

Information for Twydall Parents: Summary of first-year support from RMET

Leadership and Management

Strategic Objective	Tasks	Impact
<p>The leadership group at Twydall are supported by the CEO in carrying out their roles</p>	<ul style="list-style-type: none"> ▪ Training and advice from RMGS Headteacher and senior staff on fully implementing new online performance management and teachers' professional development ("CPD") ▪ Converting or incorporating appropriate Twydall policies such as the Finance Policy into RMET policies ▪ Support for monitoring, behaviour and other leadership group functions from RMGS seconded staff for 3 days per week from January 2017 ▪ Support from The Westbrook Trust and Byron for raising achievement in KS1 in phonics, reading and maths ▪ Involve the National "Teach First" organisation in training and recruitment of new, highly qualified graduate teachers. ▪ Stabilise staffing and appoint well-qualified primary/secondary cross phase teachers from the Canterbury Christchurch PGCE programme 	<p>Improved teacher performance due to monitoring system and PM targets linked to the development plan and supported by targeted CPD</p> <p>All MAT and school-specific policies are in place as required by legislation and for efficient operation</p> <p>Improved support/coaching for staff by their managers and directly by CEO and RMGS seconded staff</p> <p>Achievement in KS1 phonics, reading and maths is raised</p> <p>Support from "Teach First" secured from September 2017 following approach by CEO and successful school visit.</p> <p>Greatly reduced staff turn-over from February 2016 First cross-phase teacher appointed from September 2017</p>
<p>ICT infrastructure better supports learning and administration</p>	<ul style="list-style-type: none"> ▪ Upgrading ICT network, after combining RMGS and Twydall networks ▪ Support from RMGS ICT support team, for Twydall staff 	<p>ICT networks are integrated to provide best value, and consistent support for ICT across the MAT. Emails changed for greater access and servers enhanced.</p>

Strategic Objective	Tasks	Impact
Strategies are put in place to minimise the funding reduction, and to manage this reduction	<ul style="list-style-type: none"> ▪ CEO to meet with Local Authority(LA) and Department of Education representatives to discuss planned the LA funding reduction for high needs pupils ▪ Gaining support from stakeholders to minimise reduction ▪ Support from CEO, Governors and RMET Business Manager in planning for reduction 	<p>Following extensive communication and a formal complaint, funding reduction is less than anticipated and/or funding reduction has minimal impact on pupil progress</p> <p>Meeting held with Twydall parents to communicate funding pressures and gain support</p> <p>Regular budget monitoring in place with effective control to ensure spending within budget.</p>

Quality of teaching, learning and assessment

Strategic Objective	Tasks	Impact
Maths Mastery for depth of understanding improves across the school	<ul style="list-style-type: none"> ▪ Staff from RMGS coaching UKS2 teachers on the teaching of maths mastery ▪ Staff from RMGS teaching the HA pupils in Y5&6 to achieve better outcomes (timetabled lessons every week delivered by RMGS staff since joining trust to present) ▪ RMGS Maths specialists teaching / supporting in Twydall & modelling for staff in UKS2 (timetabled lessons every week delivered by RMGS staff since joining trust to present) ▪ Additional teaching in Maths provided by very experienced ex-secondary teacher ▪ RMGS senior students in lessons 	<p>More pupils achieving in line with expectations in Maths, and a reduction or elimination of the historic gender imbalance in progress. Year 6 teachers' coaching sessions led to some change of practice especially for challenge. Last Year's data for HA pupils was good</p> <p>Staff expertise improved</p> <p>Pupils more positive about Maths, as measured by pupil survey</p> <p>Excellent feedback from pupils and parents.</p> <p>Reading confidence improving following afternoon sessions supporting in class and some 1:1 reading</p>

<p>Reading Comprehension consistently raises reading standards</p>	<ul style="list-style-type: none"> ▪ RMGS senior students as reading buddies ▪ Involving Twydall students in Shakespeare Schools Festival performance with RMGS students 	<p>More pupils achieving in line with expectations in English Pupils more positive about the feedback that they receive in English, as measured by pupil survey</p> <p>Led to TPS pupils and RMGS Pupils performing a Shakespeare play in the summer term A drama club for girls to build up girls' confidence as identified in OFSTED</p>
<p>Pupil's engagement with, and attainment in, science improves</p>	<ul style="list-style-type: none"> ▪ Team teach Science lessons delivered with RMGS staff ▪ RMGS senior students in lessons ▪ Support for monitoring pupils' progress in science ▪ Time built in to allow effective planning before science events take place 	<p>More pupils achieving in line with expectations in Science</p> <p>Pupils more positive about Science, as measured by pupil survey</p> <p>Improvement in pupil progress, achievement and aspirations in STEM RMGS teacher into every KS2 Year Group to plan and then team teach – very useful as teachers as teachers now focus on using practical and interactive activities to develop key skills</p>
<p>Support for SEN/D pupils is better targeted</p>	<ul style="list-style-type: none"> ▪ Support for developing effective use of provision maps ▪ Support from RMGS SEN/D team on top-up funding applications ▪ Develop a system for better tracking expenditure on SEN/D including how this applies to individual students 	<p>Pupils achieve in line with their expected progress across subjects</p> <p>Pupils achieve in line with their expected progress regardless of their ability, gender or background</p> <p>Appropriate support /intervention in place to reduce variation</p>
<p>The profile of MFL (French) is raised, and teachers more confident in teaching MFL</p>	<ul style="list-style-type: none"> ▪ Provide CPD and support for the teaching of French – not yet started (in 2017 plan) 	<p>Teachers more confident in MFL, and MFL being taught consistently across the school</p>

Teachers deliver Computing, and are more confident about teaching this part of the curriculum	<ul style="list-style-type: none"> Provide CPD (to start soon)and support for the teaching of Computing / Computing teachers from RMGS teaching in Twydall during Summer Term 2016 	Teachers more confident in Computing, and Computing being taught consistently across the school 1 term in the summer term to cover the teaching of computing in KS2
Other aspects of the curriculum are developed further, particularly in the creative subjects	<ul style="list-style-type: none"> RMGS Y9 students involved in Art project 	The aspirations of Twydall pupils are raised

Behaviour for learning

<i>Strategic Objective</i>	<i>Tasks</i>	<i>Impact</i>
<p>Pupils' behaviour in lessons displays a thirst for learning and that they are highly engaged; ensuring that learning is maximised</p> <p>Pupils feel safe to take risks and gain ownership of their attitude to learning in school</p>	<ul style="list-style-type: none"> Provide staff training on the importance of effective behaviour for learning and its effect on pupil progress Anti-bullying ambassadors programme used to improve pupil behaviour 	<p>Improved behaviour for learning</p> <p>Improved attainment and progress across all curriculum areas</p> <p>Higher aspirations for students Pupil relationships enhanced by skills gained in training. Children feel safer – see 84% pupil survey</p>

Staff wellbeing (in 2017 plan, so not yet in place)

<i>Strategic Objective</i>	<i>Tasks</i>	<i>Impact</i>
Improve wellbeing of Twydall staff	<ul style="list-style-type: none"> Arrange access to RMGS gym for Twydall staff Allocate places for Twydall staff on RMGS Staff Yoga sessions 	Staff morale and wellbeing improves