

Rationale of the proposal and Method Statement – Theory of Change

Our proposal aims to address two issues that affect outcomes for children at school to ensure they have the best opportunities for educational success and improved life chances:

1. The need for high-quality CPD in challenging primary schools to improve quality and effectiveness of teaching
2. The need to establish high-quality, and ultimately self-sustaining, leadership CPD to develop quality and effective teaching in schools in challenging circumstances.

The two issues are connected; the outputs for improving quality teaching and leadership overlap and reinforce each other. Both aims will be achieved through our programme of CPD.

In addition, we recognise that the DfE plan to work with independent evaluators and provide evidence of what works to achieve these aims. The CPD and teaching programme includes processes for both qualitative and quantitative data collection.

High-quality CPD to improve teaching quality and effectiveness in challenging schools

There is much evidence to show that quality of teaching has a powerful influence on children's achievement (John Hattie, 2003). We know that children from challenging backgrounds are at a significant disadvantage before they start their education (Social Mobility Index, 2016) and that these challenging areas have a low capacity to support teaching (Defining Achieving Excellence, 2016). Both Ofsted and the DfE are clear that CPD supporting teachers' improvement leads to more effective teaching.

Input

Recruitment – We will recruit [REDACTED] priority schools in priority areas and deliver a two-year cycle of CPD to will ensure sustained high-quality professional development. Research is clear the 'train and go' model of school PD is not as effective as CPD sustained over time (TDT 2015 and The Sutton Trust 2014). Our own experience working with over 5000 schools in England indicates that for Ofsted 3/4 schools this is even more vital. Teachers need time to embed and, crucially, practise what they have been taught. We aim to train all staff, including the headteacher, all support staff and teaching staff in Key Stage 1 and 2 to ensure a wholeschool understanding of what quality and effective teaching looks like.

Schools will need to provide funding for resources. We do not consider this to be a barrier if guidance is clear from the outset.

Evidence – we will provide systems and processes to ensure that we provide the DfE and the independent evaluators with:

- Pre- and post CPD evaluations regarding teacher knowledge and confidence
- Pre- and post CPD data on PSC results and KS1 data – at end of first and second year of implementation for all schools.

Output

Subject-based CPD keeps teachers' knowledge up-to-date and enables them to apply their training directly into teaching that impacts children's learning (Standard for teachers' professional development, DfE 2016). There is clear evidence of the link between literacy and future educational success (Reading for Change, OECD 2000).

Our literacy CPD includes two-day training and half-termly CPD days for each school with more intensive support after the initial training to assist the leadership team with implementation, assessment, planning, modelling for staff, setting up tutoring for the slowest progress 20% and organisation.

The CPD days focus on data-driven teaching and establishing a weekly cycle of coaching on what and how to teach; practise doing one thing well – observe – feedback.

Short term outcomes

This cycle of weekly practice, observation and feedback with the support and ‘critical friend’ role of the consultant trainer will lead to:

- o Improved knowledge of what and how to teach literacy
- o Improved teacher confidence and motivation to teach every child to read o New learning applied to other curriculum areas
- o Improved reading progress for children – in particular, the slowest progress 20%

Long term outcomes

This commitment to CPD will lead to:

- o A strong culture of high expectations of both teachers and children
- o A positive, professional relationship with the consultant trainer
- o Improvement in teacher knowledge and confidence
- o Improved reading results for all children including the slowest progress.

The programme will meet the PD needs of schools in challenging circumstances and improve the quality of teachers and effective teaching in classrooms

Overall impact

Improvement in teacher confidence and knowledge will lead to improved outcomes for children.

High-quality, and ultimately self-sustaining, leadership CPD leading to quality and effective teaching in schools in challenging circumstances

Evidence is clear that the most effective leadership has an impact on children’s educational achievement and that the best CPD helps schools develop systems and processes to aid this. In addition, the best leaders focus clearly on teaching rather than administrative/ operational systems. (Educational Excellence Everywhere, TDT and NCTL)

Our proposed CPD programme combines the improving teaching quality through curriculum expertise and pedagogy outlined above and leadership training to help leaders implement systems to continually improve teaching.

Input

Leadership CPD - our proposal is for funding to provide intensive in-school weekly PD for first six weeks after training and ongoing half-termly in-school CPD for two years and two bespoke days of leadership training for the headteacher and designated middle leader for the 72 recruited schools. Sustained PD enables leaders to coach their teaching staff and take responsibility for; high-quality leadership - quality teaching – improved outcomes for children.

Evidence

We will provide systems and processes to ensure that we provide the DfE and independent evaluators with pre- and post-CPD evaluations of leadership confidence and impact on teaching.

Output

The best leaders of PD ensure that sufficient time is planned for the coach (the middle leader) to model teaching as outlined above (Standards for teachers' professional development, TDT, Ofsted). Paul Bambrick-Santoyo takes it further still - teachers should be given one piece of feedback at a time, opportunities to revisit the activity through practice, be observed and given feedback weekly to maximise development.

RMT will work with the leadership team during the 16 in-school PD days and provide a sustainable leadership model of ongoing professional development and will:

- o Hold data-driven meetings at each in-school CPD day
- o Establish leadership systems leading to data-driven instruction
- o Help leaders use time well to improve quality of teaching
- o Coach the middle leader in how to coach teachers
- o Help leaders 'lock in' time to establish an effective weekly coaching cycle.

Short term outcomes

Training and coaching from the consultant trainer on both the 16 in-school PD days and the two bespoke leadership days will help the leaders use systems to ensure teachers:

- o Practise activities from CPD in weekly sessions
- o Receive feedback every week and act on it
- o Have expert knowledge of teaching literacy and improved effectiveness.

Long term outcomes

This commitment to sustained and sustainable leadership PD will lead to:

- The leadership team building trust/a positive professional environment
- Systems implemented to allow for data-driven instruction and effective use of leadership time
- A commitment to CPD over two years having a sustained and sustainable impact on teachers
- Qualitative evidence of CPD impact on leadership.

The programme will provide high-quality, and ultimately self-sustaining, leadership CPD leading to quality and effective teaching in schools in challenging circumstances.

Overall impact

Improvement in teacher confidence and knowledge will lead to improved outcomes for children.