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# Twyford CofE Academies Trust: A Trust-Wide Model for High- Impact Staff Development

 Twyford Church of England Academies Trust, which serves five secondary schools in West London, has long been recognised for its high standards—frequently ranking in the top 1% nationally for student progress. At the heart of their success is a simple belief: great teaching is built on reflection, precision, and continuous improvement.

To embed this belief into their professional development (PD) strategy, Twyford adopted instructional coaching as their trust-wide model. Coaching wasn't just another initiative—it was embedded into annual development plans as the primary vehicle for delivering improvement.

Leaders established trust-wide planning structures to identify and refine PD priorities. Recognising that not all staff were accessing high-quality coaching, the trust took decisive steps: they de-implemented unrelated initiatives and focused all group training and coaching on one key improvement priority—Assessment for Learning (AfL). This ensured alignment and built momentum.

Customisation played a key role. A team of leaders designed a bespoke PD curriculum on Steplab tailored to Twyford's priorities, language, and expectations. This meant each school could make progress within its context, while contributing to a unified goal. Core coaching mechanisms—like modelling and rehearsal—were embedded into both training and coaching cycles.

To build capacity, Twyford supported leadership teams with coaching training and shared research on its impact. Leaders delivering group training were trained to align their sessions with coaching action steps. The trust's

conferences and training sessions reinforced the trust-wide commitment to coaching, helping embed it into daily practice.

A highlight of Twyford's approach is its adaptability. When routines became the new trust priority, an expert group designed a tailored PD curriculum and collaborated across pastoral, curriculum, and staff development teams. This cross-functional design ensured a consistent experience for staff and pupils alike.

As a result, the trust has seen tangible improvements in AfL practices and increased consistency in classroom routines across its schools. These developments have been evidenced through focused learning reviews, which highlight clear progress in key priority areas.

Millie Denby, Deputy Head, sums it up: *"Implementing highly aligned and consistent approaches to staff development, aided by high-quality coaching, has undoubtedly contributed to improvement in the quality of teaching in our schools."*

Twyford shows how clarity, collaboration, and curriculum design can transform PD into a powerful tool for trust-wide improvement.