

2 FEBRUARY 2023
BBG ACADEMY
BRADFORD ROAD,
BIRKENSHAW, BD19 4BE

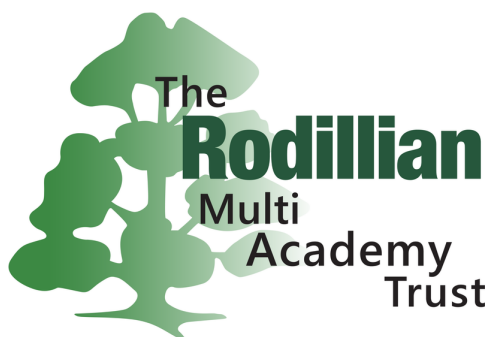


SCHOOL IMPROVEMENT CONFERENCE

SUPPORTING SCHOOLS ACROSS
THE UK - THE RODILLIAN WAY

BOOK YOUR FREE PLACE

We run our schools differently. Students want to attend them, teachers want to work in them and other schools want to learn from them.





THE PROGRAMME

01

8.00am

Arrival and refreshments

9.00am

Session 1: School improvement: the principles of the Trust's success so far

Understanding the national context of school improvement and post-pandemic recovery. A look at the strategies that have been employed which has seen the Rodillian Multi Academy Trust become highly successful. Andy Goulty, Chief Executive at the Trust will outline the core principles that underpin the Rodillian ethos, including leadership training and how talent spotting, training and nurturing staff can help your school.

9.50am

Session 2: Positive Discipline (new format)

A proven framework that underpins our school improvement work. Allowing teachers to teach and students to learn and progress whilst being recognised for doing so, in addition to reducing teacher's workloads.

10.40am

Session 3: Resilience Curriculum and Aspire Curriculum

The Resilience Curriculum has been an intrinsic part of the transformation of our schools as we develop successful and resilient learners. Our Aspire Curriculum aims to offer an inspirational curriculum that supports and challenges our students to broaden their life experiences, increase their awareness of social injustice, and give them the self-belief to explore the many possibilities offered by life.



THE PROGRAMME

02

11.25am

Refreshments

Join staff and students at break time and see the Rodillian way in action.

11.40am

Tour the Academy with our students, looking at all aspects of the BBG Academy.

12.10pm

Session 4: Coaching model

This highly structured programme places a strong emphasis on teacher autonomy and colleagues taking ownership of their own professional development.

1.00pm

Lunch and refreshments

1.25pm

Session 5: Progress and attainment

An overview of the strategies that have seen the Trust continue to improve and support other schools.

2.25pm

Refreshments and final networking

ABOUT THE RODILLIAN MULTI ACADEMY TRUST

We are very effective in supporting schools across the country in what we consider very challenging, but exciting times in education. We collaborate to transform students':

- Academic results
- Life chances
- Self-esteem
- Horizons
- Attendance
- Behaviour

We raise aspiration levels for staff, students and schools by encouraging creativity in the classroom and giving our staff freedom to experiment with their teaching.

We promote self-reflection, problem-solving, risk-taking and equip staff and students with the essential skills for life such as:

- Resilience
- Perseverance
- Facing competition
- Coping with failure

We strive to develop a growth mindset in our students and our staff – a belief that intelligence is not fixed or inherited but can be improved if we learn from our mistakes, and continually work hard. We do this through our innovative:

- Positive Discipline policy
- Resilience Curriculum
- Coaching model
- Leadership programmes and support tools.





OUR ETHOS - THE RODILLIAN WAY

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The Positive Discipline framework, as developed by the Rodillian Multi Academy Trust, has been successful in:

- Fulfilling the guidance given in the Department for Education (DfE) 'Behaviour and Discipline in Schools' guidance
- Transforming the behaviour, atmosphere and culture in underperforming schools
- Maintaining high expectations and an outstanding judgement for behaviour
- Supporting staff in the classroom, ensuring that teachers can get on with teaching
- Reducing staff workload, both through increased efficiency and effective use of the student planner as a central record of each student's progress
- Ensuring that all students, regardless of their ability or demographic, are involved, whenever possible, in the process of praise, recognition and rewards.

What is the Resilience Curriculum?

At the centre of our ethos is a commitment to the development of character, resilience and a growth mindset. We believe that this has been an intrinsic part of the transformation of our schools, both in terms of examination results and the confidence of our young people.

The areas of resilience we promote in our students include academic, physical, emotional, cultural, spiritual and behavioural, alongside endurance and cognitive.

The curriculum provides our students with opportunities and skills that they may not have access to in their day-to-day lives, and also gives them opportunities that raise their aspirations for the future.

COACHING

Our coaching model has been developed with the specific aim of making the performance management cycle address staff development, rather than staff accountability. Lesson study is now an intrinsic part of department development time, in which colleagues jointly plan for, and then peer-observe, student progress in lessons.

Over the last three years, 96.6 % of our staff have reported that they felt their classroom practice was improving as a result of the coaching model. The model, based on the research of Dylan Wiliam, aims to formatively assess colleagues and then work on one agreed area for development throughout the year.

The highly structured programme places a strong emphasis on teacher autonomy, and colleagues taking ownership of their own professional development, by providing evidence of their progress through peer lesson observation, team teaching, joint planning, and pedagogical research, amongst other strategies.



**SCAN ME AND WATCH
OUR ETHOS IN ACTION**

OUR ACADEMIES

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In 2008, Andy Goulty was appointed the Headteacher of The Rodillian Academy. During his time, he took the Academy from 19% 5 A*-C (including English and Maths) to 77% in 2017.

The Rodillian Academy now regularly achieves 20% above FFT D and has established itself in the top five for similar schools nationally. During this time, Andy and his team were heavily involved in research to develop strategies that would support the journey of the Academy. Through trial and error, they have developed:

- Positive Discipline (new format)
- The Resilience Curriculum
- The coaching model
- Leadership programmes.

Andy is now the Chief Executive of The Rodillian Multi Academy Trust. His knowledge of school improvement has successfully been used to lead and support the outcomes across the Trust.

The Academy's 2021/22 Progress 8 figure is above national average at 0.12 (including Year 10 early entry GCSEs), with 71% of students achieving Grade 4 and above in English and maths, alongside 50% of students achieving Grade 5 and above also. The Academy has been rated as 'Good' by Ofsted since 2016, with its most recent inspection in 2019, alongside leadership and behaviour being rated as 'Outstanding'.



OUR ACADEMIES

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BBG became a Free School Academy in 2012 following a community campaign to save the school from closure. After a brief period of being intensely supported by the Trust, BBG became a full member of the Rodillian Multi Academy Trust in June 2015 and continues to enjoy this fantastic relationship with parents and the community it serves.

Due to the hard work of students, the guidance from staff and support from the Trust, BBG has enjoyed successful academic outcomes since the Academy's first year of GCSE results in 2016. Since then, the Academy has regularly appeared in the top 20% of schools nationally, and within the top three schools in Kirklees based on both progress and attainment.

True to form, students continued to work hard throughout the pandemic and beyond, which resulted in excellent results in 2022, with almost 80% of students achieving Grade 4 and above in both English and maths, and 64% achieving Grade 5 and above. Progress 8, including Year 10 early entry GCSE results, for 2021/22 are 0.45.

Ofsted's 2021 inspection saw BBG Academy rated 'Good' in all areas - a fantastic achievement for all involved with the BBG community. The report indicates that "Staff and pupils are proud to be part of the school. One pupil described the school as a big family."



OUR ACADEMIES

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Brayton Academy

Brayton Academy opened in September 2016 and serves the communities of Brayton, Selby Town and the surrounding villages. The Academy is continuing to grow and become the school of choice in the area. The school has grown from 360 students in 2016 to over 900 for September 2023.

Rated as 'Outstanding' by Ofsted in 2019, the Academy's 2021/22 Progress 8 figure is far above national average at 0.77 (including Year 10 early entry GCSEs), with 74% of students achieving a Grade 4 in English and maths and 55% of students achieving Grade 5.

Investment in the fabric of the building is continuing to take place. In the summer of 2021, over £200,000 was invested in new ICT facilities. A programme of refurbishment of classrooms continues as well as a £200,000 refurbishment of science labs.

The Trust has provided investment to improve the building, along with external grant funding. Over the last five years, over £3.5m has been spent on the replacement of windows, the roof, fire safety and a new heating system. There is a five-year programme of capital investment by the Trust Board and the Academy is seeking grant funding to support investment in its sports facilities.



OUR ACADEMIES

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Featherstone Academy

The Featherstone Academy was the first Academy to join the Trust in the summer of 2014. The Academy was in special measures and attendance was poor at 92.7%, with a high level of persistence absences.

After a leadership restructure, curriculum review and the implementation of the Trust's ethos such as Positive Discipline, the Resilience Curriculum and the coaching model, outcomes for the students started to rise.

The impact of the Trust's ethos led to an Ofsted inspection in 2017, concluding that the Academy was no longer in special measures and graded leadership as 'Outstanding' and behaviour as 'Good'.

The GCSE results for 2016 were 23% above FFT D and 66% 5 A*-C (including English and maths). Attendance at the Academy was also above 95%.

Ofsted revisited the Academy in 2022 and it continues to be rated as a 'Good' school. In 2021/22, 63% of GCSE students achieved a Grade 4 or above in English and maths, with no gap between disadvantaged and non-disadvantaged students.





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STAFF TESTIMONIALS

- 95% of staff agree or strongly agree that they enjoy working at the Trust
- 92% of staff agree or strongly agree that they would recommend working at the Trust to a friend.

(Taken from 2022 staff wellbeing survey)

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“The Trust has a strong sense of purpose and looks after colleagues. Positive Discipline enables staff to take ownership of their teaching. I feel fully supported in my role within the Academy.”

“Positive Discipline is our strength: it allows everything else to go smoothly. You're always supported by the leadership and pastoral teams when you raise concerns. This trickles into everything else, allowing us to do our job fully: to teach and support our pupils' progress.”

“I have always said that the only reason I would leave the Trust is if I left teaching completely... I maintain the position that this is the best place in the area to work as a teacher, and continue to recommend it to any teacher friends!”

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STUDENT TESTIMONIALS

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“Positive Discipline allows our lessons to be really calm so we can get on with our work and do exciting things like experiments.”

“Positive Discipline allows people to get rewarded for hard work and good behaviour.”

“Resilience is working on your confidence... it helps you truly know what you want to do and what you want to be in the world.”

“We study contextual curriculum so we can make our own decisions about what we think.”

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OUR PRINCIPALS

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Andy Gouly
Chief Executive



Saira Luffman
BBG Academy



Al Moon
Brayton Academy



Diana Townshend
The Featherstone Academy



Lorraine Bradley
The Rodillian Academy



Andy Percival
Southway

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