

## Project Initiation Document

### Section 1: Description and scope

#### Project summary

We propose a two-year sustainable programme to:

- o Provide a professional development (PD) and leadership development offer that meets the needs of schools in challenging areas
- o Improve the quality of teachers and effective teaching in classrooms.

RMT proposes working with [REDACTED] schools over a period of three years. [REDACTED] schools will be recruited and start before January 2018 and [REDACTED] will be recruited and start by September 2018. All schools will be priority schools from priority areas – including the 12 Opportunity areas.

#### Background

This government is committed to raising the life chances for every child – regardless of background. The government’s priority areas and the focus for TLIF funding include the 12 Opportunity Areas and Category 5/6 areas – all with a legacy of educational challenge. The aim is to drive social mobility through education.

The Social Mobility Index identifies social mobility cold spots in England. The shift over the last decade or so is evident – coastal areas, industrial towns and many major cities do not always provide much-needed opportunities for social mobility. We have in this country ‘a geography of disadvantage’ leading to a ‘local lottery of social mobility.’

Achieving Excellence Areas (Defining Achieving Excellence Areas 2016) draws on analysis of school performance tables data and capacity of local authorities to improve (defined by 11 indicators – for example number of schools with Good or Outstanding leadership as judged by Ofsted, and the presence and capacity of teaching schools or NLEs).

The TLIF was announced in March 2017 and invites bids that ‘seek to improve teaching and leadership in priority areas and priority schools through professional development’.

There is much evidence that children’s educational outcomes and life chances are dependent upon their ability to read. The government is committed to ensuring that children acquire the knowledge and skills to become accurate word readers by the end of Year 1. Children are then able to read with confidence. The Year 1 programme of study states that: ‘Pupils should be taught to apply phonic knowledge and skills as the route to decode words’. (National Curriculum 2013)

In 2011, match-funding was provided by the government to enable schools to access phonics training and resources. The phonic screening check was introduced in 2012 to assess Year 1 pupils’ decoding skills – retaken in Year 2 if needed.

In 2016, a contract was awarded to RMT by the DfE to design and deliver up to ten Phonic Roadshow events focusing on the local authorities with the lowest phonics screening check results. We have just received an additional contract to deliver 12 more of these events.

In 2016, 81% of pupils nationally met the expected screening check result at the end of Year 1. Achieving the standard is a strong indicator of a pupil’s performance in KS1. 89% of pupils who met the phonics screening check expected standard nationally in 2015 went on to achieve the expected standard in literacy at the end of KS1.

## Purpose

The purpose of the PD programme is to:

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 to include practice, observation and feedback to increase teacher effectiveness
3. Increase teachers' knowledge and skills in the teaching of phonics and early reading
4. Raise standards in literacy for Key Stage 1 pupils and pupils in Key Stage 2 not yet meeting expected standards.

## Objectives and key performance indicators

Leadership objectives - we will ensure that leaders:

- o Are skilled and knowledgeable in the teaching of literacy
- o Ensure teaching is driven by data
- o Use time effectively and create systems to ensure teachers are delivering well-matched, engaging lessons
- o Are responsible for coaching staff on a weekly basis and provide a cycle of practice, observation and feedback
- o Build a positive PD culture in schools and a sense of team with their consultant trainer

Quality and effectiveness of teaching - we will ensure that teachers:

- o Are skilled and knowledgeable in the teaching of literacy
- o Ensure teaching is driven by data
- o Provide high quality effective teaching that engages children
- o Have high expectations of every child – regardless of their background
- o Use feedback to practice and improve teaching
- o Can apply this to other curriculum areas

Key performance indicators

- o Ongoing PD and a cycle of practice, observation and feedback set up by leaders in schools – evaluated through a pre- and post-programme survey

- o Teacher knowledge and confidence improves – evaluated through a pre- and post-programme survey
- o Phonics screening check results KS1 results for reading improve
- o PSC and KS1 data for pupils eligible for PP to be analysed (NB – will not gather data for pupils in KS2)
- o Outcomes for the slowest progress 20% of children improve

Project scope

The project includes:

- o Any meetings required with the DfE, independent evaluators or other stakeholders
- o All marketing and communication and associated documents
- o Recruitment and communication with schools to secure PD dates
- o All regionally organised and in-school PD training for each school
- o Cost of supply teacher for reading leader training and in-school PD days to ensure
- o Attendance at transformational leadership meeting with Ruth Miskin for wave 1 and wave 2 schools
- o Ongoing communication with schools and consultant trainers regarding the project via Skype or email
- o Documentation and systems for leadership and teaching of literacy with Read Write Inc. Phonics programme for schools
- o Online systems for half-termly assessment data
- o Online fidelity to teaching survey for use by independent evaluators and DfE (IP Ruth Miskin)

Literacy Ltd) o Pre- and post-evaluation for leadership and teachers

NB – project does not include provision of teaching resources for Read Write Inc. Phonics programme. Schools will need to purchase from Oxford University Press at a 20% discount.

### Major deliverables

The two-year programme will provide for each school:

- o Two-day literacy training for the middle leader (reading leader) prior to in-school training to provide knowledge of assessment processes and implementation factors
- o Two-day literacy training for all staff, including teaching assistants and headteacher o Two bespoke one-day leadership PD 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 to drive effective teaching
- o Leadership and teacher confidence and knowledge surveys.

### Constraints

Resources - Having worked with schools during the EEF study, we believe that the offer of funded PD for two years will be attractive to schools. They will need, however, to find budget to purchase Read Write Inc. Phonics resources at a 20% discount. It is possible that some schools will have some resources already.

Oxford University Press estimate the average cost for a one-form entry school is £[REDACTED] and a twoform entry school is £[REDACTED]. Resource provision is dependent on need in the school and numbers of pupils not yet reading accurately and fluently in Year 2 and above. This is dependent on need in the school and numbers of pupils not yet reading accurately and fluently in Year 2 and above.

Time - Leadership time available to set up a weekly cycle of coaching (practice, observe, feedback) is another potential constraint. We will work flexibly with schools and be mindful of their contexts to find the best solution. For example, a small rural school may need to run these fortnightly rather than weekly. Consultant trainers work with dozens of schools in different contexts and can offer options. In one of our EEF schools, for example, there are 39 pupils. The headteacher teaches a group in Reception and KS2 every day to release the Reading Leader to coach.

Major/material assumptions o Schools are likely to respond positively to funded PD and RMT will give clear guidance on commitment required thus reducing risk of attrition

- o Schools will be flexible regarding training dates. The speed required to recruit and book PD dates means that key dates for September will be unavailable at this late stage. We will make this clear in all communication with schools
- o Middle leaders (Reading Leaders) will be willing to establish a weekly coaching cycle once they have had substantial guidance and PD from consultant trainer.

## Section 2: Business case fulfilment

### Systems and processes to the contract

We have all school recruitment, operational, design, delivery and evaluation systems in place to meet the contract obligations including recognition of:

- o The 24-month term of the contract
- o Systems for charging, TAX and VAT
- o Data protection
- o Equality of opportunity
- o Contract behaviours and values

Cost and timescale – summary

Total cost of project and charge to DfE: £1,056,290 excluding VAT

Year 1	July 2017 – March 2018	██████████
Year 2	April 2018 – March 2019	██████████
Year 3	April 2019 – March 2020	██████████

Cost benefit analysis

NB - as requested by DfE all costs are exclusive of VAT.

VAT will be charged at the standard rate of 20%.

We aim to provide the most economically advantageous cost model to ensure that money is spent where it matters most – on direct PD for leaders and teachers to ensure the best outcome for children.

The ██████████ recruited schools will benefit from:

- o High-quality leadership and teaching PD sustained over two years at no cost and sustainable beyond the project at minimal onward cost (providing future benefits)
- o Working collaboratively in geographical hubs therefore can attend each other’s PD to share best practice, if practicable, at no extra cost
- o Improved literacy outcomes for children leading to improved ability to access rest of the curriculum and opportunities for social mobility
- o Improved leadership developing more confident teachers and improved outcomes for children
- o Two places on a regional literacy training as part of a contingency for new staff that join during lifetime of the project.

The priority areas will benefit from: o Non-project schools visiting the ██████████ schools to see what works well ‘in action’ in schools with similar contexts and challenges

- o The positive school improvement culture set by the ██████████ schools

Total costs:

Total costs	£1,150,250
Costs after 10% discount	██████████
Saving	██████████
Cost per school	██████████
Cost pp for two years –average 29 staff per school	██████████
Cost per participant for one year	██████████
Total costs including VAT	██████████

Aside from direct cost of PD delivery, other costs are £██████████ – ██████████ % of the total cost of proposal.

Note – one place on a regional two-day Read Write Inc. Phonics training costs £██████████ per participant. Participants in this project would access up to 18 days of Consultant Trainer in-school PD and leaders up to 22 days.

### Risk management

All major risks have been evaluated in the risks/mitigation section of the bid. We do not foresee any risks in our financial, operational, design and delivery processes that we cannot manage and mitigate.

### Quality management

All consultant trainers receive ongoing PD once a month from the training development team. All issues or complaints are dealt with in a solution based, customer focused manner. As an organisation, we reflect on processes and systems and constantly evaluate and improve operational, financial and delivery processes.

### Section 3: Who will work on the project?

#### Roles and responsibilities

Role	Responsibility in project
Founder	Programme development – refining PD content in response to government initiatives, new evidence or feedback from schools
Director	Project Manager – overall responsibility for operational element of project (Main contact for DfE)
Senior Consultant Trainers	Lead all PD (Main point of contact for each school re teaching and leadership)
Head of Operations	Finance, invoicing, queries regarding bid, dates for PD, queries from schools or other stakeholders
Training Operations Manager	Booking dates for PD and liaising with schools regarding PD queries
Lead Software Engineer	Tech issues for schools in project accessing school portal and PD films
Marketing Coordinator	Marketing documents and campaigns 'Find out more' PD events for project schools
Data and Research Analyst	Data-mining and information regarding quantitative or qualitative evaluations Main point of contact for independent evaluators
Communications Coordinator	Design of flyers, documents, campaigns, newsletters, social media and evaluations/surveys
Markcomms Assistant	Assist Marketing and Communications Coordinators

Project Organisation Chart



Sponsor map - we are not working

with any sponsors as part of this project.

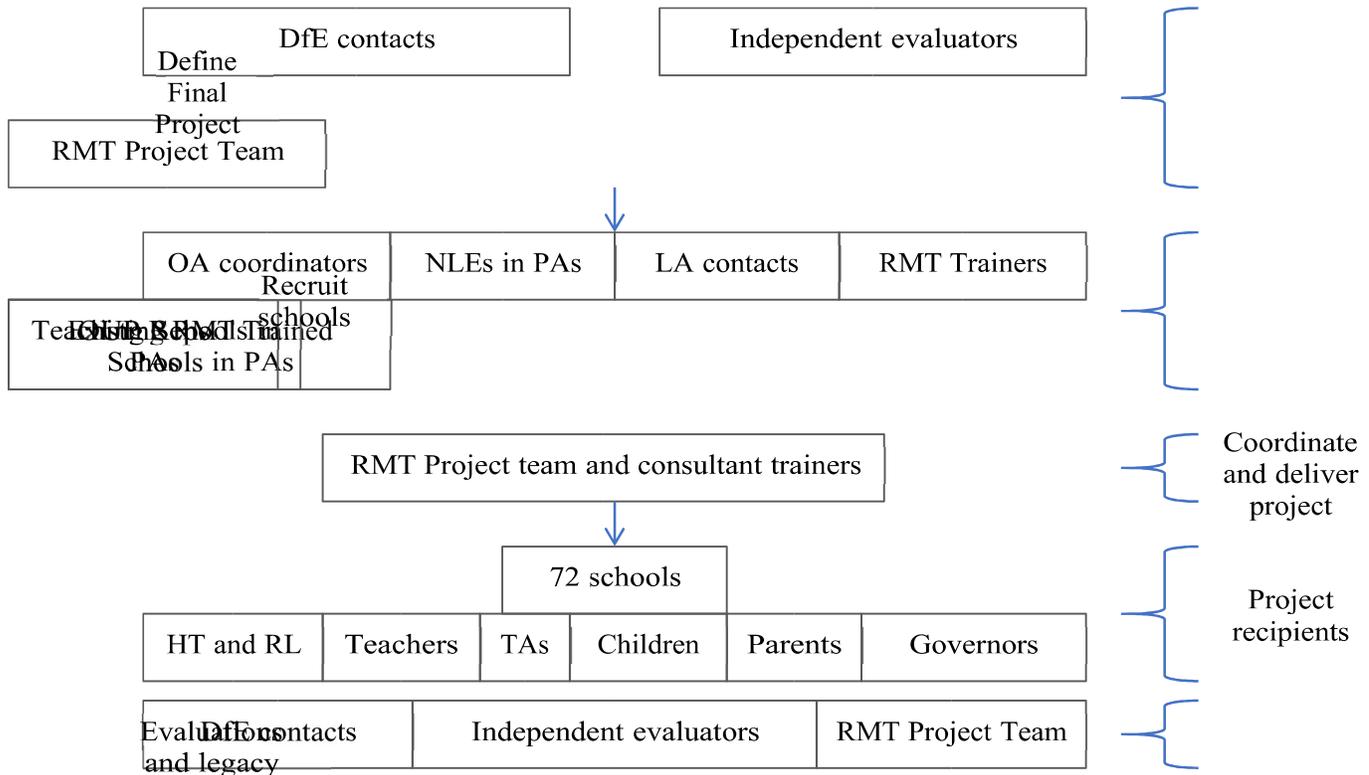
Project manager

██████████, Director of Ruth Miskin Training, will manage the project. She has worked for Ruth Miskin for twenty years and is an experienced teacher, Consultant Trainer and programme developer. She is responsible for the day-to-day running of the organisation and leads on setting up and managing projects. She has worked closely with the EEF to successfully coordinate 59 programme evaluation schools. In 2016, she submitted a bid to the DfE for 10 Phonic Roadshow events. The events had a four-week turnaround from contract to setting up, marketing and delivery. She also won the contract to set up and deliver 12 more Phonic Roadshow events for 2017. She has strong knowledge of current issues in teaching literacy and school improvement, outstanding organisational skills, works to deadlines and creates a positive, solution based team culture.

Project team

The team includes all personnel in the table above – Roles and responsibilities.

Stakeholder map



Governance

The Project Manager has ultimate responsibility for all project tasks and is the main contact regarding support and management for the lifetime of the contract. She is responsible for ensuring the commitments of the contract are fulfilled and will handle issues from either the DfE or schools.

She will ensure that all members of the project team are aware of the behaviours and values outlined by the DfE in Attachment 7 – namely; a strong and open culture of communication, clarity of goals, tasks and timeframes, being aware of what needs improving and learning from errors without blame and a ‘can do’ culture. All are embedded within RMT.

The project manager will also ensure that the TLIF Equality and Diversity Policy is acted upon. We aim to work with all staff in recruited schools – from teaching assistants to headteachers and that documentation and resources reflect the diversity of the localities in which we work

The first contact for finance and invoices is the Head of Operations. We outsource our finance and accounting work to FD Works in Bristol.

Section 4: How and when will the project be delivered?

See schedule of milestones on Attachment Submission C. We do not predict major issues with meeting deadlines unless the date of contract awarded is delayed. If so, we will discuss timelines with the DfE and predict we will still meet the numbers for recruitment but may need to move the start date forward for some schools. The project will therefore commence in July 2017 and end on 31<sup>st</sup> March 2020.

#### Human resource requirements

We do not foresee the need for additional human resources for this project. If the DfE wished to scale the project in future, we may need to recruit additional Consultant Trainers depending on geography and other projects we are involved in. Ruth Miskin Training would meet the costs of any appointment.

#### Project control

Monitoring mechanisms for recruitment – we will;

- o Maintain a spreadsheet of all schools interested in the project and the status of our conversations with them
- o Maintain a spreadsheet with all bookings to ensure financial reporting and invoicing is clear, up-to-date and rigorous

Monitoring mechanisms for PD status of schools

Our data system allows us to pull reports of training status for schools filtered by project. We can check whether each school has booked the PD that it is entitled to and contact schools if they need to confirm dates.

#### Communication channels and schedules

The Project Manager and Head of Operations will meet weekly to discuss recruitment, status of PD bookings, and PAs and OAs covered.

The Project Manager will contact the DfE regularly to provide an update on PD recruitment status. All project personnel, apart from the Consultant Trainers, work in the same London office. Weekly project meetings summarise project status and ensure task allocation and deadlines are clear. All managers have weekly 1-2-1 meetings with reports.

Consultant Trainers working around the country all have Team Leaders with whom they have weekly email and Skype conversations and monthly PD meetings to ensure communication is clear and schools are receiving the most effective support.