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# Progress towards the Wellcome CPD Challenge

**First Interim Evaluation Report**



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## Foreword

There is good evidence that high quality professional development (CPD) for teachers can significantly improve pupils' attainment. But teachers in England, unlike many other professions or, indeed, teachers in Scotland, have no entitlement to CPD. Wellcome wanted to understand how schools might implement a CPD entitlement and, to do so, commissioned a three-year pilot study – the Wellcome CPD Challenge - which began in September 2018. Sheffield Institute of Education, part of Sheffield Hallam University (SIOE) is managing this pilot on Wellcome's behalf.

40 primary, secondary and special schools in South Yorkshire have been tasked with meeting a set of carefully researched and defined criteria related to the quality and quantity of CPD each teacher participates in. To support change, each school has a named CPD Champion – a leader of CPD – who is, in turn, supported by facilitators from SIOE and training to help them in their role.

This interim report, from CFE Research, provides a fascinating insight into the first year of the CPD Challenge. Teachers have reported a positive impact on teaching as a result of participating in more high quality CPD, through improvements to teachers' subject and pedagogical knowledge. The report also clearly indicates the critical role played by CPD Champions in driving change by implementing or improving school CPD systems and helping to identify and meet teachers' professional learning needs. However, we cannot ignore the fact that to be most effective in their role, CPD Champions are required to invest a significant amount of their time and this needs to be properly resourced.

Perhaps most encouragingly, those participating in the Challenge, including school leaders, believe that all schools would benefit from taking part, given the necessary support.

### **Nan Davies**

Professional Development Programme  
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### **Sir John Holman**

Chair, Wellcome CPD Challenge Advisory  
Committee



## Authors and Acknowledgements

The authors of this report are Sarah Leonardi, Hayley Lamb, Sophie Spong, Chris Milner, Peter Howe and Nariah Francis.

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## EXECUTIVE SUMMARY

The Wellcome CPD Challenge is a three-year pilot of 40 schools in South Yorkshire to understand what schools would do if there were a CPD entitlement and what changes schools would need to make to meet defined criteria. Funded and commissioned by Wellcome, the Challenge requires that:

- Every teacher participates in at least 35 hours of CPD annually;
- CPD undertaken meets the needs of the individual teacher and is predominantly (at least 50%) focused on subject-specific development; and
- CPD is high quality and aligns to the Department for Education’s standard for teachers’ professional development.

Sheffield Institute of Education (SIOE), part of Sheffield Hallam University, manages the Challenge on Wellcome’s behalf, working in partnership with Learn Sheffield. Each pilot school has named a Challenge Champion to lead the Challenge. Champions receive support throughout the Challenge from a Facilitator, regular briefing meetings and a financial Bursary for the school.

The data presented in this interim report was collected via:

- CPD Challenge Records from staff: 1,164 CPD Records in 2017-18 and 1,075 CPD Records in 2018-19;
- Evaluation surveys: 1,093 responses in 2017-18 and 724 responses in 2018-19;
- Case study research with six schools (27 interviewees);
- Two facilitator interviews; and
- Secondary data analysis of school termly reports.

## Key findings

### Making changes to CPD

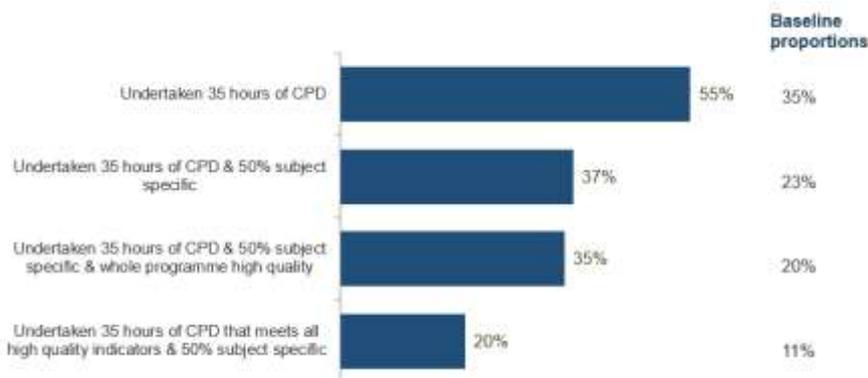
**Since joining the CPD Challenge, schools have made significant progress towards ensuring staff<sup>1</sup> access a minimum of 35 hours of high quality CPD.** On average, the amount of CPD undertaken by staff has increased from 39 to 52 hours with the time spent on subject-specific CPD increasing from 22 to 31 hours. There has also been an increase in the proportion of instances that meet the high quality indicators (as specified in the DfE Standard). Over half (55%) of all staff have undertaken 35 hours or more of CPD, an increase from 35% in the previous year. Just over one-third (37%) have undertaken 35 hours or more of CPD, with 50% or more classed as subject specific. Over one-third (35%) have met the third evaluation metric<sup>2</sup> and one-fifth (20%) of all

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<sup>1</sup> Throughout this report “staff” refers to all teachers, middle leaders and senior leaders in a school who are taking part in the Challenge.

<sup>2</sup> Four metrics were designed for the evaluation. Please see the full report for a detailed explanation of these.

respondents have met the final metric. A higher proportion of primary school respondents met the four evaluation metrics when compared with both secondary and special schools.



**Implementing or improving CPD systems in schools was critical to making progress and Champions were vital in driving forward these changes.** Schools improved or introduced their own CPD logs, which required a financial investment. Staff recognised the importance of monitoring CPD (although this did take time to complete) and one teacher highlighted that the comprehensive record of CPD within their school had ensured all staff received equal CPD opportunities. Logging CPD more rigorously also made it easier for staff to track, and be responsible for, their own growth. Schools also included in their logs ways of evaluating CPD. This helped to plan future CPD and ensured that “precious money” was not spent on external CPD which did not meet teachers’ or schools’ needs. Almost all Champions expressed difficulty choosing providers and recommendations from other schools often helped them to make a decision. One Assistant Headteacher suggested an independent marker of quality for CPD and providers would be useful.

**CPD Champions have played an important role in identifying staff needs in line with the Challenge criteria.** This has led to CPD having a greater focus and direction. Although not all staff have undertaken more hours than before, the CPD they now receive meets the Challenge criteria. CPD in almost all schools interviewed has become increasingly personalised to either departments (in secondary schools) and/or individual teachers and new CPD schedules have been implemented. While ‘generic’ CPD continues to form a portion of CPD for staff, schools have tried to contextualise this during, or after, sessions. The amount of both external and internal CPD has increased during the last year and staff have been given more directed time in which to undertake CPD.

### Key enablers to make changes

**CPD Facilitators have played an important role in coaching and mentoring Champions, giving them ideas and advice and maintaining focus on CPD. This support was viewed as critical especially in the early stages of the pilot.** While some Champions now feel more confident in leading CPD without this support, others do not and experience difficulties in gaining the full support of senior leaders.

The £7,000 Bursary for schools is an acknowledgement of the time needed to participate in the Challenge, with no restrictions on how this should be spent. While this is not ring-fenced for CPD, schools have used it to improve CPD. Many Champions did not feel confident that without the Bursary they would have been able to continue working towards the Challenge. **Almost all schools interviewed reported the increase in external CPD procured was possible, at least in part, because of the Bursary.** While staff from every school think that many of the changes they have made would not have been possible without the Bursary, a few assert that it may have been possible without it, but could have compromised budgets in other areas across the school.

The time dedicated to CPD, especially for the Champions, has been significant. **The Champion has been critical in leading the Challenge in their school by ensuring staff understand what high quality CPD is; making changes to systems and processes; supporting staff to take part; identifying teachers' CPD needs and agreeing staff requests for CPD. Although this role has been critical, a lack of time has hampered them in their role and only 45% have received release time to lead CPD across the school.** Administrative tasks such as chasing staff, showing them how to fill out records and sourcing high quality CPD have been commonly cited as a challenge, alongside having limited time to change CPD systems in the school. Gaining support from the senior leadership team (when they were not themselves in this role) has also been a challenge to gaining whole-school support. **Most Champions agree that having a senior leadership role has given them the necessary “clout” to promote the Challenge and have a strategic overview of what was required within their school.**

## Barriers to CPD

**While significant progress has been made with the support of the pilot, there are still a large number of operational difficulties facing schools. The common difficulties centre on workload pressures and budget, which are inextricably linked.** While workload was most frequently reported, this was often due to a lack of budget to provide cover for release time. Budgetary considerations were also critical, with common barriers reported as ‘CPD was too expensive’, ‘teaching cover was too expensive’ or ‘no budget available for CPD’. Different school types and phases also faced unique operational challenges in identifying and undertaking high quality CPD.

## Impact so far

**Although schools are only part way through the Challenge, perceptions of CPD in schools has improved. CPD has had a positive impact on staff. Two-thirds (62%) describe how they have improved their knowledge surrounding pedagogy, while half (50%) describe increasing their subject knowledge, both of which have enabled them to teach more effectively. Other staff report other improvements, included building their confidence and leadership skills.** They have also described how the changes they have made following the CPD have had an

impact on pupil attainment (59%), pupil behaviour (44%) and pupil attendance (19%). Head teachers, executive head teachers and Champions reported that they could see early impacts across the school, reflecting the views of staff. Interviewees from all schools could not definitively say whether CPD would have occurred if they were not taking part in the Challenge. However, they could say that taking part had made an impact.

## Recommending the Challenge

**Staff interviewed almost unanimously stated that every school will benefit from taking part in the Challenge. The principle of improving CPD and how it is delivered is seen as nothing but positive and almost all staff believe that 35 hours of high quality, subject-specific CPD is feasible and impactful for other schools *if they were given the right support*.** If a CPD requirement is to be rolled out, the main concern is how this would be recorded. A streamlined process would be needed, as it would be time consuming to replicate something similar to the CPD Record designed for the evaluation. If a streamlined process with allotted time was implemented, the impression gained from the research was that staff would be happy with the requirements. However, the operational difficulties facing schools (described above) would need to be addressed and consideration given to what support schools would need.



# 01. INTRODUCTION AND METHODOLOGY

## The Wellcome CPD Challenge

Wellcome commissioned CFE Research to undertake monitoring and evaluation of the Wellcome CPD Challenge. The Challenge was set up to understand what schools would do if there were a CPD entitlement, and to understand what changes schools needed to make need to meet defined criteria.

Funded and commissioned by Wellcome, and managed by Sheffield Institute of Education (SIOE), part of Sheffield Hallam University, the CPD Challenge runs for three years. The pilot began in July 2018 with baseline data collection, and schools began the Challenge the following September. A sample of 40 primary, secondary and special schools in South Yorkshire were challenged to meet a set of CPD criteria related to the amount and quality of CPD undertaken by teachers. The schools selected represented a range of school types taking into account phase, Ofsted rating, if part of a multi-academy trust, and location.

The Challenge requirements are for:

- Every teacher to participate in a minimum of 35 hours of CPD annually;
- CPD meets the professional development needs of the individual teacher and is predominantly (at least 50%) focused on subject-specific development; and
- CPD is high quality and aligns to the Department for Education's Standard for teachers' professional development.

Aligning to the standard means that CPD needs to:

- Have a focus on improving and evaluating pupil outcomes;
- Be underpinned by robust evidence and expertise;
- Include collaboration and expert challenge;
- Be sustained over time; and
- Be prioritised by school leadership.

The criteria are based on research evidence and stakeholder testing. This shows that subject-specific CPD is more effective than generic, pedagogic CPD; teachers generally felt that much of the time spent on CPD did not address their individual needs; and the 2013 TALIS survey found that secondary school teachers in England participated in approximately 4 days of CPD on average, with only half of secondary school teachers reporting effective teaching in their subject fields and in student evaluation and assessment. This suggested that teachers were participating in approximately 2 days, on average, of effective CPD annually. Increasing that to 5 days in the pilot would amount to a challenge for schools and also bring the entitlement in line with Scotland's mandate for teachers' professional development.

Working in partnership with Learn Sheffield, SIOE manages the Challenge on Wellcome's behalf. Each pilot school has named a Challenge Champion to lead engagement in the Challenge by leading staff to work towards meeting the CPD criteria and sharing their learning through meetings, reports, surveys and interviews. CPD Champions receive support throughout the Challenge through a Facilitator from SIOE/Learn Sheffield; regular briefing meetings which include CPD and networking opportunities; and a financial Bursary for the school.

Throughout the Challenge:

- **CPD is defined 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 delivered by and/or organised by you, colleagues, your school, another school or an external provider. This 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 your practice; preparation ahead of a course; and time taken to make changes following CPD. This does not include statutory training that you have to undertake as part of working in a school, such as training to comply with the law (for example, health and safety, safeguarding, fire safety, first-aid training).
- **Subject-specific CPD** is defined as:
  - Subject-specific content or pedagogy/instruction
  - Specialist CPD to support pupil learning (e.g. oracy, phonics) that focuses on a subject
  - Subject-specific assessment
  - Subject leadership
  - Other types of CPD that focus on a subject
  - CPD related to Special Educational Needs and Disability (SEND) has also been counted as subject specific.

## About the evaluation

The aim of the evaluation is to understand what changes are needed within the education system for all staff to achieve the CPD requirement across all subjects taught and in all school types and phases. The evaluation monitors and records pilot schools' progress towards the criteria and explores the barriers and enablers to achieving them.

Throughout the rest of this report, “staff” refers to all teachers, middle leaders and senior leaders in a school who are taking part in the Challenge. Where the term “teacher” is used, this refers to all respondents without a leadership role in a school.

Where differences by phase are outlined in the report, this refers to either primary, secondary or special schools. While special schools are not a phase, they are examined separately.

## Methodology

The data presented in this report was collected via five methods, described below:

### CPD Challenge Record

In all CPD pilot schools, staff were asked to provide information on the CPD activity they undertook. At the end of the 2017-18 academic year, staff completed their Record for the full academic year. This was completed before the CPD Challenge started to provide a baseline measure of CPD in the school. Staff were subsequently asked to record the CPD they undertook on a termly basis.

Each staff member was provided with an online survey link to submit their CPD Record and a paper-based version of the Record to enable them to keep an ongoing diary of the CPD they undertook. This report is based on Record data from 2017-18 and 2018-19:

- In 2017-18: 1,164 CPD Records were received from staff out of 1,481 (79%), representing 6,660 instances of CPD.
- In 2018-19: 1,075 CPD Records were received from staff out of 1,458 (74%),<sup>3</sup> representing 13,160 instances of CPD.

### Evaluation surveys

Alongside the CPD Record, staff were asked to complete an end-of-year evaluation survey. The first survey collected baseline data for the evaluation, exploring attitudes towards and experiences of CPD, and was completed by staff at the end of the 2017-18 academic year. The second survey explored changes in the attitudes and experiences of staff to CPD and their experience of taking part in the CPD Challenge.

Each staff member was provided with an online survey link to complete the survey. This report is based on evaluation data from 2017-18 and 2018-19:

- In 2017-18: 1,093 responses were received from 1,481 staff (74%).
- In 2018-19: 724 responses were received from 1,459 staff (50%).

### Case-study research

In order to better understand schools' experiences of the Challenge, six schools were asked to take part in case-study interviews. These involved the evaluation team speaking with a range of school staff to understand their experience of the Challenge, the changes that have been made to CPD and the impact this has had on staff and the school. Semi-structured interviews were completed with up to five individuals in each school including the Challenge Champion, a senior leader, a middle leader, a teacher and wider school staff (e.g. governors or Multi-Academy Trust CEOs). In total, 27 interviews were completed in the

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<sup>3</sup> This includes those who left the school or went on maternity leave during the academic year therefore could not respond.

2018-19 academic year. Interviews were undertaken either by telephone or face-to-face and lasted between 30-60 minutes. Four interviews were also completed with providers who had delivered CPD to case-study schools.

### **Facilitator interviews**

Semi-structured interviews were undertaken with the two CPD Challenge Facilitators to explore their experience of supporting schools to undertake the Challenge. These interviews lasted 60 minutes and were undertaken by telephone at the start of the 2019-2020 academic year.

### **Secondary data analysis**

Throughout the Challenge, schools provide SIOE with termly reports to feedback on the changes they are making within their school and their experience of the Challenge. Information collected from schools and Facilitators through these reports is included in this report.

## **About this report**

This report focuses on the changes that schools have made during the first year of the Challenge. It summarises the key changes in attitudes and experiences of respondents from the baseline survey to the end of the first year of the Challenge. It also explores the key enablers and barriers to schools meeting the CPD Challenge criteria, the progress they have made towards meeting the Challenge and the early impact on schools.

## 02. IMPLEMENTING THE CPD CHALLENGE

*This chapter of the report explores the key changes schools have made when implementing the CPD Challenge.*

### Understanding what high quality CPD is

At the end of the first year of engaging in the CPD Challenge, the majority of respondents (91%) were aware of DfE's Standard (an increase from 78% in the previous year) and two-thirds (67%) had read them (an increase from 51%). A higher proportion of senior leaders had read the DfE's Standard (89%) compared with both middle leaders (66%) and teachers (62%). Also, those working full-time hours were more likely to have read them (70% compared with 58%).

Facilitators and Champions described how understanding the CPD criteria was the crucial first step when starting the Challenge. This initially ensured the CPD Champion themselves understood the criteria, followed by disseminating this information to staff<sup>4</sup> in their school.

CPD Champions from half of the schools interviewed highlighted that understanding the definition of CPD was important as staff were often unsure whether self-led and internal training fell under the definition. Clarifying the Challenge's definition of CPD has ensured logging of CPD was more accurate in the first year of the Challenge. A couple of teachers interviewed described how their improved awareness of what constitutes CPD helped them realise they were doing more CPD than they initially thought.

*"I think it came down to what the perception of CPD was, and some people initially thought it was just going out on a course, so there's been an increased awareness of what professional development is and the wide range of things we do that contribute towards that. So that's been a change."*

— Senior Leader

Interviewees across all schools reported that awareness of what constitutes high quality CPD had improved in their school. One-quarter of interviewees did, however, state that the definition of CPD could be clearer, as they did not fully understand all of the criteria listed in the Standard. Champions and Facilitators both described how having more detailed examples of what the criteria mean in practice would be beneficial.

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<sup>4</sup> Staff refers to all teachers, middle leaders and senior leaders in a school who are taking part in the Challenge.

*“I didn’t have as much information as I could have done, maybe about what ‘high quality’ means, what ‘expert challenge’ means...I think, particularly primary schools, I think ‘expert challenge’ we don’t think that anybody within our small school is an expert.”*

— Champion

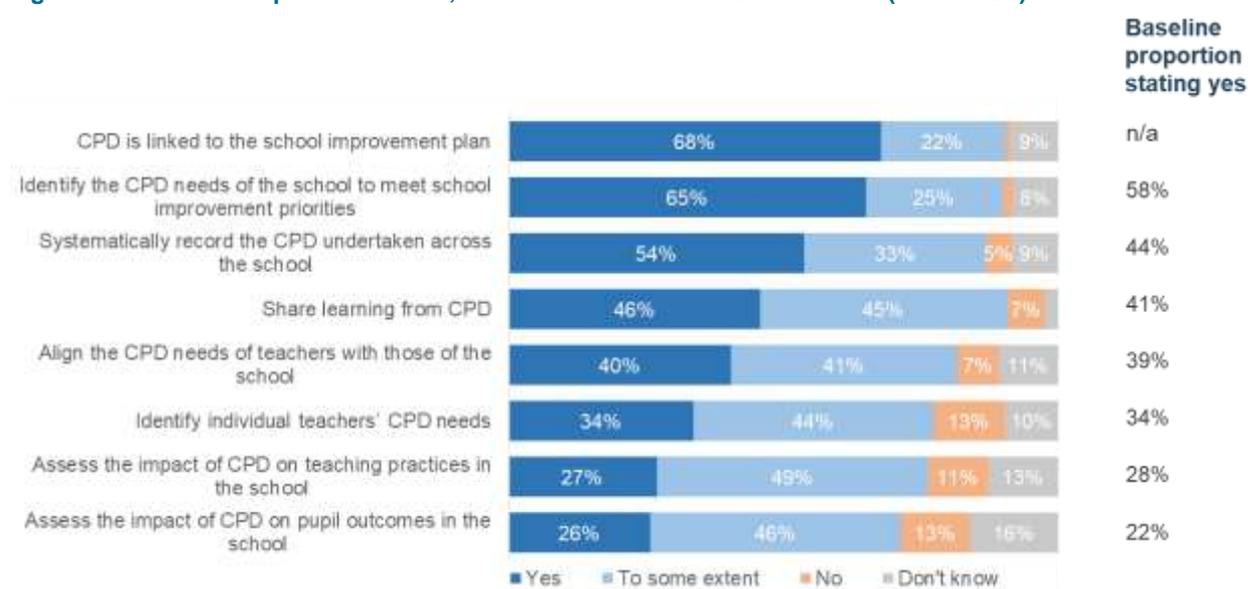
Alongside reading the Standard, a higher proportion of respondents<sup>5</sup> (94%) reported their school was using DfE’s guidance document, that sits alongside the Standard, compared with 78% prior to joining the Challenge.

## CPD systems in schools

Implementing or improving CPD systems in schools was critical to making progress towards meeting the Challenge and CPD Champions were vital in driving forward changes within their school.

Most respondents stated that CPD was linked to their school improvement plan and that the CPD needs of the school were identified to meet school improvement priorities. One of the biggest changes from the previous year was the proportion of respondents who stated they systematically recorded CPD undertaken across the school – 54% compared with 44% in the previous year. This reflects the school-level findings (see Figure 2) whereby most schools who had this system in place reported this was ‘new’ or ‘improved’ as a result of taking part in the Challenge.

**Figure 1: Processes in place to deliver, record and evaluate CPD in schools. (base=~724)**



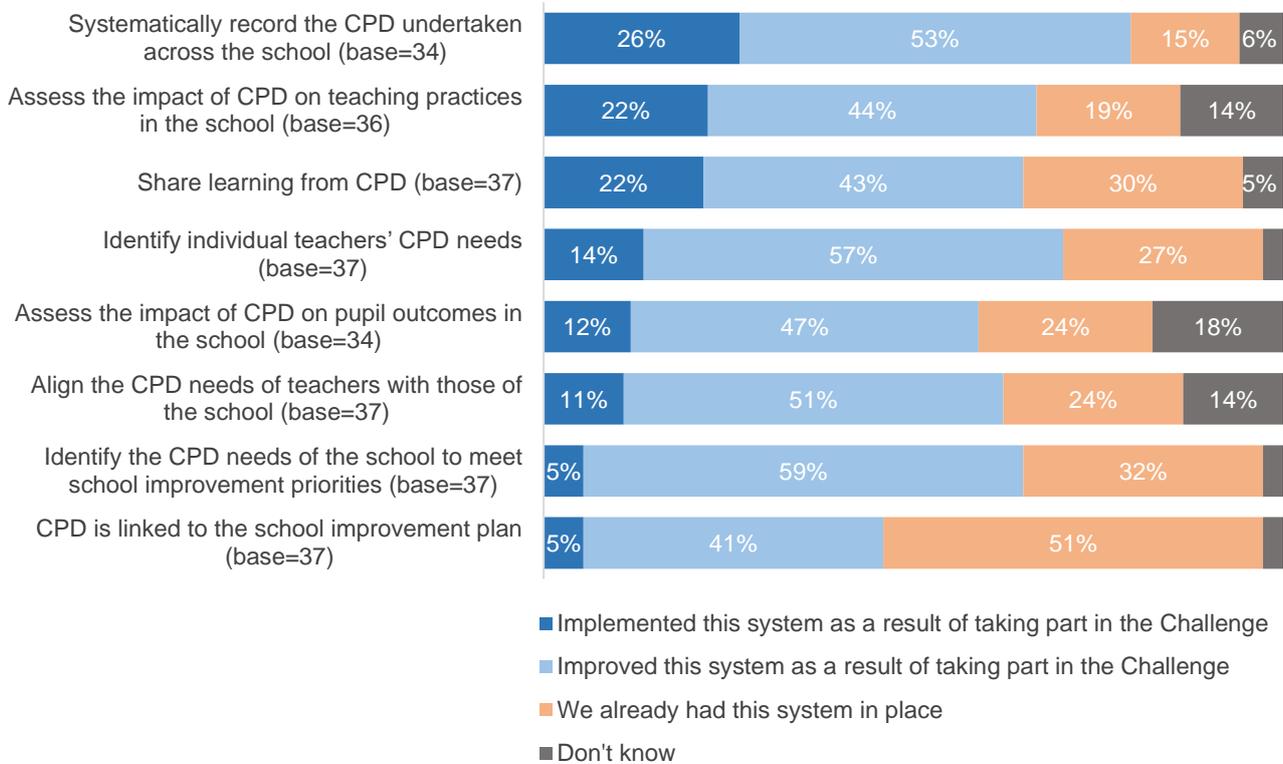
Across a range of processes, schools reported they had either implemented new systems or had improved existing CPD systems as a result of taking part in the CPD Challenge. This covered a wide range of areas including systematically recording CPD; assessing the

<sup>5</sup> Reported by headteachers and Champions.



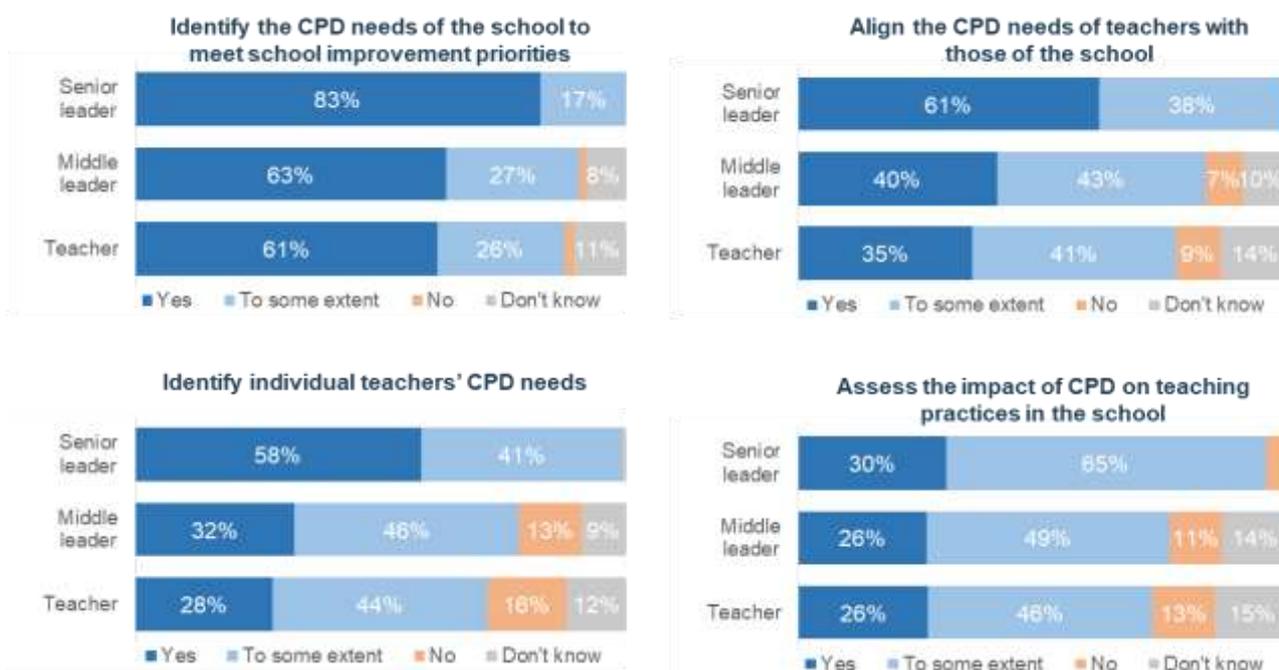
impact of CPD on teaching practices sharing learning from CPD and identifying individual teachers' CPD needs (Figure 2).

**Figure 2: Extent to which the Challenge has changed how schools deliver, record and evaluate CPD. (base indicates the number of schools who had this system in place within their school)**



Although there were new and improved systems across schools, awareness of these (as shown in Figure 1) differed by role. A higher proportion of senior leaders stated there were systems in place in their school compared with middle leaders and teachers for those areas shown in Figure 3. While the proportion of middle leaders and teachers who stated 'don't know' was higher, this only accounts for some of the differences found, as many also stated 'no'.

Figure 3: Respondents' awareness of how school delivers, records and evaluates CPD by role. (base=-724)



Key differences were also found by phase, primarily between primary and secondary<sup>6</sup> schools, as a higher proportion of respondents stated 'yes' within primary schools compared to secondary school respondents.

Table 1: Respondents' awareness of how school delivers, records and evaluates CPD by phase. (base=-724)

|  | Proportion stating 'yes' |           |
|--|--------------------------|-----------|
|  | Primary                  | Secondary |
| CPD is linked to the school improvement plan                               | 81%                      | 63%       |
| Identify the CPD needs of the school to meet school improvement priorities | 80%                      | 59%       |
| Align the CPD needs of teachers with those of the school                   | 54%                      | 35%       |
| Identify individual teachers' CPD needs                                    | 45%                      | 29%       |
| Assess the impact of CPD on teaching practices in the school               | 38%                      | 23%       |
| Assess the impact of CPD on pupil outcomes in the school                   | 39%                      | 22%       |

## Recording CPD

Respondents from all schools described how they had made changes to how they tracked and recorded CPD since joining the Challenge. While most schools had some form of CPD log before the Challenge, records had become more formal and comprehensive, ensuring that all CPD was recorded and not just that organised and/or paid for by the school.

<sup>6</sup> All analysis by phase was split into primary, secondary and special schools. Where a special school focused on a single phase (e.g. primary) they were categorised as special for the purpose of the analysis in this report.

The improved CPD logs were used to store a range of information about the CPD undertaken such as type, quality, whether it met individuals' needs, how it related to school priorities and the impact it had on teaching practice.

*“We’re now far more focused on what CPD we’re offering, in the sense that we now have a central record of CPD and courses that people are going on. It’s also monitored in terms of, ‘What are the aims of this? How does this relate to school objectives?’”*

— **Champion**

Schools highlighted how recording CPD had enabled the senior leadership team to monitor individual teachers' development, identify their training needs and personalise the school training plan appropriately.

*“We’ve tried over the years, a number of ways to try and track properly the CPD people have in the school, and the Challenge has made us come up with a system that actually works, which has been helpful. And then again by doing that we can then identify gaps, so we can see who has had what particular CPD.”*

— **Senior Leader**

One governor reported that being able to address the development needs of the school would have been more difficult without the introduction of the CPD logging system. The only school interviewed that had not created a central log plans to do this in the next academic year, having seen the value of doing this as part of the CPD Challenge.

Staff at all schools recognised the importance of monitoring CPD and one teacher highlighted that the Champion's responsibility for collating a comprehensive record of CPD within the school had ensured all staff received equal opportunities:

*“I think [the Champion role] is quite important because obviously she has the overview of everybody and she gets to see and make sure that people have got equal opportunities within their CPD and she's a point of contact in discussions with the SLT in terms of CPD and ensuring that people have the opportunities.”*

— **Middle Leader**

## **Assessing the impact of CPD**

Schools who had introduced or improved their CPD logs had also included within them ways of evaluating the CPD that staff participate in. Within CPD logs, staff reflected on what they had learnt, how they planned to use the learning and, where applicable, whether they had observed any impact on pupils.

Some staff reported they had directly engaged with their own pupils to assess the impact of the changes they had made as a result of the CPD undertaken. Two Champions also engaged with pupils across the school to ensure the content learnt during CPD was being used by staff.

*“The team is then tasked with doing follow-up monitoring of the impact of that particular instance of CPD. So, we’re not just saying ‘you’ve been on that course and this is what should happen’, we’re actually revisiting it and seeing if it did happen.”*

— **Champion**

Reviewing satisfaction with CPD at the time of delivery and monitoring the impact after a set period of time has helped to plan future CPD at the school. This has maintained consistency between academic years and ensured that “*precious money*” was not spent on external CPD which did not meet staff or school needs. Providing staff with the opportunity to review the CPD they had taken part in had also given them time to reflect on their own development.

These methods of assessing CPD had helped those responsible for procuring external CPD to identify which training had not addressed development needs. A middle leader from one school explained this had helped them to decide how to address those needs in the future.

*“Some of the CPD we’ve done this year I think hadn’t had an impact, we can see where it’s been effective and what kind of CPD has helped, and we’ve seen what’s not had an impact. So we did a review at the end of the year where we interviewed all the staff in the faculty and we just asked them about the CPD they’d received this year, what they found useful, how they think they’ve developed as a teacher and what CPD they want for next year and how it links to what we’ve done this year.”*

— **Middle Leader**

## Identifying individual CPD needs

CPD Champions have played an important role in identifying staff needs in line with school requirements and priorities. Interviewees from at least half of all schools reported that it had been challenging to address individual needs, source subject-specific CPD and meet the CPD needs of the school while faced with numerous challenges:

*“I think that’s a challenge... [CPD needs to] reflect the genuine needs of heads of faculty who are pulled in many different areas, by exam boards, parent care and revision sessions.”*

— **Senior Leader**

The Champion’s role in explaining the definition of ‘individualised’ CPD to colleagues has helped staff become more autonomous and proactive in identifying their own needs. This was despite the Champion usually having the final decision on what CPD was undertaken.

## Changing CPD Delivery

CPD in almost all schools interviewed had become increasingly personalised to either departments (in secondary schools) and/or individual staff.

To address individual staff and subject needs, half of the schools interviewed had implemented a new CPD schedule. Within secondary schools, internal CPD delivery had

changed to ensure they were delivering subject-specific CPD through department meetings. This had been achieved by changing some whole staff meetings into department meetings to deliver and receive CPD, or to use existing department meetings to deliver CPD. While this had not replaced all whole staff meetings, it had complemented them and reduced the amount of whole-school generic training.

A middle leader in one school believed that having this directed time had been beneficial due to the new focus and structure:

*“[CPD] seems to me to be a lot more structured...more directed, so we have Monday night CPD, which is within faculties and a lot more about being given over to faculties than before, where it was kind of faculty meeting time more than CPD time. It's a lot more this year, faculty CPD time, which has been a massive improvement.”*

— Middle Leader

In some instances, this has led to meetings with fewer people which were, therefore, more tailored and focused. A Champion at one school described how they delivered CPD to faculty leaders and staff with Teaching and Learning Responsibilities who then delivered high quality CPD to their teams.

One school also reported splitting longer CPD sessions into smaller chunks, ensuring that each session was focused and high quality:

*“It just seems easier to plan the Twilights to be more effective and better-quality CPD than it is on full days at the end of the year. Although, physically, we've not got more time, it feels like we have. And I think the Challenge has led to us doing that because it made us really reflect on the amount of training we were giving.”*

— Champion

While ‘generic’ CPD has continued to form a portion of training for staff, schools have tried to contextualise this during or after the CPD session. For example, one school had an external provider deliver metacognition sessions to all staff but tailored to subject areas. The provider then gave staff the opportunity within the session to think about what they had learned in relation to their subject.

Interviewees from almost all schools observed that the amount of both external and internal CPD had increased during the last year. Staff were given more directed time in which to undertake CPD or CPD-related activities. Examples included schools allocating time to allow staff to record their training in staff meetings, an increase in release time and time allocated to senior leaders undertaking regular reviews with staff to identify their development needs.

For staff at around half of the schools, the increase in time allocated exclusively to CPD had enabled them to spend more time on their development within working hours and had enabled an increase in working collaboratively with colleagues.

*“The school’s done so much for us they actually give us time now in directed time and our meetings. So, our faculty meetings are on a Monday and we have an hour and fifteen minutes. When we’ve got to fill something in...they always give us time in directed time”*

— Teacher

One school had also encouraged staff to become more active in their own CPD by asking them to research a topic and lead a CPD session themselves.

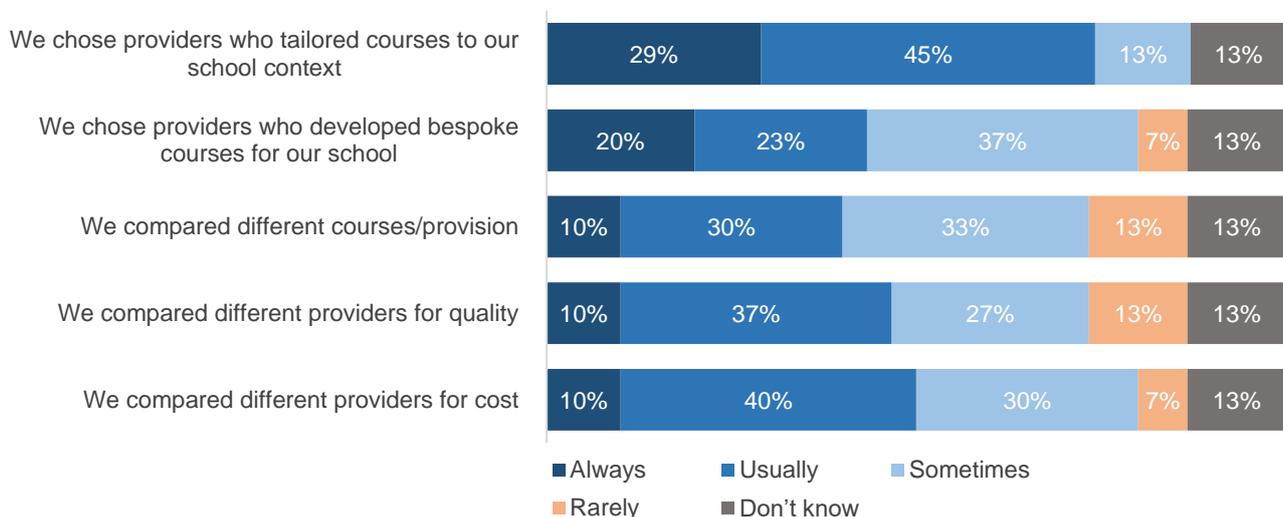
Staff at almost all schools thought that the changes made in their school had not used *more* staff time than in previous years, but that it had been used differently.

## External CPD

Most schools (84%) stated they had procured external CPD. Almost all schools interviewed reported they had increased the amount of external CPD procured, which had been made possible, at least in part, due to the additional money from the CPD Challenge Bursary.

When choosing an external provider, the criteria schools most prioritised was whether the provider could tailor the course to the school context, with 74% stating they “always” or “usually” made the choice on that basis. Across the remaining criteria, half (50%) stated they compared different providers for cost, 47% compared providers for quality and 43% chose providers who developed bespoke courses for their school.

**Figure 4: How schools choose and procure external CPD provider(s). (base=~57)**



Despite an increase in CPD evaluation and recording, which allowed schools to assess whether to access CPD from that provider again, staff from a few schools experienced difficulties in initially identifying quality external CPD. Identifying high quality CPD from external providers has been one of the most difficult responsibilities to fulfil for Champions in their school. Almost all Champions expressed difficulties in choosing providers they had not used before and recommendations from other schools often helped them to make a decision. One Assistant Headteacher suggested an independent marker of quality for CPD and providers would be useful. This reflects findings from Wellcome’s May

2019 Rapid Evidence Review which found “no consistent or widely-used process to assure the quality of teachers’ CPD in England”.<sup>7</sup>

Alongside delivering CPD, external organisations had also been used to provide consultancy support to half of the interviewed schools, to advise them on how to best identify and address development needs.

All of the providers interviewed were unaware that the school they had provided CPD to was taking part in the Challenge. As far as they were aware, the Challenge schools had not asked for anything different to that which other schools requested. Schools had made use of all the services the provider offered but their requests had not caused any capacity issues for the provider. Providers described how the CPD they delivered was always designed and delivered in collaboration with schools and therefore not “off-the-shelf”.

Where providers worked with a school on an ongoing basis, they often played a role in identifying school needs and evaluating the impact the CPD had. This was not evident among CPD providers who had delivered one-off CPD opportunities. In both instances, Challenge schools were proactive with the requests they made to providers and specified what they needed and how it fitted within their sustained programme of CPD.

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<sup>7</sup> Wellcome (May 2019) ‘Quality Assurance of Teachers’ Continuing Professional Development’  
<https://wellcome.ac.uk/sites/default/files/quality-assurance-of-teachers-continuing-professional-development.pdf>

### 03. CPD IN SCHOOLS SINCE JOINING THE CPD CHALLENGE

*This section summarises the CPD undertaken by respondents during the first year of the Challenge and how this has changed since the baseline period.*

#### CPD during the first year of the Challenge

Almost all respondents (99%) to the CPD Record had undertaken some CPD during the first year of the Challenge; an increase from 91% in the year before. On average, the amount of CPD undertaken by staff had increased from 39 to 52 hours. Similarly, time spent undertaking subject-specific CPD had increased from 22 to 31 hours.<sup>8</sup>

While CPD levels had increased, there were still large differences in the amount of CPD undertaken, and the amount that was subject specific, by role and across school characteristics (see Table 2 below). The largest difference was found by phase, with those in primary schools reporting a higher number of hours of CPD compared to both special and secondary schools.

**Table 2: Amount of CPD undertaken by staff. (base=888-1,075)**

|                                       | Mean number of hours |                      |
|---------------------------------------|----------------------|----------------------|
|                                       | All CPD              | Subject specific CPD |
| <b>School characteristics</b>         |                      |                      |
| Primary                               | 75                   | 51                   |
| Secondary                             | 46                   | 25                   |
| Special                               | 31                   | 18                   |
| Outstanding                           | 51                   | 28                   |
| Good                                  | 51                   | 31                   |
| Requires Improvement                  | 82                   | 52                   |
| <b>Staff characteristics</b>          |                      |                      |
| Teaches English or maths <sup>9</sup> | 54                   | 33                   |
| Teaches science                       | 33                   | 15                   |
| Teaches one other subject             | 44                   | 24                   |
| Senior leader                         | 79                   | 40                   |
| Middle leader                         | 47                   | 28                   |
| Teacher                               | 50                   | 31                   |

<sup>8</sup> The methodology for the baseline record and the Year 1 record was different which may account for part of this difference (please see methodology for a full description of this).

<sup>9</sup> Those teaching more than one subject were excluded from this piece of analysis therefore most staff represented here were from a secondary school.

## Focus of CPD

The main focus of the CPD instances<sup>10</sup> undertaken varied to meet the needs of the school and the individual. Over one-third (35%) of instances focused on subject-specific content or pedagogy while one-quarter (24%) focused on generic or cross-curricular pedagogy. While the amount of CPD undertaken had increased across schools, the focus had remained the same overall, with very little change in the proportions stated for each.

**Figure 5: Breakdown of the focus of each instance of CPD undertaken (base=13,160 instances)**



The proportion of instances classed as ‘subject-specific content or pedagogy’ differed by phase, with 42% of instances recorded by primary respondents compared with 31% of secondary respondents. By comparison, 34% of instances within secondary schools were classified as ‘generic/cross-curricular pedagogy’ compared with 11% in primary schools.

A higher proportion of instances (44%) from respondents in schools categorised as Requires Improvement stated ‘subject-specific content or pedagogy’ compared with those in schools classed as Good (35%) or Outstanding (34%). Those who had been teaching for fewer than two years also reported a lower proportion of instances of ‘subject-specific content or pedagogy’ (29%) compared with staff with two or more years’ experience (36%).

## Type of CPD

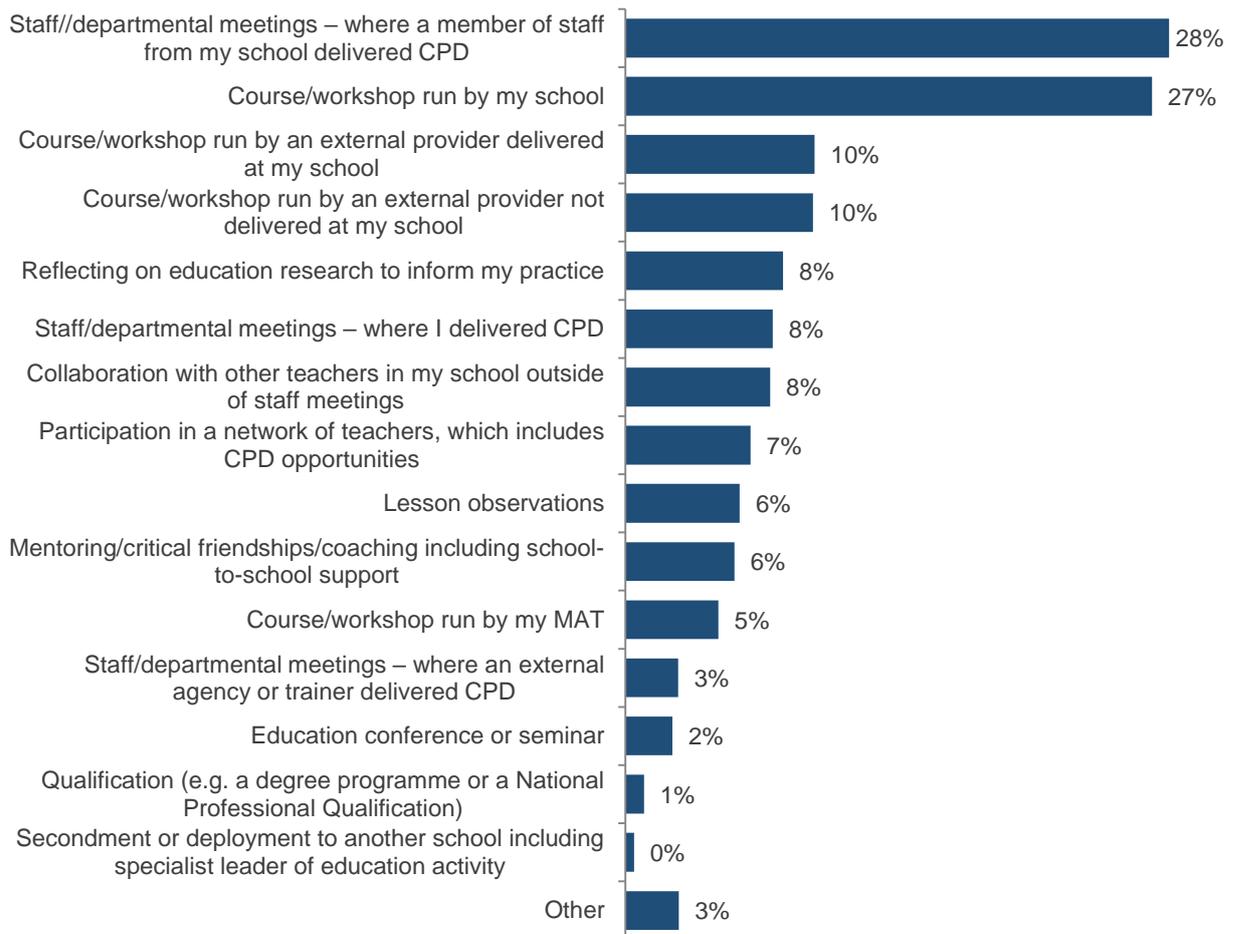
The type of CPD undertaken was varied, with the majority directed and delivered by the school. Over one-quarter (28%) of instances reported were delivered during staff/departmental meetings, one-quarter (27%) was a course or workshop run by the school and 8% during a staff/departmental meeting delivered by the individual

<sup>10</sup> An instance of CPD was defined as an episode of CPD that is undertaken. This includes any preparatory or follow-up activity that was undertaken in conjunction with the CPD episode itself.

themselves. External CPD was reported less often, with 10% of instances run by an external provider at the school and 10% by an external provider away from the school.

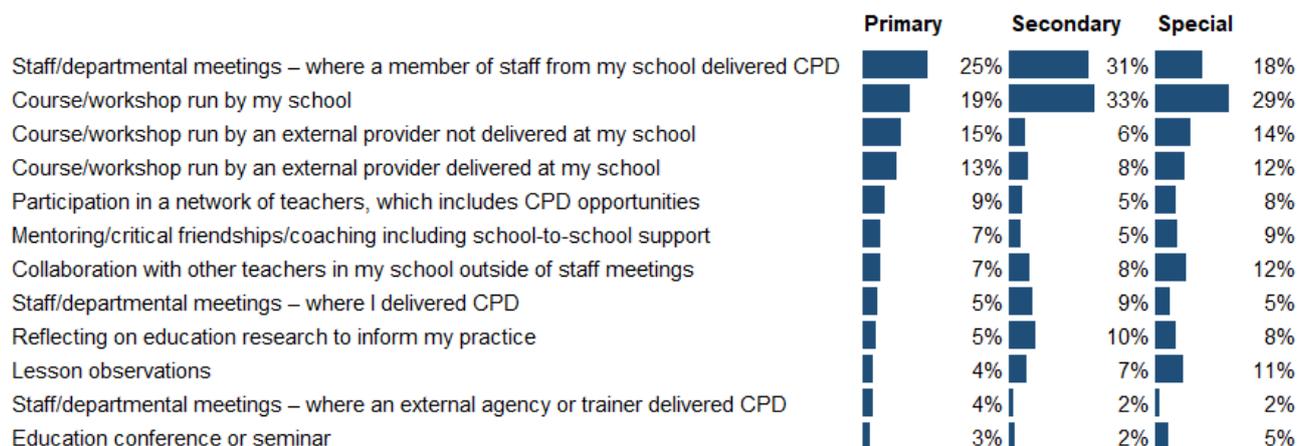
As with the focus of CPD, while the amount of CPD had increased, the proportion allocated to different types of CPD (under the categories below) remained largely unchanged. The only exception to this was a decrease in the proportion of instances categorised as a “course or workshop run by my school”, which fell from 38% to 27%. There were slight increases across a number of other categories.

**Figure 6: Method of delivery of CPD undertaken. (base=13,160 instances)**



There were differences by phase and role when examining the type of CPD that was undertaken. Those respondents in primary and special schools reported more instances of CPD run by an external provider (either at their school or away from their school) when compared with secondary schools. There was more internal CPD undertaken in secondary schools, with 31% of instances being delivered through staff/department meetings, when compared to both primary and special schools. Both secondary and special schools reported a higher proportion of courses or workshops run by their school when compared to primary schools. A slightly higher proportion of CPD involved collaboration with other staff in the school within special schools and involved lesson observations, especially when compared with primary schools (see Figure 7).

**Figure 7: Method of delivery of CPD undertaken by phase. (base=13,160 instances)**



Differences were also apparent by role, with a higher proportion of CPD undertaken by senior leaders that was external in focus, either through them attending a course/workshop away from the school, participating in a network of teachers, or at education conferences or seminars. Middle leaders and teachers were more likely to attend internal CPD.

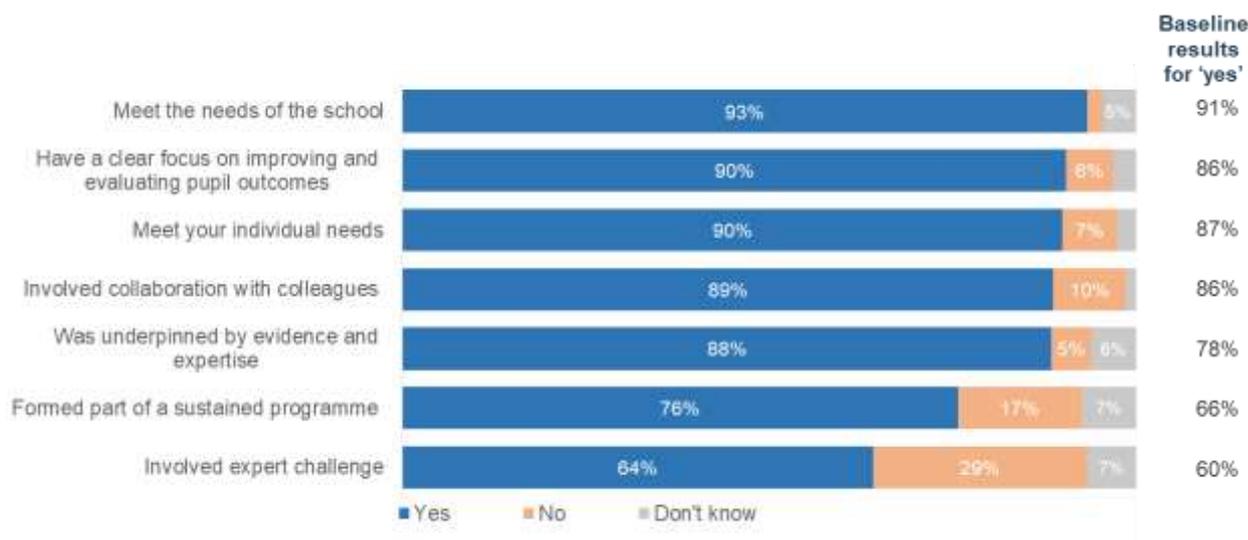
**Figure 8: Method of delivery of CPD undertaken by role. (base=13,112 instances)**



### CPD meeting high quality indicators

Across the CPD instances undertaken, the majority met the needs of the school (93%), had a clear focus on improving and evaluating pupil outcomes (90%), and met individual needs (90%). There had been an increase in the proportion of instances that met the high quality indicators when compared with the baseline, as shown in Figure 9 below. While ‘involving expert challenge’ and ‘forming part of a sustained programme’ were reported less frequently, the proportion of CPD meeting these indicators had increased.

**Figure 9: Proportion of CPD undertaken which fulfilled criteria within DfE’s Standard. (base=13,158 instances)**



Senior leaders were more likely to report that the CPD instances they took part in met the high quality indicators when compared with teachers and middle leaders (see Figure 10). Primary school respondents reported a higher proportion of CPD met their own and their schools’ needs compared with secondary. ‘Involving expert challenge’ was more common in primary schools (70%) when compared with both secondary (60%) and special (63%). A higher proportion of CPD in secondary schools (78%) was part of a sustained programme compared with both primary and secondary (73% and 69% respectively).

**Figure 10: Proportion of CPD undertaken which fulfilled criteria within DfE’s Standard by phase and role. (A dash represents no statistically significant difference)**

|   | Senior leader | Middle leader | Teacher | Primary | Secondary | Special |
|---|---------------|---------------|---------|---------|-----------|---------|
| Meet your individual needs                | 92%           | 88%           | 90%     | 93%     | 88%       | 92%     |
| Meet the needs of the school              | 96%           | 94%           | 92%     | 96%     | 92%       | 95%     |
| Was underpinned by evidence and expertise | 94%           | 89%           | 87%     | -       | -         | -       |
| Involved expert challenge                 | 67%           | 61%           | 65%     | 70%     | 60%       | 63%     |
| Formed part of a sustained programme      | 79%           | 78%           | 74%     | 73%     | 78%       | 69%     |
| Involved collaboration with colleagues    | -             | -             | -       | 91%     | 87%       | 88%     |

There were also differences by Ofsted categorisation<sup>11</sup>. A higher proportion (93%) of instances reported by staff at schools categorised as Requires Improvement met the high quality indicator ‘Involved collaboration with colleagues’ compared with Good (89%) or Outstanding (87%) schools. A higher proportion of CPD at Requiring Improvement schools also ‘involved expert challenge’ (72%) compared with Good (64%) or Outstanding (63%) schools.

Although those teaching English and Maths undertook more hours of CPD, they were less likely to report that this was part of a sustained programme (76%) or involved

<sup>11</sup> As recorded at the start of the academic year 2019/2020.



collaboration with colleagues (83%) compared with those teaching science (82% and 89% respectively) or those teaching any other subject (79% and 89% respectively)<sup>12</sup>.

Almost all interviewees observed that their school had developed a greater awareness of how they could approach both individual and school-level training needs effectively. This had led to the CPD provided having greater focus and direction. A few interviewees stated that although they had not undertaken a greater amount of CPD since joining the Challenge, the CPD they received addressed the needs of the school and was aligned to the high quality indicators.

*“The thing that I would say about the CPD Challenge is that it's actually made us address the issues, have a clear goal, I think the key to it is a clear goal that what we need to get to and, more important, this idea of what quality CPD should be.”*

— **Middle Leader**

In addition to having greater relevance, CPD in at least half of the schools was described as ‘increasingly collaborative’ and involved staff within a school learning from each other. This had also included leading internal training as ‘experts’ in their field.

*“I'm working with the second in RE, and we're looking at how to teach evaluation. And so, he's observing me, I'm observing him, we're meeting together to see how we can perfect it and what the best ways are. And then the idea is that we will be feeding back to the other members of the RE department at the end of this to sort of like help other people with that as well.”*

— **Champion**

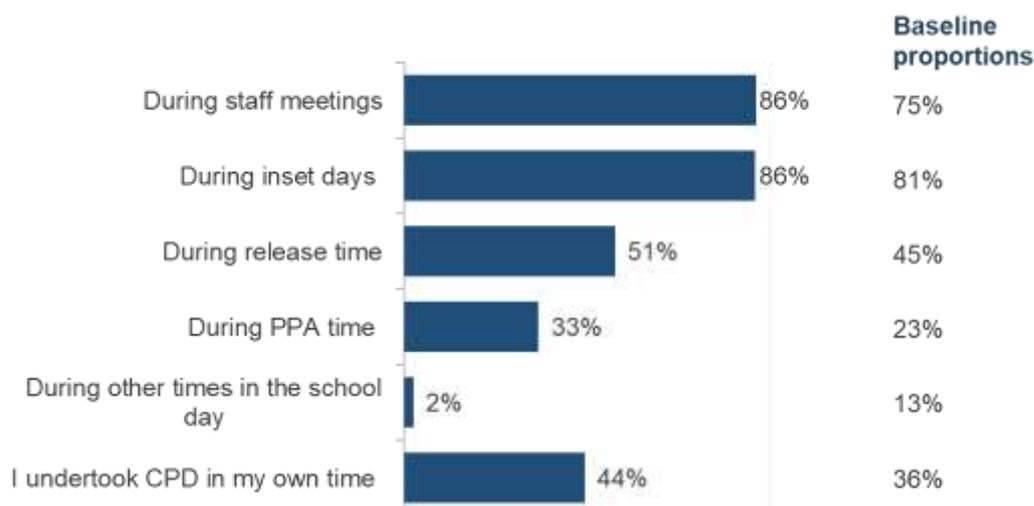
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<sup>12</sup> This analysis excluded those teaching more than one subject.

## When CPD was undertaken

CPD was undertaken at various times throughout the school day. Most staff reported that CPD was undertaken during staff meetings and inset days (86%); alongside this, half (51%) reported they had received release time to undertake CPD, a slight increase from 45% in the previous year. Although CPD undertaken within school time had increased, there was a corresponding increase in the proportion who undertook CPD in their own time, from 36% to 44%.

Figure 11: When CPD took place. (base=707)



The role of an individual influenced when CPD was undertaken:

- 83% of senior leaders stated they undertook CPD during release time compared with both middle leaders (49%) and teachers (45%).
- 63% of senior leaders reported undertaking CPD in their own time compared with both middle leaders (46%) and teachers (39%).
- A slightly higher proportion of middle leaders (40%) stated they undertook CPD during PPA time when compared with teachers (30%).

There were also differences by phase, with a higher proportion of primary school respondents (78%) reporting they undertook CPD during release time when compared with secondary respondents (40%). Opportunities during staff meetings were also more frequent at 95% for primary respondents compared with 83% for secondary and 65% for special school respondents.

## Progress towards meeting the CPD Challenge criteria

Nearly half (15 out of 34) of all Champions reported (through their school reports at the end of summer 2019) that they thought their school was meeting the CPD Challenge criteria, with the remaining 19 schools stating that they were close. They were also asked to state how close they were to meeting different elements of the Challenge (Table 3). Two-thirds thought they were meeting or exceeding 35 hours of CPD, the minimum amount set by the Challenge. A total of 24 schools thought they were meeting or exceeding the criterion recommending CPD was high quality, and 15 thought they were meeting the needs of the individual.

**Table 3: Breakdown of summer 2019 school reports of the extent to which they were meeting Challenge criteria**

|  | We are exceeding this | We are meeting this | We are close to meeting this | We are quite far from this |
|--|-----------------------|---------------------|------------------------------|----------------------------|
| Every teacher participates in a minimum 35 hours of CPD annually   | 14                    | 10                  | 9                            | 1                          |
| CPD meets the needs of the individual teacher and is predominantly focused on subject-specific development       | 0                     | 15                  | 17                           | 0                          |
| CPD is high quality and aligns to the Department for Education's standard for teachers' professional development | 2                     | 22                  | 10                           | 0                          |

To examine progress towards the CPD Challenge, four key metrics were developed:

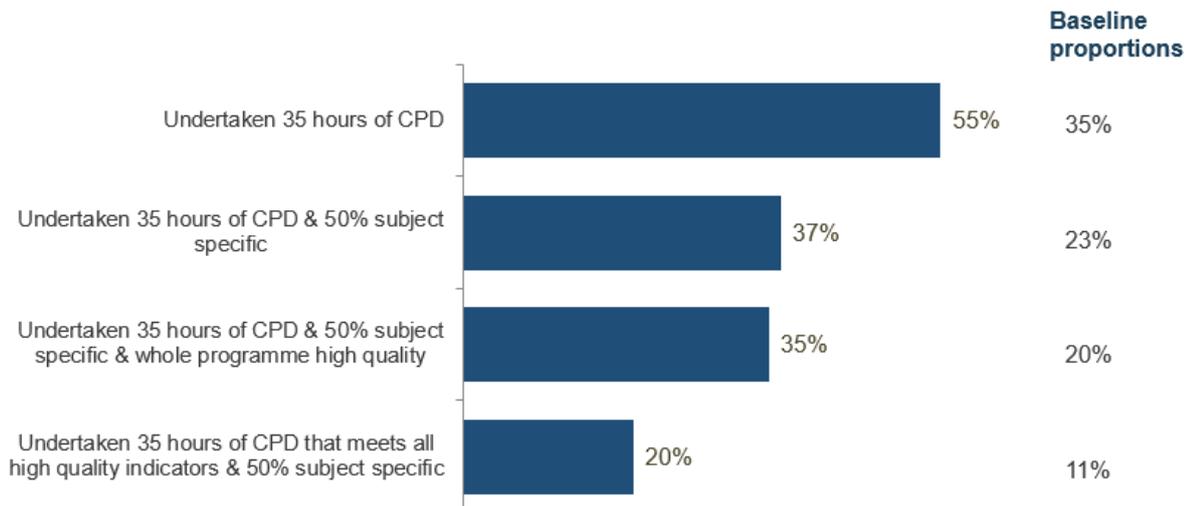
|  |   |
|--|---|
| <b>The proportion of staff who undertook 35 hours of CPD<sup>13</sup></b>  | The proportion of staff who undertook 35 hours or more of CPD across the year.  |
| <b>The proportion of staff who undertook 35 hours of CPD &amp; 50%*<sup>14</sup> of this was subject specific:</b>   | The proportion of staff who undertook 35 hours or more of CPD across the year and 50%* of the CPD was subject specific.   |
| <b>The proportion of staff who undertook 35 hours of CPD &amp; 50%* of this was subject specific &amp; across all instances of CPD all high quality indicators are met</b> | For the CPD to be classed as high quality across the year all seven quality indicators need to be selected at least once across all instances of CPD undertaken. The indicator is then the proportion of staff who undertook 35 hours or more of CPD across the year (only CPD that has at least one indicator ticked and all seven are ticked across the year are included) and 50%* of this was subject specific. |
| <b>The proportion of staff who undertook 35 hours of CPD &amp; 50%* of this was subject specific &amp; across each CPD instance all high quality indicators are met</b>    | The proportion of staff who undertook 35 hours or more of CPD across the year and 50%* of the CPD was subject specific (only CPD that has all 7 quality indicators ticked are included).  |

<sup>13</sup> If a member of staff was part time or had not worked at the school for a full academic year the number of hours of CPD they undertook was boosted to represent Full Time Equivalent hours to ensure it was comparable.

<sup>14</sup> \*This indicator was changed to 17.5 hours of subject specific CPD rather than 50% if a staff member was undertaking more than 100 hours of CPD & is undertaking generic leadership training.

Across all indicators, significant progress has been made since the baseline. Over half (55%) of all respondents had undertaken 35 hours or more of CPD, an increase from 35% in the previous year. Just over one-third (37%) had undertaken 35 hours or more of CPD with 50% or more classed as subject specific. Over one-third (35%) had met the third metric and one-fifth (20%) of all respondents had met the final metric.

**Figure 12: Proportion of respondents who fulfilled the four key Challenge metrics. (base=1,075)**

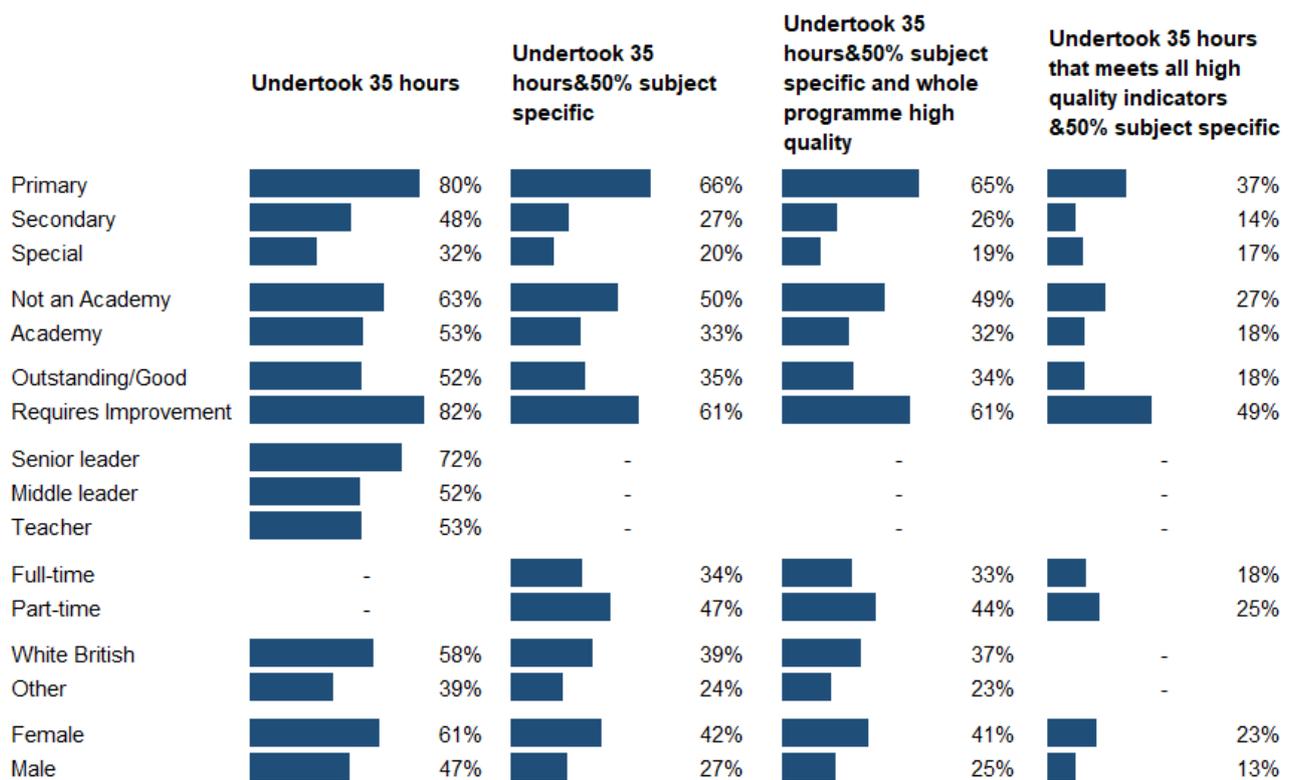


While senior leaders had undertaken more hours of CPD and a higher proportion had undertaken 35 hours or more when compared with teachers and middle leaders, there was no statistically significant difference when considering the final three metrics (see Figure 14). Across all indicators, a higher proportion of primary school respondents met the four evaluation metrics when compared with both secondary and special schools.

A higher proportion of respondents from schools rated as Requires Improvement were also closer to meeting the evaluation metrics after one year than those in Outstanding or Good schools.



**Figure 13: Proportion of Challenge participants who fulfilled specific Challenge criteria by respondent and school characteristics. (base=1,046-1,075) (A dash represents no statistically significant difference)**



## 04. ENABLERS, BARRIERS AND EXPERIENCE OF THE CHALLENGE

*This section explores the key enablers and barriers to schools undertaking the Challenge and their overall experience.*

### Enablers to meeting the CPD Challenge

#### CPD budget

Most (86%) schools reported they had ring-fenced budget for CPD (6% stated 'no' and 8% stated 'don't know'). One third (32%) of schools reported that their pattern of spending on CPD over the last three years had increased while for 22% it had stayed the same, for 16% it had reduced and for 14% it had varied each year (16% reported 'don't know'). A similar proportion of schools (36%) reported that their pattern of undertaking CPD had risen over the last three years, with 23% stating it had stayed the same, 2% reported it had fallen and 14% stated it had varied every year (26% reported 'don't know').

Only limited information was provided by schools in relation to the annual amount spent on CPD, with many stating they were unsure of the costs. On average, each school reported they had spent £8,566 on CPD (known by 13 schools), £414 on travel and subsistence associated with CPD (known by 7 schools) and £2,880 on costs for staff cover (known by 8 schools).

Almost all schools interviewed reported they had spent budget on the logging and evaluation systems they had put in place.

#### CPD Challenge Bursary

As part of the Challenge, schools receive a £7,000 Bursary (paid in three instalments). The Bursary is an acknowledgement of the time commitment needed to participate fully in the Challenge, including attending briefings, spending time with the Challenge Facilitator, working with staff in school to make changes to school practice and participating fully in the evaluation. There were no restrictions on how the funding should be spent; it was not ring-fenced for activities relating to CPD.

Champions agreed that the Bursary had enabled them to lead the Challenge, with a mean score of 6 out of 7.<sup>15</sup> Without the Bursary funding, only one-third of schools (9 out of 34) stated they would be confident their school could continue to work towards meeting the CPD Challenge criteria (scoring a 5, 6 or 7 on the scale). Over half (20) stated they were

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<sup>15</sup> As reported in the SIOE termly reports

unconfident (providing a score of 1, 2 or 3 out of 7), clearly indicating the value of the Bursary to them and their school in meeting the Challenge.

The Bursary has been important for schools to participate in the Challenge and among those schools interviewed, it had frequently been used for release time for staff to attend CPD – usually external – and to pay for high quality CPD. The money had also helped build the “infrastructure” around the school’s CPD – for example, it had paid for software for recording and evaluating CPD in two schools. One school had also assigned an administrative staff member for data entry, taking pressure off staff and the Champion who would have done this otherwise. Other examples included paying for membership of professional associations, staff rewards and purchasing a library of CPD resources.

While staff from every school thought that many of the changes they had made would not have been possible without the Bursary, a few interviewees asserted that it would have been possible without it. Schools might have been able to fulfil most of the CPD Challenge requirements without the Bursary, but it had a significant impact in making it feasible without compromising budgets in other areas across schools.

### **Role of the CPD Champion**

Each school participating in the Challenge identified one (or more) staff member(s) to act as the CPD Challenge Champion. The CPD Challenge Champion had a vital role in leading and embedding sustainable change across the school and in data collection for the evaluation.

The expectation was that the CPD Challenge Champion would:

- Promote the CPD Challenge aims, activities and evaluation to school staff;
- Lead completion of evaluation activities;
- Lead monitoring of change towards meeting the CPD Challenge;
- Liaise with their CPD Challenge Facilitator and school senior leadership team to communicate Challenge activities and progress;
- Participate in three meetings annually with their Facilitator, plus ongoing contact by phone or email; and
- Attend two half-day Challenge briefings annually.

The main role of the Champion was to support staff throughout the Challenge. This included introducing staff to the Challenge, often through staff meetings, and motivating staff to complete CPD records and logs by providing them with reminders. Champions at all schools had used meetings and emails to remind staff to record the CPD they had completed, with the intention of making this routine. One Champion had allowed time during meetings for staff to evaluate their completed training in recognition of the additional responsibilities asked of them.

*“I decide every two, three weeks that we have a ten-minute slot at the beginning to give [staff] some time to do, can you make sure your audit’s up to date, can you just do that, then. I think it’s just showing teachers that we’re giving them time to do it”*

— **Champion**

Champions have played a critical role in changing the systems (outlined in a previous chapter) in their school, and the process they have most commonly influenced was how CPD was recorded in the school. Another key role for the Champion was to clarify what CPD actually is for staff. The Champion’s role in educating staff on what counts as high quality CPD was instrumental in raising awareness for staff at all schools.

The CPD Champions have also played an important role in identifying staff CPD needs. Champions identified where certain departments and/or individual staff members required development in specific areas. Performance Management, carried out by at least a couple of the Champions interviewed, had also identified development areas. The process of assigning appropriate CPD to staff tried to take into account their individual needs in relation to the school’s overarching vision and priorities.

Champions had been involved in agreeing staff members’ requests for CPD and they helped them find CPD suitable for their needs. While staff had autonomy to identify their own CPD, Champions were important gatekeepers and advisers for staff looking to address those needs effectively.

*“[The Champion] vets it and makes certain that it’s benefiting the individual but also adding value to the school as well...you’ve got to be able to identify some people who are needing engaging or supporting and trying to identify what [CPD] they may benefit from.”*

— **Senior Leader**

## **Experience and role of the Champion**

Over two-thirds (67%) of Champion respondents had some responsibility for leading CPD in their school, or another school, prior to becoming the Champion. For over half (59%), this was across the whole school; while 7% stated they led it for parts of the school; 13% stated they did not lead CPD but were involved in organising it; while the remaining 20% had no involvement. No CPD Champions interviewed received a financial incentive for their CPD responsibilities and one Champion observed that it was within their pay scale/remit to have a leadership role of some sort, which this fulfilled.

Half of all Champions were part of the senior leadership team. One Champion interviewed was not a senior leader but said they were able to influence systems within the school. Most Champions and Facilitators interviewed agreed that having a senior leadership role gave them the necessary “clout” to promote the Challenge and a strategic overview of what was required within their school to meet it:

*“I think you need to have a really good overview of the school...Knowing what’s going on in classrooms, so that you know what individuals need. Having an overview of performance management...I don’t think you can do it if you’re not a senior member of staff... because you need the clout, you need the authority.”*

— **Champion**

However, another Champion believed that their standing as a classroom teacher alongside being a senior leader was instrumental in being able to guide other staff through the Challenge and influence a culture change among teachers:

*“Because I am the deputy head as well, it’s coming from me. And because I do a lot of training myself and I do a lot of time teaching, I’m not just talking at them, I’m doing it along with them.”*

— **Champion**

Almost all interviewees (school staff and Facilitators) thought the Champion role, or an equivalent role, was vital to ensure CPD was well led in the school and staff were motivated to take part in CPD. If the Champion was not on the senior leadership team, it was thought they at least needed the backing and support of senior leaders to prevent CPD being seen as an “add-on” but rather an “integral part” of the school. They described how the monitoring they had done had kept the CPD relevant, non-repetitive and high quality. Interviewees described how the role needed someone with strong communication, leadership and organisational skills, and a staff member who knew (or could discover) individuals’ and the school’s needs and address them.

*“I think it’s key because if you’ve not got somebody, kind of, overseeing and definitely keeping an eye on things. I would imagine it would just, kind of, fizzle out really...I think it’s really important you get the right person with the right professionalism and the right people skills to deliver it.”*

— **Senior Leader**

## **Release time**

Nearly half (45%) of all Champions received release time to lead CPD across the school outside of PPA time. However, interviewed Champions reported they had not been given additional release time for the role of Champion. Workload and time restraints had hampered almost all Champions in their role. As a result, a couple of Champions reported difficulties carrying out tasks (both related and unrelated to the Challenge) as ‘effectively’ as they would have liked. Even though almost all interviewees believed that time and money had been ring-fenced for CPD, this was still extremely limited and the Champions’ time was still stretched.

*“I think that it’s something that I don’t feel that I’m being able to dedicate as much time to this as I have wanted to and that’s the frustration”*

— **Champion**

Administrative tasks such as chasing staff, showing them how to fill out records and finding high quality CPD were commonly cited as difficult due to lack of time. To mitigate this, one school recruited an existing employee to take on the role of collating all the records from the CPD database. Limited time for Champions to plan how to change CPD systems, and restricted time to implement changes, was reported as ‘difficult’. Although schools received the Challenge Bursary, in part designed to offset the requirement for Champions to attend briefings and for the school to take part in the evaluation, there were examples where this was still not possible for the school.

## **SIOE support**

### **Facilitators**

Each school participating in the Challenge was allocated a Facilitator to work with the Champion. The Facilitator played a role in guiding and supporting the leadership of the project in the Challenge schools.

Facilitators undertook key activities, coaching and mentoring with each school which included:

- Building a strong, supportive relationship with the Champion to provide them with coaching;
- Promoting the CPD Challenge aims, activities and project evaluation with the Champion; and
- Undertaking three school visits and online/telephone meetings each year, totalling three days’ support per school per year.

Champions reported how the support from their Challenge Facilitator at SIOE had enabled them to lead the Challenge, providing a mean score of 5.7 out of 7<sup>16</sup>. Only a small proportion (16%) of Champions scored this at 4 or below, indicating that the support had less impact on their ability to lead the Challenge in their school. On average, primary school Champions reported a higher score (6.3 out of 7) compared with secondary school Champions (5.0 out of 7).

Champions described how the support provided by their Facilitator was invaluable, especially for maintaining focus on the Challenge aims. Facilitators had regularly met with them and had been a ‘sounding board’ for ideas and offering tailored advice on how to access high quality CPD – drawing on knowledge of what had worked in other schools. Champions appreciated the reassurance their Facilitator had provided them with, which had improved their confidence. Facilitators also supported them in fully understanding the

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<sup>16</sup> As reported in the SIOE termly reports

definition of high quality CPD, including terms such as ‘expert challenge’, and had connected Champions with other schools to share ideas and support each other.

One interviewee suggested that the frequency of Facilitator visits should be higher than three a year. Similarly, although Facilitators provided schools with feedback and constructive criticism, one senior leader thought more formal, ongoing feedback would be useful.

Without support from their Facilitator, over half of all schools (19 out of 34) stated they would be confident that their school could continue to work towards meeting the CPD Challenge criteria (scoring a 5, 6 or 7 on the scale). Champions and Facilitators, during interviews, agreed that frequent support in the earliest stages of the Challenge was essential. However, half-way through the Challenge, one-third (11) of Champions stated they were not confident (providing a score of 1, 2 or 3 out of 7) about achieving this without support.

### CPD briefing sessions

Two briefing sessions were held each term. Sessions were held initially to brief schools about the aims and objectives of the Challenge. Throughout the Challenge, these changed in focus to provide CPD opportunities, share learning and ideas and allow Champions time to network with others.

Champions reported the CPD briefings had enabled them to lead the Challenge, with a mean score of 5.7 out of 7,<sup>17</sup> with no differences by phase. Champions interviewed found collaboration with other schools the most useful element of the briefing sessions as it allowed them to share best practice. For example, a Champion from one school had developed a relationship with another Champion they met and since supported each other outside of the sessions.

At least half of all Champions interviewed described how it had been useful to see the impact the Challenge was having in other schools, which had reinforced confidence in their participation.

*“I think one of the things that I’ve got the most out of is when you have the people doing research coming in and giving their side of things. And also, the case studies have been really good, to see what other people are doing. And then opportunities to network and discuss with other teaching staff.”*

— Champion

Champions from just two schools expressed regret that the briefing sessions had not always allowed effective collaboration between schools involved in the Challenge. For example, a Champion from one primary school stated that in some of the ‘break-off’

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<sup>17</sup> As reported in the SIOE termly reports

sessions, all Champions on their table were from secondary schools and therefore felt unable to garner ideas from them which could be implemented in their school.

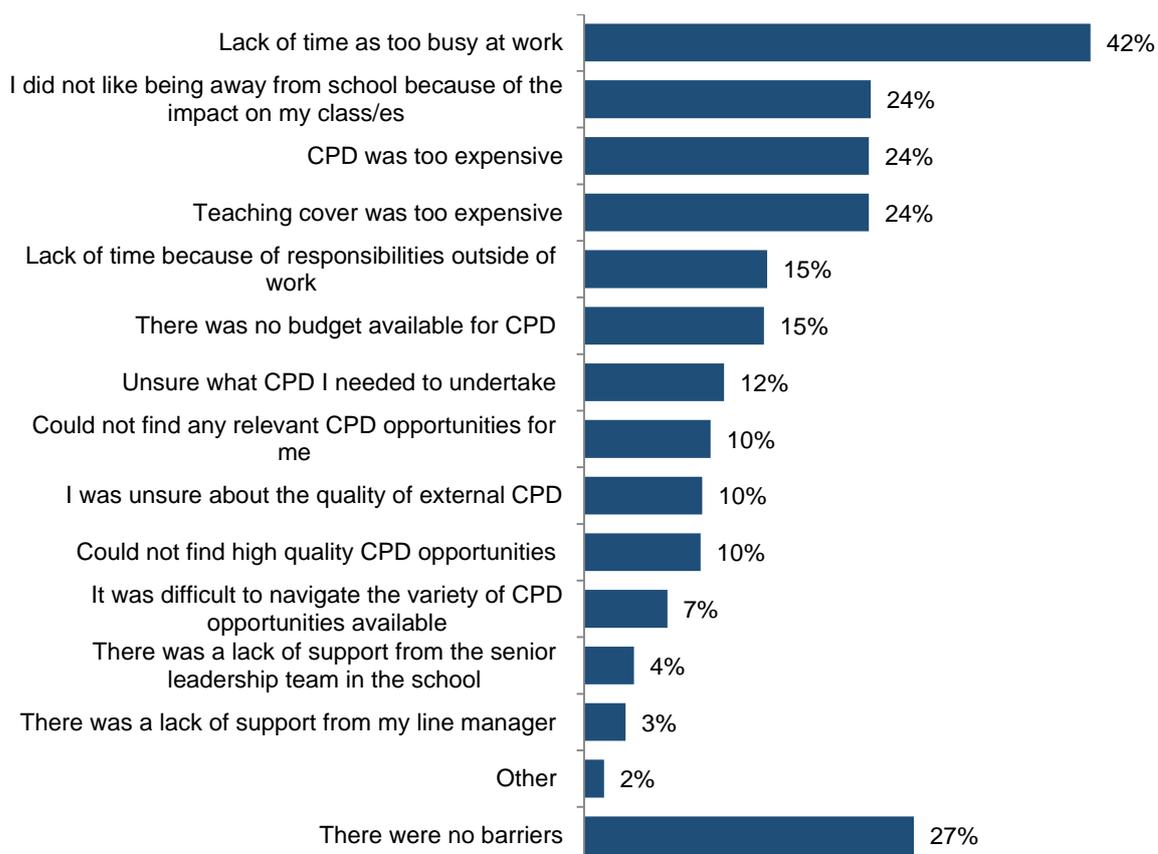
Without the briefing sessions, 20 out of 34 schools stated they would be confident their school could continue to work towards meeting the CPD Challenge criteria (scoring a 5, 6 or 7 on the scale). Only five schools stated they were not confident (providing a score of 1, 2 or 3 out of 7) that they could without that support.

## Barriers to meeting the CPD Challenge

### Barriers to undertaking CPD

Most respondents reported a wide range of barriers to undertaking CPD. Just over one-quarter (27%) stated there were no barriers (see Figure 14); this had increased from 21% in the previous year. Lack of time was the most common barrier as staff reported they were either ‘too busy at work’ or ‘because of responsibilities outside of work’. Budgetary considerations were also critical, with common barriers reported as ‘CPD was too expensive’, ‘teaching cover was too expensive’ or ‘no budget available for CPD’.

Figure 14: Barriers to undertaking CPD. (base=724)



A higher proportion of primary school respondents (37%) reported there were no barriers to undertaking CPD compared with both secondary (25%) and special (9%) school

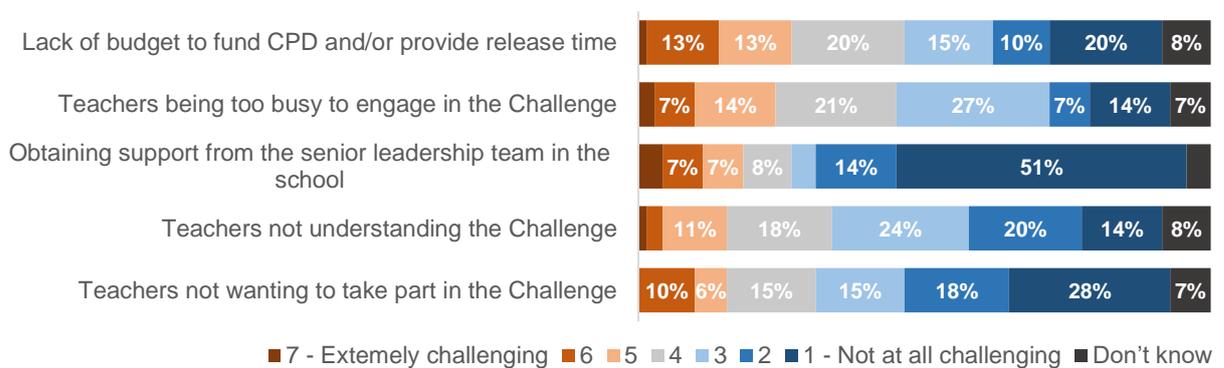
respondents. Those in secondary schools were more likely to state “lack of time as too busy at work” as a barrier (44% compared with 34% in primary<sup>18</sup>).

A higher proportion of teachers (15%) and middle leaders (10%) stated they were unsure what CPD they needed to undertake when compared with senior leaders (2%). A higher proportion of middle leaders observed there was no budget available for CPD (19%) and that teaching cover was too expensive (29%) when compared with senior leaders (7% and 15% respectively). A higher proportion of those working part time (26%) reported lack of time due to responsibilities outside of work compared with those who were full time (11%).

## Challenges to meeting the CPD Challenge

Champions described a range of different challenges for their school when trying to meet the CPD Challenge. Just over one-quarter (27%) reported a lack of budget to fund CPD and/or release time or that teachers were too busy, reflecting the barriers reported above. A slightly lower proportion stated that staff did not understand the Challenge or that they did not want to take part. While many Champions believed that obtaining support from the senior leadership team in their school was not at all challenging, it was extremely challenging for some. Those not in a senior leadership position most frequently observed this.

Figure 15: Challenges and pushback experienced in fulfilling Challenge criteria. (base=65)



## Budgetary constraints

For all schools interviewed, budgetary constraints were a significant barrier to meeting the CPD Challenge. A significant portion of each school’s CPD budget had been used to cover staff release time to allow them to attend external CPD, however, that budget was often very limited. To avoid the significant costs associated with sending multiple staff on external CPD, staff often attended evening sessions on site at schools so cover was not required. Those who attended external CPD were expected to pass on learning to other staff to reduce the costs required of sending multiple individuals.

<sup>18</sup> 52% of staff in special schools stated this but the difference was not statistically significant.

## Time and workload pressures

Staff from all schools interviewed observed the prioritisation of other responsibilities over CPD, especially when student exams were imminent and revision sessions took place.

When staff did attend external CPD, teaching assistants and other non-teaching staff (such as a Headteacher who did not regularly teach) provided cover. Although this mitigated against additional cost, there was a knock-on effect for those staff members' workloads. Finding suitable cover for staff to attend external CPD had also been a challenge, especially for smaller schools (outside budget implications). The increased levels of internal CPD also put a strain on some of those delivering the training, who had to ensure they delivered high quality CPD. For those attending CPD, the time required before and after CPD sessions to ensure it was positively affecting practice and was part of a sustainable programme also took time.

To enable progress to be made towards the Challenge criteria, staff were required to spend more time sourcing or organising CPD, logging CPD and evaluating CPD (especially for Champions), in addition to undertaking the CPD itself. 'Pushback' from staff about their participation in the Challenge was due to the time spent logging and recording the CPD they had attended

Champions sometimes struggled to respond to feedback from all of their staff about the CPD they had attended, largely due to lack of time allocated to their CPD Champion role. This made it difficult to fully evaluate all the CPD staff had attended, and advise staff on CPD they should attend and which providers they should use in the future.

### 'Pushback'

Taking part in an increased number of hours of external CPD was difficult for staff who were apprehensive about being away from their class, and it was this that caused the majority of 'pushback' from staff. Staff and Champions also had conflicting opinions regarding which CPD they should be taking part in. Champions from around half of schools interviewed recognised the shift from more generic to personalised CPD had been difficult for some staff, especially when they felt their capabilities were being questioned.

*"There are a couple of teachers who, for different reasons, are struggling so they're not receptive, and then a couple of teachers who are very experienced and perhaps don't always value the CPD that is on offer."*

— Champion

Other than some concerns with the increased amount of time away from their class and additional administrative responsibilities, staff from all schools interviewed expressed support for the Challenge and most of those who 'pushed back' against it, only did so slightly.

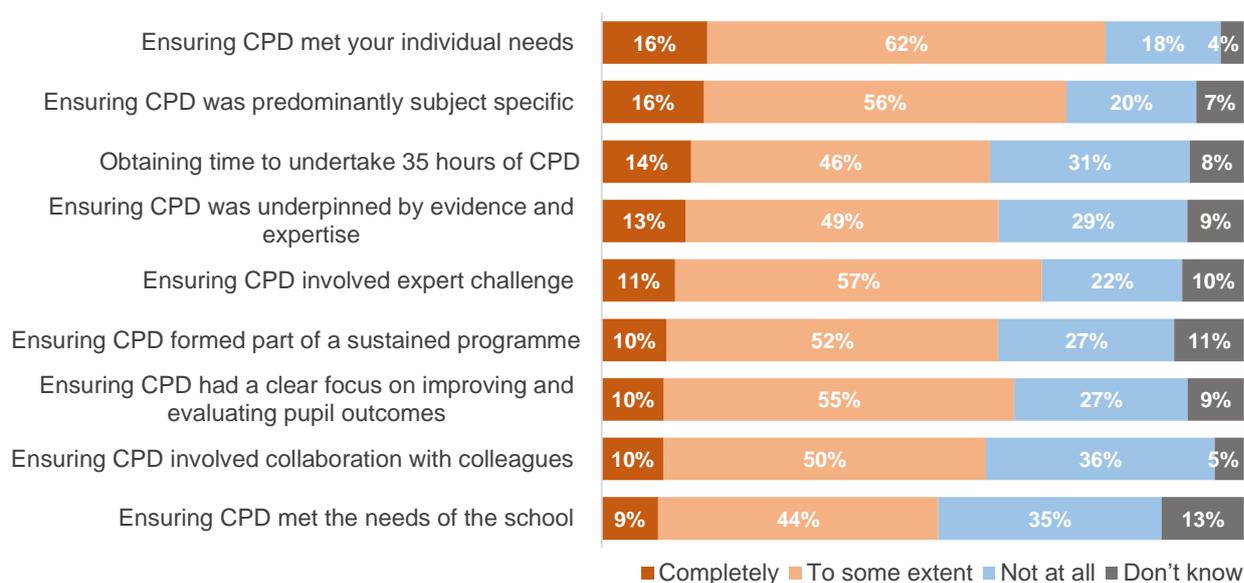
## School culture

School culture was also described as a barrier to meeting the CPD Challenge for some schools. Throughout the first year Champions made progress towards improving the culture of CPD amongst staff and developing an environment where staff felt confident and happy to collaborate and share learning.

## Meeting the specific Challenge criteria

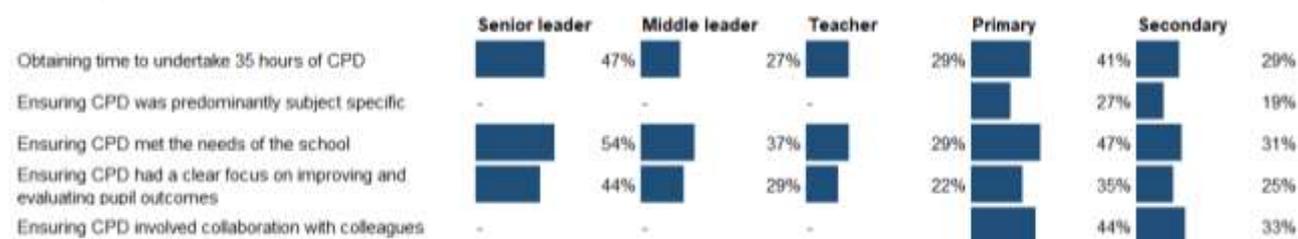
Although respondents had varying levels of success in meeting the Challenge criteria (as discussed in Chapter 3), staff described through the evaluation survey that meeting these were either ‘completely’ challenging or challenging ‘to some extent’ (Figure 16).

**Figure 16: How challenging respondents thought it was to meet specific Challenge criteria. (base=653-710)**



Overall, teachers found meeting the criteria more difficult than senior leaders, with fewer stating ‘not at all challenging’ to most statements. Middle leaders were also less likely to state this when compared with senior leaders. There were also phase differences, with primary school respondents more likely to state ‘not at all challenging’ when compared with secondary and, in some cases, special school respondents.

**Figure 17: Proportion who stated ‘not at all’ for how challenging respondents thought it was to meet specific Challenge criteria by phase and role**

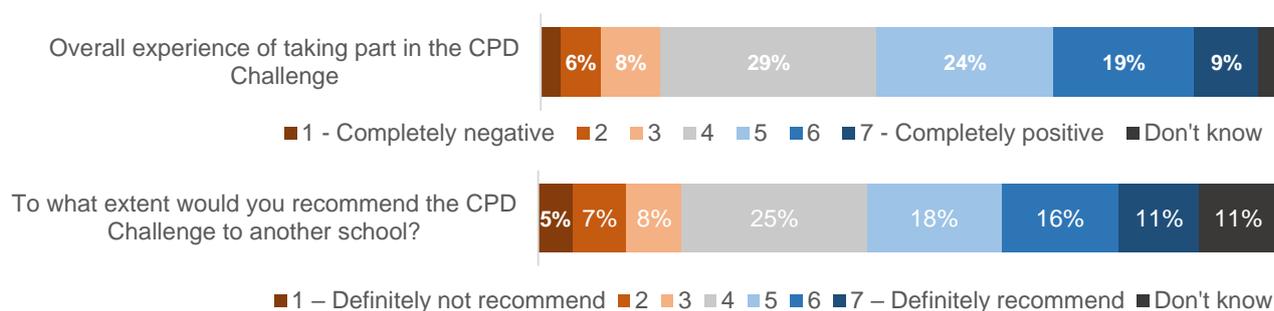


Schools reported difficulties fulfilling the ‘expert challenge’ criteria of the DfE Standard and, as a result, had been forced to look outside their institution for this. Schools had also found it difficult to recruit external expertise to fulfil the expert challenge, when this was necessary.

## Recommending the CPD Challenge

Over half (52%) of all respondents taking part in the CPD Challenge stated it had been a positive<sup>19</sup> experience, with nearly one-third (29%) who were ‘neutral’. Those who reported taking part in the Challenge was a positive experience were more likely to state they would recommend it (in its current form) to another school, which may be as a result of the challenges staff were still facing in meeting the criteria. Senior leaders were more positive about the experience, with 80% reporting that it was a beneficial experience compared with 45% of middle leaders and 48% of teachers. Respondents in primary and special schools were more positive about the experience (69% and 64% respectively) when compared with secondary (44%).

**Figure 18: Experience of taking part in the Challenge and recommending it to other schools. (base=714 & 697).**



Staff interviewed stated almost unanimously that every school would benefit from taking part in the Challenge. The principle of improving CPD and how it is delivered was seen as nothing but positive and almost all staff believed that 35 hours of high quality, subject-specific CPD would be feasible and impactful for other schools *if* they were given the right support. Staff from two schools thought it was too early to commit to recommending the Challenge in its current form and that it was important to pilot it for at least another year. They described how other schools would be more inclined to take part if they could see the impact it had made to those taking part in the pilot.

It was described that a role similar to that of the Champion was vital if rolled out. Interviewees also described how schools needed to be supported by an external Facilitator such as that provided by SIOE. At least half of the schools interviewed also thought that a Bursary would be beneficial to all schools and that some schools would likely require more financial support.

If a CPD requirement was rolled out across schools, the main concern was how this would need to be recorded. It was reported that a streamlined process would be needed as it would be time consuming to replicate something similar to the CPD Record designed for the evaluation. With a streamlined or reduced recording process, and allotted time to carry this out, the impression was that staff would be happy with the requirements.

<sup>19</sup> Scoring 5, 6 or 7 on the scale

Although the majority of schools had experienced difficulties with implementing the Challenge requirements (such as recording CPD for the evaluation) they had also experienced other challenges which they felt would need addressing if a CPD requirement was rolled out.

Smaller schools, for example, had struggled to cover release time for staff attending CPD. Small schools often have staff who lead multiple subjects, meaning they have found it difficult to fulfil the ‘expert challenge’ requirements within their own school. Schools who are geographically isolated, especially when small, have faced additional challenges in gaining ‘expert challenge’ and being able to share expertise with others. Sourcing external CPD was also challenging for this group of schools, with travel and subsistence costs being much higher.

Primary schools reported they found it more difficult to fulfil the requirement for CPD to be predominantly subject-specific, as described by one senior leader: *“Some of the training that you need has to be about those broader areas that, as a primary school member of staff, you have to cover as opposed to (CPD) about the teaching of English or maths or science”*. Secondary schools reported how they had more staff with formal qualifications in subject-specific areas compared with primary schools and, as a result, would be able to fulfil the ‘expert challenge’ requirement more easily.

Larger schools (in this case secondary) found it more difficult to implement changes to CPD processes and measure the impact across the school due to the larger number of staff involved. If only *one* staff member had attended CPD and was tasked with passing learning on to other staff, this was even more difficult, they reported.

Special schools faced a key challenge in finding appropriate subject-specific CPD which met their needs as a special school, which had limited the amount of subject-specific CPD carried out. The statutory training special schools needed to complete had also limited the time available to undertake CPD.

## 05. IMPACTS OF THE CPD CHALLENGE

*This section explores the early impacts experienced by staff and schools as a result of taking part in the CPD Challenge.*

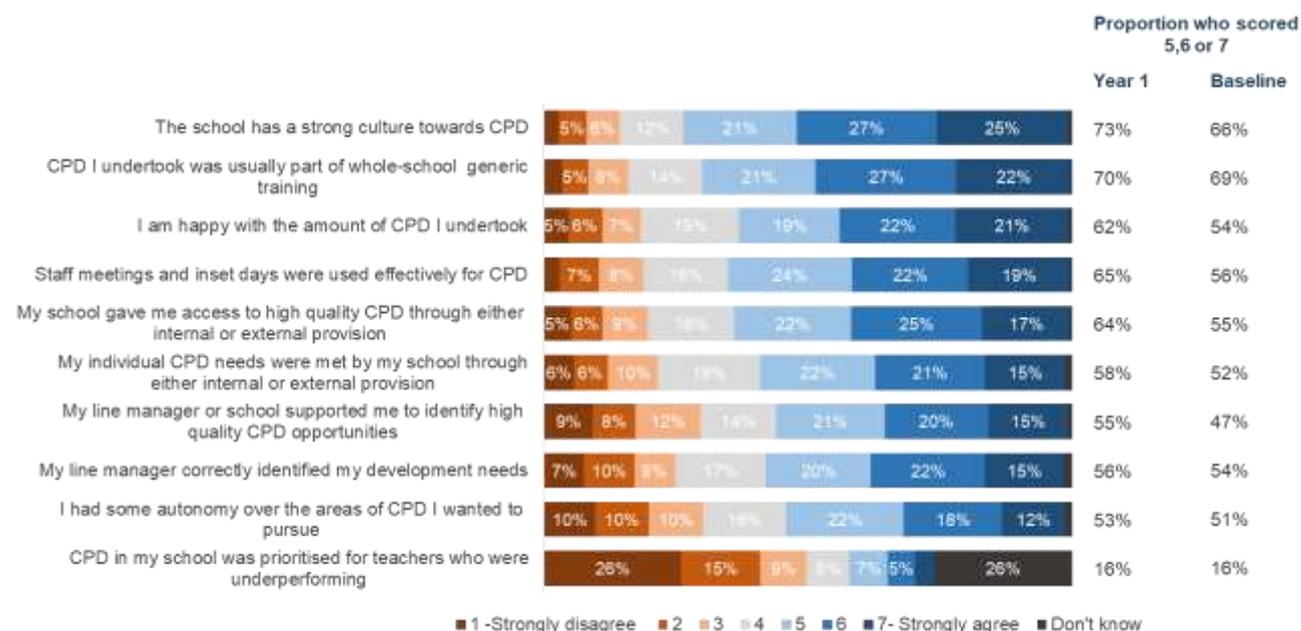
### Impacts on individuals

#### Perception of CPD in the school

Within schools, a high proportion of staff were already positive about CPD before the Challenge. Numerous changes have been made in schools as a result of the Challenge which had increased this positivity. A higher proportion of respondents were happier with the amount of CPD they undertook (increasing from 54% to 62%) and thought staff meetings and inset days were used more effectively (an increase from 56% to 65%).

There were also increases in the proportion of respondents who stated their school gave them access to high quality CPD (from 55% to 64%); that individual needs were met by the school (from 52% to 58%); and that their line manager or school supported them to identify high-quality CPD (from 47% to 55%). There was, however, very little change in the proportion who stated their line manager correctly identified their individual needs or that they had autonomy over the areas of CPD they wanted to pursue.

**Figure 19: Views of CPD delivery and quality within their school, comparing Year 1 with baseline findings. (base=698-721)**



Senior leaders' level of agreement differed from those of middle leaders and teachers; and the views of those in primary schools again differed to those in secondary schools. Similar proportions across both stated 5 or 6 (out of 7), with the biggest differences found for those who scored 7, indicating they 'strongly agreed'.

**Figure 20: Proportion of respondents who stated '7' for different views of CPD delivery and quality within their school by phase and role.**



Whether or not a respondent was in an academy also made a difference to the response to the question: 'my individual CPD needs were met by my school through either internal or external provision'; nearly three-quarters (72%) of non-academy staff scored this statement a 5, 6 or 7 compared with those in an academy (54%).

One of the key impacts of the Challenge on staff was that they became more responsible for their own professional development. As highlighted in Chapter 2, taking part in the Challenge had improved staff's understanding of what constitutes CPD and the Challenge criteria. Staff across all schools interviewed had become more aware of what CPD to undertake to address their needs and had become more positive about their own development. Logging CPD more rigorously had made it easier for staff to track, and be responsible for, their own professional growth. Half of the schools interviewed also described how the Challenge had enabled access to a wider range of CPD. One teacher interviewed said that this was instrumental in encouraging staff to make their own decisions about which training was best for meeting their individual needs. Allowing that choice provided staff with the opportunity to take responsibility for their own development.

*“There’s obviously more sessions now on, teachers get more choice of where they want to go, and that’s the biggest thing, it’s about the choice. It’s about feeling empowered to choose the CPD that they think is more valuable to them at that particular moment in time.”*

— Teacher

Although this had improved, over one-quarter (27%) of respondents did not spend any time identifying their own development needs.

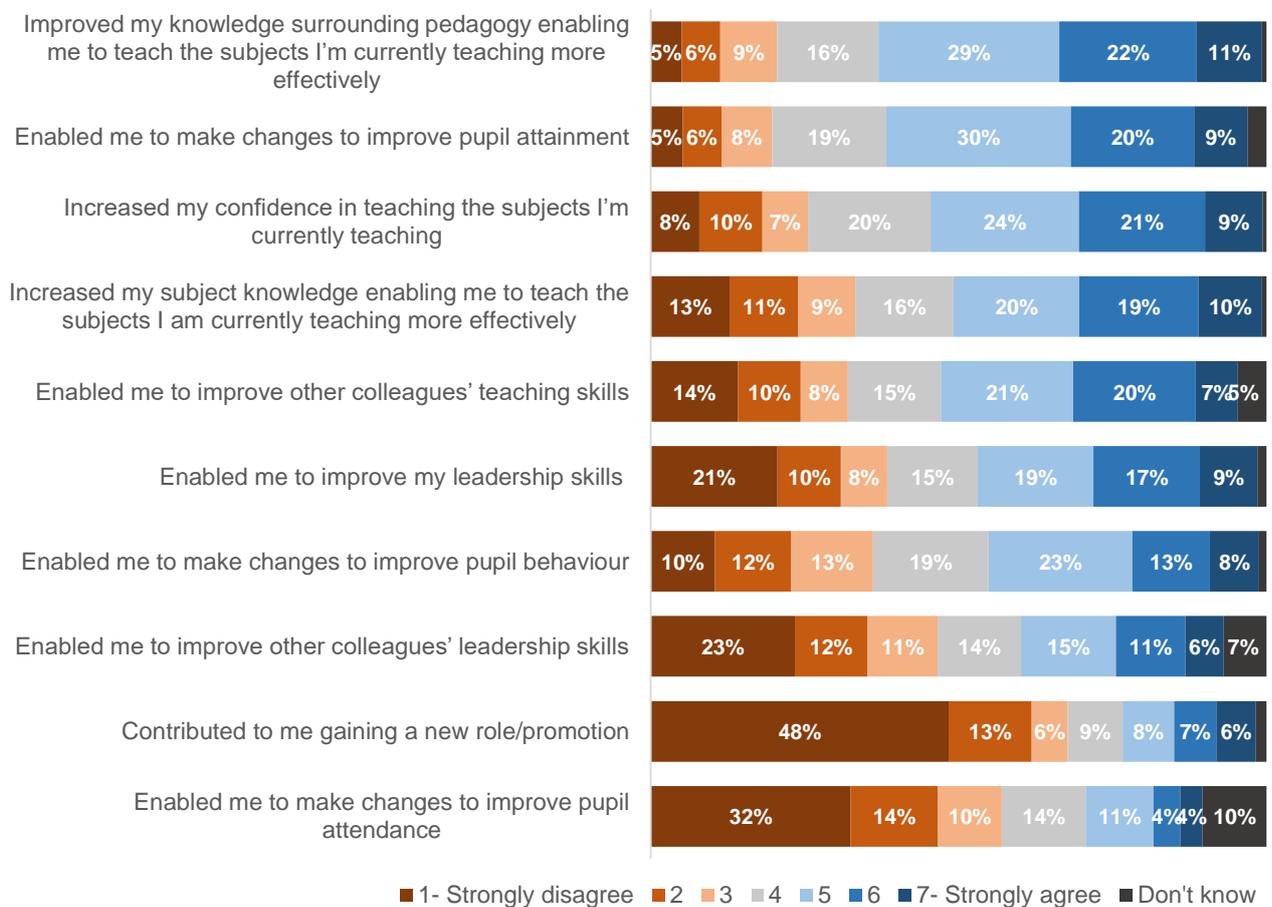
No headteachers or executive headteachers said that CPD was deprioritised in their school due to competing priorities during the first year of the Challenge compared with a fifth (21%) who had said that it had been deprioritised before their involvement in the Challenge.

### Impact on teaching practice and leadership

Respondents reported a wide range of impacts on them and their colleagues as a result of taking part in CPD (Figure 21). The impacts were varied and, to some extent, dependent on the individual’s role. Two-thirds (62%) described how they had improved their knowledge surrounding pedagogy, enabling them to teach their subjects more effectively, while half (50%) of all respondents described increasing their subject knowledge, which had enabled them to teach more effectively. Other areas staff reported improvements, including their confidence and leadership skills.

Respondents also described how the changes they had made through their CPD had had an impact on pupil attainment (59%), pupil behaviour (44%) and pupil attendance (19%). Moreover, there was also a reported impact from some on improving other colleagues’ teaching skills and, to a lesser extent, colleagues’ leadership skills.

**Figure 21: Impact of CPD undertaken during the Challenge. (base=527-681)**



Respondents described how taking part in the Challenge had impacted on them in other ways (not already reported). Almost one-quarter (23%) stated that the Challenge had had a positive impact on their collaboration with colleagues. They explained that undertaking CPD with increased levels of peer support had enabled them to share ideas and good practice. Respondents also perceived this as important in helping them develop their ability to work effectively as part of a team.

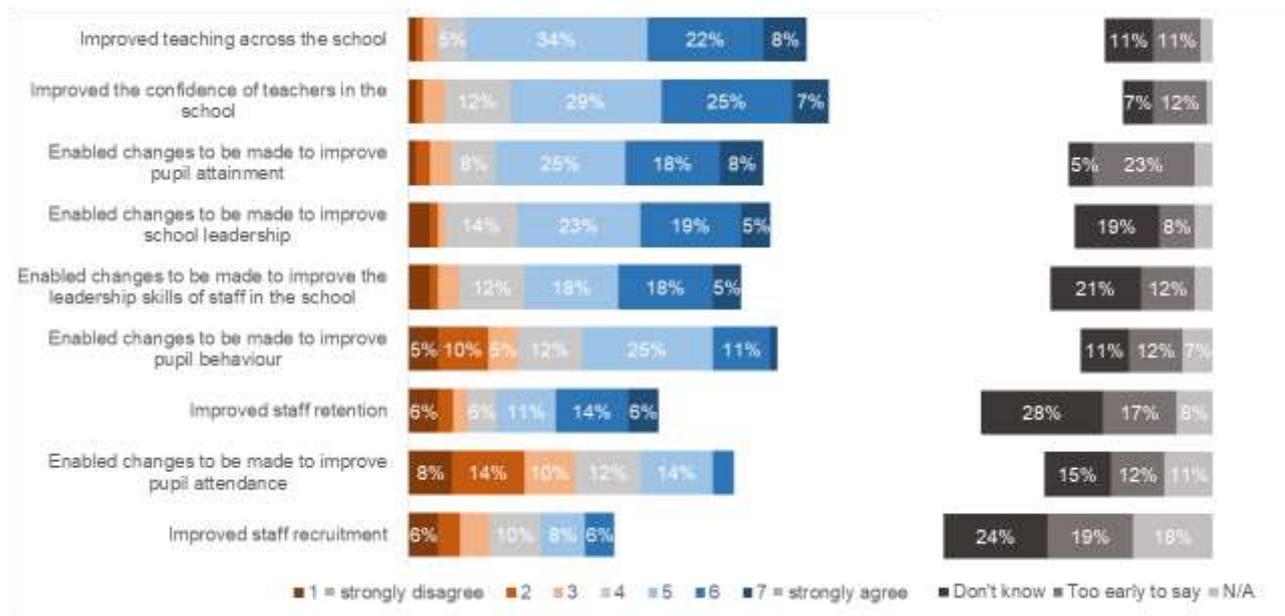
Other positive impacts mentioned by respondents as a result of their participation included improved teaching strategies (22%) and increased levels of self-reflection on their own ability (20%). When describing the impact of the Challenge, some respondents referred to a wide range of different activities they had implemented following the CPD opportunity. They also perceived it as an opportunity to reflect on their own existing subject knowledge and skills as well as identifying areas for improvement.

In addition, respondents described any negative impacts that taking part in the Challenge had had on them. As highlighted previously in the report, over one-quarter (28%) highlighted that it took time to record CPD activities. Nearly one-quarter (23%) perceived the CPD they were involved in as generic and not relevant to them or their own subject. These respondents explained that the CPD was regarded as a 'tick-box exercise' and was not tailored to either their own or their department's needs.

## Impacts on schools

Headteachers, executive headteachers and Champions reported that they could see early impacts across their school as a result of taking part in the Challenge (see Figure 22); although, for some areas, a high proportion stated it was 'too early to say', 'it was not applicable' or they 'did not know' (shown in grey in the graph). Many indicated that they were starting to see changes. Just under two-thirds (64%) reported teaching had improved across the school (by scoring 5, 6 or 7 on the scale), 60% stated they had seen improved confidence across the school and 51% observed that changes had been made to improve pupil attainment.

Figure 22: Leaders' views on the impact of CPD. (base=65-71)



Interviewees from all schools could not definitely say whether CPD would have occurred if they were not taking part in the Challenge. However, they could say that taking part had made an impact. Increased confidence and improved teaching practice had been observed across respondents at all schools. Those interviewed highlighted how they directly connected that improvement with the CPD they had undertaken as a result of the Challenge.

*“I have noticed improvement in subject knowledge and quality of teaching and confidence within teaching with our staff as well. Including teaching assistants as well.”*

— Senior Leader

With continued participation in subject-specific, high quality CPD, a couple of schools expected a further increase in confidence and teaching ability over the rest of the pilot. Around one-quarter of interviewees reported an improvement in their own leadership skills as a result of CPD. Those with a leadership role observed that the increased awareness of how impactful directed CPD could be had assisted them in addressing the training needs of staff that they line manage.

Staff across almost all schools stated that the Challenge’s impact on pupils had been difficult to measure and attribute to the Challenge alone. However, interviewees at half the schools highlighted they would be able to observe the true impact on pupils of their participation in CPD undertaken as part of the Challenge once results from student exams and their own evaluation and impact observations were returned.

Those who were unsure what impact the CPD Challenge had made believed that impact on pupils, in particular, would be more easily discernible further into the Challenge.



A third of the schools interviewed had carried out CPD in specific areas which they had seen had improved pupils' attainment in those areas. One school had focused on addressing behaviour and, as a result of participating in the Challenge, had seen evidence of a positive impact:

*“The work we’ve been doing with the students has had an impact as a result of training that’s taken place, there are fewer behaviour points being given to [pupils]...because that’s something we can look at on a regular basis, we can say that that has made an impact.”*

— Senior Leader

## Next steps for schools

Interviewees from all schools reported that as they continued through the Challenge they would make further improvements and/or changes to how they deliver, record and evaluate CPD. Potential impacts of the Challenge on pupils are likely to become more apparent moving forward, and almost all schools expressed intentions to use findings from their own impact and evaluation studies to advise the delivery and direction of their sustained CPD programme.

A few interviewees expressed a will to make their future plans more “strategic” and “systematic”, with a definitive direction and purpose to progress from their “baseline”. The impetus of this intention was to instil a shared goal among school staff and to ensure that the school had the capacity to be fully aware of areas where developments needed to be made. For example, one school evaluated external CPD provision, but did not yet do the same with internal provision; another school did not have procedures in place to measure the impact CPD had had on the school. Both of these schools expressed an intention to introduce measures to address this. Interviewees from all schools observed that challenges they had met in the past could be addressed with further improvements to the CPD logging systems they had in place, and showed intent to make those improvements.

## 06. CONCLUSIONS

Since joining the CPD Challenge, schools have already made significant progress towards ensuring staff get access to 35 hours of high quality CPD. When starting the Challenge, many did not understand the full breadth of CPD or what constitutes high quality. Although for some there is still confusion about the specific criteria under the DfE Standard, progress has been made and most now understand this is due to the work of the Challenge Facilitators and Champions.

Taking part in the Challenge has encouraged schools to make significant changes to CPD in their school. While not all staff were aware of the changes, new systems and processes have been implemented and others improved. Schools have successfully drawn upon these to develop new ways of delivering CPD to meet individual and school needs. As a result, CPD hours have increased (including subject-specific CPD) which meet the high quality criteria. Schools are still finding the DfE Standard criteria ‘involving expert challenge’ and ‘formed part of a sustained programme’ most difficult to fulfil, although progress has been made while on the Challenge.

To support schools to make the changes, significant investment has been made by Wellcome. The support package managed by SIOE has been critical in enabling schools to make changes. CPD Facilitators played an important role in coaching and mentoring Champions, giving them ideas and advice and maintaining the focus on CPD. This support was viewed as critical, especially in the early stages of the pilot. While some Champions now felt more confident in leading CPD without this support, others did not and were experiencing difficulties in gaining the full support of senior leaders. The Challenge briefing sessions have also enabled Champions to meet with others leading the Challenge, gain new ideas and share best practice.

Another part of the support package was the Challenge Bursary. While this was not ring-fenced for CPD, schools were using it to improve CPD. Many Champions did not feel confident that without the Bursary they would be able to continue working towards the Challenge. This, alongside the Facilitator and the briefing sessions, has played a role in increasing the amount and quality of CPD in schools and without this, schools may struggle to make progress. The sustainability of the changes made without support is also unknown and will continue to be examined throughout the evaluation and when the pilot ends.

Schools themselves have also invested more in CPD, with the amount spent on external CPD increasing (partly funded by the Bursary). The time dedicated to CPD, especially for the Champion, has also been significant. Champions lead the Challenge in their schools and are instrumental in ensuring staff understand what CPD is, making changes to systems and processes, and supporting staff to take part. Although this role has been critical, a lack of time has hampered them in their role. Furthermore, gaining support from the senior

leadership team (when they were not themselves in this role) was essential to ensure whole-school support for the Challenge.

While significant progress has been made, even with the additional support of the CPD Challenge pilot, there are still a large number of operational difficulties facing schools. Common difficulties centre on workload pressures and budget, which are inextricably linked. While workload was the most frequently reported difficulty, this was often due to a lack of budget to provide cover for release time to undertake and log CPD. Different types of schools also faced unique operational challenges in identifying and undertaking high quality CPD. If the CPD criteria was rolled out, these operational difficulties would need to be addressed and consideration given to the type of support schools need, such as the Facilitator or Bursary.

Although schools are only part way through the Challenge, they have reported a range of impacts as a result of taking part. Perceptions of CPD in schools have improved and more staff report being happy with the amount of CPD they have undertaken. CPD has had a positive impact on their teaching through improving their pedagogical and subject knowledge. Improved confidence and leadership skills were also reported. Other examples of impact included improved pupil attainment, behaviour and attendance, and improved teaching and leadership skills among colleagues.

**February 2020**

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