

Evidence (Issue)

Effective leadership has profound impact on achievement
Excellent Education Everywhere
Developing Great Teaching, TDf
Standards for teachers' professional development, *DfE*
Effective Headteachers raise child's achievement by 27 months of learning in a school
School Leaders Matter, Education Next, 2013
Effective heads focus on teaching and learning to maximise achievement
National College for Teaching and Leadership

Evidence (Input)

- High quality CPD sustained over at least two terms
Developing Great Teaching, TDf
- PD spread over 6 to 12 months significant effects on children's outcomes
TALIS 2013
- Give teachers time to learn how to improve outcomes for children
The Sutton Trust 2013
- Effective PD links pedagogy & subject knowledge
Standards for teachers' professional development, *DfE, July 2016*
- Developing Great Teaching, *TDf*
- Effective PD links pedagogy & subject knowledge
TALIS, 2013
- Effective PD input from experts & strong focus on pupil outcomes
TALIS, 2013

Evidence (Output)

Assessment used to plan teaching & identify pupils at risk of falling behind
Ofsted Handbook
Standards for teachers' PD, *DfE*
Standards for teachers' PD, *DfE*
One piece of feedback per week – less feedback/more often – maximises teacher effectiveness
Developing Great Teaching, TDf
Leveraging Leadership, *Paul Bambrick-Santoyo*
Ofsted prioritise quality of observation and feedback by HT and middle leaders/RLs
Ofsted Handbook

Evidence (Short term outcomes)

Effective CPD – teachers learn and practise what children will be learning
Developing Great Teaching, TDf
CPD should be iterative – ongoing support and follow-up activities
Standards for teachers' professional development, *DfE*
Effective teaching learned by doing – by supervised practice – not discussion
Effective Feedback is precise, measurable and dialogical driven
Leveraging Leadership, *Paul Bambrick-Santoyo*
Ofsted focus on teaching improving children's literacy – especially those at risk of underachieving
Ofsted Handbook

Evidence (Long term outcomes)

Effective leadership has profound impact on quality of education
Excellent Education Everywhere
Developmental Training, *TDf*
CPD that builds trust/ positive relationship, sustained over time, led by expert leads to quality teaching
Standards for teachers' professional development, *DfE*
Developing Great Teaching, *TDf*

Issue 1

Need for high-quality CPD in challenging primary schools to improve quality and effectiveness of teaching and evidence of what works.

Potential barrier

Schools to purchase teaching materials
Press at 20% discount.

Assumption

Schools have flexibility to secure training dates

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Schools have flexibility to secure training dates

Input

- Funding to deliver two-year cycle of CPD to priority schools in priority areas

Output

- RMT to recruit a minimum [redacted]
- RMT to provide CPD for all staff to increase teaching quality and effectiveness
- RMT to provide and analyse pre- and post CPD evaluations re teacher knowledge and confidence
- RMT to analyse pre- and post data on PSC results and KS1 data

Short term outcomes

- Teachers' knowledge of how to teach literacy with a focus on neediest 20% increases
- Teachers practise activities in half-termly CPD
- Purposeful, engaging lesson matched to learning needs

Long term outcomes

- PD meets needs of schools in challenging circumstances
- PD improves the quality of teachers and effective teaching in classrooms

Overall impact

Teacher confidence and knowledge improved leading to improved outcomes for children.

Issue 2

Need to establish high-quality and ultimately self-sustaining, leadership CPD leading to quality and effective teaching in schools in challenging circumstances and evidence of what works.

Input

- Funding to provide:
 - Intensive in-school weekly literacy PD for first six weeks after training
 - Half-termly in-school literacy PD after initial six weeks
 - Two days Leadership training for headteacher and reading leader
- RMT to provide and analyse pre- and post CPD evaluations re leadership confidence and impact on teaching

Output

- RMT provides a sustainable leadership model of ongoing professional development
- Consultant trainer coaches RL in how to coach teachers
- RL 'looks in time to establish effective weekly coaching cycle with teachers
- Coaching cycle = practice, observation and feedback

Short term outcomes

- Leadership teams use systems to ensure teachers:
 - Practise activities from PD in weekly sessions
 - Receive feedback every week and act upon it
 - Have increased knowledge of teaching literacy and improved effectiveness

Long term outcomes

- Leadership development meets needs of schools in challenging circumstances
- Improved quality of teachers and effective teaching in classroom

Overall impact

Teacher confidence and knowledge improved leading to improved outcomes for children.