

# The Mead Academy Trust



## Annual Report 2016–2017

## Welcome

As the year began we celebrated 15 years of The Mead Community Primary School. This was a great opportunity to reflect of the amazing journey we have been on as an organisation. The Mead opened as a new build to serve the new community of Paxcroft Mead. Mrs Lyssy Bolton was appointed as Headteacher and developed the school from first principles into an Outstanding school with extraordinary indoor and outdoor environments in which children can learn and play. The Mead developed a strong culture of putting children at the heart of everything it does. With this moral imperative at the heart of our decision making we amalgamated with Wingfield C of E Primary school in 2009 and became a Multi Academy Trust in 2011.

As a National Support School we had already developed a strength in supporting other schools and were key players in formation of Collaborative Schools Ltd—a social enterprise set up to support all the Trowbridge Schools. By 2013 we had been designated one of the first 100 National Teaching Schools. River Mead School joined the trust in September 2014 along with Castle Mead School, another new school build to serve the growing community of Trowbridge.

Working with children with special needs and social and emotional needs has become a key part of our work. We have developed a successful Resource Base and nurture provision at River Mead. This commitment to supporting children with complex needs led us to work with the local authority to include a Resource Base at Castle Mead and to work with Wiltshire Council to pilot a SEMH Centre of Excellence based at River Mead and Castle Mead. The SEMH Centre will be a focus of the year ahead and help us shape provision for children with emotional and mental health needs across Wiltshire.

In this last year we have also fulfilled our long held ambition to open a nursery at The Mead so now are proud to offer provision from 2-11 in each of our 3 schools. We still hold ambitions to develop provision from 2-18 and continue to look for the right opportunities to enlarge our Trust.

In September we were sad to say goodbye to Nicki Henderson who served us as a Trustee, and then as Head of River Mead School for 3 successful years transforming the provision at the school and taking the school out of special measures. As a Trust we would like to extend huge thanks to Nicki for her commitment to the children and community at River Mead, and to the Trust, over the last few years.

This year I have taken the difficult decision to step down as Chair of the Trust. It has been a real privilege to be one of the founders of this amazing organisation. As a Trust we have a talented and professional team of staff and volunteers who lead and manage the Trust driven by the desire to give our children the very best education. We don't always achieve the outcomes we hope for but we have integrity and a genuine desire to ensure that the children we care for are successful. Huge thanks must go to all our staff and volunteers for their hard work and commitment to our children and the Trust.

Mel Jacob

# Review of Strategic Priorities 2016-2017

## Inspirational Curriculum

Maths no problem introduced across the Trust  
Read write Inc. baseline and pilot  
Art Year—enrichment activities and focus across the trust  
Art Planning successfully developed for Trust wide use  
Science & DT & Computing Planning – Workload Challenge Project  
Polar Ocean Challenge – Trust wide visit by David Hempleman-Adams  
Polli:nation Project – Trust wide project funded by Learning Through Landscapes  
School Games Silver - (Mead), School games Award—Gold (Castle Mead)  
Silver Science Mark (Mead)  
Development of mastery  
*'The school's curriculum is exciting interesting and relevant, trips visitors and projects bring learning to life. They engage and inspire children to learn well'.*  
(Castle Mead School, Ofsted Report, June 2017)

## Purposeful Assessment

PIRA and PUMA assessment trial - Summer term  
Read write Inc baseline  
*'Regular and robust assessments contribute to the teacher and leaders accurate understanding of progress. Assessment information is used regularly to plan pupils next steps in learning..... pupils have quickly progressed from low starting points to be achieving well alongside their peers'.* (Castle Mead School, Ofsted Report, June 2017)  
*'The school has good assessment systems in place which inform classroom practice' Steve Savoury, RSC Office)*

## Learning Culture

Building Learning Power – 4Rs  
*'Attitudes to learning are consistently positive in all aspects of their work'  
'Pupils understand the benefits of feedback .....confidently express views and opinions ....listen to each other .....tussle with tricky questions in mathematics'  
'even when pupils makes a mistake ..... 'green' spots are good because they mean you have to learn something'.* (Castle Mead Ofsted June 2017)

## Improving outcomes

Outcomes were disappointing in KS2 across the Trust . In KS1 results were stronger and good for DLs who performed particularly well at RM and TM. Phonics were in line with national expectations at TM and RM (but dip at CM). EY GLD were strong across the Trust. Progress and attainment at KS2 remain a key priority.

## Outstanding teaching and leadership

Ofsted at CM and 3 RSC Visits to RM—Good Ofsted Inspection outcome at Castle Mead.  
RSC Office visit to RM identified *'children are absolutely engaged with learning and very proud of their successes and the quality of their work'.*  
*'Middle leadership is developing quickly in the school (RM) and this accelerates progress'.*  
*'River Mead has continued to make significant and accelerated improvement'*  
Steve Savoury, August 2017

# Review of Strategic Priorities 2016-2017

## Outstanding teaching and leadership

*'Leadership is a strength of the school. The head of school works closely with the Executive Head. Together they have clear vision and committed to inclusion and serving the community.'*

*'Middle leaders such as the SENCO and leaders of maths and English contribute significantly to school improvement.'*

*'The schools own evaluation is accurate and forms the starting point for an effective school development plan'.*

Effective Leadership transition at River Mead – recruited strong team for RM and strengthen Trust school improvement team with DH roles (HT Early Years, LH Behaviour and EL Teaching, Learning and Assessment).

DH Development Programme & Middle Leader Development (NLEs)

Development of Trust wide staff development programmes at all levels

Development of Trust wide strategic teams

Establishment of Chairs Trio (Governance)

Development of Risk Register and effective financial management

## Major achievements and projects in 2016/17

'Good' Ofsted Inspection judgement at Castle Mead School in June 2017

10 class build at Castle Mead School

Nursery building installed at The Mead—, £142k grant from DFE – 29 place nursery

Art studio at The Mead – funding from Creative Fund Theatre Royal Bath & PTA

Hall refurbishment at The Mead

Roof Project at River Mead

TUPE YMCA at RM – one nursery now operating at River Mead School

Establishment of the 'Warren' provision at RM

SEMH project bid to Wiltshire Council successful for project commencing Sept 2017

Successful in gaining Resource Base provision and funding for CM to open Sept 2017

Maths counts EEF project and Workload Challenge project

Early Years Connect continuing

Effective Leadership transition at RM supported by MAT Growth Fund

Graduate teacher cohort (13) – successful first year with Gloucestershire University

Positive response to community consultation regarding possible free school bid—Wave

13 of Free School Bids did not progress

Partnership work with Avon Teaching School Alliance

School to school support and CPD reaching well beyond Wiltshire boundaries



# The Mead Academy Trust Leadership & Governance



## Trustee Board (Members)



**Lyssy Bolton**  
Executive Headteacher &  
Chief Executive Officer

## Executive Board Chair—Mel Jacob

## Resources Committee Chair - Bob Quick



**Emma Holton**  
Head of School  
The Mead School

**Academy  
Advisory Group**  
Chair—Mel Jacob



**Parent Forum**



**Nicki Henderson**  
Head of School  
River Mead School

**Academy  
Advisory Group**  
Chair—Helen Holland



**Parent Forum**



**Tracy Boulton**  
Head of School  
Castle Mead School

**Academy  
Advisory Group**  
Chair—Jayne Bullock



**Parent Forum**



**Kirsty Jamieson**  
Head of  
Inclusion



**Lindsay Palmer**  
Head of  
Teaching School





## Strategic Priorities 2017-2018

Purposeful Assessment	Focussed on improving and evaluating children's outcomes: with explicit reference to understanding what the children have learnt and in particular who needs any additional support or practice
Inspirational Curriculum	Shaping enriched and memorable experiences using effective teaching sequences that are purposeful, focussed on learning and have an end goal in mind, ensuring excellent progress in all subjects.
Effective Teaching	Developing practice and theory together to enhance teacher's subject knowledge and challenge their understanding of how children learn and how constructive pupil-teacher relationships are developed
Maximising Learning Outcomes	An expectation that all pupils reach a minimum (but high) level of knowledge of the same content with a focus on reducing the attainment gap for disadvantaged learners. Extension for the highest attainers comes through greater depth rather than breadth or acceleration.
Early Learners	Investing in developing strong early years practice with a focus on purposeful play supported by sensitive and well informed adults.
Courageous Leadership	Effective leaders have a clearly communicated vision and ethos that is focussed on shaping inspirational learning, driving excellent teaching and securing high outcomes. This means taking risks and learning from the outcomes; changing approaches if existing or new ones do not work and looking externally to find evidence and best practice to learn from. All leaders contribute to, and benefit from, this culture of development.
Responsible Growth Strategy	Recognising that where feeder primaries and secondaries form a MAT and work even more closely together, the shared accountability and reduction in bureaucratic barriers, along with a shared ethos and understanding of each other's expertise and culture, aids transition and ensures a consistent educational experience

# Governance & Management

## Governance

The TMAT Governance Structure consists of the *Members a Board of Directors* and a subordinate *Resources Committee*. At the Academy level each has a *Academy Advisory Group (AAG)* that reports to the TMAT Board of Directors. Details of our Governance arrangements can be found on our trust website [www.themeadacademytrust.org.uk](http://www.themeadacademytrust.org.uk)



Alongside our governance arrangements we actively seek the views of our parents through Parents Forums and surveys. We work through our School Council, Sports Council, Eco Buddies and other pupils groups to involve pupils and use their views to drive school improvement.

## Management

Each of our Academies has its own team of staff with a clear focus on local school priorities. In addition the Trust has a team of staff who work across the Trust leading key areas including Maths, English, Early Years and Inclusion. Teams work across the trust to moderate and plan work for year groups and subject areas giving the highest level of professional challenge and support.

Our Teaching School leads professional development across the trust giving staff exceptional opportunities for their own development within their own academy teams and across the Trust.

## Governance & Management

### Finance

During the year ended 31 August 2017, the Academy Trust received total income of £5,526,358 and incurred total expenditure of £5,563,601(excluding fixed asset fund and pension reserve). At 31 August 2017 the net book value of fixed assets was £12,424,853. The assets were used exclusively for providing education and the associated support services to the pupils of the Academy Trust.

The TMAT annual accounts containing a detailed summary of the Trust Financial position as at 31 August 2017 are available for inspection on request.



### Risk Management

The Resources Committee maintains a Risk Register and manages and monitors the risks that TMAT may be exposed to and where appropriate initiates mitigation actions or provides recommendations to the Board of Directors.

# Inclusion and Safeguarding

The breadth and complexity of the needs of our children continues to be high level. The continued development of the Inclusion Team, through considered appointments and targeted CPD has resulted in each school team having a breadth of skills, knowledge and experience to further develop the inclusive provision in our schools.

Alongside this we continue to include a range of external professionals in our virtual team for example an Educational Psychologist at CSL and BSS. This is particularly important in the light of LA service depletion and varied quality. It's absolutely clear that the impact of team members with high level and quality of skills is resulting in positive outcomes, not only for the children who have specific needs but across our schools for all children.

## Development of Enhanced Provision

This has been developed over the past 2 years in response to the more complex needs of some of our children. This is also in the context of the reduction in external education, health and social care services, or the raising of service thresholds. Alongside these changes the DFE has raised expectations of schools e.g. through the *Mental health and behaviour in schools: Departmental advice for school staff March 2016*.

Our response to meeting those needs over the last 12 months has included:

- Further developing Nurture provision at RM and CM
- Using external off site providers e.g. Wiltshire Outdoor Learning Team Forest Schools and Equine Assisted Learning , Bath Trauma Centre
- Using external providers working on school premises e.g. Art practitioner
- Increasing the capacity of own staff e.g. ELSAs, PSAs, SENCOs
- Behaviour Support Service services
- CSL Educational Psychologist



Equal access for provision for every child in TMAT is our aim and we recognise that it is neither practical or cost effective to create a wide variety on each site. We will continue to develop the provision at each school so that it is of high quality and as we become confident in each provision we will be looking for ways to enable access between our schools. We share expertise and deploy staff across 3 schools enables us to continue to build a strong and diverse team of professionals with the skills we need.

We are working with colleagues in CSL to consider how schools can develop different provision that can be accessed by other schools for example, Studley Green will be able to offer trauma support for children from September 2017. We need to be confident that any provision we choose within our schools or from other schools is of high quality and is supervised professionally.

# Inclusion and Safeguarding

## TMAT Development of Resource Bases

The capacity and capability within the Inclusion team has been recognised by Wiltshire Council, evidenced through their agreement to funding/progressing the build of the new Resource base at Castle Mead School, and by the NCTL in designating the Mead Teaching School as a National Lead school for SEND.

Local provision in both SLD and Resource bases are full and we are experiencing high demand for the placement of additional children with complex needs at new Resource Base at Castle Mead. This provision will support the standards agenda in the mainstream classrooms to open the specialist provision, as the demands of meeting the needs of children with highly complex needs effectively within mainstream classrooms is challenging for all concerned.

In partnership with the Local Authority we will develop a new flexible approach to SEND specialist provision, focussing on assessment, intervention and inclusion. Rigorous and detailed assessments will support staff to plan in detail for a personalised curriculum focussing on multi-sensory approaches. Our vision is to develop a resource that provides a range of individualised responsive support, both in-reach and out-reach, that encompasses high quality transition arrangements and family support. We are also committed to the use of alternative curriculum provision to support children's needs effectively and currently access resources such as Equine Therapy and Lark Rise Farm, Trowbridge.

Our Trust Specialist Inclusion team, led by Kirsty Jamieson (Head of Inclusion) is shaping excellent practice, ensuring consistent approaches, supporting mainstream class teachers and TAs. The Inclusion Team provides team-working, line management and supervision for SENCOs and specialist roles including Resource Base teachers/TAs, Parent Support Advisers, Emotional Literacy Support Assistants, and Specialist behaviour TAs as well as shared Administration support. The team is strengthened by shared posts including counsellor, Specialist Art Practitioner and Forest School practitioner.

We have been successful in a bid to The Lord's Taverners for a mini bus to share between River Mead and Castle Mead resources bases enabling us to transport children effectively between all of our school sites, to ensure that children can access alternative and enrichment curriculum activities.

## Training and Development

A range of professional development programmes ensuring all staff to maintain and develop their skills with reference to children with SEND including:

- ITT SEND specialist training with the recognised school direct training programme
- NQT training
- Training in specific approaches for autism and SpLD including social stories, sensory sensitivities
- TA training programme
- Bespoke development sessions for individuals/ year teams for the needs of specific children.

With CSL we commission additional and bespoke Educational Psychology Support, in addition to that provided by Wiltshire Council. Our range of strategic partnerships through the Teaching School and ITT networks ensure that we can call on more specialist support as required. We currently continue to access support from the Wiltshire Council SEND Support Services, but can also access expertise from local specialist schools and other Resource Bases.



# The Mead School



We offer a broad and enriched curriculum giving children lots of experiences that bring their learning to life. Each year has a particular focus for enrichment—this year it was The Arts - whole school planning and community events supported a wide range of experiences for children and families.



Our Art Enrichment year included a Gala Evening at Trowbridge Town Hall showcasing musical, dance and artistic talents of pupils and alumni in May 2017 (above). Our *One Moment in Time* community event gave families lots of different ways to explore the arts (below and left). We were thrilled to welcome back *Colourscape* to our school. Castle Mead and River Mead as well as other schools joined us for the event and a community film project.



Our Young Voices Choir were thrilled to take part in the National Concert at the Genting Arena In Birmingham, singing with over 6000 other children. This is a fabulous experience which children in all our Trust school take part in each year (below).





# The Mead School



Visitors, trips and residential are key features of our curriculum.



We were thrilled to gain funding to develop nursery provision on The Mead site at Hilperton. The Orchard Nursery opened in September 2017, and has 28 places for 2-4 year olds.

Children enjoying brass instrument workshop



## The Mead Community Primary School - Data Summary 2017

### Key Stage Two (Year 6)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading, Writing and Maths Combined	<b>57%</b> (2017 National = 61%)	<b>7%</b> (2017 National = 9%)
Reading (Test)	<b>72%</b> (2017 National = 71%)	<b>22%</b> (2017 National = 25%)
Writing (Teacher Assessment)	<b>78%</b> (2017 National = 76%)	<b>24%</b> (2017 National = 18%)
Maths (Test)	<b>67%</b> (2017 National = 70%)	<b>13%</b> (2017 National = 17%)
Grammar, Punctuation and Spelling (Test)	<b>63%</b> (2017 National = 77%)	<b>22%</b> (2017 National = 23%)

Average Scaled Score	Reading = <b>104</b> (2017 National 104)	GPS = <b>104</b> (2017 National 106)	Maths = <b>103</b> (2017 National 104)
Progress between KS1 and KS2	Reading = <b>-2.8</b> (Confidence band -4.3 to -1.3)	Writing = <b>-1.5</b> (Confidence band -3.3 to 0)	Maths = <b>-3.2</b> (Confidence band -4.6 to -1.8)

### Key Stage One (Year 2)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading	<b>75%</b> (2017 National 76%)	<b>31%</b> (2017 National 25%)
Writing	<b>74%</b> (2017 National 68%)	<b>27%</b> (2017 National 16%)
Maths	<b>78%</b> (2017 National 75%)	<b>29%</b> (2017 National 21%)

### Early Years

Aspect	% meeting and exceeding the Early Learning Goal	% exceeding the Early Learning Goal
Reading	<b>85%</b> (2017 National = 77%)	<b>19%</b> (2016 Local Authority = 20%)
Writing	<b>82%</b> (2017 National = 73%)	<b>19%</b> (2016 Local Authority = 12%)
Number	<b>89%</b> (2017 National = 79%)	<b>22%</b> (2016 Local Authority = 16%)
SSM	<b>88%</b> (2017 National = 82%)	<b>22%</b> (2016 Local Authority = 15%)
% of children reaching a Good Level of Development	<b>79%</b> (2017 National = 70.7%)	

### Phonics

	% working at the expected standard
By the end of Year 1	<b>80%</b> (2017 National = 81%)
By the end of Year 2	<b>87%</b> (2017 National = 92%)



# Castle Mead School



In June we achieved a Good Ofsted Judgement in our first inspection since opening in September 2014.



We want children to have lots of opportunities for play and learning— all our schools have Playpods and lots of resources to enable children to experiment and play creatively. Children at Castle Mead (above) enjoyed making 'trolls' with scrap from the Playpod.

Residential and trips are important parts of our curriculum giving children new and challenging experiences outside the classroom (right).

Castle Mead school takes part in lots of sporting competitions and events. Every child in the school has had an opportunity to take part in sporting competition during the year. Representing their school in sport or in Science Fair (below) is always a great experience. We were proud to achieve Gold School Games Mark this year.



Children love cooking and trying new foods— children at Castle Mead enjoying a 'try something new' experience at lunchtimes to encourage healthy snacks and food swaps.



## Castle Mead School - Data Summary 2017

### Key Stage Two (Year 6)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading, Writing and Maths Combined	<b>56</b> (2017 National = 61%)	<b>11</b> (2017 National = 9%)
Reading (Test)	<b>67</b> (2017 National = 71%)	<b>33</b> (2017 National = 25%)
Writing (Teacher Assessment)	<b>61</b> (2017 National = 76%)	<b>11</b> (2017 National = 18%)
Maths (Test)	<b>67</b> (2017 National = 75%)	<b>11</b> (2017 National = 23%)
Grammar, Punctuation and Spelling (Test)	<b>61</b> (2017 National 77%)	<b>11</b> (2017 National = 23%)

Average Scaled Score	<b>Reading = 104</b> (2017 National 104)	<b>GPS = 102</b> (2017 National 106)	<b>Maths =101</b> (2017 National 104)
Progress between KS1 and KS2	<b>Reading -1.9</b> (Confidence band-5.0 to 1.2)	<b>Writing -4.3</b> (Confidence band 7.3 to -1.3)	<b>Maths -3.3</b> (Confidence band 6.1 to -0.5)

### Key Stage One (Year 2)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading	<b>75</b> (2017 National= 76%)	<b>19</b> (2017 National= 25%)
Writing	<b>69</b> (2017 National= 68%)	<b>15</b> (2017 National= 15%)
Maths	<b>69</b> (2017 National= 75%)	<b>22</b> (2017 National= 21%)

\* No National data released for KS1 yet

### Early Years

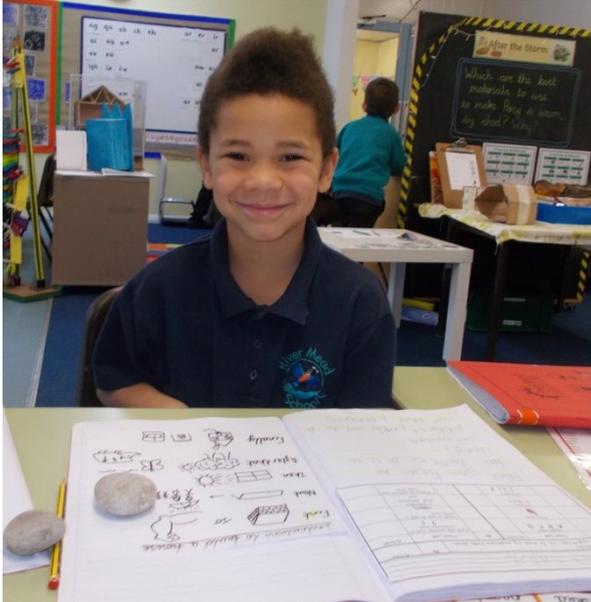
Aspect	% meeting and exceeding the Early Learning Goal	% exceeding the Early Learning Goal
Reading	<b>77</b> (2016 National = 77%)	<b>20</b> (2016 Local Authority = 20%)
Writing	<b>73</b> (2016 National = 73%)	<b>10</b> (2016 Local Authority = 12%)
Number	<b>93</b> (2016 National = 79%)	<b>17</b> (2015 Local Authority = 16%)
SSM	<b>90</b> (2016 National = 82%)	<b>17</b> (2016 Local Authority = 15%)
% of children reaching a Good Level of Development	<b>73</b> (2016 National = 69%)	

### Phonics

	% working at the expected standard
By the end of Year 1	<b>63</b> (2016 National = 81%)
By the end of Year 2	<b>94</b> (2016 National = 91%)



# River Mead School



Children across the trust have been developing their writing and maths skills. The introduction of Maths No Problem is in its second year and beginning to have an impact in all year groups. An improvement in Maths outcomes remains a key priority across the Trust.



River Mead School has been working hard to support children to make healthy choices and achieved a God Healthy Schools Award. Children have lots of opportunities to cook and the grounds are being developed to give them more opportunities for growing fruit and vegetables.

All schools in the Trust are part of a National Project 'Polli:Nation' to improve biodiversity for Pollinating insects in their grounds.



Children at River Mead are great citizens of the future—this year they have had great opportunities to develop their understanding of British values, meeting Local MP Michelle Donelan, the school council and voting for the name of the new nursery. They also supported their community and took part in the Great British Spring Clean.

## River Mead School - Data Summary 2017

### Early Years

\* +RB denotes including Resource Base

Aspect	% meeting and exceeding the Early Learning Goal	% exceeding the Early Learning Goal
Reading	<b>65% (59% +RB)</b> (2016 National = 77%)	<b>0%</b> (2016 Local Authority = 20%)
Writing	<b>65% (59% +RB)</b> (2016 National = 73%)	<b>0%</b> (2016 Local Authority = 12%)
Number	<b>65% (59% +RB)</b> (2016 National = 79%)	<b>0%</b> (2015 Local Authority = 16%)
SSM	<b>73% (66% +RB)</b> (2016 National = 82%)	<b>8% (6% +RB)</b> (2016 Local Authority = 15%)
% of children reaching a Good Level of Development	<b>65% (59% +RB)</b> (2016 National = 69%)	

### Key Stage One (Year 2)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading	<b>78% (66% +RB)</b> (2017 National 76%)	<b>22% (19% +RB)</b> (2016 National 24%)
Writing	<b>67% (56% +RB)</b> (2017 National 68%)	<b>11% (9% +RB)</b> (2016 National 13%)
Maths	<b>78% (66% +RB)</b> (2017 National 75%)	<b>22% (19% +RB)</b> (2016 National 18%)

### Phonics

	% working at the expected standard
By the end of Year 1	<b>79% (73% +RB)</b> (2016 National = 81%)
By the end of Year 2	<b>89% (86% +RB)</b> (2016 National = 91%)

### Key Stage Two (Year 6)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading, Writing and Maths Combined	<b>23% (22% +RB)</b> (2017 National = 61%)	<b>0%</b> (2017 National = 9%)
Reading (Test)	<b>46% (44% +RB)</b> (2017 National = 71%)	<b>0%</b> (2017 National = 25%)
Writing (Teacher Assessment)	<b>50% (48% +RB)</b> (2017 National = 76%)	<b>4% (4% +RB)</b> (2017 National = 18%)
Maths (Test)	<b>27% (26% +RB)</b> (2017 National = 70%)	<b>4% (4% +RB)</b> (2017 National = 17%)
Grammar, Punctuation and Spelling (Test)	<b>35% (33% +RB)</b> (2017 National = 77%)	<b>4% (4% +RB)</b> (2017 National = 23%)

## Workload Challenge Project

In December 2016 we were successful in our application to the NCTL Work load challenge research funding. There were a very high number of applications, and we were chosen as one of 11 successful applications from across the country.

### Background and context:

In October 2014, the Secretary of State and Deputy Prime Minister launched the Department for Education's online Workload Challenge. Results found that Teachers say there are 3 main areas that can lead to unnecessary workload:

- **Marking:** to look at marking practices in schools that are raising standards successfully while reducing marking workload
- **Planning and resources:** to consider the effect of lesson planning and use of resources in schools
- **Data management:** to develop to develop principles for good data management in schools, including how to monitor pupil progress

The Workload Challenge Research fund is part of the government's plan to help remove unnecessary teacher workload by offering funding for school-led research projects that will build on the recommendations from the review groups.



### Our Project

- The project will focus on 'planning and resources'.
- By the end of the project (July 2017) we aim to:
- Have captured a true picture of workload issues linked with planning across the Trust, through online questionnaires and focus groups.
- Develop termly planning scaffolds for all year groups for science, DT and computing supporting teachers to plan for high quality and effective teaching and learning sequences.
- Develop an online 'planning pod' for all scaffolds and associated resources, enabling staff to access all materials at any time and across all sites.
- Develop a range of guidance materials to support teachers in the use of the planning scaffolds, ensuring these are developed for class context and need.
- Identify clearly how the development of planning scaffolds has impacted upon workload and the quality of teaching and learning sequences for computing, DT and science.
- Report findings to NCTL through agreed mechanisms (interim and final) reports

## The Workload Challenge project will involve:

- Regular academic support and guidance for the Head of Teaching School and EH from Professor Graham Handscomb focus on research methods/methodologies and rigour of enquiry.
- Subject teams to meet with Professor Graham Handscomb three times between February and July, supporting research practice, reflection and development.
- Gathering of baseline data through online questionnaire, teacher interview/focus groups and pupil voice.
- Subject teams meeting frequently to develop termly planning scaffolds to be completed by June 2017.
- Developing an online 'planning pod'.
- Trust subject leads reviewing planning scaffolds in detail to ensure quality, effectiveness and consistency.
- Formatting and uploading of all planning scaffolds and resources by admin to planning pod.
- Gathering of post action data to provide comparison information.
- Writing of final report in conjunction with Professor Graham Handscomb.



## Maths Counts

The pilot phase was completed in summer 2016 and included a number of local schools using the Maths Counts programme and the digital tool.

- Since September 2106 we have been in the full trial phase. This has included:
  - 35 trial schools being trained and supported across four hubs.
  - Somerset, London (Greenwich), Bristol, Wiltshire
- Training has included two full training days in their own locality, access to the digital tool, Maths Counts resources boxes and in house training support materials.
- All trial schools have completed diagnostic work between October and January. It has been possible to monitor this through the digital tool.
- All trial schools have begun Maths Counts lesson delivery with on-going support from the project team.
- Feedback and review sessions are booked for locality hubs in May.
- Durham University (appointed as independent evaluator), have been attending some training sessions and have stipulated which progress measure has had to be used.
- As part of the Maths Counts programme we advised all participating schools to undertake an additional progress assessment (purchasing the assessment at a reduced rate). Most schools took up this offer.
- Durham University will be carrying out quality assurance and evaluation visits in addition to those carried out by the project team.
- The programme working with children ended in April 2018 and evaluation meetings carried out.





**The Mead Community Primary School**  
 Hackett Place  
 Trowbridge  
 BA14 7GN

Wingfield Site  
 Church Lane  
 Wingfield  
 Wiltshire



**Castle Mead School**  
 Mascroft Road  
 Trowbridge  
 Wiltshire



**River Mead School**  
 Lowbourn  
 Melksham  
 Wiltshire  
 SN12 7ED



**The Mead Academy Trust:** - a company limited by guarantee.  
 Registered in England: Company number 08024396.  
 Registered office: The Mead Community Primary School,