WE Primary Network

Collaborating with leaders at all levels to provide a high-quality whole education for all young people
If you want to provide a holistic education — not just narrowly focused on English and Maths but on the whole breadth of the curriculum — and if you want to build relationships or partnerships with like-minded schools, then Whole Education is an organisation you need to be part of.

Robert Cleary, Headteacher, Sandringham Primary School

It is brilliant having time to talk and share with other leaders.

It empowers you. You come away feeling it is not just me. You remember why we do this job and fill up with optimism again.

WE school leader, programme feedback

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Welcome to Whole Education

Whole Education was founded as a national network in 2010, emerging from the RSA’s Charter for 21st Century Education. Our dynamic network consists of over 500 schools, trusts and organisations committed to learning from and with each other to provide a high-quality whole education for all young people.

Educators tell us this vision of a fully rounded education resonates with the reasons they came into the profession, and helps provide a common language and framework for doing something about it.

We are pleased that there is an increasing recognition in the system that this kind of education must be an entitlement for all — that young people need to be resilient, independent, lifelong learners to thrive in their futures. As professionals, you need space to share ideas and collaborate to make this happen. As leaders, you need a platform to share how you are delivering a whole education- and influence others to follow your lead.

WE believe that the essential knowledge on how to deliver such an education is in the system. We exist to connect the dots; to enhance the ability of schools, teachers and leaders to offer a high-quality whole education to all, and provide support to solve common challenges we face. In doing so, we will amplify your inspirational voices — so together we can influence the direction of travel in the system.

We hope you will join us.

Lord Knight, Chair of Whole Education

A whole education

We believe all young people deserve a whole education which:

+ Helps them to develop the range of skills, qualities and knowledge they need to succeed and thrive in life, learning & work

+ Makes learning more relevant and engaging, with young people taking ownership of their own learning

+ Supports learning across various settings (online, outside, at home and through volunteering and work) while engaging the wider community
Working together: the WE way

We have 10 years experience helping schools effectively deliver a high-quality whole education. Over this period, we have refined how we work with schools but our principles remain the same.

We provide the structure, support and inspiration to help you develop sustainable, collaborative responses to common challenges that work for your students, in your context.

Our principles

Values-led. We do this because it is the right thing to do. You share our commitment to a high-quality whole education for all

Collaborative and network-led. We are your network and privilege you as the experts. Our programmes help you share and learn together

Not prescriptive. We don’t tell you what to do or do it for you. We provide inspiration and challenge to help you discover what works in your context

Sustainable impact. A whole education is a sustainable way to create meaningful change. Quick fixes and off the shelf solutions can work, but less often last

“Our have been part of Whole Education for quite a few years now and it has impacted greatly on the work we do in our school and Trust. I’m incredibly grateful to Whole Education for the influence they have had”

Our learning model

Our network is based on a four-part learning model which draws on extensive international research on effective professional learning (Timperley et al, 2008; Dumont & Istance, 2010; Hattie, 2015).

All of our programmes, network events and conferences aim to provide a professional learning experience which helps you to learn from the best of what works in practice.

We provide a platform for our members to learn from experts, research and their peers. We then support them to apply this learning and take action in their school to have a positive impact on young people.

Our learning model is based on the fundamental belief that the answers to many of our key challenges already exist within the system.
Your WE membership: at a glance

Welcome to your Network!

Together we will help you in your mission to provide a high quality whole education for your pupils — and in doing so inspire others to follow your lead. Our core offer encourages collaboration between schools — supporting and inspiring you to learn from the innovation and expertise of each other.

“That’s the strength of Whole Education; the network. Being able to access great ideas from heads and teachers across the country. It’s fantastic to have access to such a wide range of approaches and people and contexts.”

Alison Wyld, Headteacher of Harman’s Water Primary School.

We are often told that what makes the Whole Education network unique is the excellent relationships we have with our schools. Each year your relationship manager will visit your school. They will take the time to get to know your priorities so we can have a positive impact on your school improvement journey.

We commit to providing your school with the time and space to:

+ **Collaborate** with schools and professionals who share a similar commitment to a whole education and explore the best practice from across the national network.

+ **Celebrate** your success and that of others. Take your place in a growing community of schools helping to improve outcomes for all young people.

+ **Support** your school improvement priorities by accessing high quality professional development for staff across your school.

We know that by working collaboratively, we will have a positive impact on the educational experience and lives of young people throughout the country.

*WE Primary Team*
Your WE Core Offer

WE know that providing a whole education takes courage, commitment and time. Our core offer is designed to support you wherever you are on your journey and works with leaders at all levels in your school to embed a whole education in your context.

**Annual visit and ongoing support**
from the Primary team to support your school improvement priorities

**Leading a Whole Education programme**
to support senior leaders to offer a high-quality whole education

**WE Lab Classrooms**
helps teachers research and pilot 2-for-1 teaching approaches

**Discounted access to two national conferences**
featuring international experts and high-quality practice from WE schools

**WE Inspire school visits and virtual meetings**
to see how schools are delivering a high-quality whole education

**WE Digest - A**
weekly update for primary educators featuring Spotlights on WE member schools to share best practice

**WE Trust offer**
helps trusts learn together and collaborate within and beyond their family of schools.

**Spirals of Enquiry**
is an evidence-based enquiry framework to improve outcomes for disadvantaged groups of learners

**Access to WE partners and friend organisations**
to benefit from their specialist expertise

**Subsidised WE programmes**
to support your priorities including community engagement and our peer review (£).

**WE monthly newsletter**
gives you updates, WE school spotlights, thinkpieces and upcoming opportunities.

In addition to our core offer, WE membership gives you access to a range of additional benefits. This includes our targeted programmes supporting you with specific school priorities, and discounts on a range of partner products and services.
Key annual touchpoints

Our core offer will support people at all levels of your school to deliver a quality whole education. We work with headteachers, senior leaders and teachers to develop your curriculum, T&L and assessments to align with your whole education values.

- Face to face days
- Virtual calls/meets
- Visits to your school

WE Inspire visits showcase how schools are providing a high-quality whole education. In 2019/20 schools shared approaches including:
  + The importance of developing culture before strategy
  + Whole school lesson study
  + Mastery flow model for English, Maths and Science
  + Whole school approaches to wellbeing
  + Making learning memorable

Some previous Leading a whole education impact projects have included:
  + Developing Leadership Culture: Clarity of vision and strategy
  + Designing a reading-rich Curriculum
  + Measuring impact: assessment for non-core subjects
  + Develop subject leadership and strategic vision for each subject
  + Providing a personalised curriculum that all pupils can access

Lab Classrooms launch day

Leading a Whole Education Launch day

Spring Annual Conference

Mid-year engagement call

Schools summer conference

Whole Education diagnostic and self evaluation

WE Inspire school visits (throughout year)

“Useful time spent planning before returning to school to cement ideas and share. Plenty of depth and a wide range of ideas and strategies that could be explored.”
Lab Classroom pilot participant

“Wow. Am sat in a small room with @RonBergerEL @samtwiselton @GuyClaxton @MaryMyatt @drikareenedge and trust leaders talking about values, structures. For a Head, that’s a bit like being in green room at Glastonbury!”
@richspencer1979

“I felt inspired and have come back with great ideas. I would like to thank everyone who welcomed us into their classrooms. The consistency of good practice was evident.”
Deputy Headteacher

“It has put us ahead of the game in terms of the new Ofsted framework. It helped us evaluate our curriculum to ensure depth and led to the success of implementing ‘Mab’s Cross curriculum’.”
School leaders, Mab’s Cross Primary School

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School leaders, Mab’s Cross Primary School
Cost and commitment

Cost
+ £3 per pupil per academic year for network membership for your primary school
+ £795 for 2x Leading a Whole Education - Primary places to support your leaders.
+ Optional discounted access to further LAWEP participant places.
+ In order to access your membership benefits for ongoing impact there is a minimum floor price of £750.

Commitment
+ Choose a WE Lead to lead your school’s engagement with the WE network.
+ This is usually your LAWEP participant and should be someone with school-wide responsibilities for curriculum, T&L or assessment.
+ Ensure your WE Lead and Whole Education relationship manager communicate effectively to avoid your school missing out on opportunities.
+ Allow yourself time to engage with WE events, programmes and coaching.
+ Provide support and permission for others to engage, too. This is key to making the most of your membership.

One of the best things in my career has been my involvement with the WE network.
Carmella Reece, All Saints Junior School (Deputy Head) & St Peter’s CofE Junior School (Acting Head)

It has been incredibly powerful to develop links with new schools to receive extra support. We have learned something from every aspect of membership! Needless to say that the national networking and collaboration element of Whole Education has greatly benefitted us.
Manor Park Primary School leaders

Time away from school with other school leaders to think and talk things through has been invaluable. It has been great to have the opportunity to speak to school leaders from around the country.
Potters Green Primary School leaders
Your core offer: in depth

Relationship management

We know that each school is different, so we pride ourselves on getting to know individual leaders and schools through strong relationship management.

Headteachers and WE Leads receive at least one visit per year alongside regular check-ins.

Your relationship manager will help you get the most out of the network by:

+ Getting to know your school, teachers and WE Lead
+ Tailoring opportunities bespoke to your specific needs and priorities
+ Brokering impactful relationships to other schools, partners and experts
+ Communicating regularly to share network news and events with you

“Talk to them about what you’re working on and what you’re interested in. They’ll be able to help you find the projects and research that fulfill your needs and help you deliver on your priorities.”

Kerry Scott, Headteacher

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Your core offer: in depth

Relationship management
A whole education approach to leadership culture, curriculum design and teaching and learning.

This programme supports school leaders to deepen and extend their approach to a whole education. School leaders complete an audit against 12 aspects of a high-quality whole education, highlighting one aspect to focus on in the year ahead.

- Self review of current provision of a high quality whole education
- 3 face to face programme days including school visits as part of a national cohort
- 2 coaching calls to support you with your improvement journey
- An impact project on a priority area identified from your self review

Evidence informed approaches to teaching and learning

This programme puts the emphasis on quality classroom practice. It helps teachers engage with research to effectively embed 2-for-1 pedagogies from the EEF toolkit (developing knowledge as well as wider skills and qualities). Teachers are supported to trial the approach, reflect on its impact and share their learning with national peers.

‘2-for-1’ pedagogies include:
- Oracy
- Metacognition
- Collaborative Learning
- Flipped Learning
- Growth mindset

Developing a vision of Respect, resilience and responsibility at Potters Green

Context: Due to inconsistency in senior leadership over the years, the WE diagnostic confirmed that work needed to be done on the development of a shared vision and values for the two form entry school in Coventry.

Action: Staff worked together to decide the three core values of the school. They reviewed the whole school behaviour policy and curriculum to ensure a deep and consistent understanding of what those looked like in daily life. Half termly ‘children of excellence’ awards and postcards home continued to raise the profile of core values.

Impact: Children are now more able to talk about the values of their school with their peers and staff and a large majority of parents are aware of the core values.

“The visits to other schools were amazing. Time away from school to think things through with other school leaders has been invaluable.”

How one teacher has implemented two-for-one teaching in their classroom

Who: Rachel Kettle / Subject: PE / Group: Oracy & Collaborative Learning

Action taken: Six week intervention to integrate discussion roles into tutor time. Inset day training for all staff about the importance of integrating discussion roles into lessons building up to our Speaking and Active Listening Development Day (SALAD) in July where lessons are all based around talk. Six discussion roles are to be added to the school planner for the September start.

Impact: From the initial six week intervention, learners’ confidence improved and they are starting to challenge each other’s perceptions. Having the roles has demonstrated more engagement in the class and learners are actively involved in the topic.

Find out more about WE Lab Classrooms participants’ projects on our website
Our WE Inspire school visits are opportunities to gain first-hand experience of how to deliver a high-quality whole education by showcasing outstanding practice from our national network of schools.

Host schools share a ‘stand-out’ feature of practice helping them deliver a high quality whole education. This can be shared in immersive school visits or virtual meetings focused on unpicking school practice.

In line with our ethos, spotlights are framed around our appreciative inquiry approach. This is designed to help schools learn from each other and to celebrate what is good in the system.

Our annual conferences are designed to provide a mixture of challenge, inspiration and reflection.

We aim to provide a space for you to nourish your education vision and to check that your school and you as a leader are on the right track to delivering the whole education your pupils need.

Our Spring annual conference provides access to some of the country’s - and indeed the world’s - leading thinkers from within and beyond education. Speakers have included Ron Berger, Andy Hargreaves, Becky Francis, Lynda Gratton, John Hattie, Alison Peacock, Nobel Prize winner Venki Ramakrishnan and Andreas Schleicher.

Our Summer Conference is a celebration of brilliant practice happening in schools across the network. It brings to life the ways schools are delivering a high-quality education - some examples of which can be seen in our spotlights (page 26).

Thank you so much for an amazing insight into your outstanding school. Every part of today I’ve taken something from, to feedback to the team at my school.

Mary Marlowe, Holy Family Catholic Primary School

@charlottechurch
Really enjoyed @WholeEducation conference. What wonderful minds at work. I feel very privileged to have found myself in the world of education. @RonBergerEL You are a magician! Serious communication skills! Everyone was rapt, thank you for sharing.

@JoCLawrence
So positive to have spent two whole days talking about teaching, learning and curriculum. My journey to headship pigeonholed me to one area and I was limited in my development leading T, L &C. Passion for the craft of teaching has been reignited. @WholeEducation #Ed10Conf

@VEMcConnell
Having felt desperately isolated in education for a LONG time, I think I may have found my ‘work family’ Thank you @WholeEducation the last two days have refuelled me!

@samtwiselton
Total privilege to spend the day with such great people. The positive energy in the room was palpable
Your additional benefits: in depth

Subsidised WE programmes

WE have introduced two new programmes from 2020-21 at a subsidised rate for WE members. These are designed to help support your priorities.

Whole Education Partners

WE work with partner organisations that share our commitment to a whole education and, more importantly, are in some way helping schools to provide one.

Funded opportunities and discounts
WE members can access exclusive discounts on partners’ products and services. In recent years, this has included Bounce Forward, GL Assessment and Iris Connect.

Thought leadership and influencing the system
WE also work with like-minded partners to influence the system and support your inspirational work. Many don’t work directly with schools but instead award grants or campaign on your key priorities. WE amplify your voices in these conversations. It is crucial schools and leaders can inform the debate. WE have worked with Big Change, the CBI, the FEA and WomenEd.

Expert professional friends
WE help you access the most relevant expertise in the system to support your priorities. Recent examples include collaborating with Place2Be on mental health and with the Chartered College and Voice 21 through WE Lab Classrooms.

The WE Peer Review will enable you to work with other school leaders to drive sustainable development and build your self-evaluation skills.

Schools in Communities is a new WE programme led by Seb Chapleau. It supports schools to work more closely with their communities and empower students to have greater agency through community based projects. Following the COVID-19 crisis the power of schools at the heart of their communities has been more apparent than ever. Learn from best practice and theory.
Whole Education runs an annual project supporting school teams to use the Spirals of Enquiry model to take an evidence-based approach to make a meaningful difference for particular groups of learners.

Spirals is based on a research synthesis by a world-leading writer on professional learning which concludes that doing this kind of enquiry is the best way to improve teachers’ practice and learner outcomes.

WE are proud to support schools in England to use this internationally recognised model of professional enquiry. We work closely with its originators from British Columbia where schools have been using Spirals on Enquiry for 20 years to narrow the gap for disadvantaged learners.

WE members receive an exclusive discount for Spirals of Enquiry. For more information and pricing visit: wholeeducation.org/your-spirals-of-inquiry-network

“Learners feel valued and listened to. It’s a real solution to real issues from a child’s perspective.”
Headteacher 2019

“Probably the most inspiring CPD in the last 10 years”
8th WE Spirals of Enquiry cohort participant

Our Trust membership has been designed with WE trust leaders to help families of schools provide a whole education at scale.

Through our Leading a Whole Education in Trusts programme we provide trusts with time and space to learn with and from each other. It supports leaders to develop their trust’s organisational vision, long-term strategy and culture.

• Relationship management and coaching support
• 3x Trust learning exchange visits
• WE support effective collaboration across your schools
• Change leadership support
• Trust peer review pilot
• Trust influence forum

Whole Education Trust leaders at Apple Park, Cupertino, San Francisco as part of our International Leader visit
Discover the stand out practice helping schools across our national network deliver a high-quality whole education – what they are doing, why they are doing it, and the reasons it works.

**Leadership spotlights**

**How co-headship is helping provide a whole education at Mayfield Primary School**

When Mayfield Primary School’s headteacher of 25 years retired, two senior leaders took the opportunity to demonstrate their inclusive, equitable approach to education. Find out about their experiences of co-headship.

Sarah and Paula were both interviewed separately and offered the opportunity to present their vision of co-headship to Mayfield’s governors.

They say:

“It was striking how similar they were in terms of ethos - but we chose to present our ideas in completely different ways. This is one of our strengths as a team – we have the same vision but bring different ideas and approaches to the table.”

They then shared their plans with staff, and focused on two initiatives in their first year – ‘out and about’, outside learning every week (whatever the weather!) and and termly ‘Spirals of Enquiry weeks’.

Feedback from surveys and interviews has been incredibly positive “you know it’s good having two heads, there is always someone to talk to who can make a decision” while Spirals of Enquiry has led to an improvement in relationships, staff engagement, and children’s writing.

Find Paula and Sarah’s top tips for co-headship on our website
Curriculum spotlights

How Harmans Water Primary offer a whole education through project-based, learning adventures

In 2016 Harmans Water Primary School had been through a number of leadership changes and was experiencing declining outcomes. Inspired by Ron Berger at the WE conference, Headteacher Alison Wyld and her team committed to a project-based learning approach.

Staff have rewritten the whole curriculum around a series of projects called Learning Adventures, each driven by a ‘big’ question which is designed to inspire curiosity and stimulate enquiry-based learning across subjects.

The values and experiences at the heart of the new curriculum have been developed with children, parents, staff and governors. Teachers have been empowered as curriculum designers, developing topics and the progression of skills.

At the end of a project children use the knowledge and skills they have gained from a range of subjects to answer the question in their own way.

Pupil outcomes have improved year on year. All teachers in an impact study said the children were more engaged and enthusiastic about their learning. The projects have also been very positively received by parents.

“We have completed learning activities as a family linked to the projects and I am amazed how much my children talk about their learning.”

Learn to love, love to learn’: Barrowford Primary School’s Relationships Policy

Rachel Tomlinson is the headteacher of Barrowford Primary School in Lancashire. She shares the school’s Relationships Policy and their ‘fully inclusive’ approach.

At Barrowford we pride ourselves on being fully inclusive and successfully meeting the needs of these most vulnerable and challenging children, as well as the least.

The restorative approaches that we employ rely heavily on our children feeling valued, trusted and respected, as well as on their emotional literacy skills.

We have regular scheduled meditation, mindfulness sessions and circle time sessions. We also have sessions where we discuss metacognitive and epistemic character skills and where, when, how and why they are useful.

When there is conflict of any kind, with any member of our community, we respond with a restorative conversation. These range from brief interchanges in the playground to more formal conferences.

Our children are very clear about acceptable behaviours and understand mistakes happen in relationships, just as sometimes we misspell a word or get a calculation wrong. The resolution may involve practical consequences — tidying a mess or making an apology — but there are no pointless sanctions.

In the same way, we praise children when they get things right – there is no need for a reward if the intrinsic joy of achievement is there.

“We strongly believe this approach is the route to developing citizens who are intrinsically motivated to do the right thing.”

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Read the spotlight on our website

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Teaching and learning spotlights

Ainslie Wood Primary School’s ‘collaborative team teach’ approach to professional development

Engaging all teachers in a personalized development journey, sharing best practice and colleagues supporting each other has transformed outcomes at this large, diverse primary in Waltham Forest.

In 2013 Ainslie Wood was in the bottom 1% of schools in the country and had seen a high turnover of staff.

Responding to research showing the ‘quality of teaching’ children received had the most impact on outcomes, new Headteacher Kerry Scott ‘split’ responsibility for Teaching from the Learning.

The newly appointed Leader of Teaching created a team teaching agreement. This included a single focus for development and could take many forms: observing a lesson, paired teaching, ‘in the ear’ teaching, videoing.

The school identified teachers who were demonstrating excellence in specific aspects of their teaching and paired them up with someone who was aiming to develop in that aspect.

The school no longer grades teachers from Outstanding to Inadequate, instead using just 2 categories: ‘developing’ and ‘improving’.

The collaboration is now well established in school and is aspirational, as teachers all want to ‘go and share’ with someone.

The school’s teaching profile had been 95% of teachers ‘below good’ (with 65% of those at ‘inadequate’). By the summer, 95% of teachers were ‘good’ or better.

That year, Ainslie Wood was the 3rd most improved school (based on end of KS2 data), improving from 43% L4+ to 78% L4+. Within 3 years, they were in the top 1% of schools nationally for pupil progress!
Why do we need a whole education?

Our conversations with organisations like the CBI, Fair Education Alliance, OECD and Royal Society, and with leaders across our network, have affirmed that a high-quality whole education is the only way to sustainably narrow the gap and prepare all young people for their futures.

We welcome the recent debate across the sector on the need for such an education. We agree with Ofsted’s broad analysis that pressures in the system have sometimes led to an unintended narrowing of the curriculum, with schools focusing on exam results at the expense of maintaining a whole education entitlement.

Our schools and trusts have reported Ofsted’s new emphasis on curriculum gives them ‘the confidence to be braver’. Over time it can create a supportive climate for schools to develop sustainable approaches to delivering a whole education.

This is not a quick fix — it can instead give permission and direction to schools. Crucially, it also encourages ambition in schools’ approaches, and can support the development of a mature self-improving system.

The time is now.

Text taken from WE’s response to the consultation on Ofsted’s new Inspection Framework
Over ten years...

100,000+ young people impacted // 3,500 conference delegates inspired and sharing practice // 500 schools committed to a ‘whole education’ // 300 senior leaders on curriculum leadership programmes // 50 partner organisations

To arrange a conversation with our Director of Schools about joining the network, email: primary@wholeeducation.org