

Staff Development Outcomes Study

Report

December 2008

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Acknowledgements

We would like to thank everyone who we interviewed in the 35 case study schools and all the school leaders, teachers and support staff who completed the questionnaires. We are very grateful to our research administrator, Claire Phillips, and to the consultants who visited half of the case study schools: Alistair Shaw, Margaret Mulholland, Kevan Bleach, Agnes McMahon, Vivienne Porritt, Jeff Jones and Megan Crawford. Finally, we would like to thank the TDA for commissioning us to do this research, and in particular Chris Brown for his helpful support.

Staff Development Outcomes Study

Executive summary

The London Centre for Leadership in Learning, Institute of Education was commissioned by the Training and Development Agency for Schools (TDA) to undertake the *Staff Development Outcomes Study*. The main aim of the study, which took place from January to December 2008, was to investigate how staff development, if undertaken in a systematic way across the school workforce, could lead to improved outcomes for both pupils and staff. The study also aimed to understand the extent to which the materials developed by the TDA for staff development were being used in schools, and the reasons why this was the case.

This project consisted of two phases. The first consisted of collecting qualitative data through undertaking 35 case studies of schools, whilst the second phase involved carrying out a national questionnaire survey of the school workforce.

- Phase 1 started in January 2008 by researching the outcomes of staff development in 25 high performing schools. In March the project was extended to investigate ten schools that were not so effective, bringing the total number of case studies to 35: 19 primary, 12 secondary and 4 special schools. Organisations that succeed against the odds are particularly valuable to learn from, so two-thirds (12/25 high and 9/10 less high performing schools) of our case study sample had pupils with high levels of free school meals entitlement. The schools were located in 26 local authorities representing all nine government regions. In total, 385 staff (198 teachers) and 100 pupils were interviewed in one-day visits to schools between February and July 2008. Detailed reports were written: see Annex 2 and 3.
- Phase 2 took place in the autumn term 2008 and involved collecting quantitative data from a questionnaire survey of a large sample of the school workforce - senior school leaders, teachers and support staff from primary, secondary and special schools. Responses were obtained from a total of 1612 people from over 600 schools in all nine government regions.

Further information about the research methods can be found in Appendix A.

Main findings

- Our research found that there was a positive association between school outcomes and staff development. However, there was not a clear cut relationship between school performance and staff development regimes: the high performing case study schools mostly had strong staff development systems although two schools were weak in this regard (see Table 1). The less highly performing schools had weaker systems for staff development, but two primaries bucked this trend.
- We found an association between the quality of the case study schools' staff development and levels of pupil deprivation. Schools with low numbers of pupils entitled to free school meals were more likely to have strong staff development than those with high numbers.
- The case study schools were strongest in generating a positive ethos and identifying staff training and development needs, and weakest in the areas of monitoring, impact and dissemination. We found this was the case for both the high performing and less high performing case study schools.

- The barriers to staff development most frequently mentioned in our questionnaire survey were related to finance, time and support. Three-quarters of senior staff but less than half of teachers and support staff would do things differently if finance were no object. Time to develop thoroughly was the greatest feature of this blue skies thinking.
- Time was also perceived to be the greatest barrier to staff development and yet 16 of the 35 case study schools were not using all their allocated closure or INSET days.

Staff development ethos

- School ethos was fundamental to staff development. In the case study schools where it was strong, leaders fostered, and all staff felt, a sense of both entitlement to and responsibility for their own development and learning closely linked to benefits for the pupils.
- Staff turnover was low and morale was high at the case study schools with strong staff development. It is hard to be certain about whether low turnover and high morale was the result of staff development – it was certainly a contributory factor.

Leadership and management

- Effective leadership and management of staff development were essential. Where staff development was most effective in our case studies, its leaders were experienced senior staff who were well-informed and devoted much time to this aspect, linking it strategically to school improvements in efficient and cost-effective ways.

Identifying needs

- In the case study schools where staff development was most effective, procedures such as performance management for identifying individual and team needs were well thought through and long-established. Flexible systems allowed for needs to be identified and met as they arose without losing the impetus on original priorities.
- In the national survey, around half of senior staff and teachers considered performance management (PM) 'useful' and around one fifth 'very useful' for their career development, skills development, ability to do the job better, and in boosting self-esteem. Up to a quarter of teachers and senior staff considered that PM was 'not useful'.
- In the best cases, much effort was put into identifying the needs of support staff, based on an understanding of opportunities and career frameworks. Nearly 8 out of 10 of senior team respondents reported that they set PM or appraisal targets with support staff; most commonly with learning support staff. Nearly one-in-ten of support staff in the survey said that their needs were not identified.
- Two-thirds of senior staff questionnaire respondents said they used the TDA *Framework of Teacher Standards* in setting PM objectives but only 43 percent of teachers said that this was the case.

Meeting needs

- Where staff development was strongest in our case studies, needs were met in the most effective way chosen from a wide menu of opportunities, many of which were school-based.
- Staff in some case study schools spent much longer on development activities than in others. Generally, staff in primary and special schools spent more time on them than their secondary colleagues.
- In the survey, nearly eight out of 10 of senior team respondents considered that staff development was personalised to ensure that individuals' needs were met.

- Just under a half of teachers reported that their school helped with their professional development ‘greatly’ and 40 percent said that it did ‘to some extent’. Most considered that their schools offered a wide range of opportunities, including professional dialogue, peer mentoring and action research as well as external and in-school training sessions.
- In the survey senior staff noted that networks and coaching/mentoring had been most useful to them in terms of their development as leaders.
- Projects and courses spanning a term or more, with activities to trial or research and involving purposeful collaboration, made most impact overall on school improvement.
- The survey found that only a half of support staff had participated in after-school training sessions at their school.

INSET days

- Only 19 of the 35 case study schools and four out of ten senior staff and teacher questionnaire respondents used their INSET days as five whole days, with more primary (50 percent) than secondary (20 percent) so doing.
- Replacing INSET days with twilight sessions was said to allow more flexibility and a more personalised provision - and lengthened staff holidays.
- The survey found that only a third of schools spent the whole of their last INSET day on training and development.
- A quarter of teachers and support staff said that INSET days were ‘of little use’ in helping staff develop but only five percent of senior staff judged this to be the case.
- A fifth of support staff stated that they had not taken part in training at INSET days in the last 12 months. Learning support was the category of support staff most often included.

Evaluating impact

- Training and development were said to be having a profound effect on individuals but schools found it hard to prove that staff development was making a positive difference to pupils.
- Senior staff at many of the case study schools recognised their measurement of the impact of staff development as a weakness, and welcomed advice on effective systems.
- The survey data show that nearly 70 percent of teachers but only a half of support staff reported that the impact of their training and development was evaluated. Impact evaluation was conducted mainly through discussions with staff, evaluation forms, lesson observation and performance management.
- Teachers surveyed said the impact that training and development had on pupils was ‘better learning’ (55 percent), ‘greater motivation’ (38 percent) and greater confidence (28 percent). Only 15 percent thought their training and development had resulted in better test results.
- Pupils in ten case study schools felt that staff absence from lessons due to training had a disruptive and negative effect on their education and wellbeing.
- Many support staff and sixth form teachers were concerned that their work was not covered by anyone when they were absent for training – and that pupils suffered as a consequence.

Dissemination

- Dissemination was a weak link, to varying extents, at many of the case study schools and staff at different levels identified this as something that could and should be improved.
- Sustaining development was comparatively easy for the high performing schools because staff turnover was low and communication and relations were strong.

Use of TDA materials

- In the case study schools few people had heard of the TDA materials and therefore they were not being used.
- The materials that were used were in paper form and had a specific purpose, such as to help new teachers meet the standards for induction.
- There was considerable confusion in the case study schools about the relative status of different support staff courses and qualifications, and their link to career and pay progression.

Recommendations

The following recommendations are made to the TDA and policy-makers, and school leaders.

The TDA and policy-makers should consider the following:

1. Making schools and others aware of the main findings of the SDOS project which shows the positive relationship between the training and development of the school workforce and schools' overall performance.
2. Before investing more time, effort and money into the commissioning, writing and production of new resources, the TDA should be clear about whether they are needed, by whom and how they are to be disseminated, read and used.
3. All TDA materials should be made more accessible and available to all schools by sending them hard copies. Schools in areas of deprivation and those that are less effective need to be particularly targeted.
4. It is important to have greater synergy with other agencies' materials for the school workforce, e.g. NCSL, CWDC, DCSF, GTC and local authorities (LAs).
5. Staff development leaders and other key players such as advanced skills teachers and LA advisers should be kept up to date with TDA materials and be encouraged to develop management and administrative systems for communicating and storing them effectively, especially where employee turnover is high.
6. How to encourage more staff in schools to read for their development. Our research demonstrates that it is an under-utilised but valuable activity for aiding staff development.
7. Plans for the TDA Journal *Professional Teacher* are welcomed. Attention needs to be given not only to making this reader-friendly by conveying key information concisely but also to how groups of staff, including support staff, can be encouraged to use it. Lessons might be learned from the popularity of reading groups.
8. Continue to improve the leadership and management of staff development by:
 - a. Emphasising its importance and complexity.

- b. Providing different models, ideally costed in financial terms, and if possible with an indication of the time required. These should emphasise not only the need for strategic and distributed leadership but the significance of management and administrative roles, in order for school leaders to make best use of their human resources.
 - c. Designing a national qualification for staff development leaders.
 - d. Seeing what can be learned from how bodies outside education manage the development of their human resources.
 - e. Providing examples of how schools use their staff development budget cost-effectively and provide value for money.
9. Offering advice and guidance on how schools are making effective use of INSET days and other ways by which pupil disruption to learning through staff absence is minimized.
10. How our findings relate to other TDA funded research and development projects and other research on staff development in general.

School leaders should consider the following:

1. Minimising the disruption to pupils' learning and wellbeing by reducing staff development activity that happens during lesson time.
2. Making some use of school holidays for staff development activities.
3. Ensuring that INSET days are used for staff development and that optimum use is made of the time allocated for this purpose.
4. Encouraging those responsible for staff development to develop expertise in its leadership and management.
5. Ensuring that teachers and support staff know about and have access to all relevant staff development materials through e.g. links on their school intranet and hard copies in staffroom libraries or resource areas.
6. Re-professionalising (or professionalising) their teachers and support staff by encouraging more reading (paper and electronic) and discussion about staff development in general and staff development materials in particular.

Further research

As a result of the SDOS research we suggest that there are several questions that may require further investigation:

- a. Is there a correlation or association between investment in people's development and reduced absence rates?
- b. Do staff spend much more time on development activities in some schools than in others? Is there a phase pattern?
- c. How can impact on pupils be measured in a way that is useful and easy, and which does not feel like surveillance?
- d. How can staff development take place without pupils' education being disrupted?
- e. How can more time be made for staff development beyond term time and how can schools make more effective use of the contracted hours they currently have?
- f. How can governors play a strategic role in staff development?

Introduction - The Staff Development Outcomes Study

In 2008 the London Centre for Leadership in Learning, Institute of Education was commissioned by the Training and Development Agency for Schools (TDA) to undertake the *Staff Development Outcomes Study*. The main aim of the 12-month study was to investigate how staff development, if undertaken in a systematic way across the school workforce, could lead to improved outcomes for both pupils and staff. The study also aimed to understand the extent to which the materials developed by the TDA for staff development were being used in schools.

The TDA required both quantitative and qualitative data to be collected. The project therefore consisted of two phases. The first phase consisted of collecting qualitative data through undertaking a large number of case studies of schools, whilst the second involved carrying out a national questionnaire survey of the school workforce.

- Phase 1 started in January 2008 by researching the outcomes of staff development in 25 high performing schools. In March the project was extended to investigate ten schools that were not so effective, bringing the total number of case studies to 35: 19 primary, 12 secondary and 4 special schools. Organisations that succeed against the odds are particularly valuable to learn from, so two-thirds (12/25 high and 9/10 less high performing schools) of our case study sample had pupils with high levels of free school meals entitlement. The schools were located in 26 local authorities representing all nine government regions. In total, 385 staff (198 teachers) and 100 pupils were interviewed in one-day visits to schools between February and July 2008. Detailed reports were written: see Annex 2 and 3.
- Phase 2 took place in the autumn term 2008 and involved collecting quantitative data from a questionnaire survey of a large sample of the school workforce - senior school leaders, teachers and support staff from primary, secondary and special schools. Responses were obtained from a total of 1612 people from over 600 schools in all nine government regions.

Further information about the research methods used for this study along with details of the case studies and the survey are found in Appendix A.

Through both phases of the research the project wanted to illustrate, in broad terms, how the training and development of the school workforce was led and managed in order to enhance outcomes. After a brief consideration of the relationship between staff development and school outcomes, the main findings from the research are presented under the following headings: ethos, leadership and management, identifying needs, meeting needs, monitoring and impact, and the use of the TDA materials. The report ends with a set of recommendations for the TDA, policy makers and school leaders, and concludes with a small number of suggestions for further investigation.

Aspects of staff development

The case study schools, both high performing and less high performing, were strongest in generating a positive ethos and identifying staff training and development needs, and weakest in the areas of monitoring, impact and dissemination. In order to get an overview of the quality of staff development in the case study schools, we graded the six aspects of staff development (ethos, leadership, identifying needs, meeting needs, impact and dissemination) on a five-point scale, where one was high (see Appendix 2). As can be seen in Table 1, in our judgement five schools' staff development regimes were truly outstanding and they achieved the optimum score of six; four schools scored seven, while the school with the least effective staff development scored 25.5. Across the 35 case studies, there was little difference between primary, secondary and special schools – they had similar average scores (primary = 9.7, secondary = 9.4, special = 9).

There was not a clear cut picture of all high performing schools having strong staff development systems and all the less effective schools having weaker ones but, as Table 1 shows, there was some association. The high performing schools had mostly strong staff development, although two schools were weak. The less high performing schools had weaker staff development but two primaries bucked this trend. There was an association between the quality of the case study schools' staff development (as measured by our overall score) and levels of deprivation. Schools with low numbers of pupils entitled to FSM were more likely to score highly on the overall index of staff development than those with high numbers.

Table 1: Aspects of staff development graded on a five-point scale (1 being high)

School	FSM*	Ethos	Leader Ship	Identify needs	Meet needs	Impact	Dissemination	Total
Primary H4	Low	1	1	1	1	1	1	6
Primary H7	Very low	1	1	1	1	1	1	6
Primary H9	Very low	1	1	1	1	1	1	6
Secondary H8	Very low	1	1	1	1	1	1	6
Secondary H9	Very low	1	1	1	1	1	1	6
Primary H11	Very low	1	1	1	1	1.5	1.5	7
Primary H5	Average	1	1	1	1	2	1	7
Primary L1	High +++	1	1	1	1	1.5	1.5	7
Primary L3	High +	1	1	1	1	1.5	1.5	7
Primary H2	Low	1	1	1	1	2	2	8
Secondary H1	High	1	1	1	1	2	2	8
Secondary H4	High +++	1	1	1	1	2	2	8
Special H3	High +	1	1	1	1	2	2	8
Primary H1	Low	1	2	1	1	2	1.5	8.5
Primary H12	High +++	1	1.5	1	1.5	2	2	9
Primary H6	High ++	1	2	1	1	2	2	9
Secondary H3	High +	1	1	1	2	2	2	9
Special H2	High +++	1	2	1	1	2	2	9
Secondary H5	Low	1	2	1	2	2	2	10
Special H1	High +	1	2	1	2	2	2	10
Primary L4	Very low	2	2	1.5	1.5	2	1.5	10.5
Secondary L2	High	1.5	1	2	2	2	2.5	11

Primary H10	High ++	1.5	2	2	2	2	2	11.5
Primary H3	Very low	2	2	2	2	2	2	12
Secondary H7	High ++	2	2	2	2	2	2	12
Secondary H2	Average	2	2	2	2	3	2	13
Primary H8	High +	2	3	2	2	3	2	14
Special L1	High +++	2	2.5	3	2	3	1.5	14
Primary L6	High ++	3	3	3	3	4	3	19
Secondary H6	High	3	3	3	3	4	4	20
Primary L2	High +++	2.5	3	4	4	4	4	21.5
Primary H13	Average	3.5	3	3	4	4	4.5	22
Secondary L1	High +++	4	3	3	4	4	5	23
Primary L5	High +++	4.5	4.5	2	3	5	5	24
Secondary L3	High +++	4	4	5	4	4.5	4	25.5

*free school meals: very low =0-5%; low =6-11%; broadly average =12-17%; high =18-25%; high+ =26-35%; high++ =36-49%; high+++ =50%+.

Shaded = less high achieving

Barriers to staff development

An important aspect of staff development is the degree to which people feel the school helps or hinders it taking place. As part of the national questionnaire survey, support staff and teachers were asked if they had experienced any barriers to their own development. Overall, about half of teachers and support staff said they had not experienced any barriers but 44 percent of support staff and 35 percent of teachers said they had (see Table 2).

Table 2: Teachers and support staff experience of barriers

%	Teachers	Support staff
Yes	35	44
No	56	51
Missing	9	5
Total	100	100

(Teachers = 466; support staff = 749)

The barriers most frequently mentioned in the surveys by both teachers and support staff were related to finance, time and support. However, people also mentioned poor performance management, restricted promotion opportunities and difficulties with cover, as well as issues around their status and contracts. A third of the support staff and a quarter of teacher respondents said that funding was a barrier. Many of these mentioned having requests for courses including contributions towards fees for Masters degrees turned down, which meant that people either did not do them or funded themselves. In both cases, individuals felt hard done by.

In the survey, a fifth of teachers said that time was a barrier to their development. They did not feel they had time to look at opportunities, to undertake activities and the 'opportunity to reflect is minimal'. Training that took place during lesson time meant disrupting pupils' learning and adding to already heavy workloads by preparing work for others to supervise. Some respondents cited instances of cover issues being a specific barrier to development:

I have missed some opportunities to attend training courses due to too many teachers being out of school at the same time.

Lack of support for staff development took various forms. Some people felt that bureaucracy was a barrier:

Any new initiatives I have proposed have to be submitted with a plethora of forms. Some are not even acknowledged.

Others felt that the emphasis on school priorities was a barrier to their personal development:

Too great a focus at times on improving students' exam results and performing well in inspections.

A teacher in a special school felt that the emphasis on 'housekeeping', such as health and safety, rather than educational issues was a barrier:

I can quote from memory huge parts of moving and handling - yearly reminders to 'love your load' are not necessary.

Certain groups of support staff felt particularly undervalued and invisible as this comment from a librarian illustrates:

I'm not one of them i.e. teacher. I have attended every staff meeting and INSET for 6 years; it is not unusual to be left off i.e. group work lists. If I didn't have rhino skin I would probably have stopped going long ago.

Many support staff respondents felt that their development was low on the list of school priorities:

Support staff are treated very differently to teaching staff. Very little, if any, thought goes into staff training and development let alone considering the most effective deployment of staff and the resources they need to do their jobs.

Possible training is discussed but rarely carried out. Took four years of asking to go on a relevant course!

Worryingly, six responses from teachers (albeit out of 152 open-ended comments) cited that their race, gender, disability or religion was a barrier to their development. For instance, one wrote, 'being un-catholic in a Catholic school has halted my development'. Working part-time was also a barrier:

The school does not pay for the extra hours needed to go on courses; this is difficult if extra costs are incurred for child care.

Blue skies thinking

In the national survey support staff, teachers and senior team members were asked 'if finance for training and development were no object, would you do anything differently?'. As can be seen from Table 3, senior staff were much more likely (76 percent) to agree that they would wish to do something differently than the other respondents. Fewer than half (48 and 44 percent, respectively) of teachers and support staff said they would do anything differently if money were no object.

Many people responded to this open-ended question – there were 339 responses from support staff, 288 from senior leaders and 202 from teachers – and many were lengthy ones at that, suggesting that there is much to improve and plenty of ideas. The overwhelming message coming

from the comments was that respondents would have much more staff development if money were no object. Time to develop thoroughly was the greatest feature of this blue skies thinking – and this says much about the present state of affairs. For instance, a secondary teacher wrote:

I would perhaps, eventually have the time and equipment to advance my subject skills - as it is, I don't have the time to do anything but my jobs! The idea of taking time off to do training fills me with horror at the knowledge that it would create more work setting cover, dealing with discipline, recovering lost time etc, than it is worth!

Table 3: If finance for training and development were no object, would you do anything differently?

%	Teachers	Support staff	Senior team
Yes	48	44	76
No	41	51	18
Missing	11	5	6
Total	100	100	100

(Teachers 466; support staff = 749; senior team = 397)

More personalised opportunities were desired, which were 'staff driven rather than DCSF driven'. Many respondents desired off-site training such as 'weekend residentials', 'national courses', conferences and 'external training sessions'. A few mentioned overseas trips. Others, especially in more remote areas and special schools, would bring expertise and courses into the school. The use of 'experts' was mentioned by many teachers, perhaps suggesting that the trend towards more practitioner-led staff development had gone too far.

The time and opportunity to collaborate was another recurring theme. One school leader would like:

Time for colleagues to work collaboratively to journey together towards identified professional standards.

Special school respondents desired training experiences that a whole class team could experience:

Have more courses [involving] more staff, especially support staff (as we have at least 3 support staff in each class with one teacher) as you come back from a course refreshed with new ideas that they do not always get access to.

About a half of the support staff who responded wrote that they would like more training - general and specific, onsite and offsite. This was a much higher proportion than senior staff and teachers, which suggests that support staff are not having sufficient opportunities at the moment. Several suggested that too much priority was given to teachers. A senior leader wrote:

I would use a bursary system to reward staff development activities rather than disrupt learning of pupils by holding training for teachers and TAs during the school day.

Action research, with guidance from experts, was mentioned by senior staff and not just for teachers:

I would make optimal use of TAs to develop action research with pupils on targeted support and intervention.

Higher academic and professional qualifications were mentioned by many: learning support staff wanted to get degrees and qualified teacher status; teachers and senior staff wanted to undertake Masters and doctoral degrees. Secondary teachers and senior staff valued improved subject

specialist qualifications. A deputy wrote that if money were no object, he/she would 'Finance more MAs not in education but in the teacher's own specialist subject, or PhDs'.

Respondents wanted more time to talk and reflect on their own and others' practice, learning from each other through coaching, observing and visiting other schools. Some people suggested over-staffing so that this could happen and a secondary school leader suggested:

Build in a regular time slot, perhaps 2 hours each week, for coaching and sharing good practice ideally together as a staff and not tagged on to the end of a long day. This would improve practice and raise achievement immediately, showing staff they are valued professionals and enabling them to have good quality professional conversations with colleagues that can be effectively followed through.

Support staff wanted to be covered well while on training – again the number mentioning this was higher than teachers and senior staff. Whereas teachers' lessons were generally covered when they attended development activities, support staff rarely were and so individuals worried about the impact of their absence on pupils. For instance, some librarians said that when they were absent the learning resource centre had to shut. For example:

The library is well used and the SMT do not like it to be left unstaffed... if cover is a problem then I cannot leave the library.

People wanted staff development to be organised more effectively as this teacher's comment illustrates:

Use the member of staff in charge of CPD properly i.e. give them a remit for leading and introducing sessions and for canvassing staff for their professional and development needs.

Monitoring what difference training and development activities made was also mentioned and one respondent suggested:

Admin support to track efficiently the use of money, lesson observations or some other way of measuring impact on pupils.

Investing time in ensuring that staff development makes a difference was also considered important:

Allow much more time (funded supply cover) for reflection - before CPD 'programme' to ensure effective identification of needs - after CPD opportunity/programme to reflect on and discuss short-, mid- and long-term impact and identifying next steps.

We now examine different aspects of staff development: ethos, leadership and management, identifying needs, meeting needs, monitoring and impact, and the case study schools' use of the TDA materials.

A. Ethos

We found that a school's ethos or culture was fundamental to staff development. It was an overarching factor, from which all else followed. The training and development ethos amongst teachers and support staff was very strong in 22 of the 35 case study schools – and very weak in three. Table 4 shows the features of strong and weak ethos.

Table 4: Features of strong and weak staff development ethos

<i>Features of strong staff development ethos</i>	<i>Features of weak staff development ethos</i>
The ongoing development of <i>all</i> staff was highly valued.	Some staff were developed but others were neglected.
Training for different groups of support staff was given specific attention.	All or some groups of support staff were neglected.
Staff took up learning opportunities so that they could do their job better and thus benefit the children.	Some staff saw training as a burden, disruption and distraction from the day job.
Staff felt a sense of both entitlement to and responsibility for their own development and learning.	Staff moaned about lack of opportunity but did not do anything about it. They went on courses but felt no responsibility for putting any new skills into practice.
Individuals showed initiative in identifying and seizing opportunities.	Staff were passive and dependent on being given training.
There were positive work environments.	The work environment was depressing.
Relationships between staff were good.	Some relationships were poor.
The staffroom was full of 'learning conversations'.	Few people used the staffroom. Conversations were depressing.
Staff had shared vision and values.	People had different individual values and there was no uniting vision.
Staff felt valued and many went the extra mile as a result.	Staff felt unvalued and did the minimum.
There were high motivation levels and impressive commitment amongst all staff.	Staff were de-motivated.
There was a high retention of staff but no sense of stagnation or sleepiness.	Staff turnover was either high, or low with a sense of stagnancy.
Individuals have progressed significantly in their careers.	People had spent a long time in the same position.
Staff were seen as learners in their own right.	Staff were seen as workers; only the pupils were seen as learners.
The status of staff development was seen in physical forms such as portfolios, libraries, notice boards and newsletters.	There were no physical signs of staff development such as notice boards and portfolios.
Schools had <i>Investors in People</i> status and this was highly valued.	Schools did not have <i>Investors in People</i> status, or had it but it meant little.

Where ethos was strong

Where the ethos of training and development was strong, the ongoing development of *all* staff was highly valued and closely linked to the school development plan and improvement. Adults were learning and collaborating, as were the pupils: the schools were learning-centred communities.

Leadership

Senior leaders fostered, and staff felt, a sense of both entitlement to and responsibility for their own development and learning. These schools had very positive work environments, good relationships

between staff and strong leadership generally. Staff felt valued and many went the extra mile as a result. There were numerous examples of high motivation levels and impressive commitment, such as a site manager who had worked at the school for 35 years and loved his job so much that he started work at 3am rather than the contracted 6am.

Leaders of the schools with the strongest staff development engendered an ethos in which all pupils, teachers and support staff were valued and seen as learners in their own right. Indeed several headteachers said that adult learning was instrumental to their schools' continued improvement and was part of their shared vision and values. A newly qualified teacher explained that staff development fitted in with her school's mission statement (which she quoted verbatim) about valuing and developing everyone. Another school explicitly valued the emotional and mental health of staff, following the death of a pupil. Senior staff (and the CPD leader in particular) encouraged people to take up development activities – and individuals were motivated to identify and seize opportunities, and showed initiative in doing so. Staff said that their requests were never turned down.

Investors in People

Almost all of the high performing (22 out of 25) and some (four out of ten) of the less highly performing schools had *Investors in People* status or had had it in the recent past but had not renewed it because of its cost. Several school leaders mentioned that they valued this status extremely highly: a headteacher cried when the school was awarded it and said, 'It meant more to me than Ofsted judging us to be outstanding'. One of the case study schools was an *Investor in People Champion*, a status given to only a few organisations.

Career development

While valuing staff was integral to valuing their learning, some schools had made a particular point of developing support staff, often because they had been neglected in the past. For instance, in one primary school, TAs were catered for specifically with training aimed at the learning styles of particular staff members and to fit in with their shorter working hours. One schoolkeeper was reinvigorated by being asked to take over the school gardens and this became a huge learning journey of finding out more about plants and resulting in him running a thriving gardening club. At many schools, people had progressed significantly in their careers, having gained qualifications and moved to more highly skilled posts. For instance, a midday supervisor became an ICT technician and then a qualified teacher. At one school there was a particularly strong emphasis on developing teachers for leadership roles and promoting them just before they were ready as a way to stimulate them. This school personalised its career development approach, providing flexible working and responsibilities for people caring for both young and elderly dependents.

Communication

Staff had positive and supportive relationships with each other in almost all the schools visited. In a few schools staff felt that this was strongly related to their shared faith (Roman Catholic), but this sense of community was identifiable in all the schools. Communication between staff was closely related to how much learning was valued. One secondary teacher said, 'there's always discussion going on in the staffroom about educational issues and approaches to teaching and learning'. Verbal communication was particularly valued in smaller schools and those with less formal, more paper-light systems. The teamwork in special school classrooms was felt to be a very valuable way of learning on the job.

Paper-based communication was also important. Almost all schools had notice boards in the staffroom where CPD opportunities and interesting and relevant articles were posted. A small number of schools had a staff library: this was either housed in the staffroom, the resource/preparation room or student library. The management of a borrowing and using system was important. One headteacher had moved staff resources to the area outside her office because 'otherwise things just disappear', which seemed counterproductive. At one school, a fortnightly e-bulletin written in an informal and humorous style kept staff abreast of what was going on, CPD

opportunities and relevant research findings. This idea (the outcome of the headteacher's professional development trip to Californian schools) was accompanied by the setting up of 'learning conversations' between staff - in addition to more informal verbal communication - to ensure that everyone could make the most of each other's expertise, resources and support.

Understanding of staff development

Although the TDA definition of CPD was not used explicitly in any of the schools, there was clearly an implicit understanding of the concepts involved, especially in improving knowledge, understanding and skills. Interviewees often demonstrated their understanding of the meaning of staff development with reference to specific examples of personal improvement. Three schools explicitly emphasised the importance of CPD in enhancing staff emotional wellbeing and resilience.

There seemed to be an underlying understanding amongst staff at all levels that development was ongoing and that taking up learning opportunities contributed to overall self-improvement so that they did their job better – and children benefited as a result. Office staff saw training in the most practical terms: as a means for accomplishing a specific end, such as taking a course to enable them to use specific software. In several schools staff language represented the view that CPD was a continual path of professional and career development. This was a reflection of how it was valued for all staff in these schools and was a central aspect of their ethos. In several schools people told us about a change from the old 'training' approach where they simply 'went on courses' to a new ethos and approach where staff work together by sharing, passing on expertise and giving each other opportunities to gain new skills and insights.

Across the schools, there was little variation in the language used: people spoke of INSET, going on courses, training, CPD, staff development, professional development. There were differences in some schools between groups of staff. Teachers talked of CPD, INSET and professional development, whereas support staff used more specific language, referring to courses, training, and qualifications and, in the context of performance management, reviews or appraisals. In the strongest schools, language was developmental, formative and inclusive. Terms like learning, professional development, entitlement, opportunities, enhancement, stepping forward, peer mentoring and guidance infused the discourse of staff at all levels.

Portfolios

At most schools, keeping a professional development portfolio was seen as a good thing to do by teachers, and to a lesser degree by support staff. Only some schools required teachers to keep a portfolio and a few gave out folders (some with a title and school logo) structured for the purpose. In these schools, there were variations in how well they were kept. A teacher indicated that the lack of monitoring or clear message as to the purpose of the folder was the reason for not keeping them up to date: 'people don't see the importance of it unless they have something to work towards'. Nevertheless, in the same school the site manager was proudly keeping his up to date. Staff in one school were encouraged to keep a box file for all documentation relevant to professional development – lesson observations, course certificates, minutes of staff meetings to which they'd made a CPD input, papers relating to any specific responsibilities held, monitoring sheets for exercise books, etc. These were reported as proving useful in enabling people to 'know where I am with my job and my responsibilities' and 'how I can move forward'.

Where ethos was weak

The staff development ethos was particularly weak in three schools. Interestingly, all had pupils with high levels of deprivation, were less high achieving and deemed by Ofsted to be only satisfactory, as can be seen in Table 3. The two secondary schools had been subject to special measures in the past.

Although senior leaders' understanding of staff development leading to improved pupil outcomes appeared to be present, this did not translate into practice across the schools. Senior leaders had

turned down requests from support staff for permission to attend courses, despite their enthusiasm for CPD. This has done much to dampen morale and engender bitterness and feelings of not being trusted and valued. It also led to individuals spending money and time they could ill afford on paying for training out of their own pockets. One TA we met took responsibility for her own training with no support from the school, either financially or with time, advice or resources. She found courses independently and did evening classes to gain GCSEs, a foundation degree and a BEd, but without advice. She suffered from this lack of advice from her employer. No one told her that she might have been able to have undertaken courses in school time or had fees paid, or that the BEd she chose did not carry with it qualified teacher status.

Learning was not valued throughout the schools where ethos was weak. Some staff appeared to lack motivation to improve or felt that there were few opportunities available for them to develop. Amongst some staff, there was a feeling that things could not get better, that there was no room for improvement. At one, there was a culture of accepting mediocrity: some teachers were complacent and that had a depressing effect on others who saw colleagues 'getting away with poor lessons'.

There was little focus on career development in these schools. Support staff were affected most as they had the fewest development opportunities but we met teachers who had not gone through the Threshold or gained Chartered London Teacher Status although they were eligible.

B. The leadership and management of staff development

The leadership and management of staff development were very strong in just under half of the schools we visited – 12 (six primary, five secondary and one special) of the high performing and three (two primary and one secondary) of the less high performing schools. Just over half of these schools had low levels of deprivation – all of the high achieving primaries and three of the five high achieving secondaries. There were weaknesses in the leadership and management of staff development in eight schools (two high achieving and three less high achieving primaries; one high achieving and two less high achieving secondaries). All but one of these had high levels of deprivation. This suggests that it is harder for schools with disadvantaged pupils to devote time and effort into leading and managing staff development well. The features of strong and weak leadership and management of staff development are shown in Table 5.

Table 5: Features of strong and weak staff development leadership and management

<i>Features of strong staff development leadership and management</i>	<i>Features of strong staff development leadership and management</i>
It was seen as a very important job.	It was tacked on to many other jobs.
The role was taken by deputy or assistant heads (secondary schools) or heads and deputies (primary and special schools).	The role was taken on by someone with too much else to do.
People had been leading staff development for a long time.	People were new to the role.
They had many years' experience not only in teaching but also in leadership roles.	People had limited leadership experience.
Leaders were well-informed, knew where to find out more and shared their knowledge.	Leaders didn't know what they didn't know.
Leaders distributed responsibilities appropriately, including to senior support staff.	Leaders tried to do too much themselves.
Staff development had significant investment in both time and money.	Staff development was poorly invested in. Staff felt constrained by the school's tight budget.
Administration was efficient and things ran smoothly.	Admin systems were not efficient.
Staff development was strategic and focussed	Staff development was not strategic and given

on benefits to pupils and school improvement.	to those who asked rather than according to need.
Governors involved at a strategic level.	Governors simply attend training themselves but not involved in a strategic way.
Staff development was closely linked with school self-evaluation and improvement plans.	Staff development was not closely linked with school improvement plans. Individuals were doing their own thing but not contributing to strategically planned improvement.
Investment in people's development appeared to reduce staff absence rates.	High staff absence rates.

Where leadership and management of staff development were strong

Who led staff development?

In the secondary schools and one large special school, staff development was led by a deputy or assistant headteacher. In the primary and most of the special schools, the headteacher had the most significant leadership role, sometimes distributing leadership or delegating and so, for instance, deputy or assistant heads were often responsible for support staff development. People had been leading staff development for a long time - at least three years. All were teachers with many years' experience, not only in teaching but also in leadership roles. Several very successful leaders started by being responsible for new teacher induction and trainee teachers and then assumed responsibility for whole staff development. This graduated responsibility starting at the all important beginning of careers seemed a key to success.

Time

People found it hard to say how much time they spent on leading and managing staff development because it was part and parcel of their leadership role. The person who spent longest on the role was a secondary deputy: she spent about four days a week on staff development.

Knowledge

Although leaders were knowledgeable in the field, few had been trained specifically in leading and managing staff development but many felt that they have been aided by general leadership training such as NPQH or undertaking a Masters in educational leadership. Two leaders said they had benefited from local authority CPD conferences and publications, such as the East Midlands CPD Toolkit. Nobody mentioned using the GTC Connect network for CPD leaders and very few used the TDA website. One primary deputy mentioned using it when she conducted support staff PM reviews. Many staff development leaders were embarrassed and alarmed that they had not seen the CPD area, saying, 'They should publicise it'. For the most part, they left the interview with us feeling less knowledgeable because they realised how much they did not know about.

Governors

We found little evidence of governors having a role in the strategic management of staff development or in overseeing the link with school improvement: their role was to endorse decisions made by the staff development leader. One secondary deputy said that she only approached governors for funding when individuals needed development activities beyond the school. Governor training was, however, taken seriously and this was sometimes done alongside school staff at INSET days.

Link to school improvement

Staff development was closely linked with school self-evaluation and improvement plans by the CPD leaders. It was very apparent that schools had over-arching strategic goals and that objectives for the personal development of staff were linked to this strategy. Staff were almost

always aware of the link between their targets and the school development plans (SDP) and improvement priorities. Many schools gained buy-in from their staff, as this example illustrates:

The SDP was a very democratic document: it arises substantially from the thoughts and discussions that subject co-coordinators have with their colleagues which, according to one teacher, gives the staff 'real ownership' of the plan. The SDP emerges 'from the ground floor up'. The SDP takes the holistic, physical shape of a large mind-map and was prominently displayed in the school for staff, pupils, parents and visitors to see. For each cluster of priorities they identify, there was a staff development branch. (Report on a primary case study school)

Few people had seen the TDA's *School improvement planning framework*. Those who had seen it felt that it wouldn't add anything to their procedures but that it might be useful for schools with less developed school improvement systems.

Budget

People found it hard to work out what percentage of the school budget was used on staff development, and did so with different degrees of precision because it was not generally something they were used to doing. Their estimates ranged between 0.3 and five percent of the total budget. Some secondary deputies knew their staff development budgets e.g. £35,000 for a 1400 pupil and £16,000 for an 853 pupil secondary school. There was a striking difference in attitude to funding for staff development. Staff in just three schools (two in the same local authority and one with a plummeting roll) felt constrained by a tight budget. Staff in a primary said, 'we are heavily restricted by the budget' and the head said, 'we would be concerned about the implications of a higher level qualification (e.g. HLTA) on our budget'. In most schools, however, money for staff development was not a concern. For instance, a secondary school regularly spent up to £600 per person for one day courses (most were in the £200s), and happily paid £2,480 for a trainer to work with 50 staff for a pair of two-and-a-half hour sessions.

Several school leaders felt that their investment in people's development reduced staff absence rates. This would be an interesting area to explore further. One primary school spent about £200 per staff member on 'personal entitlements' - activities that will 'make them feel good'. A secondary teacher, who had returned to her comprehensive after a spell at a high status grammar school, said 'In my last school I had more absence in one term than I had in four years here. I was so low, I would take a day off. But in this school I drag myself in because I don't want to let the kids and other staff down'.

At schools where a large proportion of staff development activities was provided in-house, the budget was substantially smaller because costs were hidden when staff trained each other. In one special school, for instance:

- the lead TA trained people in safe handling and had been on high level coaching courses (intended for senior staff) so that she could coach and counsel others
- a retired teacher trained staff on risk assessments
- one TA trained staff on how to use different hoists for moving disabled pupils
- another TA shared his specialist knowledge about sophisticated technology
- another TA rolled out training in Makaton throughout the school
- the AST trained staff in this and other schools on the latest techniques for teaching pupils with visual disabilities.

This extensive training of each other was part of people's jobs, and done well and willingly. However, one school (Secondary H7) paid teachers £200 on top of their salary each time they ran a twilight session. The deputy said, 'I couldn't get people to facilitate the sessions if we didn't pay them'. The ethos in this school was weak.

A few schools (and not only those with training school status) opened up training sessions to outsiders or held joint sessions across a network. This not only reduced the costs to the school but enhanced its budget. For instance, a special school makes money through opening up training for premises staff to other organisations.

Where leadership and management of staff development were weak

No case study schools had poor leadership and management of staff development – if they had, it is unlikely that they would have agreed to be involved in our research. However, eight schools had weaknesses in this area and two of them had particular problems. Both of these were low achieving and in areas of deprivation, with over half their pupils eligible for free school meals.

The people leading staff development were relatively new to the role and some were new to leadership more generally and so lacked knowledge. In several cases, the current postholder had taken over with varying degrees of willingness from someone who had been ineffective or absent on long term sick leave. They had many other roles and so devoted little time to staff development. They mainly had little administrative support and tried to do too much themselves.

Staff development was not strategic: training was mainly given to those who asked rather than according to need or to aid the journey towards some specific school improvement. The link between development activities and pupil outcomes was not clear to all staff. At three schools we found that some staff were more invested in than others, and this caused resentment. It seemed to be done without a clear strategy. The over-invested staff felt overwhelmed and that they had been out of the classroom too much. One teacher was sent on several long term courses involving her being out of school for 12 days over two terms, even though she was pregnant and unlikely to return after maternity leave. Others in the school had their requests for training turned down.

Money was not an issue at these schools: indeed, much was spent on staff development but because it was not thought through or strategic it did not give value. In fact, some resources seemed to have been wasted. For instance, people could think of no impact resulting from expensive international trips. One secondary school leader booked all their teachers and support staff into a hotel for two days' training at enormous expense but nobody who we interviewed could think of anything they got out of it other than a vague notion of team building.

C. Identifying needs

Twenty of the 35 case study schools had very effective systems for identifying the development needs of all their staff. Seven schools had some weaknesses in identifying needs: a primary and secondary high achieving school, and half of the less high achieving schools. Findings from our survey showed that nearly three-quarters of senior staff and teachers were positive about performance management but up to a quarter considered that PM was not useful (see Table 6).

Teachers

In the questionnaire survey, teachers and senior team members were asked how useful they saw Performance Management (PM) in helping in four specified areas: their career development, their skills development, their ability to do the job better, and in boosting their self-esteem. Nearly three-quarters were positive: half of people in the senior team and teachers considered PM 'useful' and around one fifth 'very useful' (see Table 6). More senior staff (29 percent) found PM 'very useful' for boosting self-esteem than teachers (22 percent). However, up to a quarter of teachers and senior staff considered that PM was not useful. Interestingly senior staff were slightly more negative about the usefulness of PM than teachers, with 28 percent saying that it was not useful in helping them do their job better, a quarter saying that it was not useful for career and skills development and a fifth judging it not useful for helping their self esteem. Teachers in secondary schools found PM slightly less useful than those in primary and special schools. Teachers in

special schools found PM most useful for boosting self-esteem and least useful for career development.

Table 6: Usefulness of performance management

	%	Very useful	Useful	Not useful	Not sure	Missing	Total
Career development	SLT	19	52	25	2	2	100
	Teachers	23	48	20	6	3	100
Skills development	SLT	20	52	25	1	2	100
	Teachers	21	49	21	5	4	100
Ability to do job better	SLT	20	48	28	2	2	100
	Teachers	21	46	24	4	5	100
Self esteem	SLT	29	44	20	4	3	100
	Teachers	22	44	23	6	5	100

(Senior team = 397; teachers = 466)

Performance management was working well for teachers. A teacher said, 'Performance management has been very useful as a process – the head of department has pushed me into further development'. It was seen by teachers as a positive process which enhanced their development, work and careers. Several schools had long-established effective systems in place for teachers' PM and so the changes to the regulations in 2007 made little difference. Meetings took between about 30 minutes and an hour, suggesting that they were taken seriously. One special school had a person-centred approach where the PM discussion was guided by these questions:

- What do we like and admire about you?
- What's important now?
- What's important for the future?
- What's working? What's not working?
- What support is needed to keep your professional development healthy?

A secondary school used 360 degree feedback in achieving a detailed picture of the impact of individuals' different roles. This was highly celebratory and did much to motivate staff.

In most schools there was an option for a personal objective in addition to ones designed to meet strategic pupil targets and organisational improvements. Staff valued this but did not always set personal objectives because they saw no need for the separation. They felt they had significant input into their objectives and that there was sufficient emphasis on their own development as well as meeting the needs of the school. In one primary school in particular, people felt that their involvement in writing the school improvement plan helped them in identifying professional objectives that contributed to meeting school and pupil needs.

In three primary schools all staff met with the headteacher for an annual development review in addition to PM, and they felt highly valued as a result. We found no confusion or wasteful repetition: people liked having both. At two more schools, needs were identified in an informal ad hoc way, alongside the formal PM. Leaders in these schools considered this a strength but were aware that there was a risk that it might distract individuals from their strategic goals.

Where there were weaknesses in identifying needs

Seven case study schools had some weaknesses in identifying needs: six out of the seven were in deprived areas. Performance management was not working well in identifying needs in seven schools: a primary and secondary high achieving school, and five less high achieving schools. In a high achieving secondary, one teacher saw it as 'something you do in September and then forget

about'. In three schools, performance management of teachers was kept separate from their training and development. The confidential aspect of PM was a barrier to people's needs being fully understood and met by the person managing training and development. This happened most in secondary schools. A secondary deputy in charge of staff development found the confidential nature of PM frustrating: she had to ask all the staff to complete a separate sheet about their training needs.

Some schools stuck rigidly to staff development that met PM objectives, and rejected requests for training that was not related. Others were flexible in addressing changing needs as they arose, but in doing so lost the strategic impetus and priorities fell by the wayside. Some objectives were confused with actions, such as one teacher whose target was 'to continue to observe more experienced colleagues' without clarifying why – what difference was expected in her teaching and the children's learning. A few individuals felt that they had nothing more to learn, and thus identifying needs was difficult, saying, 'If I don't know what I'm doing by now I never will'.

In some schools high staff turnover meant that people did not know each other well enough to identify needs accurately. Induction was a sink or swim affair, not just for newly qualified teachers but any new staff. This meant that people took a long time getting up to speed with how the school worked. Where staff turnover was low there was some evidence of stagnation, of not identifying needs to develop individuals but sticking to what they always did.

Support staff

In the questionnaire survey we asked senior staff whether support staff were included in any performance management or appraisal system in the school. Nearly 8 out of 10 (79 percent) of senior team respondents reported that they set PM or appraisal targets with support staff but 15 percent stated that they did not. There was also a difference between categories of support staff and their likely involvement in PM. While senior staff reported that most learning support staff (8 out of 10) were part of PM, only two thirds of administrative staff and about a half of pupil welfare, site and specialist and technical staff were included in any PM/appraisal scheme (see Table 7).

Table 7: Support staff involvement in PM / appraisal (senior team views)

%	Learning support	Pupil welfare	Admin	Specialist & technical	Site
Yes	82	50	66	44	51
No	18	50	34	56	49
Total	100%	100%	100%	100%	100%

(Senior team = 397)

Support staff were asked how their training and development needs were identified. The most common way in which support staff said their needs were identified was through PM – two-thirds. About a half cited informal conversations with a quarter stating that their needs were identified through formal meetings. However, nine percent of support staff said their needs were not identified. Many of these people said that they identified their own needs. Indeed, one said, 'I identify my own training needs and book (and often pay for) courses off my own bat'. Some people said that although they were part of an appraisal/performance management system, it was not working well as these two responses illustrate:

Performance management is somewhat vague, it's a once yearly chat for half an hour which gets forgotten about as soon as it's over. In fact it's rather cursory and just pays lip service to the whole process. Certainly it is not a professional exercise or on a par with teaching performance management.

The appraisal framework is ineffective. It took four years of asking for it to be reviewed. It is now seven months since the review and despite repeatedly asking Senior Management, there appears to be absolutely no progress other than a resigned recognition that the current system is poor and no will to actually do anything about it.

Like teachers and senior team members, most support staff found the process of identifying their needs to be helpful for career development, skills development, ability to do their job better and self-esteem. Around seven out of ten support staff found the needs identification process 'useful' or 'very useful' (see Table 8).

Table 8: Usefulness of needs identification process for support staff

%	Career development	Skills development	Doing your job better	Self esteem
Very useful	22	30	29	27
Useful	42	44	44	40
Not useful	24	17	18	21
Not sure	7	4	4	5
Missing	5	5	5	7

(Support staff = 749)

However, the picture varied across secondary, primary and special schools. Secondary school support staff found the needs identification process less helpful than their primary and special school colleagues across all four items. For example, around 30 percent of primary and special school respondents found the needs identification process 'very useful' compared with 18 percent of secondary respondents. Similarly, 30 percent of secondary support staff said the process was 'not useful' compared to only nine percent of special and primary school respondents (see Table 9). One said:

We are definitely encouraged to stay within our job titles and our (potential) contribution to the wider life of the school is ignored at best and sabotaged at worst.

More men than women (28 percent compared with 11 percent) considered that the needs identification process was useful in terms of building self-esteem.

Table 9: Usefulness of the identification of need process for support staff's career development - by phase

%	Primary	Secondary	Special	Total
Very useful	32	18	29	23
Useful	44	41	47	42
Not useful	9	30	9	24
Not sure	4	7	9	7
Missing	11	3	7	5
Total	100	100	100	100

Pearson Chi-Square test sig. = 0.000

(Support staff = 749)

We found in the case study schools that support staff were often included in PM in practice, even if the terms used, such as 'appraisal' or 'review', were different. A business manager explained, 'We see them as an opportunity for discussion; we don't refer to them as interviews'. In some schools, support staff appraisal was long established, but in others it was relatively new, and had arisen as a result of the remodelling agenda. Interestingly, the headteacher of a very small school stopped

PM for TAs because it was not proving useful as they worked such short hours. She identified and met their needs informally instead – indeed, as one said, ‘she’s always looking out for me’. Several schools spoke highly of the National Association of Professional Teaching Assistants (NAPTA) online system for identifying needs. In one primary, support staff were asked to identify strengths and skills (hobbies, such as knitting or learning a language) so that these might be used to help pupils. One TA was learning British Sign Language in her own time and was very keen on teaching this as a second language in the school. Some opportunities for this had already been identified and the school has supported her training.

Staff turnover was low at many of the case study schools, which meant people know each other well, which helped in identifying needs. Induction was well thought through and given structured time. This was given a particularly high status at the special schools, with well-organised weekly induction meetings covering specific issues.

However, a few schools had no system for identifying support staff needs: in others, procedures were too new to have had an impact. There was a lack of knowledge about support staff career and qualifications frameworks, which hindered identification of needs. It was difficult to find staff to act as reviewers for people (e.g. the site manager) whose work was unique and so not fully understood. Long standing administration staff and school keepers were the most likely to think that they had nothing more to learn and so had no needs to identify.

D. Meeting needs

In the survey nearly eight out of 10 (79 percent) of senior team respondents considered that staff development was personalised to ensure that individuals’ needs were met. Only three percent said that they did not personalise staff development and 15 percent said ‘sometimes’. Senior staff reported that they personalised staff development through identifying individuals’ needs, as part of the PM process. Many said that staff could set a personal objective as well as ones to do with school improvement and their role. Then, as one person wrote:

All staff INSET needs are collated from the Performance Management process and the INSET coordinator tries to ensure they are all met, either by whole school training, small group training or individual courses.

Where individuals had needs in common, there were examples of meeting them collaboratively through a range of activities. One senior leader gave an example:

Staff who have aspired to middle leader positions have had the opportunity to work shadow, attend appropriate external courses, been given the opportunity to lead on a particular area within their department. Staff have been encouraged to learn from each other and visit other local schools in order to develop particular skills or interests.

This notion of identifying needs through observation, questionnaires and audits, and then personalising staff development through a range of options, such as coaching, onsite training, INSET days and offsite courses, was common. One wrote:

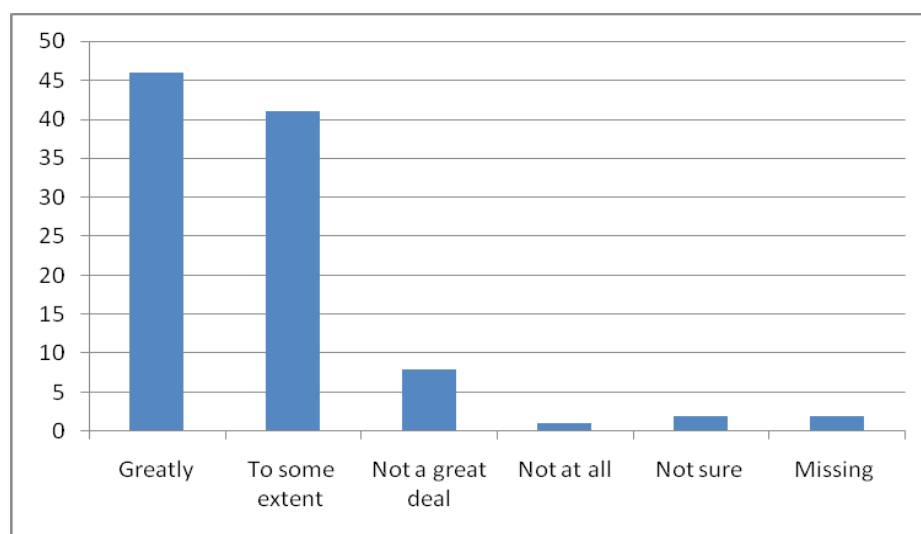
We identify the needs and then fit the CPD, coaching, INSET etc to meet the needs...method is not important...impact is.

Teachers

As part of the survey, teachers were asked to what extent they felt their school helped with their professional development. Just under a half (46 percent) of teachers reported that their school helped ‘greatly’ and 40 percent said that it did ‘to some extent’ (see Table 10), suggesting that

teachers on the whole felt that their school contributed positively, at least to some extent, to their professional development and the meeting of their needs.

Table 10: How teachers felt their school helped their professional development



(Teachers = 466)

Of those who felt most positive, a third commented that they felt well-supported and had good relationships with senior leaders. Behind many comments was the sense that their school valued staff development and that there was a learning centred ethos ('training and skills development are a high priority'). A newly qualified teacher wrote:

I really appreciate the effort most of the staff have made to share their experiences of teaching with me, in order to improve my own practice - through observations, discussions, etc.

People considered that their schools offered a wide range of opportunities, including professional dialogue, peer mentoring and action research as well as external and in-school training sessions. Many were appreciative of learning and qualifications gained through longer courses such as Masters and NCSL programmes. Some respondents emphasised that they were actively encouraged to make the most of opportunities and that senior staff were on the look-out for them:

Leadership team, particularly head teacher, has my career development in mind always.

Examples included internal promotion, encouragement to apply for AST status and the Fast Track programme.

Those who were less positive gave a range of reasons. Some centred on teachers feeling that they were having to be proactive ('very much led by myself', 'I had to FIGHT to get the necessary development'), sometimes because their line managers were ineffective or inexperienced ('My KS2 leader has only been teaching for two years!'). Several felt that things were not followed through. For instance, one said that senior leaders:

Let me follow interests but do not encourage implementation of what's been covered in courses, etc in school enough.

This issue of investing in helping professional learning have an impact was a matter of having too many competing demands and not enough time. One teacher said that there was, 'too much on-

the-ground work to do... not enough chance to reflect on progress when not feeling exhausted'. Another wrote:

Taking time off from lessons causes the students to suffer. Current political climate does not allow for us as teachers to be paid to do training in a time which would have least impact on students.

Others felt that the school priorities had meant that their personal professional needs were neglected. A few referred to a lack of personalization ('CPD is very generic and not specific enough to extend me') and that certain people and roles had more opportunities than others:

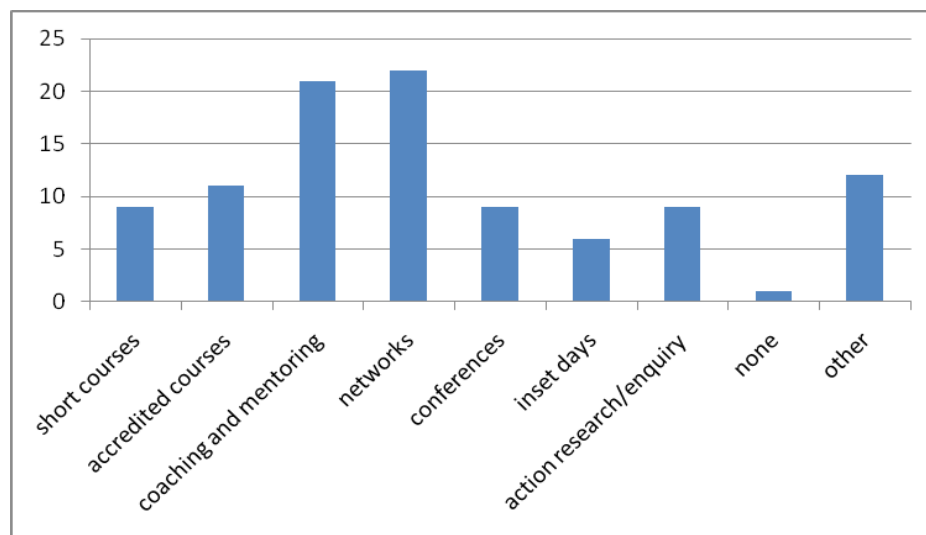
Development is great for the ambitious - for those whose ambition is to stay teaching, it's not so great.

Senior staff

The questionnaire asked senior staff which activities they had undertaken in the last 12 months that had been most useful to them in terms of their development as a leader. The two most popular choices were networks (17 percent) and coaching and mentoring (16 percent) (see Table 11). The next most reported useful CPD activity was accredited courses (just over 10 percent). The remaining options: short courses, conferences, INSET days, action research and enquiry were found most useful by less than eight percent of respondents.

Senior staff noted a number of other activities that had been very useful for their development as school leaders. Many referred to working alongside others and learning on the job, supported by background reading or enquiry. Other school leaders noted being a school improvement partner or undertaking external consultancy. Some referred to specific NCSL programmes such as New Visions, NPQH and Leadership Pathways and higher degrees such as MBAs. A few senior team respondents mentioned their involvement in the TDA Effective Practices project and one person mentioned the value of using and sharing TDA School Improvement Planning materials. Advanced Skills Teachers valued working with other ASTs across the country.

Table 11: Activities most useful for leadership development in the last 12 months



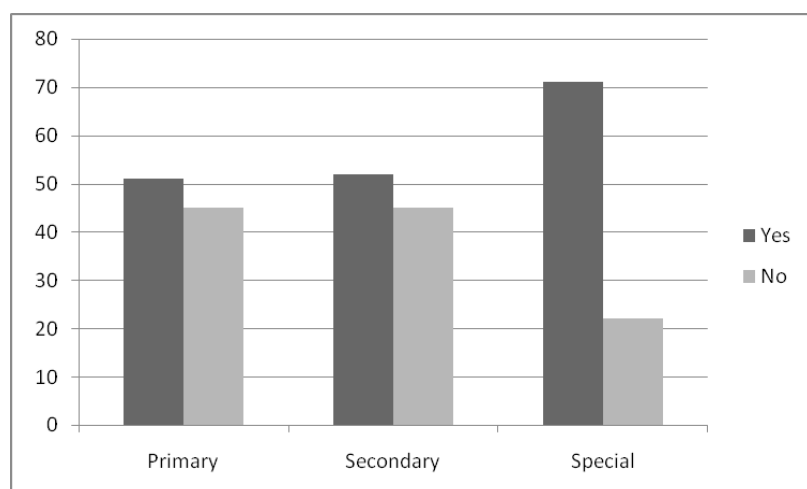
(Senior team = 331; missing = 66)

Support staff

The survey asked support staff if they had participated in any after-school training sessions at their school in the last 12 months and over half of support staff said they had (see Table 12). However, this figure was higher in special schools with nearly three-quarters of special school support staff

saying they have attended after school training sessions compared with just over half of primary and secondary schools.

Table 12: Support staff participation in after-school training sessions, by phase



Chi-Square test $p = 0.055$
(Support staff = 749)

The most common reason for not participating in after-school training was to do with their contracts. Many were only employed until the end of the school day and so attending training would have been unpaid.

The support staff who were most positive about how their school helps their development referred to the school ethos ('personal and professional development are highly regarded') and the benefits of specific training:

I found the NVQ 2 and 3 to be laborious but containing valuable information and I learnt lots of amazing facts during my study time.

Where support staff felt less positive and even negative, it was because they felt that they had few training and development opportunities. There were four main reasons for this: financial constraints in which they felt they were at the bottom of priorities; a lack of time; poor or non-existent performance management systems; and contractual issues. One wrote:

Because there is no performance management for support staff and no threshold scales once the top of the scale is reached there you stay irrespective of how well you perform or the amount of effort you put into your job... Lots of colleagues do not put themselves forward for further career development/training because there is no chance of any financial recognition.

Many of the respondents were librarians who by and large felt neglected and that their job was poorly understood: 'They don't do career development for library staff', 'The job is perceived as "easy" - all you do is read and stamp a few books out'.

Across the 35 case study schools, just under half (16) had very effective systems for meeting the development needs of all their staff. Fourteen of the 16 schools were high achieving, the exceptions were two primaries. Seven schools had weaknesses in meeting needs: a primary and secondary high achieving school, and two primary, two secondary and one special less high achieving schools. Six out of the seven were in deprived areas.

Staff in some schools spent much longer on development activities than in others. Generally, staff in primary and special schools spent more time on them than their secondary colleagues.

Where needs were met well

All staff groups at the 16 schools felt strongly that their needs were met; a typical comment being, 'The school could have done no more for me'. Staff felt that they were able to access training and development activities that were appropriate to their needs, life, and learning styles, whether this was through formal training or in an on-the-job, informal way. Schools met needs in a wide range of ways – not just through courses. Many schools reported using in-house training to a much greater extent than before and finding it highly effective in meeting the needs of a greater range and number of staff. Several secondaries provided a wide menu of after-school training for staff to choose from.

Senior leaders identified a wide variety of development activities that seemed to have an impact on staff, and then on pupils. These included:

- formal training;
- working with other people in their own and other schools;
- working with other professionals from outside the school;
- having time to think about and plan how to implement new skills;
- receiving advice and support from other staff members;
- running and leading training in their own and other schools;
- discussions in team meetings and being able to contribute ideas to improve performance;
- coaching and mentoring;
- observing others and being observed.

Projects and courses spanning a term or more, with activities to trial or research and involving purposeful collaboration, were the activities that seemed to make most impact overall on school improvement.

Many case study schools were using coaching as a vehicle for staff development but the term was used to cover a multitude of activities e.g. feedback after observations, talking, giving advice, mentoring, etc. Mentoring was more embedded than coaching in schools, especially for new and trainee teaching and support staff. A maths department considered 'true' coaching to be a key to their success, because it empowered people to find their own solutions.

Only a few people in the case study schools were using *Teachers TV* but those who did spoke very highly of it: one staff development leader said, 'I'm passionate about it'. He set up study groups with activities around programmes that dealt with specific issues. Reading was something people did little of unless they were on an accredited course: indeed teaching assistants and other support staff seemed to read more than teachers did.

At some case studies, people were given full or partial funding for technical and degree courses. Indeed, a special school headteacher felt that longer courses with built-in projects and tasks offered the highest impact and much preferred them to day courses, which she considered of limited use. At some schools the personal interests and 'natural talents/interests' of staff were encouraged and developed. One primary headteacher encouraged staff to pursue 'personal entitlements' which he was prepared to finance at up to £200 per person. Activities included learning to play a musical instrument, hill walking, buying and using a digital camera and attending conferences. This was to make staff 'feel good', motivating them to undertake their professional duties.

Where needs were not met well

In those case study schools where needs were not met well there was too much emphasis on courses and too little on other forms of staff development. Support staff in one secondary school felt that their needs were not met, even when they explicitly requested it. For instance, a premises officer's request for the school to contribute to his completion of an electrician's qualification was turned down. He felt that senior staff did not trust or value him, even though having the qualification would save the school a great deal of time and money.

Findings from the case study schools show that hindrances or barriers to meeting needs often centred around working hours and affected part-timers rather than full-timers, and support staff rather than teachers. Many TAs were only employed until the end of the school day, which meant that they missed out on after-school training and development. Some schools solved this by paying people extra or giving time off in lieu. Two primaries ran TA training for about 50 minutes a week within the school day.

Finding time for staff development was a universal problem and schools were not always making best use of what there was available. For instance, people mentioned that staff meetings were often dominated by administration and trivia leaving little time for planned development activity. Two secondary schools expected staff to do a certain number of twilight training sessions in lieu of INSET days but specifying this number resulted in people not doing more – seeing it as a quota they had to meet. INSET days were often seen as a golden opportunity for staff development – some leaders wanted more. However, our research found variable use of this valuable time resource.

INSET days

Schools in England have five days each year that can be used for staff training when pupils are not present. Indeed, secondary schools had an extra day to help them implement the new curriculum in the school year (2008) we did the research. Staff in our case study schools referred to them as INSET days, but they are also known as training or closure days. They are an important means by which institutional and individual needs can be met. This section considers the evidence on the use of INSET days from the national questionnaire surveys and from the case studies.

Were schools using the five closure days for staff training?

Over half of questionnaire respondents reported that their school did not use the full five day allocation and this resulted in extra days of holiday for teachers (see Table 13). Just 42 percent of senior staff and 43 percent of teachers said that their school used their INSET days as five whole days. About a fifth of respondents used them as four whole days with some 'twilight' (after school) training and about a quarter as three whole days and twilights.

Table 13: Use of INSET days: senior team and teacher responses

%	Senior team	Teachers
5 whole days	42	43
4 whole days + twilights	22	19
3 whole days + twilights	26	21
2 whole days + twilights	9	17
10 half days	1	0
Total	100	100

(Senior team = 397; teachers = 466)

Further analysis found that there were statistically significant differences across school phases in use of INSET days (see Table 14). Senior staff and teachers in over half of primary schools reported using INSET days as five whole days, whereas only a fifth of secondary school respondents reported so doing.

Table 14: Use of INSET days: senior team and teacher responses by school type

	Senior	Teachers	Senior	Teachers	Senior	Teachers	(%)
	Primary	Primary	Sec'dary	Sec'dary	Special	Special	Total
5 whole days	55	54	19	24	41	70	42
4 whole days + twilights	17	15	30	27	32	11	22
3 whole days + twilights	20	15	37	31	18	11	26
2 whole days + twilights	6	16	15	19	5	7	9
10 half days	1	1	0	0	5	0	1
Total	100	100	100	100	100	100	100

Pearson Chi-Square test for both samples = 0.000
(Senior team = 397; teachers = 466)

An analysis of the case studies showed that only 19 out of the 35 schools were using their allocated closure days for staff training. About two-thirds of high achieving schools were using their full quota in contrast to just a third of less high achieving schools. Across the sample, two-thirds of primary and special schools, compared with just under one-half of secondaries, used all of their days. Many of these (especially primary and special schools) used all the closure days for training and undertook development activities in weekly staff meetings as well. Staff in these schools were involved in much more training and development than in other schools.

For instance, two secondary schools used twilight sessions instead of two INSET days but one required staff to attend seven twilight sessions and the other four sessions in lieu.

Were INSET days used for staff development?

Most of the 35 case study schools admitted to not using INSET days entirely for training and development. Planning took up much time. One primary school used two consecutive days at the start of September 'getting ready for the new class' and three days at the end of July for exchanging information and 'going through new routines, plans and displays'. It is hard to understand how this could take so long. Several schools used at least one of their closure days for pupil assessment, moderation or report writing. While moderating pupils' work with colleagues might possibly be seen as professional development, staff often stayed at home to write reports.

The venue for such days was sometimes off-site. Staff in a special school rated their intensive training on picture exchange communication highly. It was costly because it was held over two days at a hotel with specialised trainers but it was seen as having a significant impact in classrooms and thus benefitting pupils. In contrast, a secondary school held two consecutive INSET days for the whole staff at a hotel with residential facilities. Nobody found the training useful although most had a nice time. Only one teacher could think of a concrete use for some ideas, others found it only valuable as a team building exercise. A senior teaching assistant found it a waste of time because 'a lot of it went over me and my girls' heads' and 'it made me feel stressed and violently sick' because she couldn't understand what was being talked about. In an attempt to include the whole school workforce, too little attention had been paid to addressing the needs and taking account of the feelings of a range of staff.

The survey asked senior staff, teachers and support staff a series of questions about INSET days and how they were being used. As in the case studies we were interested in the organisation of INSET days and how schools made effective use of them.

The organisation of INSET days

Some schools, however, organised their allocation of five closure days in other ways. There were various mixtures or combinations of whole days and twilights and many said that this might vary from year to year depending on need, availability of external trainers, convenience, dates of holidays, etc. In one school two whole days were disaggregated and used for private study time (including twilights) to suit needs. A headteacher wrote:

We have completely personalised our five days. Colleagues are asked to self direct 20 hours of CPD (this can be pretty much anything as long as it reflects the SIP). The school directs the remaining 10 hours - these are usually extended workshops run from 2.30 - 6.00 on Wednesdays when students go home early. Colleagues are asked to keep a log of their CPD which the CPD co-ordinator monitors/QAs. Staff are also actively encouraged to deliver CPD and this counts as "double" in terms of their 20 hours.

Several respondents made the point that if personalisation was important for students then the same should hold true for staff. This approach helped focus on the training that individuals needed rather than just in filling up the time; it was said to help ensure that all training and development activities meet needs and were related to student achievement and attainment.

Senior staff were asked why they used the school's INSET days in the way they did. These centred around effectiveness, teamwork, flexibility and increasing staff holidays.

Why all five days were used

Working together and involving support staff was seen as important and more likely to be realised when INSET days were taken as five whole days. All staff, including support staff were able to be trained and involved – 'the whole staff - support, offices, premises SMT - can be and work together'. Whole days were also seen as suiting TAs who, generally, found it difficult to attend twilight sessions. For some respondents, 'INSET days with all staff together are like gold dust' and the value of having a prolonged time to learn and develop together as a whole staff was seen as invaluable. Whole days meant more could be covered and staff weren't exhausted, as they were after school. Some staff pointed to the disadvantages of half-days and twilights.

Half days cause problems with parental care and twilights make it more difficult for staff - especially those with children. They also tend to resent twilights more and be less focused.

Other schools had experimented with different variations but had returned to five full days for pragmatic reasons:

We have tried half days but student attendance is an issue. When we do half days many of them do not bother to come in. We have in the past done twilight sessions and may do so again. The only problem with twilights is that people are very tired at the end of the day.

Staff tiredness during twilights was a recurring theme. Schools used the full five days because: 'People are too tired to concentrate properly in twilight sessions' or 'we used to do two whole and twilights, but often staff are tired after a whole day's teaching'. Also it was easier to get external agencies into school during the day rather than the evening.

In some cases the INSET days were planned with other schools and this meant there was only limited flexibility or the days were so arranged due to the times that the INSET days fell - usually at the start of a term or half-term. Thus, 'it therefore makes sense to use them as whole days as the staff are refreshed'. Whole days were said to provide quality time for staff to engage and develop

skills or to consider aspects of the school: 'it's the only opportunity to get the whole staff together without time pressures'.

Overall effectiveness was another recurring issue. As one headteacher noted of five whole days INSET:

We think it is the most effective way - particularly if some of the days are broken into a variety of activities. Also, we time them carefully so that they are at times of the year when a day's change is as good as a rest e.g. one in the depths of January.

The (in)effectiveness of twilight and half-day sessions was often raised and the best use of time discussed. One senior staff member suggested the various permutations 'appear to be just a way of manipulating longer holidays!' As will be shown, he was not the only one to raise the matter of INSET days being used for holidays.

Other options

Whether schools were using four, three or two whole INSET days, the question of the benefits of replacing whole days with twilights came up repeatedly. Many respondents saw them in a positive light as they allowed a more personalised provision, the opportunity to break up training into small, individual sessions rather than having 'whole days of intensive training'. One respondent wrote,

The four twilight sessions in place of one whole day has a sharper focus and allows input over a longer period of time. There is only so much you can do in a day.

The use of twilights allowed greater flexibility in when training would take place. Twilight meetings allowed staff to discuss issues when they were current, without having to wait for INSET days. They allowed flexibility to address whole school needs as they arose throughout the academic year. They could be used departmentally and staff could choose when they had them. Staff morale was said to improve as people could choose the twilights that most suited them - and have extra holiday days. The reference to holidays was not uncommon as twilights enabled schools to add extra days to school holidays. The use of twilights instead of INSET days was seen by some support staff to be a way for teachers to get longer holidays. A member of administrative staff said:

The inset days at my school are just ordinary working days for me. Teachers are not in school because they do their inset in twilight sessions during term time (to which I am not invited) where apparently two lots of 2 hour inset sessions (4 hours) is equivalent to 1 day's work - nice work if you can get it!

How an INSET day is spent

According to senior staff and teachers, the proportion of time spent at the last INSET day on training and development varied. Exactly a third of senior staff and 39 percent of teachers reported that the whole of their last INSET day was spent on training and development - others reported that some had been spent on administration and preparation (see Table 15). A quarter of teachers and 17 percent of senior staff said they used only three-quarters of the day on training and development and 23 percent of teachers and 30 percent of senior staff spent just half the day on training and development. Indeed, seven percent of senior staff and four percent of teachers reported using 'none' of the last INSET day for training and development.

Table 15: Proportion of the last INSET day spent on training and development

%	Whole day	$\frac{3}{4}$ day	$\frac{1}{2}$ day	$\frac{1}{4}$ day	None	Missing	Total
Senior	33	17	30	9	7	4	100
Teachers	39	25	23	6	4	3	100

(Senior team = 397; teachers = 466)

Responses also varied by phase (see Table 16). Forty-six percent of special school teacher respondents said their school used the whole day for training and development compared with 37 percent of primary schools and only 27 percent of secondary schools. About one in eight teachers in secondary schools reported spending none of the last INSET day on training and development.

Table 16: Proportion of teachers' last INSET day spent on training and development by phase

%	Primary	Secondary	Special	Total
Whole day	37	27	46	34
3/4 day	16	21	14	18
1/2 day	38	23	29	32
1/4 day	6	17	4	10
0 of day	3	12	7	7
Total	100%	100%	100%	100%

Pearson Chi-Square test sig. = 0.000
(Teachers = 443; missing = 23)

Support staff attendance at INSET days

Most case study schools invited support staff to some if not all of their training days. Where one secondary did not, this contributed to support staff feeling undervalued and invisible.

In the questionnaire survey, a fifth of support staff stated that they had not taken part in training at INSET days in the last 12 months whereas just under one-in-three said they participated in all for the whole day (see Table 17).

Table 17: Support staff participation in training at INSET days in the last 12 months

	%
All days, whole day	29
All days, part of day	13
Some INSET days, whole day	15
Some INSET days, part of day	22
None	20
Missing	1
Total	100%

(Support staff = 749)

Learning support was the category of support staff most often included in INSET days, followed by pupil welfare staff, admin staff, specialist and technical staff and site staff. Site staff were most likely to miss out altogether with 36 percent never attending INSET days followed by admin staff (19 percent) and specialist and technical staff (13 percent). The patterns of attendance at INSET days was found to vary according to school type; special schools were generally better at including all categories of support staff.

Staff views of INSET days

All three sets of survey respondents were asked for their views of INSET days. When asked how useful INSET days had been over the last 12 months, over a third of senior staff thought they were 'very useful' in helping staff develop and nearly six out of ten thought they were 'useful'. Only five percent said they were 'of little use'. This was in contrast to teachers and support staff who found them less useful. About a quarter of teachers and support staff said they were 'of little use' (see Table 18).

Table 18: Views of usefulness of INSET days in the last 12 months

%	Very useful	Useful	Of little use	A waste of time	Missing	Total
Senior staff	36	57	5	0	2	100
Teachers	16	57	24	3	-	100
Support staff	13	45	24	8	10	100

(Senior team = 397; teachers = 466; support staff = 749)

Perceptions of usefulness of school INSET days also varied by school phase for teachers, with primary and special school teachers being more positive about INSET days than secondary school teachers, although still not as positive as senior staff (see Table 19).

Seven out of ten teachers found INSET days useful to some degree. The most useful days were seen as the ones which gave ideas that could be used directly in the classroom, provided opportunities to meet with others and discuss issues or helped to build teamwork and ensure 'everyone was singing from the same hymn sheet'. External providers were usually valued more highly than internally run INSET days.

Table 19: Teachers' views of usefulness of INSET days in the last 12 months - by phase

%	Primary	Secondary	Special	Total
Very useful	21	9	22	16
Useful	60	53	52	57
Of little use	18	32	26	24
A waste of time	1	6	0	3
Total	100	100	100	100

Pearson Chi-Square test sig. = 0.000
(Teachers = 438; missing = 28)

An interesting point about INSET days was raised by several special school teachers who felt that too much of their 'development' time was spent on necessary but routine refresher training such as health and safety, restraint handling procedures, moving and handling, medicine administration, fire safety, child protection, shallow water, etc. As a result, 'there is little time left to develop anything'.

Those teachers who were critical of INSET days suggested there was a need for them to focus more on training and less on administration. They criticised 'SMT giving out information that could be read on its own'. Some teachers said the days were used mainly for promoting new initiatives, which were not tailored to the school's needs or to their own professional development priorities.

Others were critical that not enough time was given to see the impact, if any, of any of the new changes that had been made. There was very little time allocated to go back and review matters before moving on to a new learning topic. Insufficient time was given 'to follow up and embed any ideas learnt from training, so it was forgotten'.

Support staff, especially those from secondary schools, were less positive about INSET days than teachers. Where INSET days were useful for support staff they were said to help them develop their skills, for example, at dealing with children, making them aware of school priorities or making them feel valued members of the school community. It was however generally acknowledged that INSET days were largely geared to teaching staff and therefore not all were useful to the full range

of support staff. They were seen as useful ways of sharing information and several said that INSET days 'were more useful for meeting staff than actual training' and as an opportunity to raise their own profile within the school. A significant number of support staff were not paid for INSET days and this caused bitterness.

E. Monitoring and impact evaluation

Just five of the 35 case study schools – one in seven – monitored and evaluated the impact of staff development well. Many schools, including those we considered to have strengths, wanted to be more effective in this area. Seven schools had severe weaknesses in monitoring and evaluating impact. The greatest weakness was apparent where staff felt no responsibility to do anything differently as a result of the investment in their training. In one school it did not seem to be part of the school culture to think in this way.

The questionnaire survey also asked questions about monitoring and impact evaluation. We found there was a considerable difference in views as to whether training and development was evaluated or not. Most teachers (nearly 70 percent) reported that the impact of their training and development was evaluated at their school compared with just over half of support staff (53 percent).

Evaluation systems

The questionnaire asked senior staff by what means they evaluated the impact of any training and development activities on staff: only five percent said they undertook 'no evaluation' or were 'not sure'. Two-thirds of senior staff evaluated the impact of training and development on staff through verbal evaluations or discussions with staff (64 percent) and evaluation forms (61 percent). About a half said they used lesson observation and performance management (see Table 20). Senior staff noted a number of 'other ways' they evaluated impact such as feedback at staff meetings and cascading information in twilight sessions. Pupil voice through dialogue/survey and feedback from pupils was noted too as was the use questionnaires and planning data analysis. Only one senior staff member noted 'other ways' that made specific reference to the impact on pupil behaviour or outcomes. Another noted that there was 'scope for more consistent, systematic evaluation'.

Table 20: Ways of evaluating the impact of development activities on staff

Method	%
Evaluation form	61
Verbal	64
Lesson observation	50
Performance management	56
No evaluation	3
Not sure	2

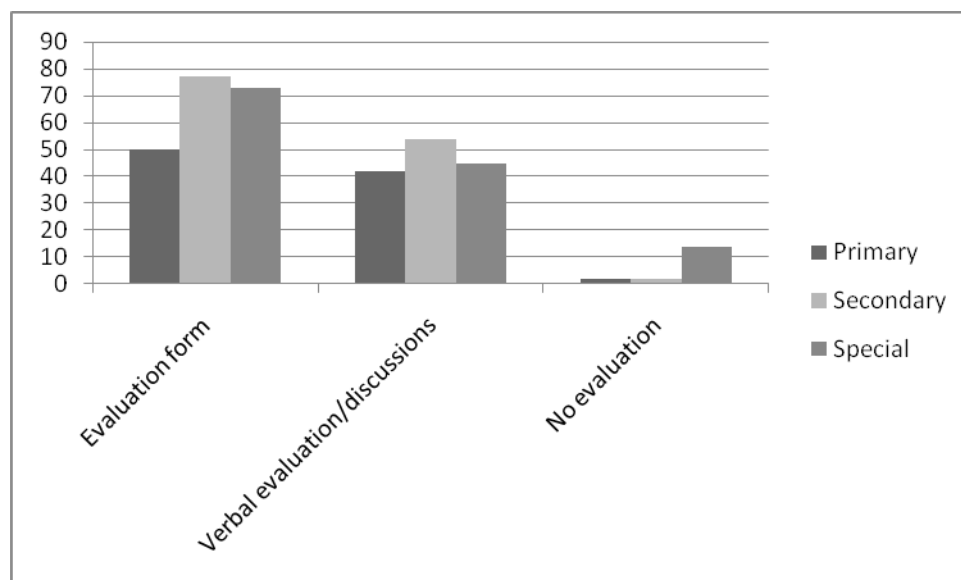
Respondents could select more than one response.
(Senior staff = 356, missing = 41)

The means by which schools evaluated training and development were found to vary by school phase. Secondary and special schools were more likely to use evaluation forms while primary schools were more likely to use verbal evaluation. Also, special schools were less likely to undertake any form of evaluation.

The survey found that teachers' and support staff's perceptions of how evaluation took place at their schools was different to that of senior staff and to each other. About 40 percent of both teachers and support staff reported that the impact of their training and development on their

performance was judged via an evaluation form, however nearly half of teachers but only seven percent of support staff said that this took place by discussion/verbal evaluation. As might be expected more teachers than support staff reported that lesson observation and performance management were used for this purpose (see Table 22).

Table 21: How the impact of development activities on staff is evaluated, by phase



Pearson Chi-Square test sig. < 0.05

Percentages do not add up to 100 as senior staff could select more than one answer)

(Senior team = 390; missing =7)

Table 22: How the impact of training and development is evaluated - teachers and support staff

%	Teachers	Support staff
Evaluation form	41	41
Verbal/discussion	48	7
Lesson observation	27	13
Performance management	36	3
Not applicable	10	12

(Teachers = 466; support staff = 749)

Teachers were invited to specify other ways in which the impact of training and development activities on their performance was evaluated and reference was made to such things as sharing information from courses at staff meetings and feeding back to teams. Others noted that it consisted of a combination of report forms, reporting verbally to management team or line manager or that it only occurred if training and development were relevant to performance management targets. For some evaluating impact on performance was not as regular as it should be – ‘we need to tighten up on this!’ or there was no measurement of actual impact. One teacher made this point, stating that it was ‘the actual experience that was evaluated – but not the impact’ on his performance.

Senior staff were asked how they evaluated the impact of staff development activities on pupils. The most common means were discussion with staff and lesson observation – 65 percent of senior staff respondents noted that they used each of these. Discussion with pupils was reported by just over a half, and 45 percent said that they used pupil test results. The use of pupil questionnaires was noted by over a third of senior staff (see Table 23).

Table 23: How impact of staff development activities on pupils is evaluated

Means of evaluation*	%
Discussion with staff	65
Lesson observation	65
Discussion with pupils	52
Test results	45
Pupil questionnaires	36
No evaluation	7
Not sure	4

*More than one could be selected
(Senior team = 397)

The senior staff respondents noted a number of other means by which they evaluated the impact of training and development activities on pupils. These included references to monitoring displays, books and plans and work scrutinies. As noted in Table 23, pupil questionnaires were used by over a third of the senior staff sample (36 percent) and just over a half (52 percent) used pupil discussions. Several respondents elaborated on this stating how they were setting up pupil learning forums or junior governing bodies 'to inform our understanding'. One said,

We are planning to involve students in the evaluation of CPD more explicitly than we currently do. Students are asked for general evaluations, but not specifically of CPD.

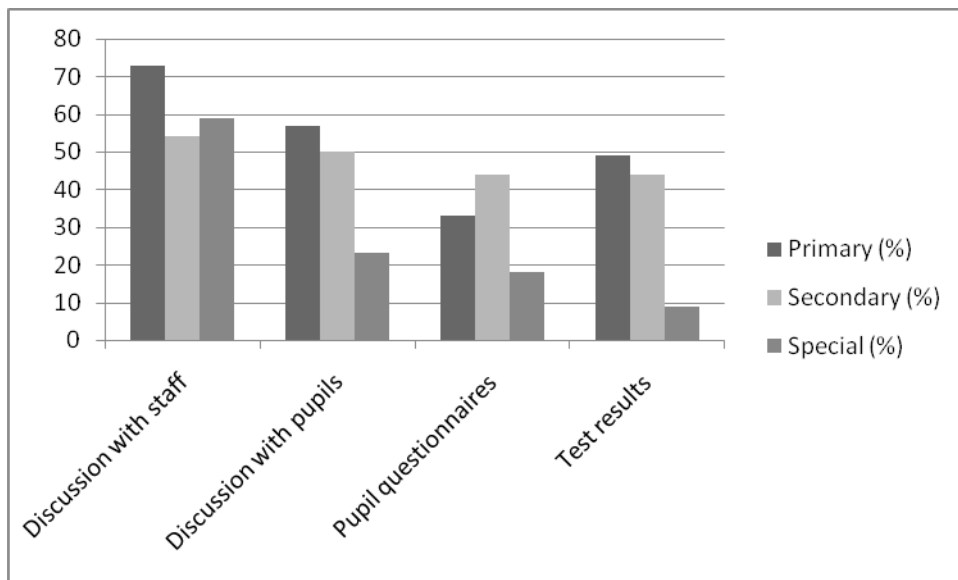
Others noted that staff development was linked to the School Development Plan which became the focus of lesson observations or they might consider SDP targets for pupils. Professional development was identified as a key means of achieving targets and during PM and other reviews questions were asked about whether targets had been met. Finally, another way of evaluating the impact of staff development on pupils was through parental feedback and wider community satisfaction surveys.

The methods used for evaluating the impact of staff development on pupils varied by school phase (see Table 24). Primary schools made greater use of discussion with both staff and pupils and reported using both of these types of evaluation method compared with secondary and special schools. Secondary schools also favoured pupil oriented methods (discussion and questionnaires) but almost as much as discussion with staff. Special schools made much less use of pupil oriented methods, including discussion, questionnaires and especially tests. They were much more likely to use discussion with staff.

In the case studies we found that most schools monitored staff development by keeping a record of training attended. Occasionally this was done inefficiently. The head of a special school kept a list herself of training that staff had attended. However, this was done on paper when a computerised system would have been more efficient in seeing who was up to date, especially bearing in mind the statutory element of some of the training for physical care.

One system for monitoring and evaluating impact that worked well was a case study primary school's evaluation/diary, which teachers wrote fortnightly and TAs wrote weekly. As well as writing how pupils were doing, staff wrote about how they were implementing their own learning from development activities and the difference this was making to the children. This was a valuable way to see what was working, and meant that training needs could be met very quickly, and for the benefit of children. All staff interviewed were happy to write it – and seemed to enjoy both the process and the dialogue it engendered with the head and deputy.

Table 24: How the impact of staff development activities on pupils is evaluated - by school phase



(Senior team = 397)

A secondary leader felt that his school’s staff development planning and evaluation forms aided impact because people explained how they were going to use what they had learned. The evaluation form was completed within a week of a development activity and then again after two months in order to judge longer term impact. Staff were asked to write the costs of the activity, including cover, to remind them of the financial value of training. Although some people completed the forms more efficiently than others, the general view of the process was positive: a teacher said, ‘It’s useful to make you think about what you want to do in the future ... an opportunity to think ‘what can I do to develop that?’’. Observations were also used to evaluate the impact of staff development in the classroom.

However, senior staff at two secondaries did not consider it necessary to expend much energy in monitoring or impact evaluation. One headteacher said that she knew that the school’s achievements in pupil standards and value added progress were very high - and that they were strongly influenced by staff development. She trusted staff to implement improvements as a result of training, and thought that forms and procedures to evaluate impact were unnecessary and could be counter-productive. School leaders were more concerned to ensure that staff felt supported and trusted than ensuring that all training was of a high quality and had an impact. One staff development leader said, ‘If people had to fill in evaluation of impact forms they wouldn’t go on courses’. They needed to be convinced that it was a good use of resources to evaluate impact, but not necessarily by form-filling.

Impact of staff development

Impact on staff

In the case study schools training and development were having a profound effect on individuals: support staff career development was a great success in several schools. Many had a culture of growing their own. This was one of many examples:

I started here as a TA, having been out of work for a while. As a result of working here, I went to college to get my NVQ2 and now I’m really into education – I’m passionate about it. More

knowledge: more power! After my NVQ 3 the natural progression was to HLTA. Then I did the Assessor course to assess TAs at level 2 and 3. Now I am doing a course to train assessors how to assess. I am also halfway through an English degree. It's a massive thing for the students because I am a great example of teaching life skills and resilience. (HLTA)

However, people found it hard to prove that staff development was making a difference. Impact evaluation was the weakest link in all the case study schools. Senior staff at some of the schools recognised this as a weakness and were looking at ways to measure the impact of CPD. In many but not all schools, staff completed an evaluation form straight after training, grading/commenting on course content, presentation style, speaker/facilitator quality - and occasionally what they had learned. However, the data from the form were rarely used and staff were not often asked what they intended to do as a result of the experience. 'If a course is any good', said one teacher, 'it will have had to spark my enthusiasm to want to try things out back in school'. There was an expectation that staff would implement new ideas and skills, even though this was not monitored or evaluated and there were no structures in place to facilitate this. In a few schools, there was an awareness that this approach was feasible because they had been successful and that there was now a virtuous spiral; they were aware there might be a difficulty in this approach should success prove more elusive.

Although almost all of the staff interviewed were articulate in describing the effect of the development on their skills, they found it harder to say how their development had an impact on pupils. They did not seem used to thinking in this way. All staff, including support staff, believed passionately that their role was to improve the quality of pupils' learning and experience. With prompting, they focused on the effect of development on their own happiness and confidence in their role, which they believed would improve the experience for the pupils. 'I'm happier with my professional competence and progress, so that must be improving the learning experiences of my pupils', stated one experienced teacher. The impact on pupils was asserted rather than substantiated.

Impact on pupils

In an attempt to better understand the impact on pupils, the questionnaire survey asked both senior staff and teachers about cover when staff were out of class for training and development. As one teacher said, 'It's a bit of an issue!'. There was a difference in the views of teachers and senior staff: a quarter of teachers but 40 percent of senior staff said that lessons were covered by internally (Table 25). Twice as many senior staff than teachers reported using supply teachers who were known to the pupils. Only a tenth of teachers but nearly twice the number of senior staff reported using a supply teacher who was not familiar to pupils. Supply teachers were not only costly but as one teacher wrote, 'proves very disruptive for students and does not contribute to their learning'.

Teachers were given the opportunity to note any other cover arrangements that existed in their schools. Of those responding – about one-tenth of the sample - many noted the use of in-house cover supervisors ('the school has a team of ten') or they said that they used a mixture of supply teachers and cover supervisors, teaching assistants and learning mentors. The picture was complicated: 'sometimes it will be an internal cover supervisor sometimes external supply' and it 'depends on time of year and the need to reduce whole school cover costs'.

One special school teacher commented upon the importance of the children knowing the replacement teacher:

Each class has a team sufficient to support the needs of the class. If a member is absent, it is easier to cope without an unfamiliar staff member than upset my autistic pupils with a less familiar person and there aren't many people ready to do supply in a special education environment.

Many support staff identified that their work was often not covered while they attended professional development activities and that this caused them guilt. School libraries and learning resource centres would have to shut or have restricted opening, for instance, if the librarian was attending training. Several teachers noted that sixth form classes were not usually covered by anyone.

Table 25: Lesson cover for staff absence for training

%	Teachers	Senior staff
Internal staff	27	40
Support staff	24	41
Supply teacher, familiar to pupils	23	53
Other supply teacher	11	19
Not applicable	4	2
Missing	12	-

(Teachers = 466; senior team = 397). Respondents could select more than one answer.

What pupils thought about staff development

In the case studies we explored with pupils and students what they thought about staff development and training. Pupils in 19 of the 35 case study schools considered that their education was not adversely affected by staff being out on development activities. In schools where classes were covered by other teachers or support staff pupils' learning and wellbeing was not affected: one said, 'It doesn't really matter who teaches us because they know the plans'. Cover work was highly organised. For instance, in one particular school there was a central table by the staffroom and offices with neat piles of work (e.g. worksheets for everyone in the class) with clear instructions. Another school had a Teaching Environment of the Future to which classes could be relocated to use IT facilities and the learning platform, supervised by TAs.

Some pupils could give examples of how teaching had changed positively after their staff had been on training. Year 10 students mentioned that they remembered when lessons began to be more interactive (for example, brain gym and card sort activities were introduced two years ago as a result of training on accelerated learning) and thought it was a shame that all staff did not keep doing this as pupils thought it helped.

However, pupils in ten schools felt strongly that staff development had a negative effect on their education and wellbeing. There was a universal dislike of supply teachers who did not know the pupils or the way the schools worked. Views were recorded such as 'It can be chaotic' and 'They don't always know what they're doing.' The quality of work left for them to do was also criticised, even if the lesson was covered by someone they knew:

It is quite boring if you are just copying out of books.

We do work we've already covered, recapping. It's a waste of time.

Most of the time we have to do work that is nothing to do with the work we have been doing.

A bad lesson had a knock on effect for the rest of the day in terms of attitudes towards learning:

No one listens to the teacher. It puts me in a not-bothered mood for the rest of the day or for a while.

In a school where there was setting, pupils in the more able groups did not feel cover lessons affected their progress but a pupil from a less able group said,

When our teacher is out it's horrible: the classes behave badly and we don't get any work done. I'm not sure training is a good idea.

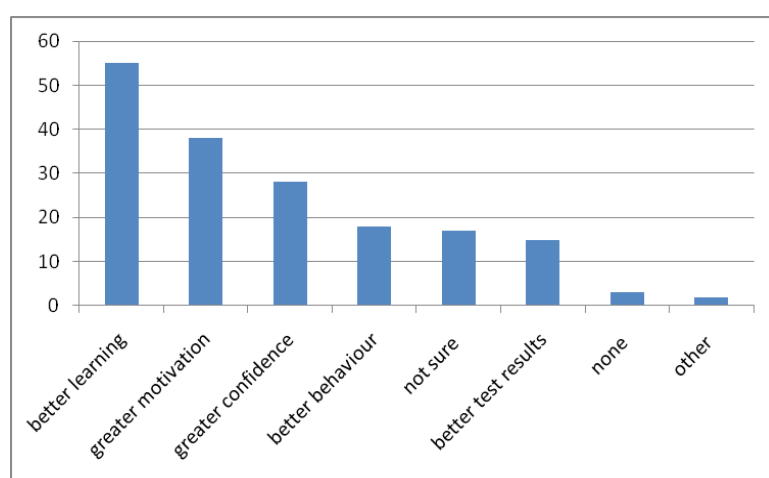
One pupil said that it was important for teachers to minimise the time they are out of class because it was difficult to learn without having the usual teacher there to explain things.

Perceptions of impact

Our survey asked teachers what impact their training and development in the last 12 months had had on pupils. Most considered that there was ‘better learning’ (55 percent) followed by ‘greater motivation’ (38 percent) and greater confidence (28 percent). Interestingly, only 15 percent thought their training and development had resulted in better test results (see Table 26).

Teachers were asked for further comments on any impact their training and development may have had on their pupils. For some ‘better learning’ was brought about by reference to a particular course or staff development activity they had experienced.

Table 26: Teachers’ views of the impact of training and development on pupils



(Teachers = 466)

Another teacher noted that the training received had given her some useful ideas for alternative ways of delivering the curriculum, but remarked ‘as for pupil impact, marginal!’. Most of the comments offered by teachers were about engendering greater confidence and motivation, such as:

By motivating myself first I am better equipped to motivate the pupils.

The more feedback I received, the more confident I became and the more positive impact it had on the pupils.

Several noted the difficulty in quantifying the effect of staff development on pupils’ results or outcomes as ‘there are too many variables’. One special school teacher wrote:

With children with special educational needs our training and development is aimed at many different issues we have in our school and is used to enhance our teaching with the different children, therefore is not so easy to say that training has increased our test results etc.

Support staff

The questionnaire survey of support staff also sought views on impact. Most support staff said they thought their training and development had at least some impact on their existing skills, new skills and confidence. Approximately two thirds of support staff said their training and development had either ‘some’ or ‘a lot of impact’ in these three ways whilst around a fifth said there was only ‘a little’ impact (see Table 27). Support staff were slightly less positive about the impact on their

confidence: 12 percent said there had been no impact on their confidence from training and development, whereas only eight percent said there had been no impact on the development of their existing and new skills.

Table 27: Impact of support staff's overall training and development

%	Existing skills	New skills	Confidence
A lot	18	25	24
Some	47	41	37
A little	18	18	18
None	8	8	12
Missing, n/a	9	8	9
Total	100	100	100

(Support staff = 749)

Dissemination

In the case studies we found dissemination was a weak link, to varying extents, at many of the schools and staff at different levels identified this as something that could and should be improved. Just six of the case study schools were disseminating and sustaining staff development well.

Where dissemination worked well

Some staff development leaders showed particular creativity in designing ways to share, spread and sustain knowledge and skills. Staff development planning and evaluation systems asked questions such as, 'How will you share your learning? With whom? When?'. Information was put into staff bulletins and raised at meetings, twilight training and INSET days. One staff development leader not only analysed evaluation forms but displayed extracts on the staffroom notice board so that everyone could learn from successes and criticisms. The daily briefing meeting was used in several schools for people to feed back briefly on any learning they had undertaken or useful TV programmes that were coming up.

Some schools had procedures for individuals to make materials gained at courses and conferences available to others through the staff library or notice board. Several schools favoured sending people in pairs or groups to courses in order to aid dissemination. One headteacher spoke of the way in which CPD had moved from an 'away-day' approach to one in which staff work together in twos or threes and use their various levels of experience to explore, develop and implement new approaches to teaching and learning. Other staff shared this view: teamwork in developing new classroom practices is 'the best for me' and 'helps create a genuine learning community'. Some schools held residential events for particular groups such as middle leaders and new teachers to encourage informal discussion and sharing. Long-term programmes which had dissemination activities built into them were found to be very effective.

At many of the case study schools there was a culture of recognising staff achievement which did much to spread information and raise the status of adult learning. Examples included congratulations at assemblies and staff meetings, a headteacher going to her office manager's CSBM award ceremony and sending congratulatory cards for people gaining NVQs and HLTA status. These celebrations not only made the individuals feel good, but also conveyed a powerful message to other staff and pupils. One person's effort and achievement often paved the way for others, and there were many examples of people with HLTA status, MAs or NVQs informally mentoring others through the process they had completed.

Sustaining development was comparatively easy for the high performing case study schools because staff turnover was low and communication and relations were strong. People talked to each other about teaching and learning: there was a culture of staff talking about courses,

programmes and ideas. One headteacher said that when staff had a 'eureka moment' it was shared informally immediately and then at staff meetings. In a primary school, the morning briefing was used for people to outline highlights of a course and any resources. Staff in special schools felt that they worked so closely in teams that expertise and new ideas were continually disseminated and improvements sustained. One special school strategically linked teams together to spread this effect.

Weaknesses in dissemination

Six case study schools were particularly weak in disseminating and sustaining development. In the main, this was because there was high staff turnover and there were no systems for dissemination, other than *ad hoc* or casual conversations – and where relationships and communication were not strong, this was a problem. At best, staff had to be proactive and vie for slots at meetings to cascade ideas or run training. However, often the impetus was lost by the time this happened. Whole staff in-house training was seen as valuable because there was no need for dissemination – but the one size fits all approach rarely met many needs. None of the case studies used web-based techniques such as blogs. Overall, many staff felt that more could be made of dissemination to put the knowledge and skills gained by individuals into wider practice.

F. The use of TDA materials

An important part of the research was to investigate schools' use of TDA materials. Information about this was sought from both the survey and the case study schools. However, more attention was given to this matter in the case studies as it was felt that the questionnaire would be a rather blunt instrument to explore such a complicated and complex area. In the 35 case study schools a total, 385 members of the school workforce were interviewed (see Table 28). The interviewees were asked about specific TDA materials that were relevant to their roles, for instance, we asked administrative staff about the bursar documents and the CPD leader about all the TDA materials.

Table 28: Staff interviewed in the 35 case study schools

Staff interviewed	Number
Teachers	198
Learning Support	93
Pupil Support	15
Administrative	38
Specialist and Technical	9
Site	26
Governors	6
<i>Total interviewed</i>	<i>385</i>

Number of case study schools: 35 (19 primary, 12 secondary, 4 special)

In the case study schools we showed hard copies of the:

- School improvement planning framework
- Framework of teacher standards
- NQT induction materials
- School business manager and bursar qualification documents
- HLTA booklets.

Other items were web-based at the time and so were not shown:

- Guidance to schools on effective CPD
- Career development framework for support staff

- Skills for life planner
- National occupational standards
- Support staff induction materials
- Support work in schools (we showed a small brochure about SWiS).

Table 29: Staff knowledge and use of TDA materials

	% Not heard of			% Used		
	Primary	Secondary	Special	Primary	Secondary	Special
Guidance to schools on effective CPD	64	67	75	9	17	0
School improvement planning framework	80	74	91	0	10	0
Framework of teacher standards	60	23	67	9	46	20
NQT induction materials	40	27	30	10	62	70
Career development framework for support staff	70	94	92	4	1	0
Skills for life planner	97	89	79	0	0	13
Support work in schools (SWiS)	90	83	100	0	0	0
National occupational standards	68	93	67	0	1	13
School business manager and bursar qualifications	87	78	50	9	0	50
HLTA booklets	48	77	73	7	2	27
Support staff induction materials	82	85	87	4	3	9

Total number of interviews = 385; number of schools: 35 (19 primary, 12 secondary, 4 special)

Few of the 35 case study schools were using many of the TDA materials. The materials that were used most were the ones about new teacher induction, teacher standards, HLTAs and school business managers. However, a large percentage of people interviewed had not heard of them, as can be seen in Table 29. There was some difference across types of school with more staff in secondary schools using the *Framework of Teacher Standards*: nearly a half of secondary teachers said they were using it in contrast to only one-tenth of primary interviewees. Many more teachers in secondary and special schools than primary were using the NQT induction materials. This may, however, have been because of fewer numbers of new teachers in the primary schools but more people had not heard of the materials: 40 percent in contrast to 27 and 30 percent in secondary and special schools respectively. People in special schools demonstrated more knowledge and use of the support staff materials than in the primary and secondary sectors. This is perhaps because of the greater proportion of assistants to teachers in special schools and the need for staff to have up to date certification in areas such as manual handling.

Because we found almost universal ignorance of materials in the first case study schools we visited in February 2008 we asked whether people had *heard* of them, whether they'd *seen* them, and if so whether they had *read* them and whether these materials were being *used*. As Table 10

shows, knowledge of the materials was poor. Most staff had not even heard of many of the TDA materials. Indeed, a primary headteacher said, 'TDA, I don't mean to be funny but who are they?'

Table 30: Staff knowledge and use of TDA materials by school performance and free school meals

	% People who had not heard of				% People who said they had used			
	Less high performing schools (10)		High performing schools (25)		Less high performing schools (10)		High performing schools (25)	
	Low FSM (1)	High FSM (9)	Low (13) FSM	High (12) FSM	Low FSM (1)	High FSM (9)	Low (13) FSM	High (12) FSM
Guidance to schools on effective CPD	0	100	65	54	0	0	14	8
School improvement planning framework	66	81	67	89	0	0	7	0
Framework of teacher standards	0	57	90	59	0	6	42	24
NQT induction materials	100	13	27	45	0	26	51	0
Career development framework for support staff	100	72	93	99	0	2	2	0
Skills for life planner	100	96	91	100	0	2	0	0
Support work in schools (SWiS)	100	93	89	86	0	0	0	0
National occupational standards	100	100	96	86	0	0	0	5
School business manager and bursar qualifications	100	81	69	78	0	5	5	9
HLTA booklets	100	53	61	64	0	9	6	1
Support staff induction materials	100	81	82	82	0	2	6	4

Total number of interviews = 385; number of schools: 35 (19 primary, 12 secondary, 4 special)

Few people used the TDA website and so had not come across the materials which were only available on-line and not in hard copy. However, when we probed further we found some familiarity with local authority (LA) initiatives and documents which replicated the TDA materials. For instance, few people had heard of SWiS, the *Career Development Framework* or the *National Occupational Standards* even though some support staff in almost all schools were doing or had done courses and qualifications. Similarly, many schools' teaching assistants had been on induction training at the LA but were not aware that the materials were produced by the TDA. People related these to the local authority or the organisation where they were studying. This has significance for the TDA because it seemed that communication was reliant on the LA having good relations with schools, keeping them informed and being up to date themselves.

As Table 30 shows, staff in high performing schools with low numbers of pupils known to be eligible for free school meals (FSM) were most likely to have used the materials. This surprised us as we thought that LA advisers would be targeting less high performing schools and those in challenging circumstances. However, there appeared to be a link with the quality of staff development leadership and management and the use of the documents.

Materials for teachers and senior leaders

The new teacher induction booklets were the materials which most people had at least heard of, but a third had not, as Table 31 shows. It was also the material which was used most widely: by 39 percent of people asked. This may be because induction has been statutory since 1999. Some schools were using the TDA's materials for newly qualified teachers (NQTs) without realising it because they were subsumed into local authority induction folders. However, we found a few authorities' folders that had some out of date contents, which is worrying. One headteacher did not employ NQTs as she thought that it was illegal for new teachers to complete their induction year in a special school. This misunderstanding is also of concern.

Table 31: Materials for teachers

<i>Materials for teachers</i>	<i>%Not heard of</i>	<i>%Heard of</i>	<i>%Seen</i>	<i>%Read</i>	<i>%Used</i>
Guidance to schools on effective CPD	69	9	6	6	10
School improvement planning framework	79	5	5	7	3
Framework of teacher standards	45	10	13	5	27
NQT induction materials	33	7	15	6	39

Total number of interviews = 198; number of schools = 35 (19 primary, 12 secondary, 4 special)

The *Framework of Teacher Standards* was the second most widely known material, with just over half (55 percent) of people knowing something about it. Indeed, we saw the poster in many staffrooms and offices. It was used by a quarter of interviewees, had been read by five percent, seen by 13 percent and a tenth had just heard of it. However, nearly half (45 percent) of the teachers when asked stated that they had not heard of the framework. The *Framework* was generally more known about in secondary schools – only a quarter had not heard of it as opposed to about two-thirds of teachers in special schools and primary schools (67 percent and 60 percent respectively). It was used most in secondary schools, but only by a fifth of people in special schools and a tenth in primaries.

Those people who did use the *Framework of Teacher Standards* were positive:

They remind people what they can aspire to. (Headteacher)

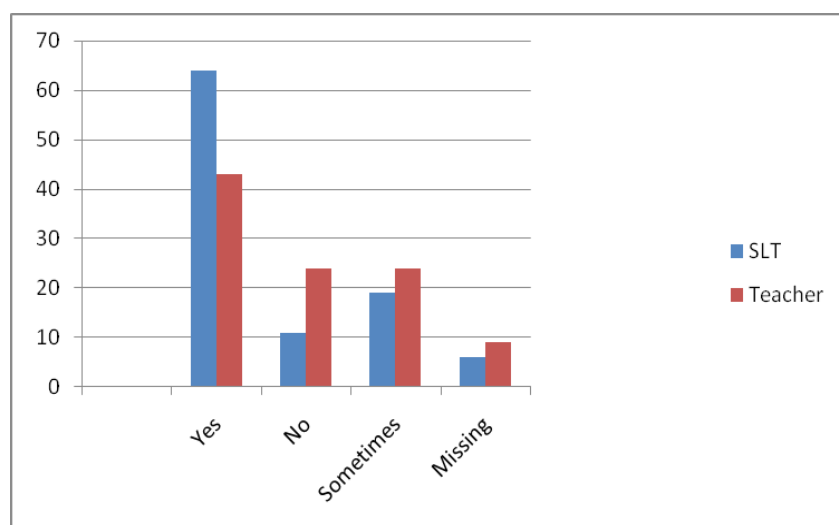
It's useful to work with national expectations. (CPD leader)

It has helped staff to become more focussed on their careers, which is important as they have a tendency to focus on their pupils' needs at the expense of their careers. (Assistant head, special school)

In the questionnaire survey, both teachers and senior staff were asked if the Framework of Teacher Standards was used in setting PM objectives. Two-thirds of senior team respondents said they used the Framework in agreeing teachers' performance management objectives (see Table

32) but only 43 percent of teachers said that this was the case. A fifth of senior staff and a quarter of teachers said they used the Standards ‘sometimes’.

Table 32: Use of the Framework of Teacher Standards for agreeing PM objectives



(Senior team = 397, teachers = 466)

In the 35 case study schools the *School improvement planning framework* was being used in only one. Four out of five people interviewed had not heard of it. Those who had read it thought that it would be useful for a school without effective improvement planning systems but that their procedures were working well.

In 24 of the 35 case study schools (69 percent of interviewees), nobody had heard of the *Guidance to schools on effective CPD*. People from just three schools (two high performing secondaries and one high performing primary) said that they had used it but we found no concrete example of how it was being used. One case study school reported that they used it as a general influence in informing their strategic thinking and practice but another referred to it as ‘the toolkit’ leading us to surmise that she was referring to the *East Midlands CPD Toolkit*. The staff development leaders in two case study schools had heard of it, in three schools people said that they had seen it, and in three others people said they had read it. Of the three who had read it but not used it, one special school leader admitted ‘I read it because I thought I would be asked about it by you! It looks very useful’. Another said that she did not use it because she was not convinced of its relevance to a small school where relationships were close and systems informal. The secondary school leader felt that it offered little as the school was so far advanced in its CPD practice.

Materials for support staff

In the case study schools materials relating to teachers were generally more widely known about than those aimed at support staff. There was particularly weak knowledge of support staff materials in the secondary schools (see Table 33). Although almost everyone had heard of HLTAs, three-quarters of people interviewed had not heard of the HLTA booklets. Only seven percent had used them but another six percent had read them, while 13 percent had seen them and 15 percent had heard of them. Those who had used them found them useful in working towards HLTA status, but not for any other reason.

There were high levels of ignorance in almost all schools about the support staff *Career Development Framework*, the *Skills for Life* planner and the *National Occupational Standards*, mainly because they are predominantly web-based. There was confusion between the *Career Development Framework* and the *Framework of Teacher Standards*, because both titles contain the term ‘framework’. This was also a problem with the *National Occupational Standards* and the

standards for teachers. Only five percent of case study interviewees had heard of SWiS and six percent said they had seen it but no one had read or used it.

Table 33: Materials for support staff

<i>Support staff materials</i>	<i>%Not heard of</i>	<i>%Heard of</i>	<i>%Seen</i>	<i>%Read</i>	<i>%Used</i>
Career Development Framework	88	2	7	1	2
Skills for life planner	86	5	1	0	1
Support Work in Schools (SWiS)	89	5	6	0	0
National Occupational Standards	92	6	0	0	2
School business managers and bursars	78	11	4	1	6
HLTA booklets	76	15	13	6	7
TA / Support Staff induction materials	83	6	3	3	5

Total number of interviews = 216; number of schools: 35 (19 primary, 12 secondary, 4 special)

There was considerable confusion about the relative status of different support staff courses and qualifications, and their link to career and pay progression. For instance, a TA with a degree in history who had had a successful career in publishing had completed a NVQ3 but said, 'I don't know what that means: what it's worth'. A significant number of support staff were surprised that their pay had not increased as a result of gaining qualifications.

Within the same case study school individuals showed extremes of ignorance and considerable knowledge. One member of support staff at a primary school had relatively high levels of knowledge about the support staff materials as she had run a TA network for the local authority in the recent past. However, the other eight support staff in the school whom we interviewed had not even heard of them. This illustrates how complex the dissemination of information is.

Summary and recommendations

- Our research found that there was a positive association between school outcomes and staff development. However, there was not a clear cut relationship between school performance and staff development regimes: the high performing case study schools mostly had strong staff development systems although two schools were weak in this regard (see Table 1). The less highly performing schools had weaker systems for staff development, but two primaries bucked this trend.
- We found an association between the quality of the case study schools' staff development and levels of pupil deprivation. Schools with low numbers of pupils entitled to free school meals were more likely to have strong staff development than those with high numbers.
- The case study schools were strongest in generating a positive ethos and identifying staff training and development needs, and weakest in the areas of monitoring, impact and dissemination. We found this was the case for both the high performing and less high performing case study schools.
- The barriers to staff development most frequently mentioned in our questionnaire survey were related to finance, time and support. Three-quarters of senior staff but less than half of teachers and support staff would do things differently if finance were no object. Time to develop thoroughly was the greatest feature of this blue skies thinking.
- Time was also perceived to be the greatest barrier to staff development and yet 16 of the 35 case study schools were not using all their allocated closure or INSET days.

Staff development ethos

- School ethos was fundamental to staff development. In the case study schools where it was strong, leaders fostered, and all staff felt, a sense of both entitlement to and responsibility for their own development and learning closely linked to benefits for the pupils.
- Staff turnover was low and morale was high at the case study schools with strong staff development. It is hard to be certain about whether low turnover and high morale was the result of staff development – it was certainly a contributory factor.

Leadership and management

- Effective leadership and management of staff development were essential. Where staff development was most effective in our case studies, its leaders were experienced senior staff who were well-informed and devoted much time to this aspect, linking it strategically to school improvements in efficient and cost-effective ways.

Identifying needs

- In the case study schools where staff development was most effective, procedures such as performance management for identifying individual and team needs were well thought through and long-established. Flexible systems allowed for needs to be identified and met as they arose without losing the impetus on original priorities.
- In the national survey, around half of senior staff and teachers considered performance management (PM) 'useful' and around one fifth 'very useful' for their career development, skills development, ability to do the job better, and in boosting self-esteem. Up to a quarter of teachers and senior staff considered that PM was 'not useful'.

- In the best cases, much effort was put into identifying the needs of support staff, based on an understanding of opportunities and career frameworks. Nearly 8 out of 10 of senior team respondents reported that they set PM or appraisal targets with support staff; most commonly with learning support staff. Nearly one-in-ten of support staff in the survey said that their needs were not identified.
- Two-thirds of senior staff questionnaire respondents said they used the TDA *Framework of Teacher Standards* in setting PM objectives but only 43 percent of teachers said that this was the case.

Meeting needs

- Where staff development was strongest in our case studies, needs were met in the most effective way chosen from a wide menu of opportunities, many of which were school-based.
- Staff in some case study schools spent much longer on development activities than in others. Generally, staff in primary and special schools spent more time on them than their secondary colleagues.
- In the survey, nearly eight out of 10 of senior team respondents considered that staff development was personalised to ensure that individuals' needs were met.
- Just under a half of teachers reported that their school helped with their professional development 'greatly' and 40 percent said that it did 'to some extent'. Most considered that their schools offered a wide range of opportunities, including professional dialogue, peer mentoring and action research as well as external and in-school training sessions.
- In the survey senior staff noted that networks and coaching/mentoring had been most useful to them in terms of their development as leaders.
- Projects and courses spanning a term or more, with activities to trial or research and involving purposeful collaboration, made most impact overall on school improvement.
- The survey found that only a half of support staff had participated in after-school training sessions at their school.

INSET days

- Only 19 of the 35 case study schools and four out of ten senior staff and teacher questionnaire respondents used their INSET days as five whole days, with more primary (50 percent) than secondary (20 percent) so doing.
- Replacing INSET days with twilight sessions was said to allow more flexibility and a more personalised provision - and lengthened staff holidays.
- The survey found that only a third of schools spent the whole of their last INSET day on training and development.
- A quarter of teachers and support staff said that INSET days were 'of little use' in helping staff develop but only five percent of senior staff judged this to be the case.
- A fifth of support staff stated that they had not taken part in training at INSET days in the last 12 months. Learning support was the category of support staff most often included.

Evaluating impact

- Training and development were said to be having a profound effect on individuals but schools found it hard to prove that staff development was making a positive difference to pupils.
- Senior staff at many of the case study schools recognised their measurement of the impact of staff development as a weakness, and welcomed advice on effective systems.
- The survey data show that nearly 70 percent of teachers but only a half of support staff reported that the impact of their training and development was evaluated. Impact evaluation was conducted mainly through discussions with staff, evaluation forms, lesson observation and performance management.
- Teachers surveyed said the impact that training and development had on pupils was ‘better learning’ (55 percent), ‘greater motivation’ (38 percent) and greater confidence (28 percent). Only 15 percent thought their training and development had resulted in better test results.
- Pupils in ten case study schools felt that staff absence from lessons due to training had a disruptive and negative effect on their education and wellbeing.
- Many support staff and sixth form teachers were concerned that their work was not covered by anyone when they were absent for training – and that pupils suffered as a consequence.

Dissemination

- Dissemination was a weak link, to varying extents, at many of the case study schools and staff at different levels identified this as something that could and should be improved.
- Sustaining development was comparatively easy for the high performing schools because staff turnover was low and communication and relations were strong.

Use of TDA materials

- In the case study schools few people had heard of the TDA materials and therefore they were not being used.
- The materials that were used were in paper form and had a specific purpose, such as to help new teachers meet the standards for induction.
- There was considerable confusion in the case study schools about the relative status of different support staff courses and qualifications, and their link to career and pay progression.

Recommendations

The following recommendations are made to the TDA and policy-makers, and school leaders.

The TDA and policy-makers should consider the following:

1. Making schools and others aware of the main findings of the SDOS project which shows the positive relationship between the training and development of the school workforce and schools’ overall performance.

2. Before investing more time, effort and money into the commissioning, writing and production of new resources, the TDA should be clear about whether they are needed, by whom and how they are to be disseminated, read and used.
3. All TDA materials should be made more accessible and available to all schools by sending them hard copies. Schools in areas of deprivation and those that are less effective need to be particularly targeted.
4. It is important to have greater synergy with other agencies' materials for the school workforce, e.g. NCSL, CWDC, DCSF, GTC and local authorities (LAs).
5. Staff development leaders and other key players such as advanced skills teachers and LA advisers should be kept up to date with TDA materials and be encouraged to develop management and administrative systems for communicating and storing them effectively, especially where employee turnover is high.
6. How to encourage more staff in schools to read for their development. Our research demonstrates that it is an under-utilised but valuable activity for aiding staff development.
7. Plans for the TDA Journal *Professional Teacher* are welcomed. Attention needs to be given not only to making this reader-friendly by conveying key information concisely but also to how groups of staff, including support staff, can be encouraged to use it. Lessons might be learned from the popularity of reading groups.
8. Continue to improve the leadership and management of staff development by:
 - a. Emphasising its importance and complexity.
 - b. Providing different models, ideally costed in financial terms, and if possible with an indication of the time required. These should emphasise not only the need for strategic and distributed leadership but the significance of management and administrative roles, in order for school leaders to make best use of their human resources.
 - c. Designing a national qualification for staff development leaders.
 - d. Seeing what can be learned from how bodies outside education manage the development of their human resources.
 - e. Providing examples of how schools use their staff development budget cost-effectively and provide value for money.
9. Offering advice and guidance on how schools are making effective use of INSET days and other ways by which pupil disruption to learning through staff absence is minimized.
10. How our findings relate to other TDA funded research and development projects and other research on staff development in general.

School leaders should consider the following:

1. Minimising the disruption to pupils' learning and wellbeing by reducing staff development activity that happens during lesson time.
2. Making some use of school holidays for staff development activities.
3. Ensuring that INSET days are used for staff development and that optimum use is made of the time allocated for this purpose.
4. Encouraging those responsible for staff development to develop expertise in its leadership and management.

5. Ensuring that teachers and support staff know about and have access to all relevant staff development materials through e.g. links on their school intranet and hard copies in staffroom libraries or resource areas.
6. Re-professionalising (or professionalising) their teachers and support staff by encouraging more reading (paper and electronic) and discussion about staff development in general and staff development materials in particular.

Further research

As a result of the SDOS research we suggest that there are several questions that may require further investigation:

1. Is there a correlation or association between investment in people's development and reduced absence rates?
2. Do staff spend much more time on development activities in some schools than in others? Is there a phase pattern?
3. How can impact on pupils be measured in a way that is useful and easy, and which does not feel like surveillance?
4. How can staff development take place without pupils' education being disrupted?
5. How can more time be made for staff development beyond term time and how can schools make more effective use of the contracted hours they currently have?
6. How can governors play a strategic role in staff development?

Appendix 1: Research methodology

Details of the methodology of the two phases of the research – the case studies and the questionnaire survey – are outlined below.

A. Research methods - case studies

This project started in January 2008 by researching the outcomes of staff development in 25 high performing schools. In March the project was extended to investigate ten schools that were not so effective, bringing the total number of case studies to 35.

In order to select 25 high performing schools for case studies (nine secondary, 13 primary and three special) we identified more than 60 schools across the country which had been inspected since June 2007 and graded as 'outstanding' overall. The rationale for selecting schools on the basis of recent Ofsted inspection report gradings was that these were schools with high contextual value added scores and which had been given the highest grading (as can be seen in Table A1).

We also selected ten less effective schools (three secondary, six primary and one special). Recent inspection reports were used to select a sample and personal contacts were exploited to persuade the schools to become involved in the research. Of the ten, six were rated 'good' and four 'satisfactory' by Ofsted. One of the 'good' secondary schools was selected because it had improved from 'inadequate' to 'good' within the last year, allowing us to examine the role of staff development in the school's progress. Several of the schools had previously been in special measures.

Schools that succeed against the odds are particularly interesting and valuable to learn from, so we chose over two-thirds (21) of our total sample from schools that were in challenging circumstances, in that more pupils than the national average (15.5% in primary, 13.1% in secondary schools) were known to be eligible for free school meals (FSM). Twelve of the 25 high performing schools and nine of the ten less high achieving schools had pupils with high levels of deprivation (more than 18% FSM). Indeed, in eight schools over half of pupils were known to be eligible for free school meals.

The schools were located in 26 local authorities representing all nine government regions. We chose schools of different sizes: from very small primary (47 pupils) and secondary (317 pupils) rural schools to large primary (520 pupils) and secondary (1,436 pupils) urban schools.

The schools were visited for a day between February and July 2008 following an analysis of information about the school in the public domain, which included inspection reports, examination contextual value added (CVA) results, and websites. All the schools were asked to send relevant documents before the visit, which were also analysed: some dispatched theirs immediately while others chose not to send any or did not have much documentation.

Table A1: The case study schools – 25 high performing (H) and 10 less high performing (L)

School	Level of deprivation*	Pupils on roll	Ofsted grade
Primary H1	Low	200	1
Primary H2	Low	300	1
Primary H3	Very low	50	1
Primary H4	Low	350	1
Primary H5	Broadly average	300	1
Primary H6	High ++	200	1
Primary H7	Very low	400	1
Primary H8	High +	400	1
Primary H9	Low +	250	1
Primary H10	High ++	450	1
Primary H11	Very low	500	1
Primary H12	High +++	200	1
Primary H13	Broadly average	250	1
Secondary H1	High	1450	1
Secondary H2	Broadly average	1100	1
Secondary H3	High +	300	1
Secondary H4	High +++	1150	1
Secondary H5	Low	1000	1
Secondary H6	High	850	1
Secondary H7	High ++	1300	1
Secondary H8	Very low	1150	1
Secondary H9	Very low	1200	1
Special H1	High +	100	1
Special H2	High +++	60	1
Special H3	High +	150	1
Primary L1	High +++	200	2
Primary L2	High +++	200	2
Primary L3	High +	200	2
Primary L4	Very low	200	2
Primary L5	High +++	150	3
Primary L6	High ++	100	3
Secondary L1	High +++	650	3
Secondary L2	High	1050	2
Secondary L3	High +++	900	3
Special L1	High +++	100	2

*free school meals: very low =0-5%; low =6-11%; broadly average =12-17%; high =18-25%; high+ =26-35%; high++ =36-49%; high+++ =50%+. Shaded = less high achieving.

The project leader and research officer visited half of the schools and seven consultants were used to manage the geographical spread and cover all government regions. All were experienced and knowledgeable in the field of staff development, which meant that they could put people at their ease and probe their experiences of training and development. A common report format (see Appendix 3) was completed on each school to help structure the analysis of the evidence gathered. A semi-structured interview schedule was devised to ensure consistency. In total, 485

people were interviewed across the 35 schools (see Table A2). In each school, a range of teachers and support staff with differing roles and levels of experience were interviewed individually and where possible, groups of pupils were also interviewed to elicit their experiences of staff development and how it affected their learning. Governors were also interviewed in five schools. In total, we interviewed 198 teachers, ranging from new teachers to headteachers; 93 teaching or learning support assistants; 38 people with administrative roles such as receptionists, secretaries and bursars; 26 site staff; and nine technicians and librarians.

Table A2: People interviewed in the 35 case study schools

<i>Role</i>	<i>Number s</i>
Teachers	198
Learning Support	93
Pupil Support	15
Administration	38
Specialist and Technical	9
Site	26
Pupils	100
Governors	6
<i>Total</i>	<i>485</i>

B. Research methods – questionnaire survey

In order to meet the TDA's requirements for the survey component of the research we devised three separate (but overlapping) questionnaires so that questions were pertinent to senior leaders, teachers and different types of support staff. The questionnaires were easy and quick to complete, taking no more than ten minutes. We designed a separate questionnaire for three staff groups: senior team, teachers and support staff. These were piloted with three primary and three secondary schools using both online and paper questionnaires. The pilot questionnaire included two questions at the end asking the respondent whether any questions were unclear, how long it took to complete and if they had any further comments. We also obtained verbal feedback from our contacts in the pilot schools. Changes were made to the questionnaires on the basis of feedback gained from the pilot schools and from the TDA, who were also consulted regarding questionnaire development.

To achieve a large number of completed questionnaires from support staff, teachers and senior leadership teams we needed a large sample of schools. Because schools are busy there was a need for them to have clear incentives to complete and return the questionnaires. We addressed this in a number of ways, by:

- a. Offering a range of ways to complete the questionnaires: online at www.surveymonkey.com and hard copy by post and in person.
- b. Being clear and concise about what we were asking for, and our rationale.
- c. Giving schools a specific period to respond (6 weeks).
- d. Sending reminders and exploiting any personal contacts we had with schools.
- e. Offering a book to schools returning a number of questionnaires.

A random sample of 1000 schools was obtained from the National Foundation for Educational Research (NFER). The sample was stratified by English government region and school type. This was to maintain the nationally representative proportions in terms of the nine government regions and school type. The sample was drawn in such a way by the NFER so that it would not overlap with other TDA commissioned surveys, thus avoiding the same schools being surveyed regarding

staff development more than once in a relatively short time period. A smaller random sample, maintaining the nationally representative proportions in terms of government region and school type was then devised. This sample consisted of 640 schools: 500 primary, 100 secondary and 40 special schools. The proportions of primary and secondary schools and government regions were nationally representative as the TDA requested that we represent school type proportionally and cover all the government regions. The special school sample was boosted from 25 (which is the proportionally correct number) to 40, by selecting the remaining 15 special schools from the original school sample of 1000, to ensure that sufficient numbers of responses were obtained to enable meaningful statistical analysis.

In the second week of the Autumn term 2008 we sent an email to schools with links to the questionnaires on Survey Monkey, and followed this with weekly reminders to non-responders. The survey ended six weeks later. We obtained 499 responses from this random sample (see Table A1) from 112 schools. Due to the initially low response rate from the schools in the random sample and the tight timetable of the project we decided to boost our numbers by obtaining responses from opportunistic sources via personal contacts in the research team. Responses were gained at training days, courses and conferences which were attended by senior team members, teachers and support staff from across the country. The consultants who had earlier carried out some of the case studies as part of the first phase of the SDOS project also obtained responses from schools in which they had personal contacts. The achieved sample from this opportunistic survey was 1113 (Table B1). It is impossible to know precisely how many schools these respondents are from but the number is probably over 500.

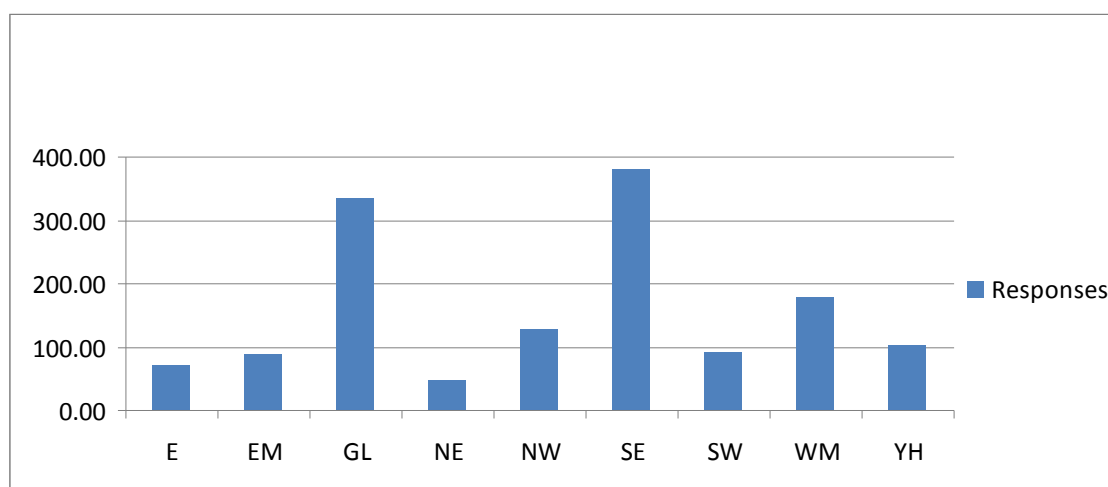
Table B1: Responses

	Random sample responses	Opportunistic responses	Total
Senior Team	111	286	397
Teachers	192	274	466
Support staff	196	553	749
<i>Total</i>	<i>499</i>	<i>1113</i>	<i>1612</i>

Details of the respondents

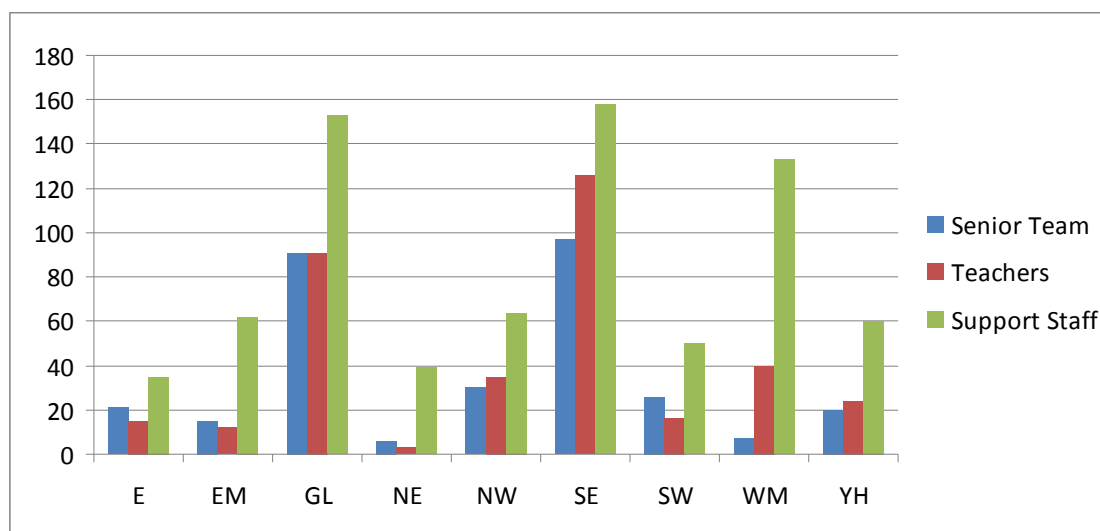
The key characteristics of the respondents – senior team, teachers and support staff – are outlined below. All nine English government regions were represented although the largest numbers were in London and the South East (Tables B2 and B3).

Table B2: Regional spread of responses



(n = 1612)

Table B3: Regional spread of senior team, teachers and support staff responses



(n = 1612)

Primary schools were almost equally distributed amongst the senior team and teacher samples (making up just over half of these samples), but there were only half as many in the support staff sample (see Table B4). Secondary schools were equally represented in the senior team and teachers samples (making up just over a third of these samples) with over two thirds of support staff being from secondary schools. Special schools were represented equally in all three samples (approx 6 percent).

Table B4: Numbers of respondents by school type

%	Senior team	Teachers	Support staff	Total (%)
Primary	57	54	25	671 (42%)
Secondary	35	38	69	830 (51%)
Special	6	7	6	97(6%)
Missing	2	1	0.3	14 (1%)
Total	100	100	100	1612 (100%)

(Senior team = 397; teachers = 466; support staff = 749)

More women than men completed the questionnaires. However, the gender differences were greatest in the support staff sample where nine-tenths were female and only about a tenth male. The bias towards female respondents was slightly higher among teachers (76 percent) compared with senior team respondents (67 percent) (see Table B5).

Table B5: Gender of respondents

%	Senior team	Teachers	Support staff
Male	30	23	8
Female	67	76	91
Missing	3	1	1
Total	100	100	100

(Senior team = 397; teachers = 466; support staff = 749)

The length of time respondents had been at their current school was almost evenly spread, although there was a slightly higher proportion of newer teachers (those with 1-3 years' experience) - around a third in each sample (see Table B6). The views of teachers who had been

at their school for ten years and over were slightly less represented with about a fifth to a quarter across the two samples.

Table B6: Length of time respondents have been at their current school

%	Teachers	Support staff	Senior team
1-3 years	38	32	41
4-6 years	24	22	28
7-9 years	15	19	12
10+ years	21	26	16
Missing	2	1	3
Total	100	100	100

(Teachers 466; support staff 749; senior team 397)

Senior staff respondents were fairly new to the senior team – 41 percent had only been in the senior team for one to three years and 28 percent been in the senior team for four to six years. Those who had been in the senior team for more than six years made up just over a quarter of the senior team sample.

Of the senior staff respondents 29 percent were headteachers, 23 percent deputy headteachers and 22 percent assistant headteachers. In addition, 26 percent had other roles such as AST, literacy coordinator, Senco, key stage leader and bursar.

An analysis of the support staff respondents shows that the sample was skewed towards specialist and technical staff (comprising 40 percent) and most of these were librarians. Learning support staff made up 35 percent of the sample and admin staff nearly 20 percent. Pupil welfare and site staff were strongly under-represented in the sample comprising only three percent and one percent respectively (see Table B7).

Table B7: Support staff

Category of staff %	Specialist & technical	Learning support	Admin	Pupil welfare	Site	Other missing	Total
Support = 749	40	35	18	3	1	3	100

Appendix 2: The case study report format

A. Ethos

- 1) What language does this school use for staff development?
- 2) How is staff development/CPD being defined?
- 3) Do staff have professional portfolios?
- 4) Is this a school where adult learning is valued?

B. Leadership and management

- 1) How are the leadership and management of staff development organised?
 - i) Who does what and what are the roles known as?
 - ii) Is there strategic leadership of staff development?
- 2) What training have people had in leading and managing CPD?
- 3) Is the TDA Guidance to schools on effective CPD being used?
- 4) How does staff development relate to school improvement and self-evaluation?
- 5) Is the TDA School improvement planning framework (Booklet; DVD; website) being used?
- 6) What percentage (approx) of the overall school budget is spent on staff development, including cover?
- 7) What role do governors take in supporting and participating in CPD?
- 8) What TDA materials are being used?

	<i>Ask CPD leader +</i>	<i>Not heard of</i>	<i>Heard of</i>	<i>Seen</i>	<i>Read</i>	<i>Used</i>
<i>Guidance to schools on effective CPD</i>						
<i>School improvement planning framework</i>	<i>SLT</i>					
<i>Framework of teacher standards</i>	<i>Teachers</i>					
<i>NQT induction materials</i>	<i>NQTs, ind tuts</i>					
<i>Career Development Framework</i>	<i>Supp staff</i>					
<i>Skills for life planner</i>	<i>Supp staff</i>					
<i>Support Work in Schools (SWiS)</i>	<i>Supp staff</i>					
<i>National Occupational Standards</i>	<i>Supp staff</i>					

<i>School business managers and bursars</i>	<i>Admin</i>					
<i>HLTA booklets</i>	<i>TAs</i>					
<i>TA / Support Staff induction materials</i>	<i>TAs</i>					

C. Identifying needs

- 1) How experienced and qualified are the teachers and support staff?
- 2) How is performance management/appraisal working for teachers and support staff?
- 3) Are CPD objectives related to whole school needs or personal ones? Is the starting point a specific area for school improvement or the needs of individual members of staff, or a mixture of both?
- 4) How are needs of teachers identified?
- 5) Are the TDA Performance management and the framework of teacher standards (wall chart, brochures, web materials) being used?
- 6) Are the TDA NQT induction materials (CEDP, booklets) being used?
- 7) Which of the TDA support staff materials are being used?
- 8) How are needs of support staff identified?

D. Meeting needs

- 1) Do all staff consider that their training and development needs are being met (include details from the range of responses)?
- 2) To what extent are different groups of staff involved in these forms of training and development?
 - a) Coaching/mentoring
 - b) Observation
 - c) Staff meetings
 - d) School training days
 - e) Working with or shadowing others
 - f) Collaboration
 - g) Reading
 - h) Teachers TV
 - i) Accredited courses
 - j) Local authority short courses
 - k) Short courses elsewhere
 - l) Conferences
 - m) Exam board meetings
 - n) Being part of a learning community with other schools
 - o) Bringing in expertise
 - p) Other - list

- 3) Are there any barriers to participation (e.g. support staff not paid to attend after school training)? How have they been identified and addressed?
- 4) In what ways are schools using the five training days, and who attends them?

E. Impact

- 1) What does the school understand by the terms monitoring CPD and evaluating the impact?
- 2) How do people monitor and evaluate the impact of their own training and development on pupils?
- 3) What forms of training and development have had most impact on a) staff and b) pupils?
- 4) What do pupils feel about staff development?
- 5) What recognition is there for staff development?

F. Sustaining and disseminating staff development

- 1) How is the development (knowledge, resources, skills) of individuals shared so that others in the school benefit?
- 2) How do new training and development activities build on what has happened before?

Summary

Aspects	Qualities
Ethos	
CPD leadership	
Needs identification	
Meeting needs	
Impact evaluation	
Dissemination	

Appendix 3: The case study report summary

An example from a secondary school

Aspects	Qualities
Ethos (Grade 1)	CPD is highly valued and central to the school, which is evident by the commitment and role of the CPD leader. There is a large CPD notice board in the staffroom full of resources and notices of upcoming training courses. There is also a CPD newsletter dedicated to communicating the importance and value of CPD to staff. The school is highly supportive of staff development, particularly in the forms of CPD activities provided within the school (INSET, mentoring, staff meetings). External courses are supported but only when in line with school and individual targets.
CPD leadership (Grade 1)	One of the assistant headteachers holds this role, to which he is very dedicated, using up half of his time on it. He first led ITT and induction and then took over responsibility for whole staff development. He is very knowledgeable and keeps up to date. Systems are exemplary. In addition to the usual, there are excellent systems for advertising and disseminating e.g. the CPD newsletter and fliers promoting internal training.
Needs identification (Grade 1)	PM takes place for all staff, including support staff in the new year. All staff feel their needs are identified whether through formal PM or support staff appraisals, outside the PM system. Staff also feel their Heads of Department and the CPD leader are in touch with their needs.
Meeting needs (Grade 1)	These are mainly internal to the school: there is a strong coaching-mentoring culture for all staff. Initial teacher training and induction are seen as powerful development, not only for trainees but also for the staff who support, monitor and assess them. Innovations for school improvement are made from the bottom up by starting with new staff. INSET days, staff and dept meetings are strongly CPD based. There are long term programmes such as the Outstanding Teacher Prog and LftM as well as external courses. There is a comprehensive programme of twilights tailor-made for NQTs and ITTs, but open to other staff.
Impact evaluation (Grade 1)	Long term impact of CPD on teaching practice and pupil outcomes is evaluated through a form completed several months after a staff member has done an activity. Data is analysed and disseminated to staff.
Dissemination (Grade 1)	Learning is disseminated where and when appropriate. Departmental Heads are responsible for dissemination of the departmental level. The CPD newsletter is dedicated to communicating the development and experiences of individuals to staff so that all benefit. There are many resources on the school intranet including a bank of Teachers TV clips.

An example from a primary school

<i>Aspects</i>	<i>Qualities</i>
Ethos (Grade 1)	This is a school that looks after and develops its people. Adult and pupil wellbeing and learning are strongly valued and central to its ethos. There is a great deal of support for everybody's development. There are numerous examples of people who have been developed e.g. TAs who are now teachers and a midday supervisor whose role has expanded to leading the midday supervisors, running the breakfast and after school club and being a quasi-purchasing officer – she has an eye for a bargain. TAs are encouraged to gain degrees rather than HLTA. Courses that lead to qualifications are fully funded by the school. There is no room for courses to be seen as jollies.
CPD leadership (Grade 1)	The headteacher is an excellent leader who is passionate about human resources so she leads staff development herself. Gaining Investors in People status meant a great deal to her - she cried! She distributes her leadership and management well (there are eight people in the SLT) so that more people benefit. The school is very inclusive and spends a significant amount of its budget on CPD – but spends it well to get excellent value for money. The HT is canny with the budget, not buying into the LA service level agreement but going for better value options.
Needs identification (Grade 1)	Performance Management is well-established for all staff and is working effectively but the HT is keen that needs are also identified as and when they occur. This does not conflict with the strategic vision of staff development to help school improvement.
Meeting needs (Grade 1)	There is a wide menu of training and development activities, with much happening in-house. Coaching and mentoring are working well. The TAs have high quality in-house team training for 50 minutes a week as well as NVQs and other courses.
Impact evaluation (Grade 1)	The school has few policies and little paperwork but the systems in place are really working. The best is the evaluation/diary that teachers write fortnightly and TAs write weekly. People write about how they are implementing their learning and the difference it is making on children, as well as how pupils are doing. This is a valuable way to see what is working and means that training needs can be met very quickly, and for the benefit of children.
Dissemination (Grade 1)	Dissemination happens informally and formally through the HT newsletter, the weekly/fortnightly evaluations and a culture of sharing, copying articles for people etc. Staff summarise training they've attended outside the school at the weekly lunchtime business meeting and run staff meetings after school and for TAs in their 50 minute slot. The school has a new Learning Platform, which it hopes will aid dissemination of staff learning. The school recognises and celebrates staff learning especially through the HT newsletter.