Making Change Happen in Teacher Professional Development

CPD Leads’ Survey

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# Introduction

This survey forms part of a study into teacher professional development.[[1]](#footnote-1)

The findings demonstrate the importance of school leaders, particularly those with a formalised CPD leadership role, in planning, coordinating and delivering professional development in schools, and in building policies and practices within schools which support teachers’ engagement in professional development activities. They suggest that, even when schools have varying contexts and staff professional development needs, it is possible to build cultures of professional development through actions which support staff participation and changing practice. Numbers of participants were small and so, while we do not suggest that these findings are representative of the CPD system in English schools, they provide valuable insights into the leadership of professional development in the current system.

The survey was designed to be completed by staff in schools in England who hold a professional development leadership role. Our intention was to learn more about the structures and processes within the school environment which support professional development. A small group of professional development leads known to the project team through professional connections piloted the survey in summer 2022. Following revisions, the final survey was open for completion online from September to December 2022. It was promoted through professional networks by email and social media.

The first part of the survey focused on CPD leads’ roles, CPD policies and strategies in their schools and Multi-Academy Trusts and the CPD leads’ perceptions of the culture of CPD in their schools. In the second part of the survey, CPD leads were asked to identify an example of effective CPD in their contexts. They provided some details of the CPD activity and then responded to a series of prompts relating to the ways in which the CPD activity was supported and resourced in their schools.

We are grateful to the CPD leads who responded to this survey for the time they took to participate.

# Overview

In this section we provide an overview of the survey’s findings. Further details are provided in Section 3.

## 2.1 Survey participants and response rates

The survey was promoted to school leaders through emails, professional networks and social media. The intention was for it to be completed by those in schools with a designated leadership role relating to professional development, who we refer to throughout as CPD leads. Overall the response rate was low. This might be attributed to several reasons, for example, a lack of time for school staff to spend in activity not directly related to their jobs, a lack of clarity over who the CPD lead is and therefore who should complete the survey or only a minority of schools having this role in place. We did not include any questions relating to the impact of COVID-19 on professional development, but participants’ responses should be placed in the context of the challenges teachers faced as a result of the pandemic. We do not suggest our findings are representative of the English school system, rather that they offer a snapshot of the situation relating to professional development in 2022.

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| Forty-six CPD leads completed or partially completed the survey |  | Of those CPD leads who provided information about their schools, they were roughly split between those working in primary and secondary phases and those based in academies and maintained schools. |
| Most responses were from Yorkshire and the Humber |  | Most respondents’ schools were located relatively close to Sheffield Hallam, in Yorkshire and the Humber and the East Midlands. |
| Response rates vary throughout the survey |  | To maximise response rates, respondents could complete individual sections of the survey and individual questions as they chose. Numbers of responses therefore vary from question to question. |

## 2.2 CPD leadership roles, reporting and resources

This part of the survey focused on CPD leads’ roles. The responses illustrate the complexity of CPD leadership for those in schools, holding multiple roles and responsibilities alongside leadership of professional development.

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| CPD leads typically hold other leadership responsibilities |  | The CPD leads responding to the survey rarely held this role on its own, but instead it was combined with other roles, most frequently as part of a wider leadership role such as assistant principal or deputy headteacher. |
| CPD leads have multiple reporting routes |  | Most frequently, the CPD leads reported to the headteacher, school principal or executive headteacher. Other common reporting routes are to other senior leaders and to school governors. |
| Most CPD leads receive no time or additional payments specifically for the role |  | Only a minority of CPD leads reported receiving any additional time or payment specifically for their CPD leadership role, perhaps because of the way in which the role is often combined with other leadership responsibilities. |

## 2.3 School and Multi-Academy Trust CPD policies

In this section we first asked those whose schools were in Multi-Academy Trusts (MATs) whether they had a shared or collaborative approach to CPD. Next, bearing in mind that one potential role for CPD leads is the writing of CPD plans and strategies for their schools, we asked about who has responsibility for, and oversight of, CPD policies and plans.

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| Most Multi-Academy Trusts (MATs) have some collaboration in CPD approaches |  | Most CPD leads whose schools were in a MAT said that there is at least partial collaboration in CPD approaches. |
| Governor or director oversight of CPD is more likely at MAT level than school level |  | A minority of CPD leads reported that their school had a governor with responsibility for CPD. Of those whose schools were in MATs, more CPD leads reported that a MAT director or trustee had responsibility for CPD, although an equal number said that they did not. |
| CPD policies and plans appear to be more common at school level than MAT level |  | Most schools, whether in MATs or outside them, had a CPD policy or strategy and an annual CPD plan. Fewer MATs had these, although there was some uncertainty about this from the CPD leads. |
| Responsibilities for MAT-level CPD strategies and plan lie with directors, trustees and MAT CPD leads |  | A minority of CPD leads in MATs said that their MAT had a MAT-level CPD policy or strategy and/or an annual CPD plan. Where they did, responsibility lay with directors, trustees and MAT CPD leads. |
| Little difference in responsibilities for school-level CPD strategies and plans between schools in and outside of MATs |  | Most CPD leads reported having a school-level CPD policy or strategy and/or an annual CPD plan. These were written, most commonly, by various senior leaders, including the CPD lead, hold responsibility for CPD policies/strategies and plans. |

## 2.4 School CPD culture

This section explored cultures of CPD within schools, with firstly asking about whether and how CPD is prioritised through time, funding and resources, and secondly about staff attitudes towards professional development. Overall the findings suggest quite positive cultures around professional development, although with variation between schools.

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| Most CPD leads say that funding and time for CPD are prioritised and resources are available to enable access |  | Over three-quarters of CPD leads said that time for CPD is always or almost always prioritized. A smaller majority said the same for funding, and a similar number agreed that staff are able to access technology, resources or materials to support participation. |
| CPD does not always continue in the face of other priorities |  | Just over half the CPD leads said that CPD always, or almost always, continues even when other priorities are taking up time, although this illustrates that a sizeable minority of schools sometimes struggle to continue CPD in the face of competing priorities. |
| A third of schools always evaluate the impact of CPD |  | Around two-thirds of schools always keep a record of CPD, but only a third say that they always evaluate its impact. |
| Staff are generally positive about professional development |  | Two-thirds of CPD leads stated that staff were always or almost always positive about CPD and that staff are always or almost always able to share knowledge, expertise and practice. |
| Varied responses relating to staff choices of CPD and awareness of CPD needs |  | Compared to other responses, there was less consistency in the responses relating to staff choices of CPD and awareness of professional development needs, although overall the picture was positive. |

## 2.5 Delivering effective CPD

In this section of the survey, CPD leads were asked to identify an example of effective CPD in their contexts. They provided some details of the CPD activity and then responded to a series of prompts relating to the ways in which the CPD activity was implemented in their schools. Twenty-two CPD leads completed all or most of this section. We left the definition of ‘effective’ open to interpretation by survey respondents, while providing a definition of CPD (Section 3.5) to include a range of professional development activities and exclude statutory training.

The responses in this section indicate the important role played by school leaders in identifying professional development needs, leading, coordinating or delivering professional development, and in providing systems and structures which can support school staff to both participate in and then make change following professional development.

The first group of questions gathered information about the content and delivery of the effective CPD.

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| CPD leads identified a broad range of examples of effective CPD |  | Examples included in-school and external professional development, activities targeted at particular teachers or groups of teachers and models of coaching and mentoring. The largest groupings focused around literacy and phonics and activities taking place in school and/for the whole schools. |
| Most examples of effective CPD included a focus on content, pedagogy or assessment |  | Over half the examples included a focus on content, pedagogy/instruction or assessment, and most was intended for teachers or all school staff. |
| Most examples of CPD were sustained over several terms, taking place during the school day or in twilights/evenings |  | Over half the examples of took place over two-three terms or longer, most took place in the previous year or two before the survey and most were described as a series of linked events or activities, taking place either during the teaching day or in twilight/evening sessions. |
| Most CPD took place in school, in person and delivered by staff members |  | Over two-thirds of the examples of effective CPD took place in school and most was delivered in person. Over half was delivered, at least in part, by senior leaders or other staff members from the school or the Multi-Academy Trust. |

The next set of questions explored how the need for the CPD was identified and its coordination and leadership.

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| CPD needs are identified through multiple sources, with school leaders playing an important role |  | The need for the CPD was identified through sources including in-school and external evidence, and from school, Multi-Academy Trust or teachers’ development and improvement plans. School leaders and evidence gathered in school played important roles in this. |
| Most examples of effective CPD built on and/or complemented other activity |  | There was strong agreement that the CPD built on and complemented previous professional development and school improvement activities. |
| Senior leaders play important roles in CPD leadership |  | Senior leaders frequently had roles in the oversight, coordination and planning of the effective CPD and those with this responsibility were supported to carry out these roles. |

Next, we explored the resourcing of the CPD through time, funding and resources.

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| The CPD was frequently adapted to context and in response to challenges |  | Almost all CPD leads reported that the CPD was tailored to school contexts and/or to the contexts and needs of the participating staff, and that approaches to the CPD were adapted when challenges were experienced. |
| Staff were supported to participate with time and resources |  | While almost all the CPD leads said that staff had dedicated time to participate in the CPD, only half said that they were given time off timetable to do this. Most CPD leads said that staff were supported to participate with resources. |
| Responses relating to the costs of the CPD varied |  | Over half the CPD leads agreed that they had prioritised funding to deliver the CPD, with slightly fewer agreeing that they had paid for new technology, resources or materials to support participation. Almost 40% said that the CPD was free. |

The next group of questions considered the choices staff were able to make in relation to their participation in the example of effective CPD.

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| Staff had limited autonomy in their participation |  | Fewer than a third of CPD leads said that staff were able to choose whether or when to participate, or had a role in agreeing how the CD was delivered. |
| Staff were able to collaborate |  | All CPD leads agreed that staff were able to collaborate during the CPD. |
| Staff remained engaged throughout |  | Most CPD leads agreed that participating staff remained engaged throughout the CPD.. |

The final section of questions asked about how change, following the CPD, was led and supported. There was strong agreement in this section that staff made changes to their practice and that this was supported by school leaders.

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| School leaders were responsible for change |  | Most CPD leads said that a named school leader took responsibility for leading, supporting and/or monitoring changes to practice following the CPD. This included establishing a reasonable timeframe for change and adopting strategies to mitigate barriers to change. |
| Staff were supported to make changes with time and autonomy |  | Most staff were given to time to implement changes to practice following the CPD, and were able to choose whether and how to change their practice. |
| Most staff made changes to their practice |  | Most CPD leads agreed that participating staff mde changes to their practice following the CPD. |

# Findings

## 3.1 Survey participants

### 3.1.1 An even split between secondary and primary

Forty-six CPD leads completed or partially completed the survey.

Twenty-seven CPD leads provided information about their schools, with roughly similar numbers working in primary and secondary schools.

### 3.1.2 Similar numbers of maintained schools and academies

Eleven CPD leads stated that their school is an academy. However, later in the survey, sixteen responded that their schools are in a Multi-Academy Trust (MAT) (3.3.1). One respondent works in a University Technical College, also part of a Multi-Academy Trust, and one respondent works at Multi-Academy Trust level. One CPD lead was from a professional development provider, external to any school; their data is not included in this section.

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| **School phase** | **Responses** |  |
| Secondary | 14 |  |
| Primary | 11 |  |
| Other | 2 |  |
| Total | 27 |  |
| Other responses given:  Multi-Academy Trust, offshore establishment | |  | |
|  | |  | |
|  |  |  |
| **School type** | **Responses** |  |
| Maintained school[[2]](#footnote-2) | 13 |  |
| Academy | 11 |  |
| Independent | 1 |  |
| Other (see 3.1.1) | 2 |  |
| Total | 27 |  |

### 3.1.3 Most respondents from Yorkshire and the Humber

Most respondents’ schools are in regions close to Sheffield Hallam University: Yorkshire and the Humber and the East Midlands, with a few in other areas.

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| **School location** | **Responses** |  |
| Yorkshire and the Humber | 10 |  |
| East Midlands | 7 |  |
| West Midlands | 3 |  |
| South West | 2 |  |
| Other English region | 4 |  |
| Other (see 3.1.1) | 2 |  |
| Total | 27 |  |
|  |  |  |

## 3.2 CPD leadership roles, reporting and resources

### 3.2.1 CPD leads typically hold other leadership responsibilities

Most of the CPD leads identify their role in relation to CPD as ‘CPD lead’ or ‘Head of CPD’. Whether as a standalone role, or in combination with others, the CPD leads normally hold other leadership responsibilities, most commonly assistant principal or deputy headteacher. Several other combinations of roles were reported.

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| **What is your role as it relates to CPD?** | **Responses** |  | |
| CPD lead/Head of CPD | 21 |  | |
| Part of wider leadership role | 13 |  | |
| Other | 8 |  | |
| Total responses | 34 |  | |
| Other responses included:  Professional Development Accredited Lead for Maths Hub, Leading Curriculum Development Whole School change and training, provide CPD to whole school staff on CPD, I line manage the CPD lead | |
|  | |
| **What is your role? (choose all that apply)** | **Responses** |  | |
| Executive Head, Headteacher, Principal or Head of School | 9 |  | |
| Deputy Headteacher, Assistant Principal or other senior leader | 15 |  | |
| Head of department, subject, phase or Key Stage lead, or other responsibility | 9 |  | |
| Teacher | 7 |  | |
| Other | 7 |  | |
| Total responses chosen | 47 |  | |
| Number of participants responding | 41 |  | |
| Other responses included:  Curriculum Development lead, SENCO, executive director/leader across a MAT, School improvement advisor | |  |

### 3.2.3 CPD leads have multiple reporting routes

CPD leads report to a range of senior leaders including other senior colleagues, governors, and, most frequently, the headteacher, school principal or executive headteacher. Interestingly, given the lack of oversight from governors reported later, around a third of CPD leads have a line of reporting to governors. Some CPD leads also report to Multi-Academy Trust leads, directors and trustees.

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| **Who do you report to regarding CPD? (choose all that apply)** | **Responses** |  | |
| Headteacher, Principal, Exec. Head | 20 |  | |
| Other Senior leader(s) | 15 |  | |
| Governors | 13 |  | |
| MAT Directors or Trustees | 4 |  | |
| MAT CPD lead | 0 |  | |
| Other | 4 |  | |
| Total responses chosen | 56 |  | |
| Number of participants responding | 41 |  | |
| Other responses included:  Trust Committee, Trustees and CEO; Maths Hub Lead; MAT CEO; Director of School Improvement | |
|  | | |

### 3.2.2 Most CPD leads receive no time or additional payments specifically for the role

Perhaps as a result of the combining of roles, the time allocated to the role of CPD lead usually forms part of an allocation to their wider leadership roles.

Around a third of CPD leads report receiving an additional payment for their CPD lead role, although a majority say they receive no additional payment.

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| **Are you allocated time to carry out your CPD leadership role?** | **Responses** | |  | | |
| I have time specifically allocated for my CPD leadership role | 5 | |  | | |
| I have time allocated to my role which includes CPD leadership | 16 | |  | | |
| No | 8 | |  | | |
| Not sure | 3 | |  | | |
| Total responses | 32 | |  | | |
| Additional responses included:  This is my only role; it is part of my role; I have additional non-contacts | | |  | |
|  | |  | |
|  |  | |  | | |
| **Do you receive a payment to carry out your CPD leadership role?** | **Responses** | |  | | |
| I receive a payment specifically for my CPD leadership role | 4 | |  | | |
| I receive a payment for my role which includes CPD leadership | 12 | |  | | |
| No | 17 | |  | | |
| Total responses | 33 | |  | | |
|  |  | |  | | |

## School and Multi-Academy Trust CPD policies

### 3.3.1 Multi-Academy Trusts have at least some collaboration in CPD approaches

For those schools which are part of a Multi-Academy Trust (MAT) **[[3]](#footnote-3)**, most CPD leads stated that there is at least partial collaboration in schools’ approaches to CPD.

### 3.3.2 Governor or director oversight of CPD is more likely at Multi-Academy Trust level than school level

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|  | **Schools in Multi-Academy Trusts (MATs)** | | | | | |  | | | | **Standalone schools and academies** | | | | | |  | | | | |
|  | **Yes** | **%** | **No** | **%** | **Not sure** | **%** | |  | | **Yes** | | **%** | **No** | **%** | **Not sure** | **%** | | |  | |
| Is there a school governor with responsibility for CPD as part of their role? | 2 | 18% | **7** | **64%** | 2 | 18% | |  | | 3 | | 16% | **9** | **47%** | 7 | 37% | | |  | |
| Is there a MAT director/trustee with responsibility for CPD as part of their role? | **5** | **45%** | **5** | **45%** | 1 | 9% | |  | |  | |  |  |  |  |  | | |  | |
|  |  |  |  |  |  |  | |  | |  | |  |  |  |  |  | | |  | |

Around half the Multi-Academy Trusts (MAT) have a director or trustee with responsibility for CPD. However, the same number of MATs do not have someone with this role. Meanwhile most schools do not have a governor with responsibility for CPD, whether part of a MAT or not.

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|  |  |  |  |  |  |  |  |
|  | **Yes, fully** | **%** | **Yes, partially** | **%** | **No** | **%** |  |
| Does your MAT have a shared or collaborative approach to CPD? | 1 | 9% | 7 | 64% | 3 | 27% |  |
|  |  |  |  |  |  |  |  |

### 3.3.3 CPD policies and plans appear to be more common at school level than Multi-Academy Trust level

Most schools, whether in Multi-Academy Trusts (MATs) or not, have a CPD policy and annual CPD plan. For schools in MATs, MAT-level CPD policies and plans appeared to be less likely, although some school CPD leads were uncertain about whether or not they existed.

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|  | **Schools in Multi-Academy Trusts (MATs)** | | | | | |  | | | | **Standalone schools and academies** | | | | | |  | | | | |
|  | **Yes** | **%** | **No** | **%** | **Not sure** | **%** | |  | | **Yes** | | **%** | **No** | **%** | **Not sure** | **%** | | |  | |
| Does your school have a CPD policy or strategy? | **6** | **55%** | 2 | 18% | 3 | 27% | |  | | **12** | | **63%** | 3 | 16% | 4 | 21% | | |  | |
| Does your MAT have a CPD policy or strategy? | **4** | **36%** | 3 | 27% | **4** | **36%** | |  | |  | |  |  |  |  |  | | |  | |
|  |  |  |  |  |  |  | |  | |  | |  |  |  |  |  | | |  | |
| Does your school have an annual CPD plan? | **8** | **73%** | 1 | 9% | 2 | 18% | |  | | **11** | | **61%** | 4 | 22% | 3 | 17% | | |  | |
| Does your MAT have an annual CPD plan? | 4 | 36% | 0 | 0% | **7** | **64%** | |  | |  | |  |  |  |  |  | | |  | |

### 3.3.4 At school level, responsibilities for CPD strategies and plans are similar for schools whether in Multi-Academy Trusts or outside them

At school level, a mixture of senior leaders, including the CPD lead, headteacher and other senior leaders, are responsible for CPD policies and plans. At Multi-Academy Trust level, directors, trustees and MAT CPD leads take responsibility for these.

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|  |  | | | | | | | | |  | |  | | | |  |
|  | **Schools in Multi-Academy Trusts (MATs)** | | | | | | | | |  | | **Standalone schools and academies** | | | |  |
| In your school/Multi-Academy Trust, who is responsible for writing and monitoring each of these (choose as many as you wish)? | **MAT CPD policy/strategy** | | **MAT annual CPD plan** | |  | **School CPD policy/strategy** | | **School annual CPD plan** | | |  | **School CPD policy/strategy** | | **School annual CPD plan** | |  |
|  |  | **%** |  | **%** |  |  | **%** |  | **%** | |  |  | **%** |  | **%** |  |
| Multi-Academy Trust Director or Trustee | **3** | **27%** | **2** | **25%** |  | 0 | 0% | 0 | 0% | |  | 0 | 0% | 0 | 0% |  |
| Multi-Academy Trust CPD lead | **4** | **36%** | **3** | **38%** |  | 2 | 14% | 2 | 14% | |  | 0 | 0% | 0 | 0% |  |
| Governor | 0 | 0% | 0 | 0% |  | 0 | 0% | 0 | 0% | |  | 2 | 10% | 1 | 4% |  |
| Headteacher/Principal/Executive Head | 1 | 9% | 1 | 13% |  | **4** | **29%** | 2 | 14% | |  | 2 | 10% | **6** | **24%** |  |
| Other senior leader(s) | 0 | 0% | 0 | 0% |  | 2 | 14% | **3** | **21%** | |  | **7** | **33%** | **7** | **28%** |  |
| **Me (CPD lead)** | **1** | **9%** | **0** | **0%** |  | **5** | **36%** | **5** | **36%** | |  | **7** | **33%** | **6** | **24%** |  |
| Teacher(s) | 0 | 0% | 0 | 0% |  | 1 | 7% | 1 | 7% | |  | 0 | 0% | 0 | 0% |  |
| Other | 0 | 0% | 0 | 0% |  | 0 | 0% | 0 | 0% | |  | 0 | 0% | 1 | 4% |  |
| Not sure | 2 | 18% | 2 | 25% |  | 0 | 0% | 1 | 7% | |  | 3 | 14% | 4 | 16% |  |
| Total | 11 |  | 8 |  |  | 14 |  | 14 |  | |  | 21 |  | 25 |  |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |

Few CPD leads report that they have responsibilities at MAT level. Other teachers appear to have little responsibility for CPD policies and plans at school or MAT level.

## School CPD culture

### 3.4.1 Time and funding for CPD are mostly prioritised

Most CPD leads report that funding and time for CPD are prioritised, with time appearing to be more consistently prioritised than funding. In almost all schools staff are, at least sometimes, given access to resources to support engagement in CPD.

In just over half of schools, CPD continues even when other priorities emerge. Around two-thirds of schools always keep a record of staff CPD, and only one school never keeps a record. By contrast only around a third of schools always evaluate the impact of CPD, but all schools apart from one evaluate it at least sometimes.

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| Thinking about CPD in your school, to what extent do these statements apply? | **Always** | | **Almost always** | | **Often** | | **Sometimes** | | **Never** | | **Not sure** | |  |
|  |  | **%** |  | **%** |  | **%** |  | **%** |  | **%** |  | **%** |  |
| Time for CPD is prioritised | **14** | **54%** | 7 | 27% | 4 | 15% | 1 | 4% | 0 | 0% | 0 | 0% |  |
| Funding for CPD is prioritised | 8 | 30% | **10** | **37%** | 3 | 11% | 4 | 15% | 1 | 4% | 1 | 4% |  |
| CPD continues even when other priorities (e.g. external pressures) are taking up time | 7 | 26% | **10** | **37%** | 3 | 11% | 6 | 22% | 0 | 0% | 1 | 4% |  |
| Staff have access to technology/resources/materials to enable access to CPD | 9 | 33% | **11** | **41%** | 4 | 15% | 2 | 7% | 0 | 0% | 1 | 4% |  |
| We keep a record of CPD for all staff | **18** | **67%** | 1 | 4% | 3 | 11% | 3 | 11% | 1 | 4% | 1 | 4% |  |
| We evaluate the impact of CPD | **9** | **33%** | 4 | 15% | 8 | 30% | 5 | 19% | 0 | 0% | 1 | 4% |  |
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### 3.4.2 Staff attitudes towards CPD are positive

CPD leads report that staff in their schools are positive about professional development, at least sometimes. In almost all schools, staff are reported to be aware of their professional development needs.

In all schools staff have at least some autonomy over their choices of CPD, and are given opportunities to share knowledge, expertise and practice.

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| Thinking about CPD in your school, to what extent do these statements apply? | **Always** | | **Almost always** | | **Often** | | **Sometimes** | | **Never** | | **Not sure** | |  |
|  |  | **%** |  | **%** |  | **%** |  | **%** |  | **%** |  | **%** |  |
| Staff are generally positive about CPD | 8 | 31% | **9** | **35%** | 5 | 19% | 3 | 12% | 0 | 0% | 1 | 4% |  |
| Staff share knowledge, expertise and practice | 8 | 30% | **10** | **37%** | 7 | 26% | 2 | 7% | 0 | 0% | 0 | 0% |  |
| Staff are aware of their professional development needs | 2 | 8% | 11 | 42% | **12** | **46%** | 1 | 4% | 0 | 0% | 0 | 0% |  |
| Staff are able to choose their own their professional development | 2 | 8% | 8 | 31% | **10** | **38%** | 6 | 23% | 0 | 0% | 0 | 0% |  |
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## Delivering effective CPD

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|  | For the purposes of this survey, we are defining CPD (continuing professional development) as: intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers in order to improve student outcomes. This includes activities and programmes delivered by and/or organised by teachers, colleagues, schools, another school or an external providers.  It can include (but is not limited to) a training course; conferences; online seminars; accredited programmes (e.g. MA, PhD or EdD courses) and leadership programmes; mentoring and coaching; a secondment; collaboration with colleagues; observation and feedback; reading and study groups; reflecting on educational research to inform practice; preparation ahead of a course, and time taken to make changes following CPD.  For the purposes of this survey, our definition of CPD does not include statutory training that teachers have to undertake as part of working in a school to comply with the law (for example, health and safety, safeguarding, fire safety, first aid training). We recognise that some schools and organisations use different terms for CPD, such as professional learning, CPDL and INSET; our definition of CPD encompasses the activities which fall into these definitions. |

In this section of the survey, CPD leads were asked to identify a CPD activity/programme that was been implemented in their school, in the last five years, which they felt was effective.

We provided a definition of CPD (see box), but left the definition of ‘effective’ open to interpretation by CPD leads.

The CPD activity/programme chosen could be a single event, or a series of activities or a longer CPD programme. It could be for one staff member or many; any CPD which the CPD leads felt was effective in achieving its intended outcomes.

### A broad range of activities were given as examples of effective CPD

Twenty-two CPD leads gave an example of effective CPD.**[[4]](#footnote-4)** These covered a broad range of activities including in-school and external professional development, activities targeted at particular teachers or groups of teachers and models of coaching and mentoring.

The largest groupings focused around literacy and phonics and around activities taking place in school and/for the whole schools. Responses have been edited to remove details of programmes, schemes and funders.

Further details of the CPD content, timing, participants and delivery, are provided in following questions.

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| Literacy, phonics and related content | A programme of training for all staff to deliver a new scheme of phonics  Coaching, support and monitoring of phonics teaching across school  A programme of coaching and practice sessions for all teachers and teaching assistants who deliver [published scheme] phonics  Supporting new, or inexperienced teachers with high impact teaching in reading and writing  The introduction of a bespoke vocabulary teaching programme  Workshops sharing good practice regarding literacy across the curriculum | | |
| Professional development for new or Early Career Teachers | The Early Career Framework for our ECTs [Early Career Teachers]  Feedback, 2 years  New staff are trained in the practice of Philosophy For Children | | |
| Coaching or mentoring | [External programme of] mentoring and coaching  Teachers in 'coaching groups', supported by a teaching coach to carry out a disciplined inquiry project in their classroom, based upon research evidence | | |
|  | Continues on next page | | |

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| Whole-school and in-school activities | A CPD programme that seeks to embed consistent T&L [teaching and learning] priorities through the use of [walk throughs] across the whole school  A series of developed processes and resources, developed in conjunction with expert practitioners within school, then whole school training on an ongoing basis, that resulted in improved practitioner skills and knowledge and hence improved pupil outcomes  A programme for two different groups of staff around Impact and Innovation. Impact - reviewing current methods/strategies and the impact they are having. Innovation - focusing on new ideas based on research  Whole school instructional coaching  Teaching and learning groups where staff across the school collaborate on developing effective teaching strategies to support students. This centres on one theme each half term e.g. feedback  Effective use of questioning following [published scheme] methods |

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| External and/or blended provision | External programme to support behaviour development, understanding and principles  2 year [externally-provided] STEM CPD programme. Effective as occurs over suitable length of time, training is out of school and online, dedicated project work, in-school support, 2 teachers attending so have opportunity for professional discussions between them, learning regularly brought back to whole staff team and, crucially, programme is funded  Our school CPD is done with [Local Authority School Improvement Service], in school staff meetings, INSET days and coaching sessions  Online CPD free delivered by combined unfunded art teacher network groups |

### Most examples of effective CPD included a focus on content, pedagogy or assessment and were intended for teachers or all staff

Over half the examples of effective CPD included a focus on content, pedagogy/instruction or assessment, whether subject specific, whole school or non-subject specific. Around a tenth included a focus on either specialist CPD to support pupil learning (e.g. numeracy or phonics) or on pupil behaviour. A smaller number of the chosen examples focused on leadership and pupil wellbeing or mental health.

Most of the CPD identified was intended for teachers or all school staff, with a minority for middle or senior leaders and teaching assistants, technicians or support staff.

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| **Who were the intended participants in the CPD? (choose all that apply)** | **Responses** | |  | |
| All staff | 13 | |  | |
| Teachers | 12 | |  | |
| Middle leaders | 4 | |  | |
| Senior leaders | 2 | |  | |
| Teaching assistants, technicians, support staff | 3 | |  | |
| Other | 3 | |  | |
| Total responses chosen | 37 | |  | |
| Number of participants responding | 25 | |  | |
| Other responses given: Science/maths, new staff, ECTs [Early Career Teachers] | |  | |

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| **What was the focus of the CPD? (choose all that apply)** | **Responses** |  |
| Content, pedagogy/instruction or assessment (subject specific) | 21 |  |
| Content, pedagogy/instruction or assessment (whole school or non-subject specific) | 12 |  |
| Specialist CPD to support pupil learning (e.g. oracy, numeracy, phonics, EAL) | 7 |  |
| Pupil behaviour/classroom management | 6 |  |
| Pupil wellbeing/mental health | 4 |  |
| Leadership (subject specific) | 3 |  |
| Leadership (whole school, cross-curricular or non-subject specific) | 2 |  |
| Other | 2 |  |
| Total responses chosen | 57 |  |
| Number of participants responding | 25 |  |
| Other responses given: Mentoring skills, creative recovery curriculum |  |  |

### Most examples took place over at least two terms

Over half the CPD chosen took place over two-three terms or longer. The rest varied from a few hours to a few weeks or a month. Four respondents said their example of effective CPD lasted a few hours.

Most of the CPD chosen took place in the previous year or two before the survey and therefore either just before or during the COVID-19 pandemic. We did not ask whether COVID-19 had affected the delivery, intentions or impact of the CPD, but it may be worth setting these examples in this context.

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| **Approximately, did the CPD activity or programme take place over:**  **(choose all that apply)** | | **Responses** | | |  | |
| A few hours | | 4 | | |  | |
| A day | | 1 | | |  | |
| A few days | | 3 | | |  | |
| A few weeks/a month | | 1 | | |  | |
| A term | | 0 | | |  | |
| Two-three terms | | 6 | | |  | |
| Longer | | 8 | | |  | |
| Other | | 2 | | |  | |
| Number of participants responding | | 25 | | |  | |
| Other responses given: Two years | | |  | | |

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| **In which school year(s) did the CPD take place? (choose all that apply)** | **Responses** |  |
| 2017-2018 | 3 |  |
| 2018-2019 | 7 |  |
| 2019-2020 | 10 |  |
| 2020-2021 | 15 |  |
| 2021-2022 | 22 |  |
| Total responses chosen | 57 |  |
| Number of participants responding | 25 |  |

### Most examples of effective CPD were programmes of linked events

Most of the examples of effective CPD were described as a linked programme of events and activities. Only a few were a standalone activity.

All CPD leads said their example of effective CPD took place either during the teaching day or in twilights/evening sessions. None chose a combination of these, nor weekends/holidays.

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| **Was the CPD activity or programme:** | **Responses** |  |
| A linked programme of events/activities, eg a training activity, followed by implementation, reflection, feedback | 14 |  |
| A series of events/activities | 9 |  |
| A single event/activity | 4 |  |
| Other | 0 |  |
| Total responses chosen | 27 |  |
| Number of participants responding | 25 |  |

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| **Did the CPD activity or programme take place during:** | **Responses** |  |
| The teaching day | 12 |  |
| Twilights/evenings | 11 |  |
| Weekends/holidays | 0 |  |
| A mixture of these | 0 |  |
| Other | 0 |  |
| Number of participants responding | 23 |  |

### Most of the CPD was delivered in school, by staff members and in person

Over two-thirds of the CPD took place in school. Over half was delivered, at least in part, by senior leaders or other staff members from the school or the Multi-Academy Trust. Less than half involved external consultants. One CPD activity was delivered by ‘people from across many schools’.

Most CPD took place in person, although around a third blended in-person with online delivery.

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| **Did the CPD activity or programme take place:** | **Responses** |  |
| In school | 18 |  |
| At an external venue | 3 |  |
| A mix of in school and at an external venue | 2 |  |
| Other | 2 |  |
| Number of participants responding | 25 |  |
| Other responses given: virtual, online |  |  |

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| **Did the CPD activity or programme take place:** | **Responses** |  |
| In person | 11 |  |
| Online | 5 |  |
| A mix of online and in person | 9 |  |
| Other | 0 |  |
| Number of participants responding | 25 |  |

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| **Who delivered the CPD? (choose all that apply)** | **Responses** |  | |
| Senior leaders from the school/MAT | 8 |  | |
| Other staff members from the school/MAT | 7 |  | |
| External consultants/an external organisation | 7 |  | |
| A mix of staff members and external consultants | 3 |  | |
| Other | 3 |  | |
| Total responses chosen | 28 |  | |
| Number of participants responding | 26 |  | |
| Other responses given: [Named university] and associates. people from across many schools, English specialists in my organisation | |  |

### 3.5.6 CPD needs are identified from multiple sources

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| Thinking about this CPD activity or programme, to what extent do you agree or disagree with the following statements? | **Sum of strongly agree and**  **agree** | **Strongly agree** | | **Agree** | | **Neither agree nor disagree** | | **Disagree** | | **Strongly disagree** | | **Not sure/not relevant** | | **Total** |  |
| School leaders identified a need for this CPD | **91%** | 15 | 68% | 5 | 23% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 22 |  |
| We identified a need for this CPD from in-school evidence, e.g. pupil data, teacher observations | **87%** | 14 | 61% | 6 | 26% | 1 | 4% | 1 | 4% | 1 | 4% | 0 | 0% | 23 |  |
| We identified this CPD as a response to priorities on individual teachers’/staff members’ development plans | **74%** | 6 | 26% | 11 | 48% | 0 | 0% | 3 | 13% | 0 | 0% | 3 | 13% | 23 |  |
| We identified this CPD as a response to priorities on the school or MAT improvement plan | **70%** | 9 | 39% | 7 | 30% | 2 | 9% | 3 | 13% | 1 | 4% | 1 | 4% | 23 |  |
| We identified a need for this CPD from external evidence, e.g. DfE, Ofsted, EEF | **61%** | 6 | 26% | 8 | 35% | 3 | 13% | 2 | 9% | 3 | 13% | 1 | 4% | 23 |  |
| Multiple staff members identified a need for this CPD | **57%** | 4 | 17% | 9 | 39% | 6 | 26% | 3 | 13% | 0 | 0% | 1 | 4% | 23 |  |
| Teachers identified a need for this CPD | **57%** | 4 | 17% | 9 | 39% | 6 | 26% | 4 | 17% | 0 | 0% | 0 | 0% | 23 |  |
| Governors or MAT trustees/directors identified a need for this CPD | **4%** | 1 | 4% | 0 | 0% | 4 | 17% | 10 | 43% | 6 | 26% | 2 | 9% | 23 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

The need for the CPD was generally identified through multiple sources. The most common routes to identification of CPD needs were school leaders and evidence gathered in school, such as pupil data and teacher observations. For around three-quarters of CPD leads, the CPD was identified in response to individual teachers’ development plans, and, for slightly fewer, the CPD was identified in response to school or Multi-Academy Trust improvement plans.

In common with responses to other survey questions, governors and trustees/directors of Multi-Academy Trusts appeared to play only a minor role in the identification of CPD needs.

### 3.5.6 Most examples of effective CPD built on and/or complemented other activity

There was strong agreement from CPD leads that their example of effective CPD built on and complemented previous professional development and school improvement activities.

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| Thinking about this CPD activity or programme, to what extent do you agree or disagree with the following statements? | **Sum of strongly agree and**  **agree** | **Strongly agree** | | **Agree** | | **Neither agree nor disagree** | | **Disagree** | | **Strongly disagree** | | **Not sure/not relevant** | | **Total** |  |
| The CPD complemented other development and improvement activities | **86%** | 5 | 23% | 14 | 64% | 1 | 5% | 2 | 9% | 0 | 0% | 0 | 0% | 22 |  |
| The CPD built on previous development activities | **82%** | 8 | 36% | 10 | 45% | 2 | 9% | 2 | 9% | 0 | 0% | 0 | 0% | 22 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### 3.5.7 Senior leaders play important roles in CPD leadership

Most CPD leads agreed that senior leaders had roles in the oversight, coordination and planning of the CPD activity. Over three-quarters said that those responsible for its coordination and/or oversight were supported in their roles. All CPD leads said that the need for the CPD was communicated to the staff who participated in it.

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| Thinking about this CPD activity or programme, to what extent do you agree or disagree with the following statements? | **Sum of strongly agree and agree** | **Strongly agree** | | **Agree** | | **Neither agree nor disagree** | | **Disagree** | | **Strongly disagree** | | **Not sure/not relevant** | | **Total** |  |
| The need for the CPD was communicated to participating staff | **100%** | 18 | 78% | 5 | 22% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 23 |  |
| A named senior leader/colleague had strategic oversight of the CPD | **96%** | 21 | 91% | 1 | 4% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 4% | 23 |  |
| A named senior leader/staff member coordinated the delivery of the CPD | **87%** | 19 | 83% | 1 | 4% | 0 | 0% | 1 | 4% | 0 | 0% | 2 | 9% | 23 |  |
| Senior leaders/staff members were involved in planning the CPD | **83%** | 13 | 57% | 6 | 26% | 1 | 4% | 0 | 0% | 0 | 0% | 3 | 13% | 23 |  |
| Those responsible for coordinating and/or overseeing the CPD were supported in their role, eg through training or time | **77%** | 8 | 36% | 9 | 41% | 2 | 9% | 1 | 5% | 0 | 0% | 2 | 9% | 22 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### 3.5.8`Effective CPD is often adapted to context

Most CPD leads reported that their examples of effective CPD were tailored to school contexts (91%) and/or to the contexts and needs of the participating staff (82%). A similarly high proportion agreed or strongly agreed that approaches to the CPD were adapted when challenges were experienced.

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| Thinking about this CPD activity or programme, to what extent do you agree or disagree with the following statements? | **Sum of strongly agree and agree** | **Strongly agree** | | **Agree** | | **Neither agree nor disagree** | | **Disagree** | | **Strongly disagree** | | **Not sure/not relevant** | | **Total** |  |
| We tailored the CPD content to our school’s context | **91%** | 13 | 59% | 7 | 32% | 1 | 5% | 0 | 0% | 0 | 0% | 1 | 5% | 22 |  |
| We adapted our approach to the CPD when we experienced challenges | **82%** | 7 | 32% | 11 | 50% | 1 | 5% | 1 | 5% | 0 | 0% | 2 | 9% | 22 |  |
| We tailored the CPD content to participating staff contexts and needs | **81%** | 10 | 45% | 8 | 36% | 2 | 9% | 1 | 5% | 0 | 0% | 1 | 5% | 22 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### 3.5.9 Schools support participation in CPD with time, resources and, less frequently, funding

Almost all the CPD leads said that their schools had given their staff dedicated time to participate in CPD. However, only half said that staff were given time off timetable, or an equivalent, to participate, suggesting, perhaps, that the time staff used for participation derived from existing professional development scheduling.

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| Thinking about this CPD activity or programme, to what extent do you agree or disagree with the following statements? | **Sum of strongly agree and agree** | **Strongly agree** | | **Agree** | | **Neither agree nor disagree** | | **Disagree** | | **Strongly disagree** | | **Not sure/not relevant** | | **Total** |  |
| Staff were given dedicated time to participate in the CPD | **95%** | 16 | 76% | 4 | 19% | 1 | 5% | 0 | 0% | 0 | 0% | 1 | 5% | 22 |  |
| Staff were given access to technology/resources/materials to participate in the CPD | **82%** | 10 | 45% | 8 | 36% | 3 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 21 |  |
| We prioritised funding to deliver this CPD | **62%** | 9 | 43% | 4 | 19% | 2 | 10% | 2 | 10% | 0 | 0% | 4 | 19% | 21 |  |
| Staff were given time off timetable, time off in lieu, or equivalent, in order to participate in the CPD | **50%** | 8 | 40% | 2 | 10% | 2 | 10% | 4 | 20% | 0 | 0% | 4 | 20% | 20 |  |
| We paid for new technology/resources/materials to support the CPD | **46%** | 5 | 23% | 5 | 23% | 2 | 9% | 4 | 18% | 2 | 9% | 4 | 18% | 22 |  |
| The CPD was free | **38%** | 7 | 33% | 1 | 5% | 4 | 19% | 7 | 33% | 0 | 0% | 2 | 10% | 21 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

A large proportion (82%) of CPD leads said that staff were supported in their participation with resources, materials or technology, although fewer reported funding new resources, materials or technology to support the CPD. Around two-thirds (62%) agreed or strongly agreed that their schools prioritised funding for the CPD. Nearly 40% said that the CPD was free, although a third disagreed with this, suggesting that their CPD incurred a cost.

### 3.5.10 Schools limit staff choice in relation to CPD participation and delivery

Staff from most schools appear to have had limited autonomy in relation to the CPD, with only 30% being able to choose whether they participated. Only a quarter (26%) of the CPD leads said that staff were able to choose when to participate and fewer than a third (30%) reported that the way the CPD was delivered was agreed with staff.

However, all the CPD leads said that staff were able to collaborate during the CPD and a large number (83%) agreed that participating staff remained engaged throughout.

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Thinking about this CPD activity or programme, to what extent do you agree or disagree with the following statements? | **Sum of strongly agree and agree** | **Strongly agree** | | **Agree** | | **Neither agree nor disagree** | | **Disagree** | | **Strongly disagree** | | **Not sure/not relevant** | | **Total** |  |
| Participating staff were able to collaborate during the CPD | **100%** | 14 | 67% | 7 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 21 |  |
| Participating staff remained engaged throughout the CPD | **82%** | 9 | 41% | 9 | 41% | 1 | 5% | 2 | 9% | 0 | 0% | 1 | 5% | 22 |  |
| The way the CPD was delivered (e.g. online, twilights etc) was agreed with participating staff | **45%** | 4 | 18% | 6 | 27% | 5 | 23% | 6 | 27% | 0 | 0% | 1 | 5% | 21 |  |
| Staff chose whether or not to participate in the CPD | **30%** | 3 | 13% | 4 | 17% | 1 | 4% | 4 | 17% | 10 | 43% | 1 | 4% | 23 |  |
| Staff chose when to participate in the CPD | **26%** | 2 | 9% | 4 | 17% | 1 | 4% | 12 | 52% | 2 | 9% | 2 | 9% | 23 |  |
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### 3.5.11 Schools support change in practice following CPD

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| Thinking about this CPD activity or programme, to what extent do you agree or disagree with the following statements? | **Sum of strongly agree and**  **agree** | **Strongly agree** | | **Agree** | | **Neither agree nor disagree** | | **Disagree** | | **Strongly disagree** | | **Not sure/not relevant** | | **Total** |  |
| A named senior leader/staff member was responsible for leading/supporting/monitoring changes to practice following the CPD | | **87%** | 14 | 64% | 5 | 23% | 1 | 5% | 1 | 5% | 0 | 0% | 1 | 5% | 22 |  |
| A reasonable timeframe was established for implementing changes resulting from the CPD | **87%** | 7 | 32% | 12 | 55% | 2 | 9% | 1 | 5% | 0 | 0% | 0 | 0% | 22 |  |
| Strategies were adopted to mitigate potential barriers to implementing changes following the CPD | **87%** | 7 | 32% | 12 | 55% | 3 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 22 |  |
| Participating staff were given time to implement changes to their practice resulting from the CPD | **87%** | 7 | 30% | 13 | 57% | 1 | 4% | 1 | 4% | 0 | 0% | 1 | 4% | 23 |  |
| As a result of the CPD, participating staff were free to identify whether and how they could change their practice as a result of the CPD | **86%** | 10 | 45% | 9 | 41% | 1 | 5% | 1 | 5% | 0 | 0% | 1 | 5% | 22 |  |
| Following the CPD, participating staff made changes to their practice | **83%** | 7 | 29% | 13 | 54% | 1 | 4% | 3 | 13% | 0 | 0% | 0 | 0% | 24 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Over 80% of the CPD leads agreed or strongly agreed with all the statements in this section of the survey, indicating that staff were supported to implement change following the CPD. The ways in which change was supported included: a named member of staff to lead, support to monitor change following the CPD, strategies to mitigate barriers to change, and allocations of time to implement change.

In contrast to the previous section, many (86%) CPD leads reported in this section that staff were given choice over whether and how to change their practice following the CPD, and the lowest agreement in this section, but still over 80%, was that staff did make changes to their practice following the CPD.

## Anything else about CPD

To end the survey, we asked CPD leads whether there was anything else they would like to say about CPD in general, whether in their schools or in the education system more broadly.

There were only a few responses to this final question, which we provide here as quotes, edited to remove details of programmes, schemes and funders. Most focused on barriers to CPD, such as the challenge of identifying what is likely to be effective, the need for funding and time, and the importance of subject specificity and relevance to classroom practice. One respondent described in detail the impact of the model of teacher research groups, exemplified in NCETM’s Maths Hubs.

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| Sometimes, CPD is hard to source. It's either over-priced or difficult to find/authenticate. It would be great to have a central resource for pre-approved training that has been evaluated |
| Our school has always valued the importance of CPD which is one of the reasons we wanted to be part of [CPD programme] |
| More time, funding and ability to identify personal CPD required |
| It should be mandatory and subject specific most of the time |
| CPD needs to be directly relevant to everyday classroom practice for it to fully motivate staff |
| The Maths Hub [Teacher Research Group] approach to improving teaching and learning has transformed CPD in this country. I witnessed firsthand the impact of collaborative CPD on the England-Shanghai teacher exchange[[5]](#footnote-5) in 2018 and believe we have learnt from the best. We have embedded the same culture and approach to PD at my school and we get whole school buy in and change has impact. It has been nice to see the maths model replicated in other subjects |

1. Making Change Happen in Teacher Professional Development is funded by Wellcome and delivered by staff from Sheffield Institute of Education, Sheffield Hallam University.

   Further information can be found at <https://research.shu.ac.uk/psemc/>. [↑](#footnote-ref-1)
2. Maintained schools include voluntary-aided schools, University Technical Colleges, foundation schools and community schools. [↑](#footnote-ref-2)
3. Sixteen respondents to this set of questions said that their school is in a Multi-Academy Trust; twenty-two said their school is not. [↑](#footnote-ref-3)
4. Question: Describe the CPD activity or programme in one or two sentences, e.g. a programme of coaching for new subject leaders; an external programme about embedding literacy across the curriculum.  We will ask you for details such as its duration and mode of delivery in the following questions.  [↑](#footnote-ref-4)
5. The Shanghai-England Maths Teacher Exchange scheme gave teachers of mathematics in opportunities to share experiences with counterparts from Shanghai. See the Department for Education website for further information: <https://www.gov.uk/government/news/shanghai-maths-exchange-shows-power-of-international-partnership>. [↑](#footnote-ref-5)