

‘The power of doing the most important things not only well but better over time.’
Paul Bambrick-Santoyo

Description of service

We propose a two-year sustainable programme to:

- Provide a professional development (PD) and leadership development offer that meets the needs of schools
- Improve the quality and effectiveness of teachers.

The programme will:

1. Provide a sustainable leadership model of ongoing professional development for middle leaders and headteachers
2. Enable middle leaders to establish effective weekly coaching systems, which include practice, observation and feedback to increase teacher effectiveness
3. Increase teacher knowledge and skills in phonics teaching and early reading
4. Raise standards in literacy in KS1 pupils and KS2 (where children are not reading at the expected standard).

We will recruit [REDACTED] priority schools primarily in Opportunity Areas and priority areas clustered around OAs creating geographical hubs. [REDACTED] schools will be recruited and start in 2017 and [REDACTED] in 2018.

Provide a professional development and leadership development offer that meets the needs of schools
The headteacher will attend the training to ensure she is able to lead the project with the knowledge and understanding of the commitment required. She will work closely with the identified middle leader (the Reading Leader or RL) on all further PD days to enable setting up systems for coaching teachers to ensure quality and effective teaching.

Improve the quality of teachers and effective teaching in classrooms

We believe our service will have the biggest impact on teachers’ effectiveness and children’s progress if set within a curricular context.

One in four children leave primary school unable to read well, rising to two in five for children from disadvantaged backgrounds ([National Curriculum Assessments: Key Stage 2, 2013](#)). To break the cycle of poverty and underachievement in the priority areas, we need to ensure teachers know not just what but also how to teach reading to ensure that every child, regardless of socio-economic background, special needs or language status achieves their full potential.

We propose that the PD and teaching programme is based upon Read Write Inc. Phonics. Training will include:

- o Systematic synthetic phonics
- o Assessment and grouping for effective teaching
- o Organisation for teaching literacy in the early years
- o Tutoring the slowest progress 20% of pupils
- o Application of phonics to decodable books
- o Teaching comprehension
- o Skills for writing – including handwriting
- o Compositional writing

Training is underpinned by pedagogical theory and research into learning. Participants practise throughout both training days and articulate their thinking and learning with a partner. These same techniques are used by teachers in the classroom.

Means and Medium of Delivery

Training will be delivered by Ruth Miskin Training consultant trainers.

The two-year programme will provide:

- o 2-day literacy training for the RL prior to whole school training
- o 2-day literacy training for all staff including the headteacher
- o Two bespoke 1-day trainings for headteacher and middle leader
- o 10 in-school PD days in year 1, and 6 in year 2 – with the leadership team and teachers to ensure high quality data-driven teaching with a focus on the slowest progress 20% of children and to establish a weekly coaching cycle
- o Data-driven sessions at each in-school PD day with the headteacher and RL
- o Email and Skype support.

Methods, processes or technology Schools will:

- o Need Read Write Inc. Phonics resources - OUP will offer schools a discount of 20% throughout the lifetime of the project
- o Receive an Action Plan after each in-school PD day to map out next steps
- o Have access to PD practice films for the weekly coaching cycle.

Ruth Miskin Training will:

- o Provide an online data collection tool for schools

- o Provide action plan reports for the leadership team after each PD day
- o Gather data regarding fidelity to the programme as evidence of efficacy for the DfE
- o Provide pre- and post-programme online surveys to evaluate teacher confidence and knowledge, and benefit of the leadership and coaching model to middle leaders and headteachers.

User experience

Headteacher receives:

- o Literacy training with all staff
- o Two days of literacy leadership training
- o Data-driven progress meetings and learning walks during 16 in-school PD days.

Reading Leader receives:

- o Literacy training before and with all school staff
- o Two days of literacy leadership training
- o 16 days literacy leadership training during in-school PD days
- o Email and Skype support from consultant trainer
- o Access to PD films, e.g. how to give face-to-face feedback.

Individual teacher or teaching assistant receives:

- o Literacy training
- o Support from the trainer during 16 in-school PD days including team teaching
- o Weekly coaching – including practice, observation and feedback from the RL
- o Half-termly pupil progress meetings with RL
- o Access to PD films for practice.

Contextual awareness We propose:

- o Flexibility with PD in-school training dates (must take place before January 31st 2018 in first year)
- o Accessible literacy and leadership training for the headteacher and RL – 46 venues in England
- o The cost of supply teachers for the two days of literacy leadership training and for in-school

- o PD days to minimise impact on teaching time as part of the bid o The RL does not teach her own reading group to ensure adequate time to work closely with teachers
- o All planning as part of Read Write Inc. Phonics –staff can focus on quality of teaching.

Understanding of need in areas to be targeted

The TLIF funding focuses on the twelve Opportunity and Category 5/6 Areas - social mobility “cold spots” with educational challenges. The aim is to drive social mobility through education.

The Social Mobility Index identifies social mobility cold spots in England. Coastal areas, industrial towns and major cities struggle to provide opportunities for social mobility. England has ‘a geography of disadvantage’ leading to a ‘local lottery of social mobility.’

Achieving Excellence Areas (Defining Achieving Excellence Areas March 2016) analyses school performance tables and capacity of local authorities to improve (defined by 11 indicators – for example number of schools with Good or Outstanding for leadership as judged by Ofsted and the presence and capacity of teaching schools or NLEs). We propose recruiting from the twelve Opportunity Areas and Category 5 and 6 areas clustered around the OAs.

Unique value and strength

RMT has provided high-quality CPD to over 5000 schools in the UK over the last ten years. Our 50 consultant trainers work across the country and are experienced headteachers, RLs or literacy consultants. We build a culture of trust and professional engagement with our schools, many of whom work with us every term to ensure the maximum progress for all children.

- [EEF Evaluation of Fresh Start programme](#)
- [Current EEF evaluation project](#)
- [Outstanding evaluation of training by Ofsted](#)
- Awarded two DfE Phonics Roadshows contracts 2016 and 2017

Phonics Screening Check results for 2016

National PSC Average	81%
ARK Schools PSC Average	93%
Newham Schools PSC Average*	87%
Read Write Inc. Model Schools PSC Average	91%

*we work with 45 of 67 primary schools in Newham. 90% of pupils in Read Write Inc.-supported Newham schools passed the 2016 PSC.