from front line services in schools.

### **Local Authorities, Funding and Bureaucracy**

Local authorities are implementing the many initiatives in an arbitrary way and putting undue pressure on heads and schools by their zeal. Conference calls upon the Association to work with local authorities to ensure that initiatives are implemented consistently across the country with due regard to workload and any impact on standards.

### **Local Authorities, Funding and Bureaucracy**

The Introduction of learning platforms has wasted millions of pounds. NAHT should seek to ensure that the Government at least acknowledge this state of affairs.

## ***Secondary Sector Committee***

**2012**

### **Secondary Curriculum**

The National Curriculum Review Expert Group's recommendations undermine the ability of secondary schools and their leaders to design the school's curriculum which reflects the unique diversity of the communities they serve. Conference instructs National Executive to lobby government and its agencies to press for schools to be given this degree of freedom.

**2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

### **Post 16 Funding**

Schools with sixth forms face significant cuts in funding over the next four years. This could threaten the viability of smaller sixth forms and impact on the range of courses offered. Conference calls on the Executive to employ all available channels to support members who are affected and for the Association to work closely with the YPLA and its successor body to ensure that members and their schools receive the best advice available.

### **Curriculum**

Conference instructs National Executive to promote NAHT Curriculum Position Paper and asks members to take account of the broad principles from the range of curriculum reviews, when making decisions on their curriculum for the 21st Century.

## ***Special Educational Needs and Disability Committee***

**2013**

Conference urges the Secretary of State to ensure that the wording in the SEND Green Paper, that parents would have 'identical right' to express a preference for a mainstream or special school place, is retained by the Children and Families Bill.

Conference urges the Secretary of State to seize the opportunity created by the overhaul of the SEN Framework, to enshrine in law a significant role for part-time, short-term and dual roll placements, in order to deliver a *flexible* continuum of provision.

## **2011**

Conference instructs the National Executive to be proactive in promoting the NAHT as the only organisation exclusively representing school leaders across the 0-19 age range, and ensuring that the Association is fully represented in all discussions with government that affect the lives of members and the children and young people they serve.

### **SEN Green Paper**

Conference welcomes the publication of the Green Paper – “Support and Aspiration – A new approach to special educational needs and disability – a consultation” and its recognition of ALL schools being part of an educational continuum.

Conference instructs National Executive to discuss with the government the issues identified in the five major areas of proposals, to ensure there is clarity of purpose, adequate and appropriate funding, and the necessary provision of training and health, social care and education support services. This is to ensure that the needs and aspirations of all pupils, young adults and their families are met.

### **Curriculum**

Conference instructs National Executive to promote NAHT Curriculum Position Paper and asks members to take account of the broad principles from the range of curriculum reviews, when making decisions on their curriculum for the 21st Century.

## **2010**

Conference instructs National Council to work with politicians of all parties to ensure that they understand that:

1. Pupils have different abilities and therefore schools should not be penalised for welcoming those who have learning difficulties;
2. Pupils learn in different ways and so there is no panacea such as synthetic phonics;
3. Pupils progress at different rates and should be valued for who they are, rather than the level of attainment they can reach.

## **NAHT Cymru**

### **2013**

NAHT Cymru has welcomed the introduction of the new Literacy and Numeracy Frameworks in Wales. Conference instructs National Executive to explore all avenues to impress on the Welsh Government that the potential of the Frameworks will be lost unless the ongoing Curriculum and Assessment Review ensures a significant reduction in the multitude of curriculum demands currently made of primary schools.

The recently published 14-19 Qualifications Review recommended that the regulator role in the Welsh examination system be removed from government and vested in an independent body. Conference instructs National Executive to support members' view that this is effected as quickly as possible.

### **2012**

#### **Banding in Wales**

Conference regrets that the recent publication of secondary school 'banding' judgements in Wales allowed for the return of 'league tables'.

Conference calls upon National Executive and its committees to continue to lobby the Welsh Government to abandon the corrosive 'single banding judgement' and to concentrate efforts instead on devising a system which:

- provides a 'profile' of school performance;
- encourages the identification and sharing of good practice;
- and creates a school support and improvement structure that reflects those which exist in high performing school systems internationally.

### **2010**

NAHT Cymru welcomes the Education Minister's review of funding in Wales, designed to concentrate limited resources on the front line, and his commitment to closing the £527 per pupil funding gap between Wales and England. Conference instructs National Council to work with the Assembly Government to ensure that the process of freeing up resources is transparent and easily tracked to individual school level.

NAHT Cymru condemns the substantial reduction in CPD funding in Wales which is completely contrary to government rhetoric on the importance of career development and training. Conference calls on the Assembly Government and local authorities in Wales to address this deficit as a matter of urgency and ensure substantially increased funding, the use of which should be determined by individual schools according to their training priorities.

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**2009**

### **Accountability and the Future of Inspection**

NAHT Cymru endorses the principles underpinning the School Effectiveness Framework, but cautions against the creation of an onerous bureaucratic system to support the framework which would drain resources from front line services in schools.