



Meeting the challenge of providing high quality continuing professional development for teachers

**The Wellcome CPD Challenge:
Evaluation Final Report
February 2022**

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Foreword

The Wellcome CPD Challenge was part of a significant initiative undertaken and funded by Wellcome from 2017 to 2021, to understand how teachers could better access and participate in high quality, subject-specific professional development.

For three decades, support for science teachers was at the forefront of Wellcome's work in education. This long-standing interest in science education aimed to ensure that i) young people would be engaged with science and consider it as a future career and ii) everyone would be able to make informed choices about the science in their everyday lives, especially related to their health. In 2003, for example, Wellcome established what is now the National STEM Learning Centre, which continues to provide gold standard professional development for teachers and technicians of science, technology, engineering, and maths – the STEM subjects.

In 2017, Wellcome's initiative - the Wellcome Programme for Teachers' Professional Development - focussed resources on understanding and contributing to the evidence base for continuing professional development (CPD). The evidence was already clear that teachers are the most important in-school factor for improving pupil outcomes and Wellcome had already invested in support for science teachers. However, we wanted to go further by understanding how change could happen in schools and the wider education system so that all schools would develop a sustainable culture of professional learning, with all teachers participating in high-quality, subject-specific CPD throughout their careers. To shine a light on this, Sheffield Institute of Education, part of Sheffield Hallam University, and CFE Research were appointed to manage and evaluate, respectively, a three-year pilot study. The focus of this study was to understand if and how an entitlement to CPD, with defined criteria related to the quality and quantity of CPD teachers participated in, could be implemented in schools. The findings are enlightening. The need in every school for a trained leader of CPD – what we called a CPD Champion in our pilot – to drive and support the development of a strong culture of professional learning in their school, is clear. Equally important is that the CPD Champion has either to be fully supported by the school leadership team or already hold a senior role within the school. The findings also showed us that an entitlement to a minimum of 35 hours of high-quality CPD (where quality was clearly defined) provided a focus for improvement.

There are two final reports from this work. Firstly, the evaluation report by CFE Research, which you will find on the following pages of this document. And, secondly, SIOE's report on the pilot's delivery and the experience of pilot schools and the Challenge facilitators: *Meeting the challenge of providing high quality continuous professional development for teachers, the Wellcome CPD Challenge, pilot delivery report, February 2022*

I encourage you to read both reports as they provide a rich insight into the pilot and findings from it.

The CPD Challenge was only part of Wellcome's work in teacher professional development. The programme has also included, among other projects, [a cost benefit analysis](#) undertaken by the Education Policy Institute to understand the costs and benefits of a CPD entitlement for schools, a [study](#) led by the Chartered College of Teaching with the Teacher Development Trust and Sheffield Institute of Education to design, develop and test a system to quality assure professional development, and a [rapid evidence review](#) conducted by CUREE and the Institute of Education 'Developing Great Subject Teaching'.



Many thanks to all the CPD Challenge schools and staff, but especially to the CPD Champions who gave so willingly of their time, offering feedback and insights into the implementation of the Challenge in their own schools. Thanks, too, to Sarah Leonardi, Sophie Spong, Hayley Lamb and colleagues from CFE Research, and also to the team at Sheffield Institute of Education - to Emily Perry, Joelle Halliday, Sai Patel and Judith Higginson. Finally, my thanks to my colleagues at Wellcome who contributed to our CPD programme: to John Holman, Hilary Leever, Ruba Aljarf, Lucy Turner, Lily Ickowitz-Seidler and Anita Krishnamurthi, and to the CPD Challenge Advisory Committee. This has been a team effort, and one which I am privileged to have been a part.

The COVID-19 pandemic has highlighted the critical importance of teachers and schools in children's lives. Ensuring that teachers regularly participate in high-quality, subject focussed CPD makes sense. This work shows us how this can happen successfully through an annual entitlement to CPD.

Nan Davies

Head of Culture and Society Transition

Wellcome

February 2022

Authors and acknowledgements

The authors of this report are Sarah Leonardi, Hayley Lamb, Sophie Spong, Chris Milner and David Merrett.

CFE would like to thank the CPD Champions for coordinating the study in their schools and all staff from the CPD Challenge schools who spared time to take part in the research. We would also like to thank staff from Wellcome, Sheffield Institute of Education at Sheffield Hallam University, and Learn Sheffield in supporting the implementation. Our thanks also go to the Wellcome Advisory Committee for their guidance and comments.



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EXECUTIVE SUMMARY

The Wellcome CPD Challenge was 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. It was funded and commissioned by Wellcome.

The Challenge requirements were for:

- Every teacher to have participated in a minimum of 35 hours of CPD annually
- CPD to have met the professional development needs of individual teachers and be predominantly (at least 50%) focused on subject specific development
- CPD to have been high quality and aligned to the Department for Education's Standard for teachers' professional development

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

This is the final report in a series about the CPD Challenge. The first interim report focused on progress towards the Challenge after one year¹ whilst the second explored progress towards the Challenge during year two and the impact of the COVID-19 pandemic².

The data presented in this report was collected via:

- CPD Challenge Records and evaluation surveys from staff³ between 2017-18 and 2019-21
- Interviews with staff from Challenge schools and Facilitators between 2017-18 and 2019-21
- Secondary analysis of data submitted as part of school termly reports to SIOE

Key findings

Implementing the CPD Challenge

CPD Champions and SLT buy-in was essential

Each school assigned a CPD Champion responsible for the rollout of the Challenge. They were tasked with promoting the CPD Challenge to staff and monitoring progress towards the achievement of its requirements. They played an important role in terms of maintaining momentum, planning CPD programmes, designing systems and processes, and ensuring priority was afforded to CPD by staff. Many believe the Challenge would not have had the same traction without a Champion driving the agenda. Moving forward, almost all believe that the CPD Champion will continue their role within the school.

SLT buy-in was critical to enact change across the school. In most schools the Champion was a senior leader which ensured alignment with school-wide priorities. To successfully drive change across schools, there was widespread agreement from staff and Facilitators alike that the Champion must be a senior leader, although there is greater flexibility in smaller schools where there is more direct access to leadership teams.

¹ Leonardi et al. (2020) [Progress Towards the Wellcome CPD Challenge: First Interim Evaluation Report](#).

² Leonardi et al. (2021) [CPD Challenge: Progress before and during the COVID-19 pandemic](#).

³ Throughout this report 'staff' refers to all teachers, middle leaders and senior leaders in a school who are taking part in the Challenge.

Improvements were made to CPD systems and processes

The initial first step was to ensure that everyone understood what high quality CPD was. This presented a significant learning curve for many who held traditional views about CPD and deemed it to equate to external provision. There was a lack of clarity about what constituted high quality, especially in relation to 'expert challenge' as staff did not recognise the utility and value of that held internally. Champions worked closely with Facilitators to develop their understanding and disseminate this across their school.

The CPD Challenge prompted improvement to CPD systems and processes. This involved a complete overhaul for some whilst others only needed to adjust those already in existence. These changes were critical in a schools journey towards meeting the CPD Challenge, and CPD Champions played a significant role in this task. There was a move away from a top-down approach to assessing CPD needs and empowering staff to identify their own. This was a deliberate shift to help staff take ownership of their own professional development. Most schools now record and assess the impact of CPD regularly. Schools invested time to discuss CPD and how it could be embedded in practice. Facilitators believe that the introduction of a comprehensive means of evaluating CPD was an important change brought about by the CPD Challenge.

Overall, CPD systems are now more inclusive and allow staff to shape the direction of their own CPD. According to Challenge Facilitators, these changes are not superficial or tokenistic measures to meet the requirements of the Challenge externally but rather embedded within whole school systems. They are ingrained in school processes and likely to be sustained long after the Challenge has concluded.

COVID-19 impeded progress

Challenge schools delivered less CPD during the first lockdown. Whilst CPD was still important other aspects of teaching took precedence. Generally, as the various lockdowns lifted, CPD became more of a priority (especially during the second and third terms of the 2020-21 academic year). Importantly, three-quarters (75%) maintained that CPD was as important to their school after the COVID-19 outbreak as it was before. COVID-19 did, however, continue to present challenges which interrupted this renewed vigour. It is unknown what would have happened in the absence of COVID-19.

Progress towards the Challenge

The CPD Challenge was set up to be just that: with low levels of reported effective CPD nationally, a challenge to 40 schools to increase the volume and quality of CPD undertaken by teachers to allow Wellcome to understand how schools would respond to a CPD entitlement. The findings strongly indicate that schools met the 'Challenge' and made significant, measurable progress towards the requirements despite the unprecedented disruption caused by the COVID-19 pandemic.

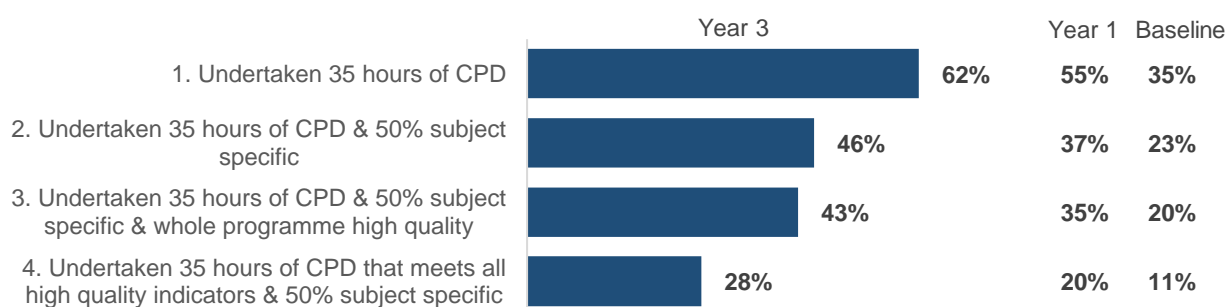
The amount of subject specific CPD increased

Staff undertook an average of 39 hours per year at the outset compared to 53 at the end, 32 of these were subject specific. Staff who reported lower levels of CPD prior to the Challenge (e.g. those in secondary or special schools) had significant increases in the amount of CPD they undertook – a high proportion of which was subject specific. Some staff undertook more significant volumes before the Challenge began (e.g. senior leaders). Whilst the increase in the volume of CPD was modest for these, they vastly increased the amount of subject specific CPD undertaken. More effective use was therefore made of the time already available to them for CPD activity. Staff undertook subject specific CPD that related to a broad range of subjects although it most often related to English and maths. However, the volume of CPD in these two subjects decreased during the CPD Challenge as schools focussed on a wider range of subjects.

Progress was made towards meeting the Challenge criteria

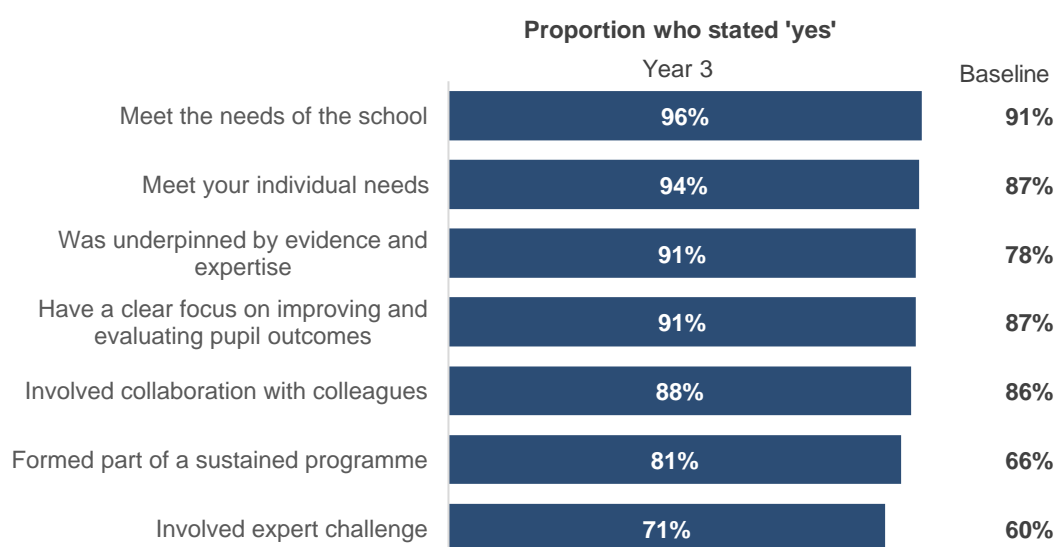
Significant progress has been made during the Challenge across all metrics developed for the Challenge.

- Metric 1: 62% had undertaken 35 hours or more of CPD
- Metric 2: 46% had undertaken 35 hours or more of CPD with 50% or more subject specific
- Metric 3: 43% had undertaken 35 hours of CPD, of which 50% was subject specific, and met the quality indicators at least once
- Metric 4: 25% had undertaken 35 hours of CPD, of which 50% was subject specific, and every instance of CPD was high quality



This provides evidence of progress despite the difficulties posed by COVID-19. Whilst the amount of CPD between Year 1 and 3 did not increase in absolute terms, the volume that was high quality and subject specific changed notably. This provides further evidence that schools were repurposing the time they already had available for CPD to make it more impactful against the Challenge criteria.

Staff reported that the majority of the CPD they undertook met the Challenge criteria and increases were observed across all measures when compared to the position in schools before the Challenge. The largest percentage point increases were observed in relation to CPD being underpinned by evidence and expertise (13 percentage points), involving expert challenge (11 percentage points) and forming part of a sustained programme (15 percentage points).



The delivery of CPD changed

Schools changed how they delivered CPD, the most common of which was utilising the time previously allocated to staff/departmental meetings to focus on CPD, especially within larger schools. Delivering CPD and sharing best practice in this way was common and ensured that CPD was tailored to the subjects they teach. Research inquiry projects were also common and these encouraged staff to take ownership of their own development and steer their learning as they saw fit. There was a decreased focus on external CPD with schools favouring internal delivery as they realised the expertise of staff and opportunities to more strongly align this to their needs. As such budgetary challenges decreased although they were not removed completely. Due to COVID-19 three-fifths (59%) of all CPD undertaken in the 2020-21 academic year occurred virtually. But this was less likely than face-to-face CPD to always meet the high quality indicators.

There has been a large increase in the proportion of staff who undertook CPD in their own time (36% at baseline compared to 65% in the final year). Generally, staff did not resent undertaking CPD outside of school hours, mainly because they are pursuing something they enjoy. That said, staff would like to see more protected time dedicated to CPD in their contracted hours.

Critical factors to the success of the Challenge

As previously highlighted the CPD Champion and senior leader buy-in were both critical to enable whole-school changes. Other factors included the support received through the Challenge:

CPD Facilitator

Facilitator support was instrumental to the effective rollout of the CPD Challenge in schools. Facilitators undertook key activities, coaching and mentoring. This included connecting Champions with other schools to share ideas and support and offering advice on how to access high quality CPD. Facilitators did not provide prescriptive advice but instead supported Champions in their capacity as a critical friend. The level of support delivered by Facilitators was directed by what Champions needed and as Champions became more confident they required their support less. Champions recognised the importance of the Facilitator support they had received and believed that it had helped their school progress and maintain focus on CPD despite competing priorities in the school. As a direct result, many deemed that they could continue working towards the Challenge relatively successfully with limited support in the future.

Briefings and the Bursary

The CPD briefings and Bursary helped Champions lead the Challenge. The briefings enabled them to network with other schools, develop professional relationships and gain new ideas. The Bursary was used to pay for a range of resources associated with the CPD Challenge. Whilst they were deemed useful, and for some allowed them to overcome budgetary challenges, they were not reported by most as essential to meet the Challenge.

The CPD Challenge had an impact on schools

The culture of CPD in the school has improved

Numerous changes have been made in schools as a result of the Challenge which have improved staff perceptions about CPD at the school level. The proportion of staff who deem that their school has a strong culture towards CPD has increased from 68% to 79%. Increases were similarly observed in other areas, including the effective use of staff meetings, contentment with the amount of CPD undertaken, access to high quality CPD, individual needs being met and autonomy over the CPD undertaken. The majority (93%) of headteachers now work with the SLT in their school to identify CPD needs and governors hold them to account (93%) which has increased from 72%.

CPD had a positive impact on staff and pupils

Staff reported a wide range of impacts on them and their colleagues as a result of taking part in CPD. The impacts were varied and, to some extent, dependent on the individual's role. Most staff have improved their pedagogical knowledge (65%) which in turn had enabled them to make changes to improve pupil attainment (63%). CPD also improved their confidence (59%) and subject knowledge, enabling them to teach more effectively (57%). Headteachers and Champions reflected staff views with two-thirds who (62%) indicated that taking part in the CPD Challenge improved teaching alongside teacher confidence (60%) and school leadership (58%). These changes have led to improvements for pupils across a range of subjects in terms of their engagement in lessons, recall of knowledge and attainment. This has resulted in wider impacts, such as improvements in pupil behaviour.

The CPD Challenge will continue in schools

Most schools intend to meet all of the CPD Challenge criteria in the future and already have plans in place for next academic year. The systems implemented to record, track and evaluate CPD are now embedded in schools' development culture, and these will continue to be used by schools to shape and inform their approach. This highlights the long-term impact of the Challenge on schools and reflects the importance they placed on each aspect of the Challenge. Schools recognise that progress has been made but that further action is required regardless of the conclusion of the Challenge. The Challenge was a 'journey' and there are more steps to be taken to maximise outcomes for staff and pupils.

1. Introduction and methodology

1.1 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 for teachers and the changes they would be required to make 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 ran for three years. SIOE support for schools was originally due to finish at the end of 2019-20 academic year, Wellcome extended the support by one year following the outbreak of COVID-19. Schools were unable to fully maintain their efforts in working towards the CPD Challenge during this period, with the extension of the Challenge presenting the opportunity to maximise learning from the study.

The pilot began in July 2018 with baseline data collection, and schools commenced delivery 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 and leaders (referred to as staff). The schools selected represented a range of types taking into account phase, Ofsted rating, whether part of a multi-academy trust, and location. The Challenge came to a close in July 2021.

The Challenge requirements were for:

- Every teacher to have participated in a minimum of 35 hours of CPD annually
- CPD to have met the professional development needs of individual teachers and be predominantly (at least 50%) focused on subject specific development
- CPD to have been high quality and aligned to the Department for Education's Standard for teachers' professional development

Aligning to the Standard meant that CPD needed 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
- Be prioritised by school leadership

The criteria were based on research evidence and stakeholder testing undertaken by Wellcome and SIOE. This showed that subject specific CPD is more effective than generic, pedagogic CPD; teachers perceived that much of the time spent on CPD did not address their individual needs; and that secondary school teachers in England participated in approximately four days of CPD on average according to the 2013 TALIS survey, with only half reporting effective teaching in their subject fields and in pupil evaluation and assessment. This suggested that teachers were participating in approximately two days, on average, of effective CPD annually. Increasing the amount of CPD undertaken to five days in the pilot was deemed to present a challenge for schools, as well as bringing the entitlement in line with Scotland's mandate for teachers' professional development.

Working in partnership with Learn Sheffield, SIOE managed the Challenge on Wellcome's behalf. Each school had named a Challenge Champion who led engagement by encouraging staff to work towards meeting the CPD criteria and share their learning through meetings, reports, surveys and interviews. CPD

Champions received support throughout the Challenge through a Facilitator from SIOE/Learn Sheffield (the Facilitator worked with the Champion to guide and support the leadership of the project in their school); regular briefings, which included CPD and networking opportunities; and a financial bursary for the school.

Throughout the Challenge:

- **CPD was defined as:** Intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers in order to improve pupil outcomes. This includes activities delivered by and/or organised by the teacher, colleagues, their 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 teaching practice; preparation ahead of a course; and time taken to make changes following CPD. This does not include statutory training that has to be undertaken as part of working in a school, such as training to comply with the law (for example health and safety, safeguarding, fire safety and first-aid training).

- **Subject specific CPD** was 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

1.2 About the study

The evaluation aimed to understand what changes are needed for all staff to meet the CPD Challenge criteria across all subjects taught and in all school types and phases. The evaluation monitored and recorded schools' progress towards the criteria and explored the barriers and enablers to achieving them.

This is the final report in a series about the CPD Challenge. The first interim report focused on progress towards the Challenge after one year⁴ whilst the second explored progress towards the Challenge during year two and the impact of the COVID-19 pandemic⁵.

This report should be read alongside the corresponding delivery report (The Wellcome CPD Challenge: Pilot Delivery Report) by Sheffield Institute of Education and published by Wellcome which details the delivery and implementation of the project.

Methodology

The data presented was collected via five methods:

⁴ Leonardi et al. (2020) [Progress Towards the Wellcome CPD Challenge: First Interim Evaluation Report](#).

⁵ Leonardi et al. (2021) [CPD Challenge: Progress before and during the COVID-19 pandemic](#).

CPD Challenge Record

Staff in all schools were asked to provide information on the CPD activity they undertook. At the end of the 2017-18 summer term, they completed a record for the full academic year. This provided a baseline measure as completed before the Challenge began from which progress was measured. Staff were subsequently asked to record the CPD they undertook on a termly basis.

This report is based on the following Record data:

- In 2017-18: 1,101 CPD Records from staff out of 1,376 (80%), representing 6,463 instances of CPD
- In 2018-19: 1,047 CPD Records from staff out of 1,408 (74%),⁶ representing 12,897 instances of CPD
- In 2019-20: the CPD Record was postponed part way through the year due to COVID-19 (the findings were reported in 'CPD Challenge: Progress before and during the COVID-19 pandemic' but do not feature in this report)
- In 2020-21: 599 CPD Records from staff out of 1,473 (41%),⁷ representing 8,768 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 follow-up surveys explored changes in the attitudes and experiences of staff to CPD and their experience of taking part in the CPD Challenge.

This report is based on evaluation data:

- In 2017-18: 1,033 responses from 1,376 staff (75%)
- In 2018-19: 707 responses from 1,408 staff (50%)
- In 2019-20: a COVID-19 specific survey was undertaken primarily with CPD Champions. The findings from this were reported in 'CPD Challenge: Progress before and during the COVID-19 pandemic' but do not feature in this report
- In 2020-21: 527 responses from 1,473 staff (36%)

Case-study research

Case-study interviews with a range of school staff were undertaken 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.

Across the years this included:

- In 2018-19: 26 interviewees across 6 schools
- In 2019-20: 10 interviewees across 6 schools
- In 2020-21: 19 interviewees across 11 schools
- Two interviews with Champions whose school withdrew from the Challenge.

Facilitator interviews

Semi-structured interviews were undertaken with the two CPD Challenge Facilitators to explore their experience of supporting schools to undertake the Challenge.

⁶ This includes those who left the school or went on maternity leave during the academic year therefore could not respond.

⁷ This includes those who left the school or went on maternity leave during the academic year therefore could not respond.

Secondary data analysis

Analysis of termly reports submitted by schools to SIOE to feedback on the changes they were making and their experience of the Challenge. Information collected from schools is included in this report.

1.3 About this report

The data presented in this report relate to the 2020-21 academic year unless stated otherwise. Throughout the rest of this report, 'staff' refers to all teachers, middle leaders and senior leaders in a school who participated in the Challenge. 'Teacher' references all respondents without a leadership role. Where differences by phase are outlined, this refers to primary, secondary or special. Whilst special schools can be classed as primary or secondary depending on the age of pupils, they are examined separately in this report.

2. Implementing the CPD Challenge

2.1 The CPD Champion

CPD Champions played a vital role in leading the CPD Challenge

Each school assigned a CPD Champion responsible for the rollout of the Challenge. They were tasked with promoting the CPD Challenge to staff and monitoring progress towards the achievement of its requirements. The CPD Champion role was instrumental in raising awareness of the aims of the Challenge, sharing learning from other participating schools and furthering the culture of professional development. Many believe the Challenge would not have had the same traction without a Champion driving the agenda. Moving forward, almost all believe that the CPD Champion will continue their role within the school.

The focus of the role evolved over the course of the Challenge. During the first two years, Champions established and embedded systems and processes for recording, tracking and monitoring CPD within their schools. Champions also spent time ensuring staff understood what constitutes CPD, in line with the DfE Standard, and the importance of recording their development activities. As the Challenge progressed and systems became more established, the Champion role became more delivery focussed.

“I think [the Champion] is really important because they hold all the knowledge. They are the first person you go to if you need [help]; you know you can go to them and they will be able to help identify an area you need to improve on.”

Teacher

“I think that type of role, whatever the subject or area of work, is essential because you've got to have someone who has got ownership and can then drive it along.”

Governor

Champions co-ordinated programmes of CPD which met both school and individual staff needs, informed staff about CPD opportunities, assessed the impact of CPD and reported to senior colleagues and governors. Teachers described the importance of the Champion in terms of maintaining momentum across the school, aligning the needs of individuals/departments with those of the whole school, modelling best practice and providing support and advice to staff.

Senior leadership buy-in is critical

Almost all Champions believed it was vital for the Champion role to be held by a member of SLT due to the requirement for CPD to align with school-wide priorities. Non-SLT Champions required significant buy-in from senior leadership to ensure CPD was given sufficient priority. Almost all Champions were SLT members which meant that they were able to successfully drive the Challenge and lead school-wide change.

“I think you've got to be a member of the SLT, you've got to be involved in writing the School Improvement Plan. Obviously, the head will lead on that but you've got to have an input in it, in order to be able to say what CPD staff need in order to meet the school objectives.”

Champion

When CPD Champions were not SLT, there were examples of where they were still able to lead the Challenge in their school. They described how they had the support and buy-in of senior leaders at the outset of the Challenge which enabled them to make changes. However, one noted this had made the role

more challenging due to not having a whole-school view of CPD priorities and limited time due to their full-time teaching responsibilities.

Challenge facilitators reinforced this although noted differences in smaller schools where a Champion has a close relationship with the headteacher/SLT in order to gain buy-in. Strong leadership skills were also deemed essential to influence change amongst staff (especially if the CPD Champion was not part of SLT) and have a 'voice' to ensure CPD remains high on the school's agenda.

Not all schools who started the Challenge took part for the full three years. In the early months of the project, six schools chose to leave the project for a variety of reasons including staff turnover, competing school development priorities and a lack of SLT buy-in. These were replaced by schools of similar types in order to maintain diversity within the group of participating schools. Following the first six months, only four further schools chose to leave the project or were asked to leave due to their low engagement; these schools were not replaced. These were replaced with new schools and 36 remained at the end of the Challenge. One Champion who was from a school who left the Challenge early referenced a lack of SLT buy-in as one of the reasons they had left. It had not been rolled out as a school approach and they felt any support given was quickly revoked when there were competing priorities. Challenge Facilitators described how lack of SLT buy-in influenced Champions in a minority of cases who de-prioritised the Challenge and engagement with the Facilitator reduced.

Adequate time is required to do justice to the Champion role

Almost two-thirds (64%) of CPD Champions had experience of leading CPD across a school and just under half (47%) reported that they had specific release time to lead CPD. The CPD Challenge role was considered a natural extension of their responsibilities for many, often as a member of SLT. Most Champions received a small amount of release time for their role; those who did not were able to request time as required. Whilst most were satisfied with the time allocated, they emphasised that it took time to fulfil the role properly. This was supported by Facilitators who flagged the importance of dedicated time to perform the functions appropriately. They believed it was important for CPD to be high up on the Champion's list of responsibilities rather than one item on a long list so not to lose priority.

2.2 Understanding what high quality CPD is

Having a clear understanding of what constitutes high quality CPD was fundamental to success

Having a good understanding of the CPD Challenge criteria was a crucial first step with support from Challenge Facilitators pivotal in meeting this goal. Facilitators focussed on supporting Champions to understand what constitutes CPD and what high quality CPD looks like. This was essential in ensuring Champions could identify and roll-out high quality CPD across their schools.

CPD Champions then played a key role in sharing this information with their colleagues. This was particularly important during the first year when staff were getting to grips with new concepts. In some schools Champions developed their own criteria about what high quality CPD meant for their school.

Awareness of high quality CPD increased over the course of the Challenge

Staff understanding of CPD has improved throughout the duration of the Challenge. The proportion aware of DfE's Standard for Teachers' Professional Development increased from 79% to 91% with almost three-quarters (72%) having read these by the end of the Challenge (51% before the CPD Challenge). There was also greater awareness of what constitutes CPD in general, including self-led and internal development.

"I'm now aware that CPD isn't just going on a training course, which I wouldn't have known previously... I'm going to watch and speak to people teaching in possibly a very different way to what I do and I'm developing a project that I

want the form tutors to use for transition [between primary to secondary school]. So, actually, that's really high quality CPD, but I wouldn't have known that was CPD previously. So, it's definitely brought that slant and focus to the forefront."

Teacher

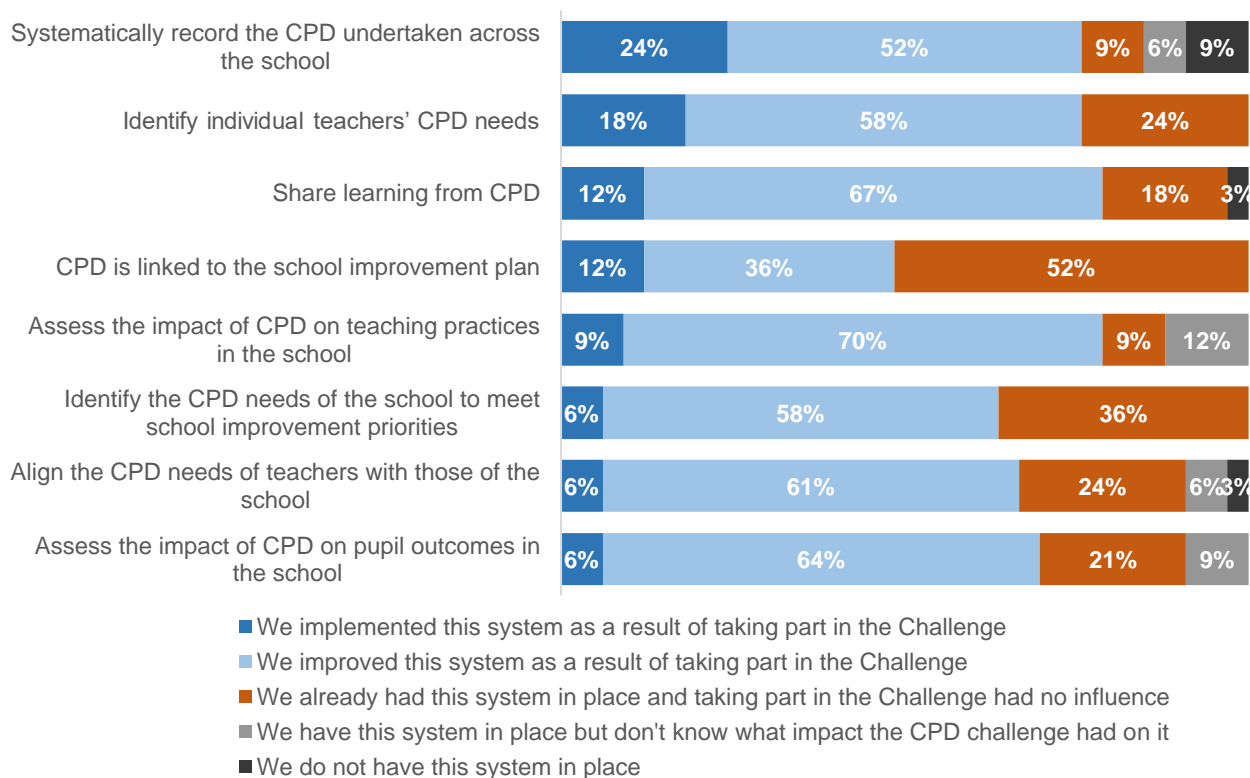
By the end of the CPD Challenge, the majority of schools (94%) used the guidance document published alongside the DfE Standard in their work (compared to 76% before the Challenge began).

2.3 Changing CPD systems in schools

The CPD Challenge prompted improvement to CPD systems and processes

Driving forward changes to CPD required work to improve systems and processes in schools. This involved a complete overhaul for some whilst others only needed to adjust those already in existence. These changes were critical in a schools journey towards meeting the CPD Challenge, and CPD Champions played a significant role in this task. Once implemented, they continued to embed systems and processes throughout the duration of the Challenge, fine-tuning them based on learning and adapting to the challenges posed by COVID-19. Schools implemented or improved a variety of systems, the most common of which was a systematic record of CPD undertaken, as a direct result of taking part in the Challenge. Only a small proportion of schools did not have one or more of these systems in place.

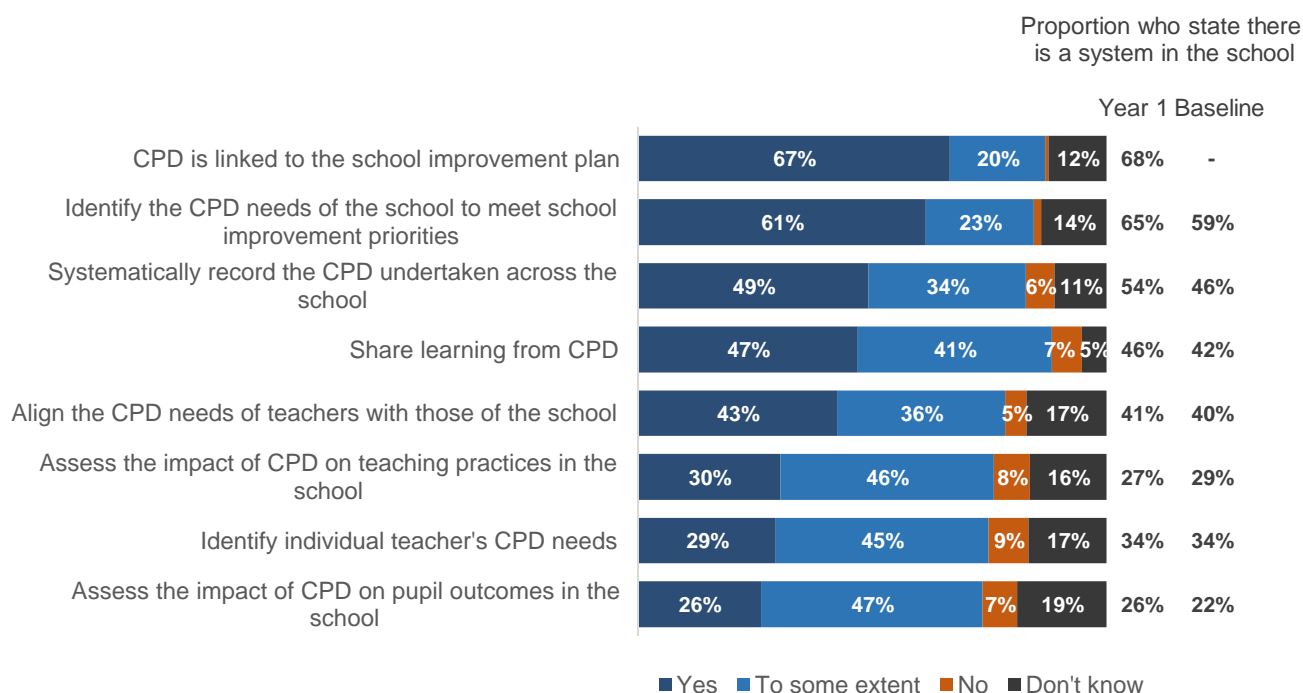
Figure 1: Extent to which CPD Challenge influenced systems in place. Base: 33.



All staff were similarly asked about whether they had the various systems in place at their school. Overall, the proportion who indicated that they had been implemented was slightly higher when compared to before the Challenge started highlighting awareness of the changes taking place in schools.



Figure 2: Extent to which systems are in place in schools to deliver, record and evaluate CPD. Base: variable (Year 3: 519-524; Year 1: 705-707; and baseline: 1025-1029).



The awareness of these systems varied by phase and role with senior leaders and those in primary schools having more knowledge of them (see Figure 33 in Appendix 1 for a more detailed breakdown).

Overall, CPD systems are now more inclusive and allow staff to shape the direction of their own CPD. According to Challenge Facilitators, these changes are not superficial or tokenistic measures to meet the requirements of the Challenge externally but rather embedded within whole school systems. They are ingrained in school processes and likely to be sustained long after the Challenge has concluded.

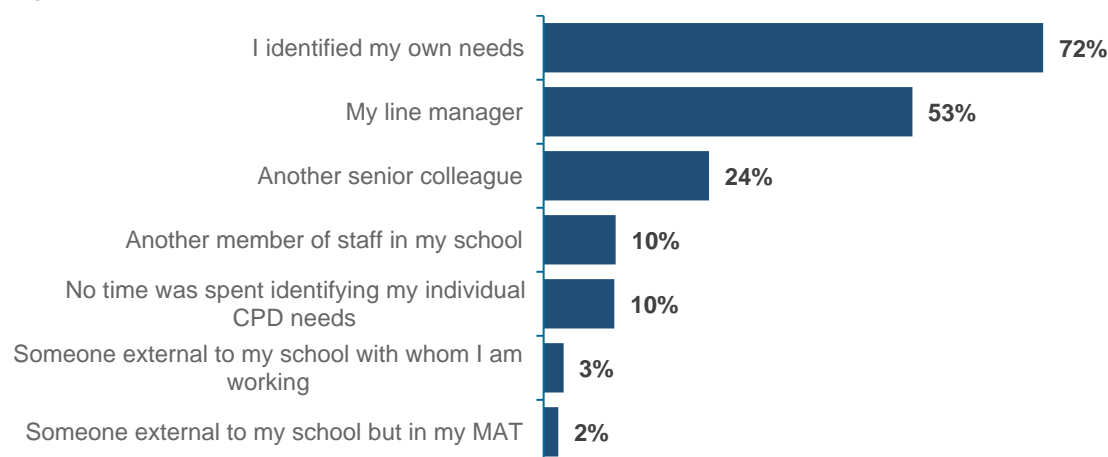
“Behaviours have changed, systems have changed, and those things are more likely to be sustained because it hasn't been bolted on. They're ingrained in the whole system of the school, the philosophy of the school, they're ingrained in their professional development reviews. They're ingrained in the school development plan.”

Facilitator

Identifying individual CPD needs

Almost three-quarters (72%) of staff identified their own CPD needs whilst line managers specified these for 53%. Little change in the proportions was observed since the start of the Challenge. Importantly, the notable exception to this was in relation to those whose needs were identified by a senior colleague that was not their line manager, which dropped from 35% at the start of the Challenge to 24% by the end.

Figure 3: Who identifies CPD need. Base: 527.



The process for identifying CPD needs remains largely unchanged throughout the period of the Challenge. Line managers were more likely to identify individual CPD needs formally (71%) than informally (66%). In contrast, other senior colleagues were more likely to do this informally (58%) than formally (47%).

Staff have autonomy to identify their CPD needs

Moving away from a top-down approach to assessing CPD needs and empowering staff to identify their own reflected a deliberate shift to help staff take ownership of their own professional development.

“That was my plan, about giving people more autonomy... We want our teachers to be active in their CPD and not just passive... Not just sit there and have it done to them, but we want our whole staff leading CPD in their own area.”

Champion

Various approaches were used to achieve this, including surveys, encouraging staff to reflect on their confidence in teaching subjects or specific elements of subjects, observing each other’s practice, and undertaking research on how they might develop further moving forward.

“We’ve created internal systems around staff identifying their own training needs and encouraging them to do so. So, making it easier for staff to ask to go on courses or to find something that they think is relevant... The school’s really ready to move into a real change in ethos in terms of staff taking more ownership of their own professional development, being a research-rich school, getting staff to reflect more to look at what the research is saying to help develop and improve their practice.”

SLT member

Whilst most had greater autonomy for identifying and addressing their CPD needs than before the Challenge started in their school, they still benefitted from the guidance of senior staff. For some schools this was through a structured process like an appraisal or performance management; for others it was more informal in nature such as through conversations to help them understand their needs. Champions, line managers and members of SLT often guided this to provide external challenge, supporting staff to make the final decisions about what CPD they undertook signposting to CPD opportunities and planning CPD on behalf of colleagues. One Champion described the importance of providing staff with autonomy in a structured and supported way.

“We have a bespoke strand of our CPD which is when staff can have an element of freedom, when they can elect to do a bit of independent research on a particular area to enhance their practice and then there's also the accountability in that they have to share with their teams what they've learned for that practice that's then going to have an impact more widely... it is absolutely right that we have this, kind of ethos of high support, high challenge and that we challenge our colleagues to continue their own professional development and that we do that in a really structured way.”

Champion

A key challenge for schools (identified by Facilitators) was the need to align individual needs with school priorities. They described how Champions had to balance the CPD that staff wished to undertake with that required to meet the priorities of the school which could sometimes cause tension. Embedding decisions within an appraisal process supported this as both aspects were discussed.

Subject leaders were given more responsibility to lead CPD in their subject areas

Many schools relied on the Champion and SLT to plan CPD development schedules. Over the course of the Challenge, subject leaders were recognised as having expertise in their subjects and best placed to assess their departmental needs. As a result, they were given more responsibility for identifying CPD needs and making decision about what CPD teachers in their departments completed.

Recording CPD

Schools improved and implemented new systems to record CPD

Systems for recording and tracking CPD are now present in most schools. Whilst these were already in place for the majority, records became more formal and comprehensive. For example, all CPD was included rather than just that organised or paid for by the school with software introduced by some to streamline the process. Improved CPD logs were used to store a range of information about the CPD undertaken including type, quality, whether it met individuals' needs, how it related to school priorities and impact on teaching practice.

With the partial devolution of CPD decision making to subject leaders in some schools, the recording and monitoring became increasingly important so that SLT could track CPD across the school.

“You've got nine faculties now running their own CPD at a certain time because it is subject specific. You need to keep tabs of it, and we have got strategies and systems for doing that.”

Champion

Champions believed that a centralised system embedded in school processes had led to staff recording their CPD more habitually. Schools highlighted how recording CPD had enabled SLT to monitor individual staff development, identify their training needs and personalise the school training plan appropriately.

Interviewees also discussed how recording CPD helped staff reflect on their learning, which they would not have necessarily done if they had not been logging it.

“I've been to so many schools where you've had a Monday night staff meeting, which has actually been, often, CPD. It's just a staff meeting and you tolerate it but, actually, making it such a high priority and... then when you log it you're reflecting on what you've learnt... So, maybe, it embeds it a bit more.”

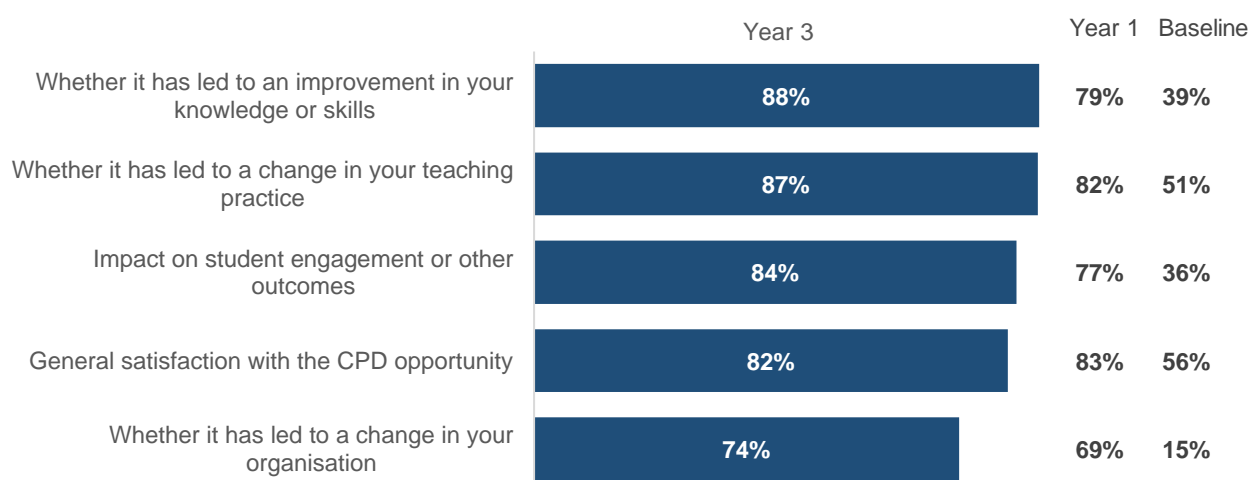
SLT member

Assessing the impact of CPD

Schools now spend more time assessing the impact of CPD

Assessing the impact of CPD is an area that schools have significantly developed over the course of the Challenge, with a marked increase across all measures. Assessing if CPD had led to an improvement in an individual teacher’s knowledge or skills (88%) or a change in their teaching practice (87%) were most commonly undertaken by the end of the Challenge. Whilst assessing if CPD had led to a change in their organisation was reported by a slightly lower proportion at 74%, it is the area most impacted by the CPD Challenge. Only 15% of staff reported this prior to the start of the Challenge.

Figure 4: Whether the impacts of CPD are assessed. Base: variable (Year 3: 437-448, Year 1: 667-676; baseline⁸: 978).



Previously some schools were not assessing the impact of CPD adequately. Satisfaction surveys with no follow-up or support to help staff embed their learning were common. By the end of the Challenge, schools invested time to discuss CPD and how it could be embedded in practice. Facilitators believe that the introduction of a comprehensive means of evaluating CPD was an important change brought about by the CPD Challenge.

“But now, we’re investing that time, it’s then followed up by an interview. You’d say, ‘Right, what’s your reaction? Okay. What did you learn? How do you see this changing our organisation? How and when will we see the effects of this on your practice and how is it going to affect others in your department and ultimately the pupils?’ And so, there’s now a process that we’ve put in place to make sure that that training isn’t just wasted and it’s used across the school to also train others as well.”

Champion

“Significant improvements in how they evaluate CPD, so not the, ‘Fill in this form before you leave the hall,’ and more about, ‘How can we see this in the classroom during learning walks or lesson observations?’”

Facilitator

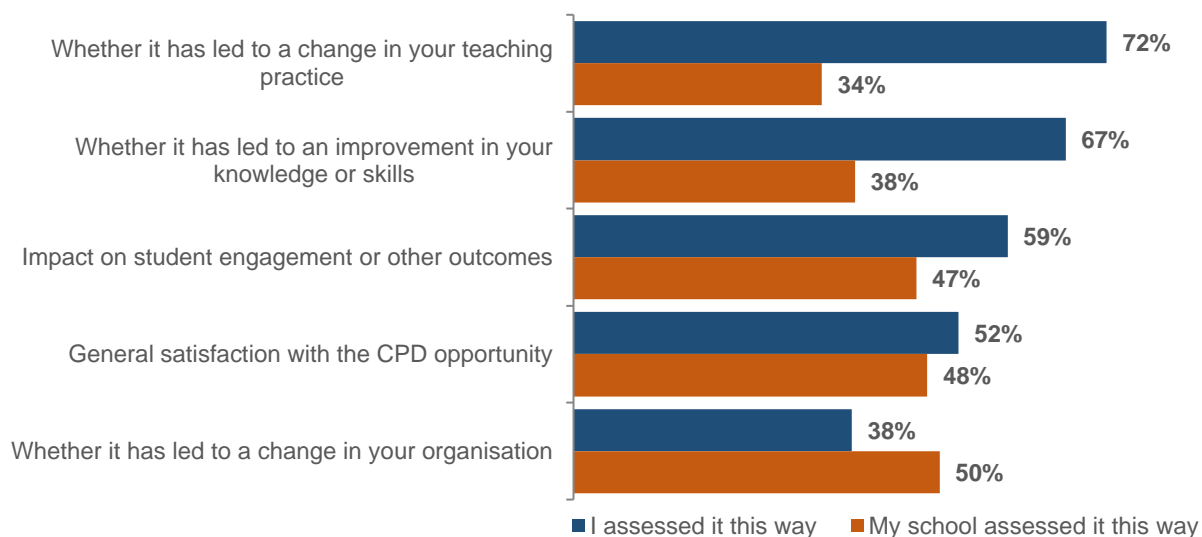
⁸ Question format in the baseline survey was slightly different – which could account for some differences; however, not all.



Various methods are used to assess the impact of CPD

Across all measures staff were more likely to assess the impact of CPD rather than the school. The exception was whether it has led to a change in the organisation, which was assessed more commonly by the school. Staff described a range of ways in which the impact of CPD was assessed – often drawing on multiple methods to provide a comprehensive understanding of its value.

Figure 5: How the impact of CPD was assessed (if the method was used). Base: 437-448.



"It's going into lessons, it's looking at a sample of work, it's speaking to pupils, it's doing staff voice, all those things. And seeing if has the CPD that has taken place had impact."

Champion

Some staff explained how their school used staff surveys (often introduced throughout the period of the Challenge) to discern changes to practice following CPD. These were often embedded within CPD logs to enable staff to record the CPD undertaken, reflect on what they had learnt and the impact it had on their practice and pupils. Other schools instead now determined the efficacy of CPD through conversations between teaching staff and SLT. For many, the best way to assess the impact of CPD was to observe the effect it had on teaching and learning first-hand, using lesson observations and speaking with staff and pupils.

As part of a wider approach to change the top-down approach to CPD, one school described how they changed the format and aim of their lesson observations. Where these were once used to assess teachers' performance, staff now worked together to plan lessons and evaluate what worked well and what could be improved. Another school highlighted how staff discuss CPD in groups to share best practice and assess the impact it has had on their practice as part of their commitment to embed a learning culture.

Champions described how the processes in place were important as they provided the time and opportunity for staff to give comprehensive feedback on the impact of CPD. Some reported that as a result staff became increasingly aware of what CPD was and how it could affect their teaching practice.

The regularity of assessment varies

Whilst CPD was assessed in various ways, the regularity of this was not always consistent. General satisfaction with the CPD opportunity (70%) and whether it led to an improvement in staff knowledge or skills (67%) were undertaken 'always' or 'usually'. The longer-term impact assessments, including whether CPD has led to a change in the organisation (52%), were undertaken less frequently.

Figure 6: How often the impact of CPD is assessed (if the method is used). Base: 316-385.



Whilst staff had a role in identifying the impact of their own CPD, it was typically SLT who collated the evidence. This was sometimes done by reviewing CPD logs completed staff in addition to the other methods.

3. Impact of COVID-19 on CPD and the Challenge

3.1 Early impact of COVID-19 on CPD

Challenge schools delivered less CPD during the first lockdown. Whilst CPD was still important other aspects of teaching took precedence. The initial lockdown period was confusing and time was needed to devise strategies to plan how to best teach their pupils. Schools prioritised organising and preparing staff to deliver distance learning for pupils at home alongside establishing a schedule to teach the children of keyworkers, as well as ensuring adherence to Government guidance and promotion of pupil wellbeing. The requirement for certain members of staff to shield in addition to staff illness also exerted additional pressures on schools.

Whilst some staff undertook CPD to equip themselves with the skills necessary to deal with these priorities, professional development occurred less frequently in most schools and in some the reduction was significant. A number of schools introduced CPD for teachers to learn how to deliver live and recorded lessons to pupils which meant that planned CPD took a backseat.

“Obviously, CPD took a back-seat in the traditional sense because all the staff were learning how to use Zoom, how to deliver content effectively over Zoom.”

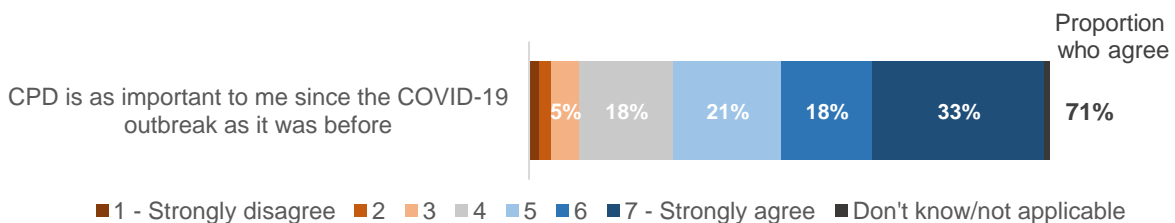
Teacher

Schools reduced the amount of CPD staff were expected to participate in during the summer term of 2019-20. SLT recognised the difficulties their staff were facing and made sure they were not put under additional pressure by a requirement to participate in CPD. Once schools had adjusted to the ‘new normal’ and adapted methods of teaching pupils, schools started to plan how they could reprioritise CPD.

3.2 Attitudes towards CPD

COVID-19 did not negatively affect the views of staff and the importance they personally place on CPD. Most staff (71%) agreed that CPD was as important to them since the COVID-19 outbreak as it was before.⁹

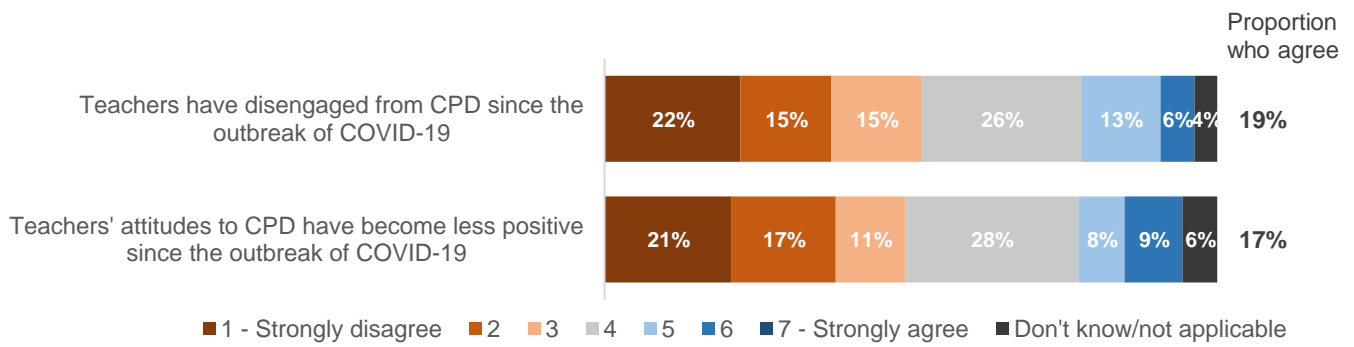
Figure 7: Impact of COVID-19 on importance of CPD to teachers. Base: 524.



Champions and headteachers reinforced this finding, with only 19% reporting that in their experience teachers have disengaged from CPD since the start of the pandemic.

⁹ As with the school level view those from secondary schools (67%) were less likely to state this when compared to primary (80%) and special (81%) schools. Senior leaders were also more likely to report this (88%) compared to middle leaders (68%) and teachers (68%).

Figure 8: Agreement statements about the impact of COVID-19 on teachers. Base: 53-54.



Staff described how they personally had not changed their attitudes towards CPD, but felt they had little choice but to prioritise other challenges over their professional development at a time of crisis.

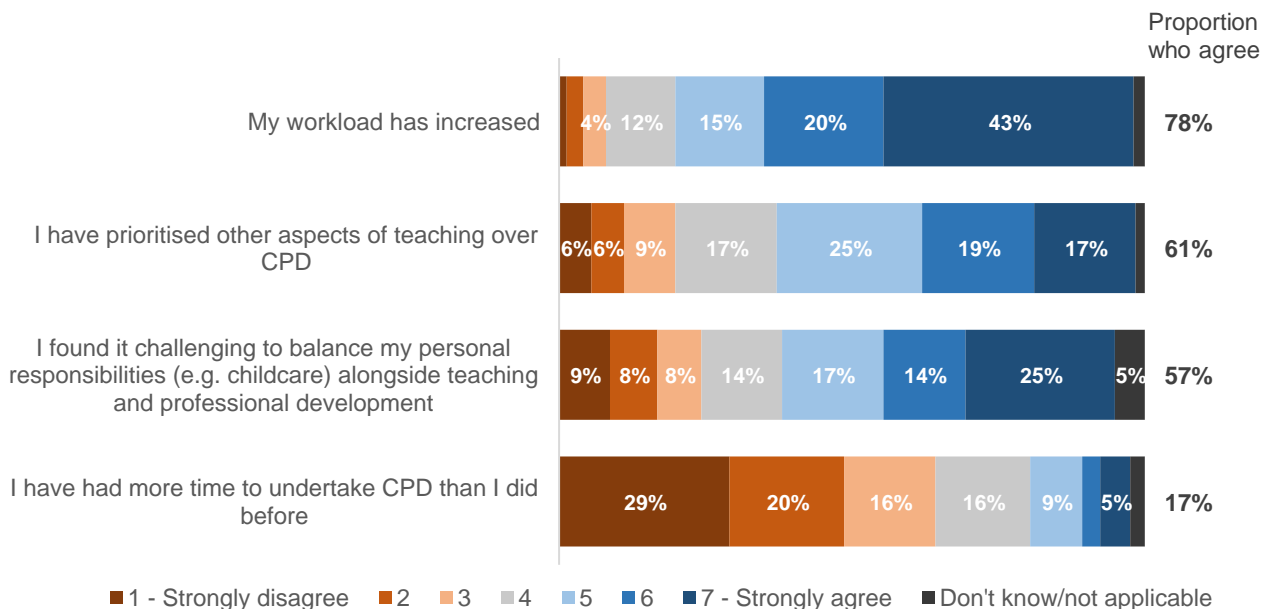
“The immediate needs of just the day-to-day running of things have felt like they've taken much more time and energy than normal... in terms of directing my own CPD, I wouldn't say I've spent much time on that this year.”

Teacher

3.3 Time available to undertake CPD

Workload increased for 78% of staff since the start of the pandemic. This was deemed slightly more severe in secondary schools (81%) than primary (73%) and special (67%) schools. This meant that staff prioritised other aspects of teaching over CPD (61%), especially in secondary schools (68%). Primary (47%) and special (50%) schools were less likely to deprioritise CPD as the workload pressures were less severe.

Figure 9: Agreement with statements about the impact of COVID-19 on teachers. Base: 524-526.



However, this did not necessarily impact on scheduled CPD activity. Over one-third (40%) undertook the amount they had planned during the 2020-21 academic year, one-fifth (22%) undertook more and just 17% did less. Some staff reported they had more time during COVID-19, primarily during the lockdowns. This allowed them to pursue more CPD which aligned with their own interests.



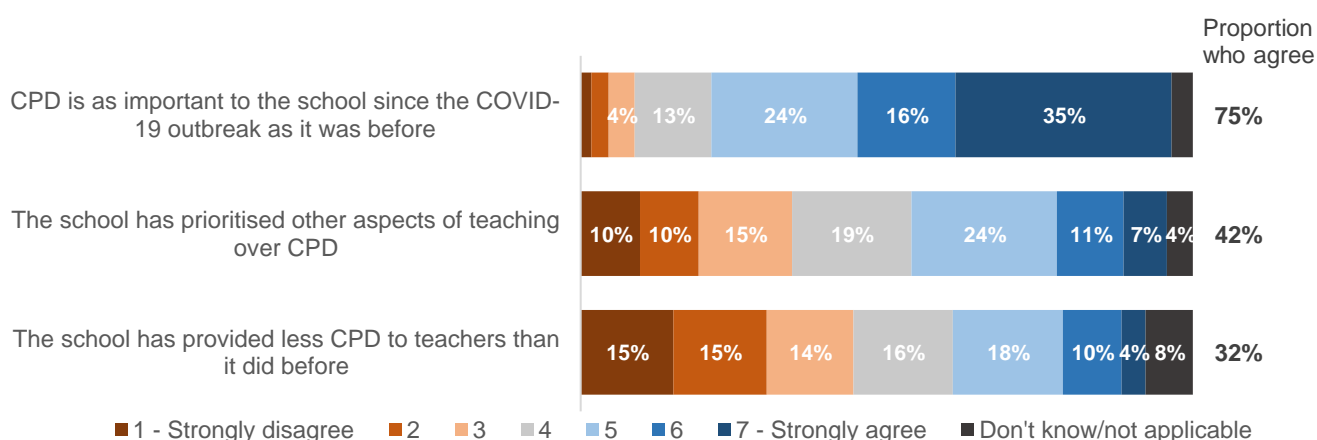
3.4 Adapting to COVID-19

Importantly, three-quarters (75%) maintained that CPD was as important to their school after the COVID-19 outbreak as it was before¹⁰ although 42% indicated that schools have prioritised other aspects of teaching over CPD. This was more prominent in secondary schools at 46% (compared to 33% for primary and 36% for special). Schools have provided less CPD than it did before the pandemic for 32%.

“I think from September I was really determined that COVID-19 had spoilt a lot for us as a school in terms of where we were and what we were doing. So, I was determined to find a way around COVID-19 in terms of making sure that CPD could be delivered in the best possible way and that we would find a way and we would stick to the CPD schedule as planned.”

SLT member

Figure 10: Agreement with statements about the impact of COVID-19 on CPD. Base: 523-524.



Generally, as the various lockdowns lifted, CPD became more of a priority again in schools (especially during the second and third terms of the 2020-21 academic year). As a result, many reported that their school prioritised CPD and the Challenge in the same as they did before the pandemic started. COVID-19 did, however, continue to present challenges which interrupted this renewed vigour.

“I think from September I was really determined that COVID-19 had spoilt a lot for us as a school in terms of where we were and what we were doing. So, I was determined to find a way around COVID-19 in terms of making sure that CPD could be delivered in the best possible way and that we would find a way and we would stick to the CPD schedule as planned.”

SLT member

3.5 Changing type and focus of CPD

More online CPD

As a result of the pandemic 84% of staff undertook more CPD online than in previous years. This was especially prevalent during periods of lockdown. Whilst face-to-face delivery resumed as restrictions eased, staff discussed the merits of continuing to deliver elements of CPD virtually as it gave them more flexibility.

“I think helped, in terms of work-life balance, because teachers could leave school, and have their CPD at home via Zoom. I think that was quite positive for a lot of teachers because we’ve always said our teachers can do their PPA at

¹⁰ A higher proportion of respondents from primary (81%) and special (83%) schools stated this compared to secondary schools (72%). Senior leaders (87%) were also more likely to state this compared to middle leaders (72%) and teachers (74%).

home. We'll start the session at four, to give everyone a chance to get home. And that did help with work-life balance. It also helped raise spirits."

Champion

Others highlighted the disadvantages associated with online approaches which impeded collaboration and discussion with colleagues.

"You can't be in the same room, and collaborations were more limited. You're not doing a lot of face-to-face. You can't do your coaching in the same way. There were so many challenges. Then, every time you felt like you found a way through it, there was something else."

SLT member

Less subject specific CPD during periods of lockdown

In the period immediately following the lockdown announcement, CPD organised by schools related to generic pedagogy. It focussed on the 'organisational' or 'logistical' challenges presented by the pandemic, such as online teaching, rather than subject specific CPD or that which aligned to staffs' individual needs.

"So, March to July, CPD was much more about how to offer remote learning and remote learning well. How to get our children onto a well functioning online platform. How to deliver online sessions, and how to do that well. And from January to March, the same really. So, again, it was, sort of, operational CPD rather than pedagogical CPD. Although, we did talk about not just how to deliver, it was how to deliver that content well... But, in terms of individual subject specific CPD, certainly in lockdown, there was very little."

SLT member

Pupil wellbeing was a significant focus of CPD organised by schools. Lockdown restrictions had presented a unique teaching and learning environment for staff and pupils alike, and the priority was to ensure that staff had the expertise to support children and promote their wellbeing to enable them to learn.

"We did an awful lot of mental health training, child adverse experiences... all those kind of things that there were lots of online tutorials around."

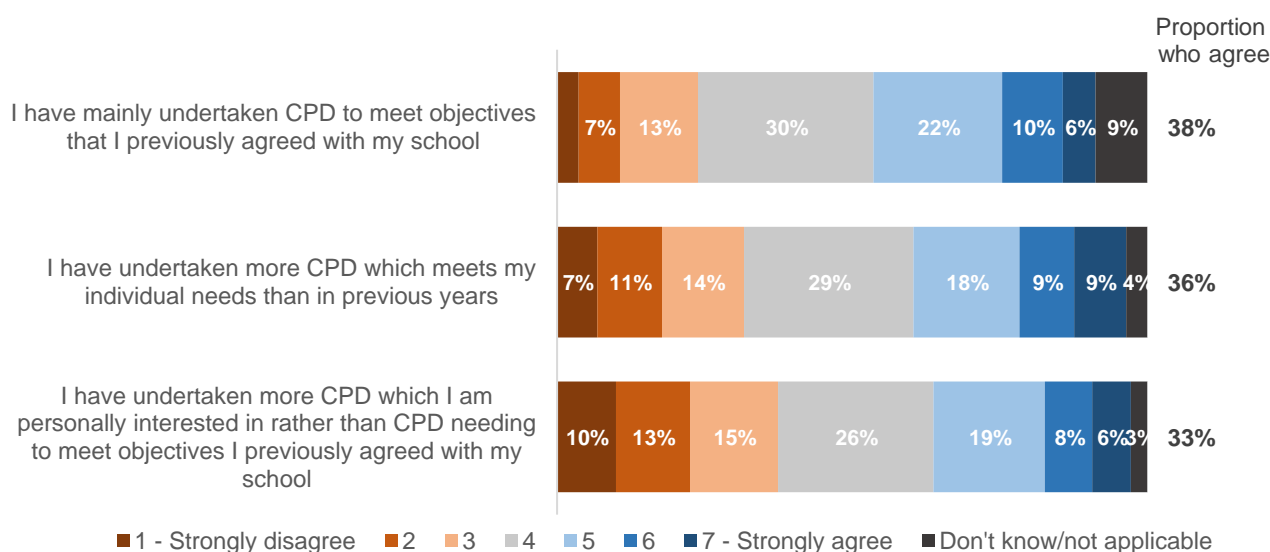
Champion

Subject specific CPD returned in some schools during the 2020-21 academic year and 32% of staff stated they undertook more subject specific CPD than in previous years. This was more prevalent in primary schools (41%) compared to secondary (29%) and special (25%). Facilitators reflected this and highlighted how most schools had prioritised CPD during the academic year, especially after Christmas.

Impact on meeting individuals' needs

Whilst COVID-19 posed challenges in relation to CPD, it also presented an opportunity for some staff. More than one-third (36%) undertook more CPD that met their individual needs than in previous years; 33% also participated (33%) in more that they were personally interested in. This highlights that COVID-19 impacted staff differentially; it provided an opportunity for some although this was not experienced universally.

Figure 11: Agreement with statements about the impact of COVID-19 on the reasons for undertaking CPD. Base: 524-525.



Staff described how schools had given them more autonomy, especially during lockdowns, to undertake the amount of CPD which felt achievable aligned to their individual needs. A number of external courses which would normally occur in-person were offered online, allowing staff to access this learning more easily. This also led to some becoming more eager to pursue CPD opportunities.

“It’s my choice. It’s not an expectation. We’re not told to do something on an evening. I’ve joined quite a few webinars... COVID-19 has brought around a lot of positives, because people are bringing these talks and presentations online. So, you can listen to them, or watch them at a time that’s convenient to you.”

Teacher

“We had to rethink how we continued with CPD in that instance... we directed them to continue with their own CPD virtually. And whether that be through our work, whether it be through research, or vlogs, webinars, podcasts. So the onus was literally thrown onto the teachers to do it themselves, with an expectation of certain things that they had to do.”

Champion

3.6 The impact on meeting the Challenge Criteria

Whilst opinions about the impact of the pandemic on Challenge progress were mixed, most considered that it impeded progress. The impacts were felt most in the final term of 2019-20 and in relation to the requirement to deliver subject specific CPD and that aligned to teachers’ individual needs although these were temporary for some. The impacts for these schools were less and instead centred upon adapting to a different way of delivering CPD that accommodated the restrictions brought about by the pandemic.

“Because we had to learn a whole new system, I think for a bit it was parked, I know we were told as a school we didn’t have to look into performance development target three necessarily because we were having to learn basically a whole new way of teaching. So, it did impact our personal CPD”

Teacher

“We’ve had normal CPD if I’m honest but it’s just been slightly different we’ve just had it on like a Zoom but then obviously if we’ve wanted to collaborate then we’ve gone into the breakout rooms, discussed it and come back. So

although it has been slightly different, I don't think the level of CPD has changed because we've been lucky enough to have the Zooms. It's just been done differently. It's actually been quite nice because they've chosen the breakout rooms with people we that might not necessarily always have that collaboration with which has been quite good for us."

Teacher

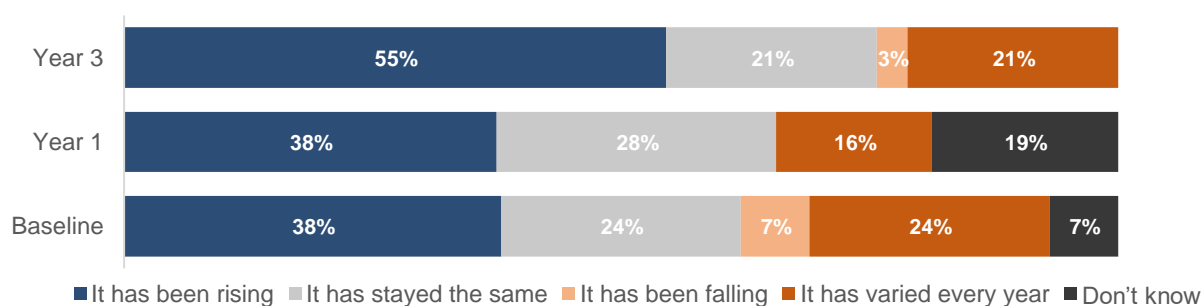
4. Progress towards the Challenge

4.1 The amount of CPD undertaken

Amount of CPD and subject specific CPD has increased

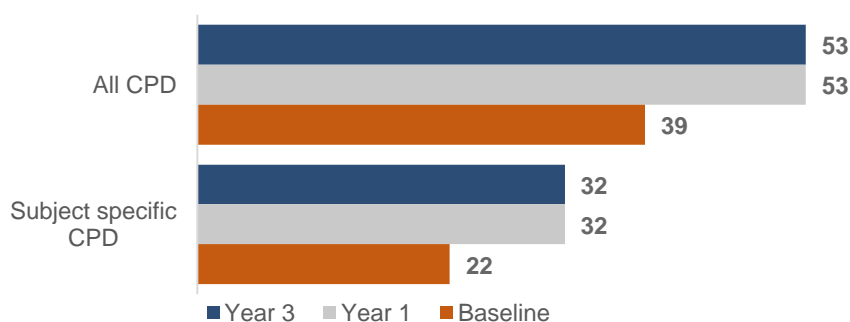
Whilst COVID-19 brought a range of issues, 97% of staff had undertaken some CPD in the final year of the Challenge. This compared to 91% before the Challenge began. Over half (55%) of the Champions perceived that the amount of CPD undertaken throughout the duration of the Challenge had increased. This compared to 38% before which indicates that some schools were already on an upward trajectory.

Figure 12: Pattern of undertaking CPD over the last 3 years. Base: 29-33.



The number of hours of CPD completed by staff increased significantly during the first year (from 39 at baseline to 53 at the end of 2018-19) but then remained static for the remainder of the Challenge. Over half of the CPD undertaken was subject specific (32 hours); an increase of 10 hours from the 22 reported at baseline¹¹. This aligns with earlier findings which suggest the impact of COVID-19 on the volume of subject specific CPD undertaken was only temporary whilst schools adjusted to the pandemic.

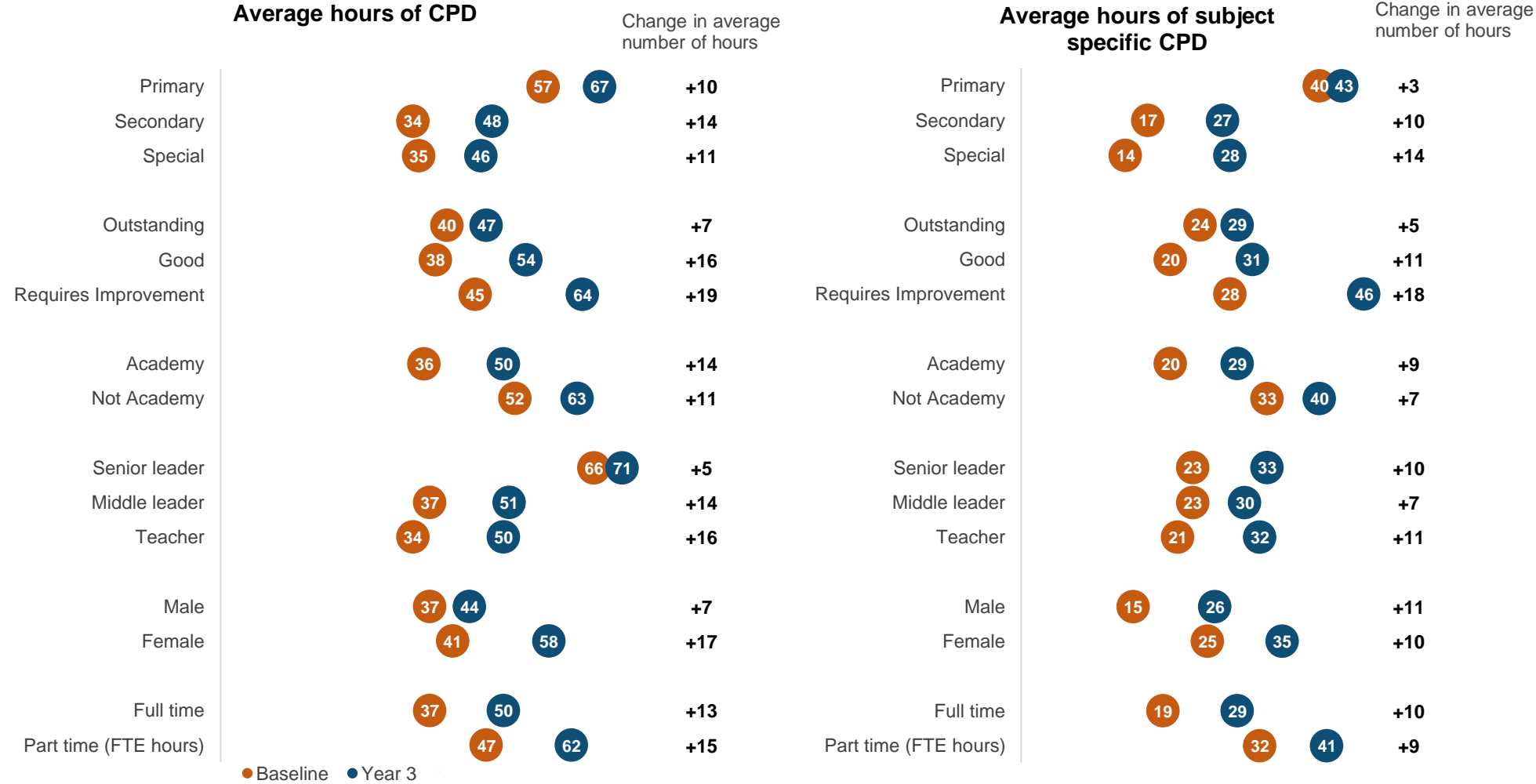
Figure 13: Amount of CPD undertaken by staff during the 2020-21 academic year. Base: variable.



¹¹ The baseline and Year 1/3 record were completed at different points in the academic year which may account for part of this difference.

Whilst the amount of CPD undertaken in the final year varied by both school and staff characteristics, substantial progress was made by all. Staff who reported lower levels of CPD prior to the Challenge (e.g. those in secondary or special schools) had significant increases in the amount of CPD they undertook – a high proportion of which was subject specific. Some staff undertook more significant volumes before the Challenge began (e.g. senior leaders). Whilst the increase in the volume of CPD was modest for these, they vastly increased the amount of subject specific CPD undertaken. More effective use was therefore made of the time already available to them for CPD activity.

Figure 14: Average number of CPD hours undertaken by staff by school and individual characteristics.

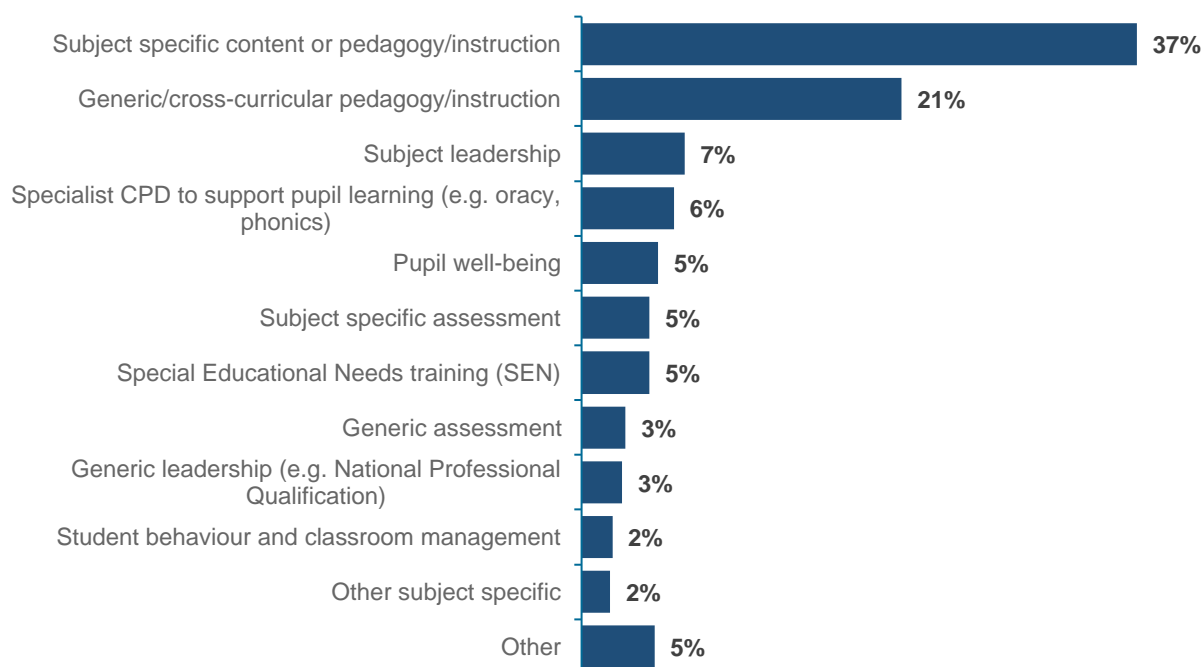


4.2 Focus of CPD

More instances of subject specific CPD taking place

The focus of CPD varied since the outset of the Challenge and remained this way throughout its duration ensuring that a broad range of individual and school level needs were met. Almost two-fifths (37%) of the CPD instances focused on 'subject specific content or pedagogy' while 21% focused on 'generic or cross-curricular pedagogy'. The focus of CPD remained broadly similar to that undertaken both before the Challenge and at the end of Year 1 although encouragingly there was a slight decrease in the proportion of CPD focusing on 'generic or cross-curricular pedagogy' (25% at baseline). Small increases in 'subject specific content' (34% at baseline compared to 37% in the final year) and 'subject leadership' (3% and 7% respectively) were observed in line with the focus on subject specific CPD. The focus of CPD differed by phase, role and Ofsted categorisation (see Appendix 1). Staff considered that the volume of subject specific.

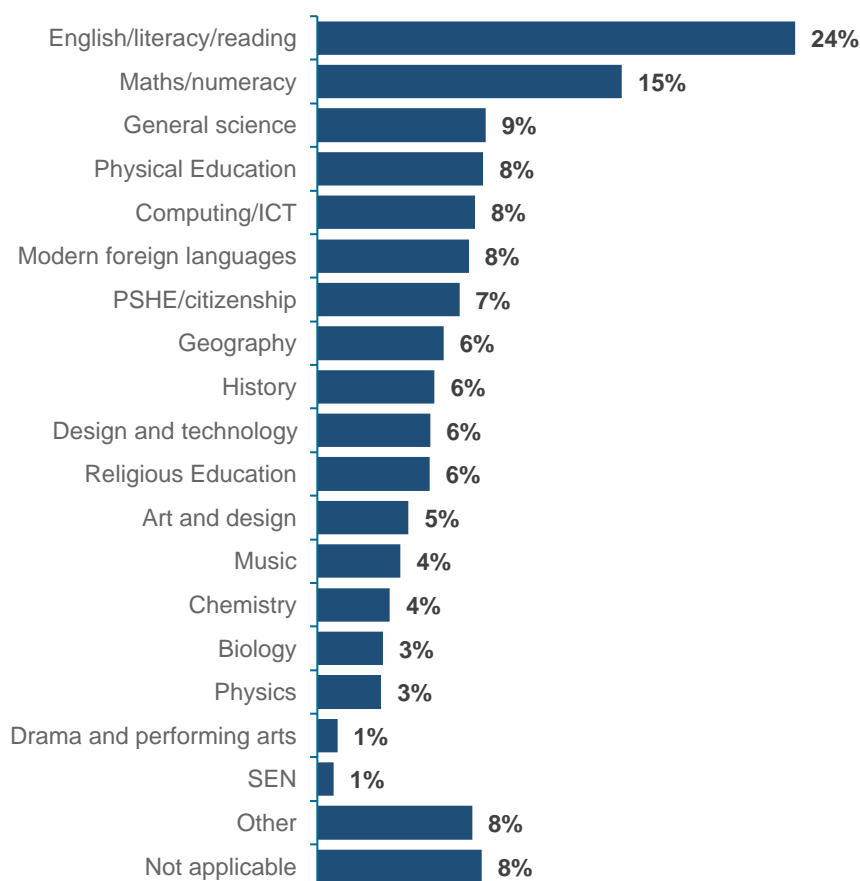
Figure 15: Focus of CPD undertaken. Base: 8,768 instances of CPD.



Proportion of CPD related to non-core subjects has increased

Staff undertook subject specific CPD that related to a broad range of subjects although it most often related to English and maths. However, the volume of CPD in these two subjects decreased during the CPD Challenge as schools focussed on a wider range of subjects. This change is more significant for English (from 35% at baseline to 24% in the final year) but is also evident for maths (from 19% at baseline to 15% in the final year). The volume of CPD increased for most other subjects whilst it remained static for science.

Figure 16: Subject focus of CPD. Base: 4,772 instances of CPD.



4.3 Mode of CPD

CPD mode varied with more taking place in staff/departmental meetings

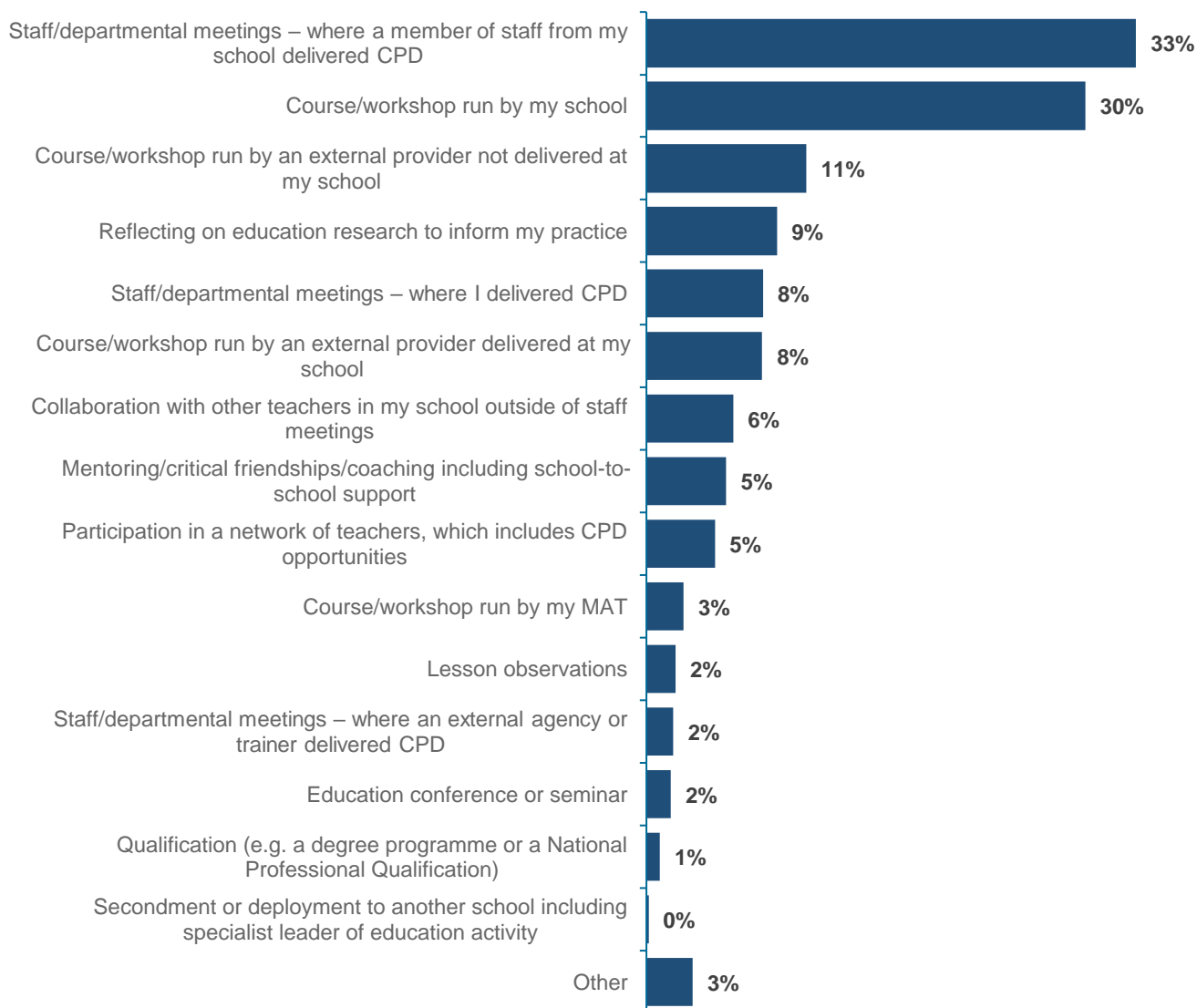
The mode of CPD implemented varied, with the majority directed and delivered by schools. Almost one-third (30%) was delivered via courses/workshops run by the school, 33% by school staff during staff/departmental meetings, and almost one-tenth (8%) by the individual themselves during staff/departmental meetings.

Overall, the proportions allocated to the modes of CPD remained largely unchanged throughout the Challenge except for the following small changes:

- Courses/workshops run by the school (38% at baseline compared to 30% in the final year)
- External CPD delivered at the school (12% at baseline compared to 8% in the final year)
- School staff during staff/departmental meetings (27% at baseline compared to 33% in the final year)

This indicated that schools have repurposed CPD to make more effective use of the time already available to them for this purpose. The type of CPD differed by phase and role (see Appendix 1).

Figure 17: Base: 8,768 instances of CPD.



4.4 CPD meeting high quality indicators

The quality of CPD has increased

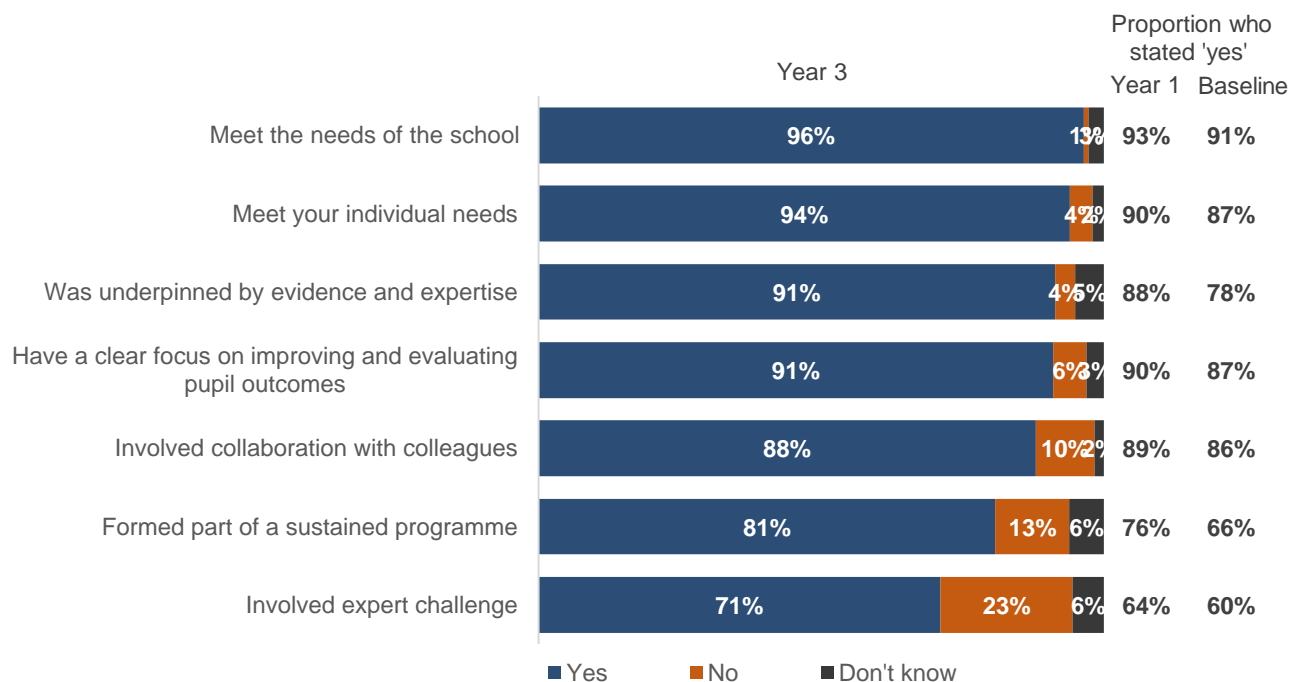
Staff reported that the majority of the CPD they undertook met:

- Met the needs of the school (96%)
- Met their individual needs (94%)
- Was underpinned by evidence and expertise (91%)
- Had a clear focus on improving and evaluating pupil outcomes (91%)

Increases were observed across all measures when compared to the position in schools both before the Challenge and at the end of Year 1. The largest percentage point increases were observed in relation to CPD being underpinned by evidence and expertise (13 percentage points), involving expert challenge (11

percentage points) and forming part of a sustained programme (15 percentage points). The proportion of staff meeting the criteria differed by phase and role (see Appendix 1).

Figure 18: High quality indicators. Base: 8,767 instances of CPD.



One Champion interviewee provided some insight to explain that they specifically struggled with expert challenge for non-core subjects. For example, whilst their school has multiple maths and English teachers, there are subjects for which there are only one teacher, which means that there is less opportunity for CPD to be critiqued internally by staff. For this school, the difficulty also extended to ensuring there was collaboration for staff teaching non-core subjects.

“It’s great in maths because we’ve got seven maths teachers around a table challenging each other, or in English and science and big departments, but if you’ve got one art teacher, one music teacher, one ICT teacher where do you find that expert challenge? How do you get them working collaboratively? That’s been the biggest difficulty. Now I suppose if we join a MAT, that there might be more opportunities for that.”

Champion

Other Champions expressed that they had struggled to get their subject leaders to recognise that they are experts in their field. Therefore, the CPD they were undertaking was benefitting from expert challenge, but this was not necessarily recognised by staff.

Online delivery is common but less likely to meet quality indicators

Due to COVID-19 three-fifths (59%) of all CPD undertaken in the 2020-21 academic year occurred virtually. But as highlighted in the previous chapter this did not always meet the high quality indicators. A higher proportion of the CPD they undertook face-to-face was high quality compared with CPD undertaken virtually. This was true for each of the high quality indicators apart from it being underpinned by evidence and expertise.



Figure 19: High quality indicators by delivery method. Bases variable: (face to face=3,447 instances of CPD; online or via phone=5,006 instances of CPD).



4.5 Meeting the CPD Challenge criteria

Champions in 45% of the schools thought their school was meeting the CPD Challenge criteria whilst 34% deemed themselves to be close. A further 17% stated that they were exceeding the criteria. Only one school acknowledged that they were some distance from achieving this.

They were also asked to state how close they were to meeting different elements of the Challenge: 90% thought they were meeting or exceeding 35 hours of CPD (the minimum amount set by the Challenge), 76% delivering high quality CPD, and 61% meeting the needs of the individual through subject specific CPD.

Table 1: Breakdown of summer 2021 school reports of the extent to which they were meeting Challenge criteria. Base: 28-29.

	We are exceeding this	We are meeting this	We are close to meeting this
Every teacher participates in a minimum 35 hours of CPD annually	31%	59%	10%
CPD meets the needs of the individual teacher and is predominantly focused on subject specific development	7%	54%	39%
CPD is high quality and aligns to the Department for Education's standard for teachers' professional development	24%	52%	24%

Four key metrics were developed to record progress against the criteria at the individual level:

1. The proportion of staff who undertook 35 hours of CPD ¹²	The proportion of staff who undertook 35 hours or more of CPD across the year.
2. The proportion of staff who undertook 35 hours of CPD & 50% ¹³ was subject specific	The proportion of staff who undertook 35 hours or more of CPD across the year and 50%* of the CPD was subject specific.
3. The proportion of staff who undertook 35 hours of CPD & 50%* of was subject specific & whole programme high quality	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 and 50%* of this was subject specific.
4. The proportion of staff who undertook 35 hours of CPD that meet all high quality indicators and 50%* of this was subject specific	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 seven quality indicators ticked are included).

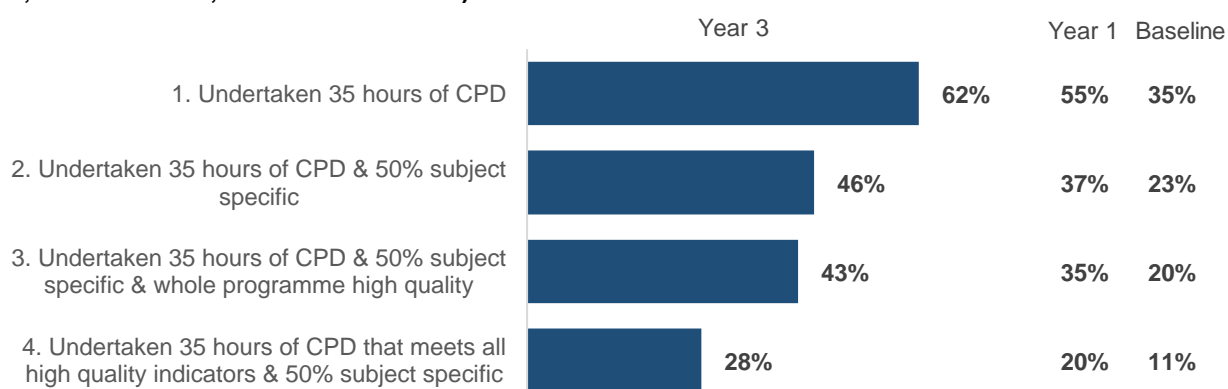
Performance against all CPD Challenge metrics improved

Significant progress has been made during the Challenge across all metrics:

- Metric 1: 62% had undertaken 35 hours or more of CPD
- Metric 2: 46% had undertaken 35 hours or more of CPD with 50% or more subject specific
- Metric 3: 43% had undertaken 35 hours of CPD, of which 50% was subject specific, and met the quality indicators at least once
- Metric 4: 25% had undertaken 35 hours of CPD, of which 50% was subject specific, and every instance of CPD was high quality

This provides evidence of progress despite the difficulties posed by COVID-19. Whilst the amount of CPD between Year 1 and 3 did not increase in absolute terms, the volume that was high quality and subject specific changed notably. This provides further evidence that schools were repurposing the time they already had available for CPD to make it more impactful against the Challenge criteria.

Figure 20: CPD Challenge metrics. Bases variable: (Year 3=599 instances of CPD; Year 1=1,047 instances of CPD; and baseline=1,101 instances of CPD).



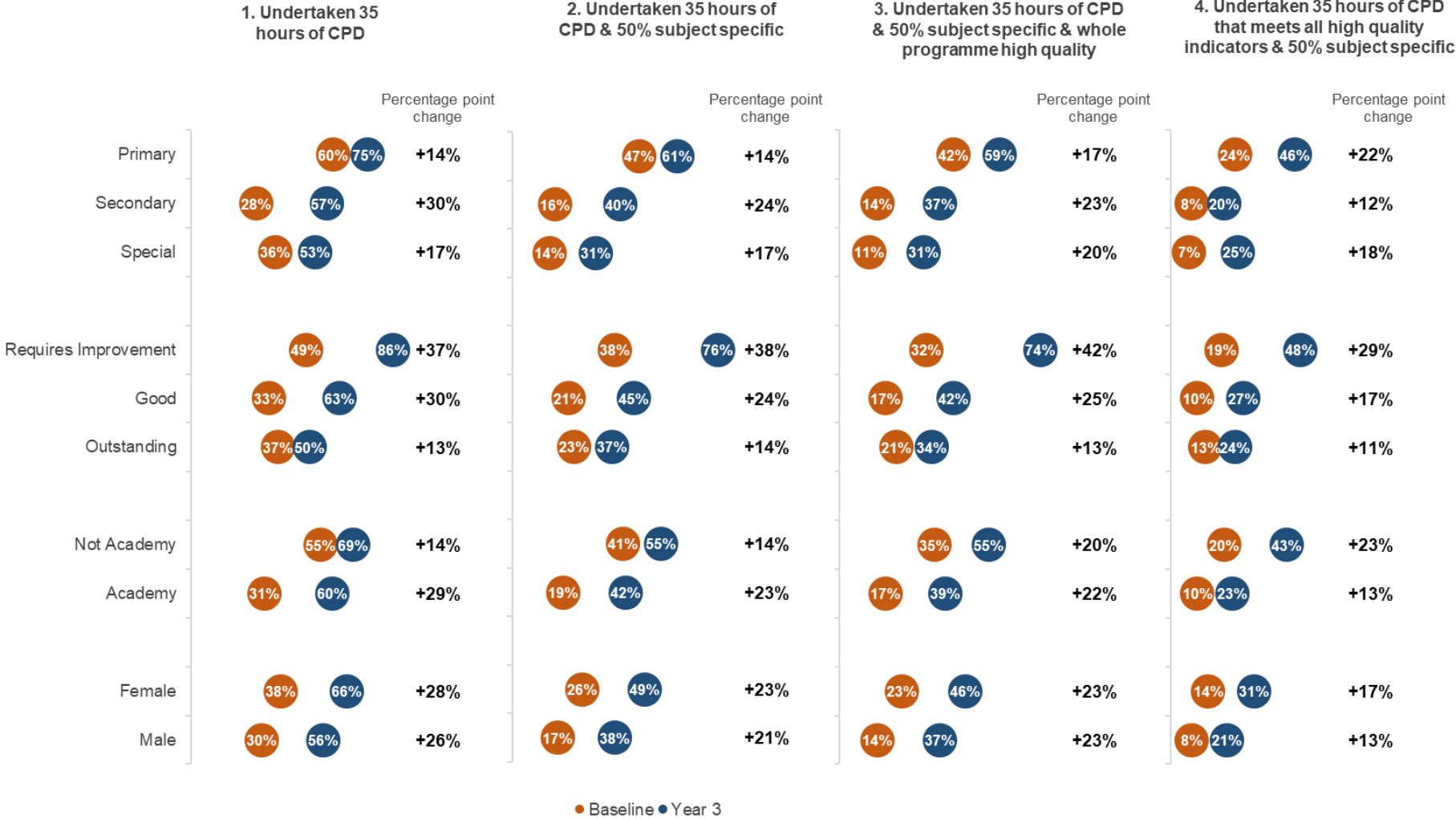
¹² If a member of staff was part time or had not worked at the school for a full academic year the number of hours of CPD they undertook was boosted to represent Full Time Equivalent hours to ensure it was comparable.

¹³ *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.



Progress towards the metrics varied by school and staff characteristics. By the end of the final year, the proportion of staff who met each metric was lower for some but all had made considerable progress. Where levels of CPD were higher at the outset of the Challenge increases tended to be observed in relation to metrics 3 and 4 which focus on high quality. Those with lower levels of CPD before the Challenge made progress against all metrics with improvements in both the amount and quality of CPD undertaken.

Figure 20: CPD Challenge metrics by school and individual characteristics. Base: variable.



4.6 Changes made to CPD delivery

Changes to CPD delivery were facilitated through the establishment of new systems and processes in schools. These supported schools to progress towards delivery of CPD that met the Challenge criteria.

External compared to internal CPD

Decreased use of externally delivered CPD

Schools reduced the amount of CPD delivered by external providers over the course of the Challenge. This was partially as a consequence of increased recognition of the expertise already available in schools through their staff. Further, Champions maintained that the quality of internally led CPD can be more easily ensured. External CPD was often not tailored to schools or their staff which provided a further barrier.

“What we've done in the past is you fly people in. They come and do a presentation and then leave. We've seen that that's had very limited impact... it doesn't stick. It doesn't quite fit”

SLT member

“We know that going on a course isn't always the answer now because it's not as personalised as sometimes you need it to be.”

Champion

Schools still accessed external CPD but it was more considered in its implementation. Designated staff would attend and then cascade the learning to other staff. Those who opted to commission external training to be delivered in schools sought to ensure that it was tailored to their context.

Increased use of internally delivered CPD

It follows that the amount of CPD delivered internally increased across schools. This was mainly because schools deemed themselves to be best placed to identify and address their own development needs.

“I think what we've been really good at is trying to in terms of strengthening subject knowledge through CPD is using in-school champions. People that have a passion and knowledge for their subject area to help to not only shape the curriculum but also to support other colleagues in the implementation of it. So, it feels home grown.”

SLT member

In some schools staff were supported to undertake independent and/or group research or 'inquiry' projects in their subject areas. These encouraged staff to take ownership of their own development and steer their learning as they saw fit. Whilst there was value in staff undertaking these, CPD Challenge Facilitators highlighted differences in implementation which in some instances diluted the impact of the approach. Projects must be undertaken in a structured and collegiate way, with support from senior staff to guide activities. This helps to ensure the legacy of projects in terms of their impact on CPD in schools.

“It's not about just saying to somebody, 'You can go and explore something.' There has to be a whole structure of support behind that in terms of mentoring and coaching, and the senior leadership supporting colleagues or colleagues supporting each other, so, buddying up and working together on a project across a phase, across the year group, across a department. I think where people have done that with research projects they've actually had some traction, and then actually using that information. So not doing it and then saying, 'Okay, let's move on,' but having something at the end that actually becomes a resource that then feeds back into the CPD process.”

Facilitator

Embedding collaboration

Collaboration with colleagues was embedded in CPD sessions allowing the regular sharing of best practice. Staff indicated that informal sharing had become more ingrained in school culture; this represented a departure from the reliance on more formal mechanisms instigated by schools that had occurred previously.

“In Year 2 we definitely moved towards CPD being much more focused on collaboration, communication, coaching, sharing good practice, just talking to each other.”

Champion

This was common for staff in the same department who started to work together more frequently to develop their lesson plans and observe teaching practice. Staff described an eagerness to learn from others that helped alleviate anxiety or fear about doing something wrong in the classroom.

“There’s no horror when someone walks into the class it’s like oh my god, someone’s coming to see what I’m doing, that’s gone. They see their colleagues, as a supportive role now, as opposed to, I’m being being observed. So I think, that’s been a big change.”

Champion

Subject specific CPD

A key change in schools was staff regularly accessing CPD through small (e.g. departmental meetings) rather than whole-school meetings, especially within larger schools. Delivering CPD and sharing best practice in this way was common and ensured that CPD was tailored to the subjects they teach.

Facilitators similarly described the move away from SLT running sessions with subject leaders taking greater responsibility for delivering departmental CPD. Integrating it into departmental meetings also had the additional advantage of allowing CPD to be delivered more frequently.

“Subject specific, it is time in departments. Now, that has improved a lot over the last three years, I think they are much more of a focus on the calendar now, we have them much more regular than we did before. So, that area, that working in the department has definitely increased, which is fantastic, really good.”

Teacher

Tailoring staff meetings also helped schools use time more effectively; information sharing was undertaken via email or another method to ensure meeting time could be used to undertake CPD.

Schools also placed an increased focus on planning subject specific CPD (outside of departmental meetings). This ensured that CPD went beyond the whole-school generic training that occurred previously and instead aligned with school and individual needs.

“We’ve created a cycle of CPD that has become much more subject specific. For us improving the teaching of English and maths have been a huge focus. So, that has been embedded into a systematic cycle of CPD with staff working together and contributing towards that.. it has become more teaching and learning focused, subject specific with a greater focus on staff collaboration”

SLT member

While ‘generic’ CPD has continued to form a portion of that delivered to staff, schools have sought to contextualise it both during and 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 gave staff the opportunity during the session to think about what they had learned in relation to their subject. Other examples included coaching or mentoring after the CPD and follow-up sessions in subject groups.

One Facilitator described the tension between subject specific and general pedagogy in primary schools. To overcome this, emphasis was placed on subject specific pedagogy as this was deemed to present a

compromise. The Facilitator described how in their view subject specific CPD was essential, especially for subject leaders who may not have historically specialised in the subject they are leading.

Working as a group increases access to in-house expertise and buying power

Schools who were part of a multi academy trust (MAT) or participated in the Challenge as a 'group of schools' organised some CPD together. The extent to which this occurred varied and was limited in some schools, although it was most common within primary settings. This enabled schools to share the cost of external provision.

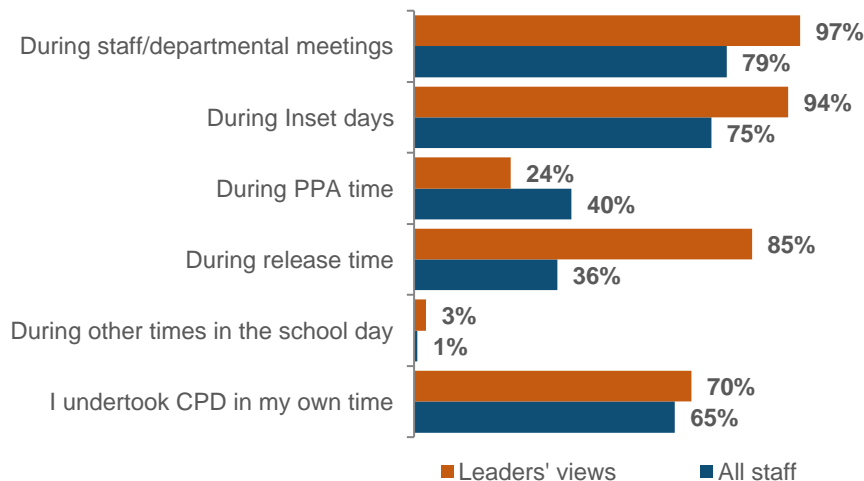
Champions were involved in setting up subject networks so that these schools could share subject specific expertise. These were supported by collaborative CPD sessions, where colleagues with relevant expertise delivered sessions to address needs across the group of schools. This gave them the opportunity to create individualised, expert led CPD and at times provided staff with the opportunity to select which CPD sessions they participated in.

4.7 When CPD was undertaken

CPD occurred at various times

CPD was undertaken at various times during the school day in the final year, with most delivered during meetings and Inset days. Importantly, leaders perceived that more staff undertook CPD during release time (85%) than was reported by teachers (36%). Conversely, teachers indicated that they undertook more CPD during planning, preparation and assessment (PPA) time (40%) than was reported by leaders (24%).

Figure 21: Teachers' and leaders' views about when teachers undertake CPD. Base: schools: 33, teachers: 475.



There has been a large increase in the proportion of staff who undertook CPD in their own time (36% at baseline compared to 65% in the final year) and during PPA time (34% and 40% respectively). The proportion who undertook it during release time decreased (45% and 36% respectively), although SLT undertook a higher proportion (58%) compared with middle leaders (28%) and teachers (34%).

There was also a key difference by phase as primary schools (61%) undertook CPD during release time when compared to secondary (25%) and special (45%) schools. Primary (83%) and secondary (79%) schools were also more likely to have undertaken CPD during meetings compared to special (58%).

Staff described how they participated in CPD outside of their working hours. Some specifically mentioned attending seminars and conferences in their own time; although staff did this prior to COVID-19, the expansion of online opportunities meant that they were now doing this more frequently. Generally, staff did

not resent working outside of school hours, mainly because they are pursuing something they enjoy. That said, staff would like to see more protected time dedicated to CPD in their contracted hours. Most staff were not compensated for CPD undertaken in their own time or for any costs incurred.

"I enjoy [CPD], it's my choice. It's not an expectation. We're not told to do something on an evening. I've joined quite a few webinars... So, for me COVID-19 has brought around a lot of positives, because people are bringing these talks and presentations online. So, you can listen to them, or watch them at a time that's convenient to you rather than having to try and take time off work."

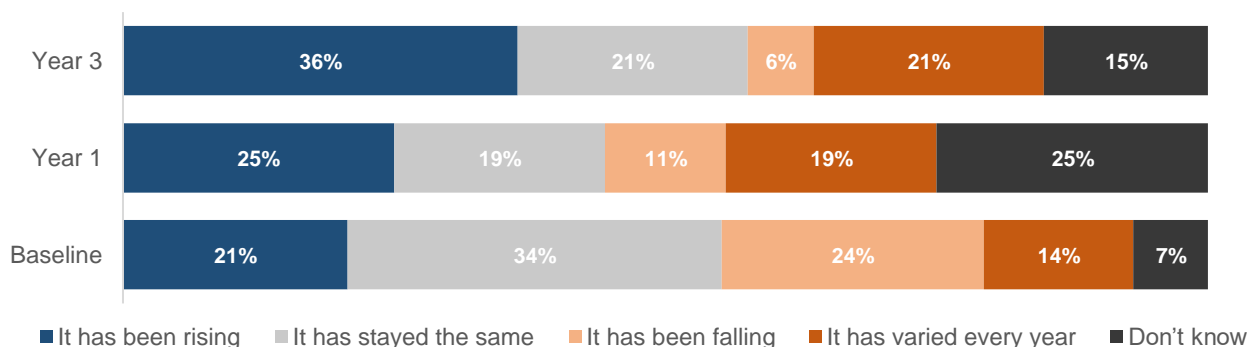
Teacher

4.8 CPD budgets

CPD budgets have increased

Most schools (85%) had a ring-fenced CPD budget during the final year and over one-third (36%) reported that their pattern of spending on CPD over the last three years had increased.

Figure 22: Pattern of expenditure on CPD during the last 3 years. Base: 29-33.



5. Experience of the CPD Challenge

5.1 Support to implement the Challenge

Challenge Facilitators

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

Facilitators undertook key activities, coaching and mentoring with each school. This included connecting Champions with other schools to share ideas and support, offering advice on how to access high quality CPD (where external provision was needed), and providing practical support on interpreting data. This required Facilitators to build a strong, supportive relationships with Champions and promote the CPD Challenge aims through their work. In the first two years, Facilitators visited schools on three separate occasions alongside delivery of telephone/online meetings (totaling three days' support per school per year). This reduced in the final year with Champions approaching the Facilitator if they needed support.

A critical friend who tailored the support to the school

Champions described how Facilitator support was instrumental to the effective rollout of the CPD Challenge in their school. Almost two-thirds (63%) reported that their CPD Challenge Facilitator had supported them to lead the Challenge, with over one-quarter (26%) stating it was 'very useful'. Only 9% deemed it not useful.

The level of support Facilitators provided to schools was directed by what Champions needed. Facilitators did not provide prescriptive advice but instead sought to support Champions to determine the most appropriate methods to meet the Challenge in their school. They brought ideas and suggestions, providing coaching to help Champions identify solutions appropriate to their needs. Facilitators saw themselves as 'critical friends', who provided a combination of support and challenge based on the needs of each school.

"Being a facilitator has been that bringer of ideas, possibilities, what other schools were doing, airing information. It wasn't me instructing or suggesting you really should do this. It was very much of saying other schools have done this."

Facilitator

"I think having that critical friend was really important and I found it really helpful to focus on what you're doing. It was really good when the [Facilitator] was able to say, 'Oh, this is what we're doing in other schools. Have you thought about that?', to poke you in different directions."

Champion

Champions valued the opportunity to draw on Facilitators as a 'sounding board', harnessing opportunities to discuss their school's CPD strategy and obtain ideas about how to implement processes within their school. Champions gained reassurance about the measures they had implemented through discussions which impacted positively on their confidence. Providing an objective perspective helped Champions to reflect.

"What I really like about [having a Facilitator] is it is an external body... you have got a different perspective and somebody listening to what you are saying and then consolidating it. I think having that external person has been really supportive."

Champion

The nature of support changed between Year 1 and Year 3

The level of support delivered by Facilitators reduced over the years. As Champions became more confident in their knowledge, they assumed more autonomy and required Facilitators' support less frequently.

In the first year Facilitators supported Champions to fully understand high quality CPD and the Challenge requirements. Champions and school staff took a while to fully understand 'expert challenge' and how this could be delivered through the subject specialists within schools. Once this was achieved Facilitators supported them to share this across their school ensuring a consistent definition and understanding. Schools understanding the Facilitator role was also important – ensuring they understood they were not there to judge, inspect or direct them. Facilitators used the first year of the Challenge to understand what had been planned, unpicking their CPD and understanding the school approach, and assessing how it could be adapted to meet the criteria and a new school vision. They provided critical challenge on their plans, outlining how it could be done in a different way by sharing ideas (but never dictating).

Support shifted in Year 2 and centred upon helping Champions to implement actions rather than understand what they needed to do. Facilitators described how Champions were shaping their own ideas and had a CPD vision for the school and they played a role in challenging them to ensure all aspects had been considered. COVID-19 hit during the second year meaning Champions continued to receive support from their Facilitator through email or phone calls. Champions appreciated their Facilitator's support and understanding about the difficulties associated with fulfilling the Challenge criteria during a pandemic.

In the final year of the Challenge, Champions generally needed less support but were able to contact their Facilitator when needed. Most Champion's queries related to how to plan new ways to deliver CPD that accommodated the restrictions brought about by the pandemic. A critical part of the Facilitator role was ensuring schools felt supported and that 'no CPD' was an option given the unprecedented situation. Typically after Christmas Champions were 'back on track' and the role reverted to support and critical challenge.

"I don't think [Champions] asked for a lot of support over the last year. The support they they've had is that we've kept in touch with them and spoken to them. ... I think we have really strong relationships with the Champions. They know where we are and they would contact us if they had a query or a question so that availability of somebody to talk to has been there and I've met with the Champions but I don't think they've particularly had things they wanted to know."

Facilitator

Facilitator support was critical to supporting the school to progress

Champions recognised the importance of the Facilitator support they had received and believed that it had helped their school progress and maintain focus on CPD despite competing priorities in the school. As a direct result, many deemed that they could continue working towards the Challenge relatively successfully with limited support in the future. Facilitators considered that two-years was an appropriate amount of time to be delivering support to schools to fulfil the Challenge requirements but acknowledged that it should start in the summer term before they have spent time planning their CPD.

"I'm very confident. I know what we're doing. I know where we're going. I know what needs improving ... it's like every parent's role is to make them redundant isn't it? [The Facilitator] has been really successful in doing that."

Champion

Briefing sessions

Two briefing sessions were held each term throughout the Challenge. These were initially face-to face but moved online in later years due to COVID-19. 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.

Half of all Champions (51%) stated the CPD briefings supported them to lead the CPD Challenge, with over a fifth (21%) rating them as very useful. This rating has dropped markedly compared to the end of the first year (71%); the briefings were delivered online in the final year due to the pandemic which impeded networking with other schools. Champions described the value of these being face-to-face with their usefulness decreasing when they moved online. Only 12% stated the briefings did not support them.

Champions highlighted that collaboration with other schools was a useful element of the briefing sessions as it allowed them to share best practice and make connections. The briefings helped a few Champions establish professional relationships with others which continued outside of the sessions. Attending the briefings allowed Champions to get new ideas and consider the appropriateness of that for their school.

“The briefings were brilliant because listening to other people's stories, being able to network and make connections, and people to flag up certain things that they've learnt and things to follow up on were really helpful”

SLT member

Bursary

As part of the Challenge, schools received a £7,500 Bursary (paid in four instalments). This was an acknowledgement of the time commitment needed to participate fully in the Challenge. There were no restrictions on how the funding should be spent; it was not ring-fenced for activities relating to CPD.

The bursary supported Champions in the majority (70%) of schools to lead the CPD Challenge, with 53% finding it 'very useful'. Most used the bursary to pay for CPD and resources associated with the Challenge:

- Build the 'infrastructure' around the school's CPD – for example, software for recording and evaluating CPD
- CPD delivered by external providers
- Release time to cover teachers' lessons whilst they participated in CPD
- Release time for Champions to attend the briefing sessions
- Administrative support for data entry
- Membership to professional associations and purchasing a library of CPD resources

“[The bursary] certainly means that it is possible for us to offer to each domain or to each subject area to buy in these outside speakers next academic year. ... I think part of the reason that we're in a strong position is because my colleagues here are aware of things like the CPD challenge and so we do participate in them not just because we think that they're valuable but also because we know that by having these bursaries it enables us to access really high quality CPD.”

Champion

Although the bursary initially attracted schools to the Challenge, the financial incentive was not always essential to meet the Challenge criteria. Schools may have been able to fulfil most of the CPD Challenge requirements without it, although it would have compromised budgets in other areas across the school. For some schools the impact was greater, especially for smaller schools.

“One of my schools said 'We've joined this Challenge because of the bursary. We don't have money in our school, because we're a very small school...we've been able to do these things because we've had the bursary.’”

Facilitator

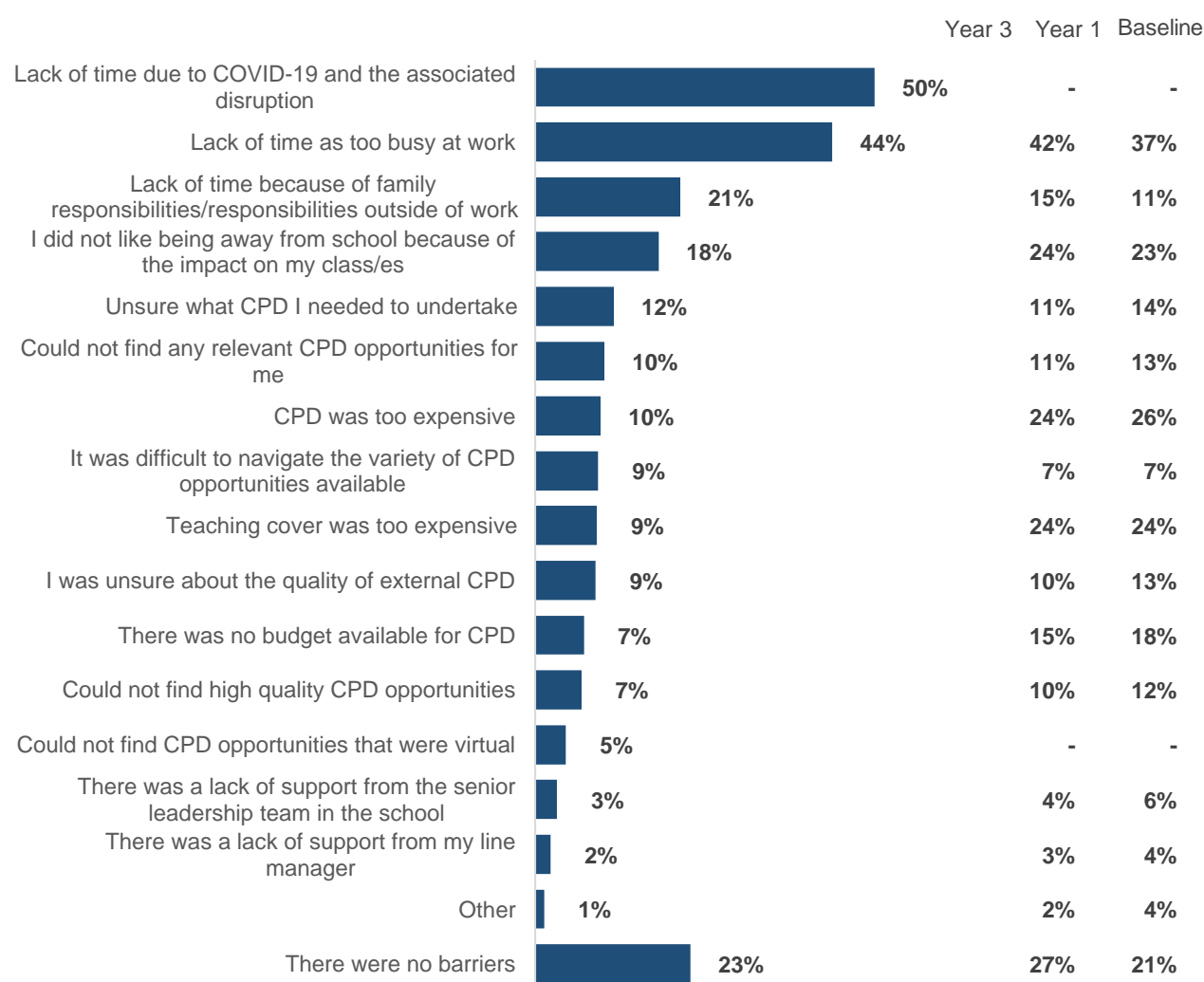
5.2 Barriers to meeting the Challenge

Overarching barriers to engaging in CPD

Despite the challenges brought about by the pandemic, one-quarter (23%) of staff reported no barriers to CPD. Unsurprisingly, COVID-19 and its associated disruption was cited as an issue by 50%. Workload is an issue, with 44% too busy at work, whilst family and other responsibilities outside of school also contributed for 21%. COVID-19 and busyness at work were experienced more severely in secondary schools¹⁴ whereas primary and special school staff were more likely to report no barriers to engaging in CPD¹⁵.

Barriers relating to cost (CPD was too expensive, teaching cover was too expensive and no budget available for CPD) have reduced significantly compared to before the Challenge. This reflects a shift in perceptions and recognition that CPD does not need to be external as more is delivered internally within schools.

Figure 23: Barriers to teachers undertaking CPD. Base: variable (Year 3: 527; Year 1: 707; and baseline: 1,033).



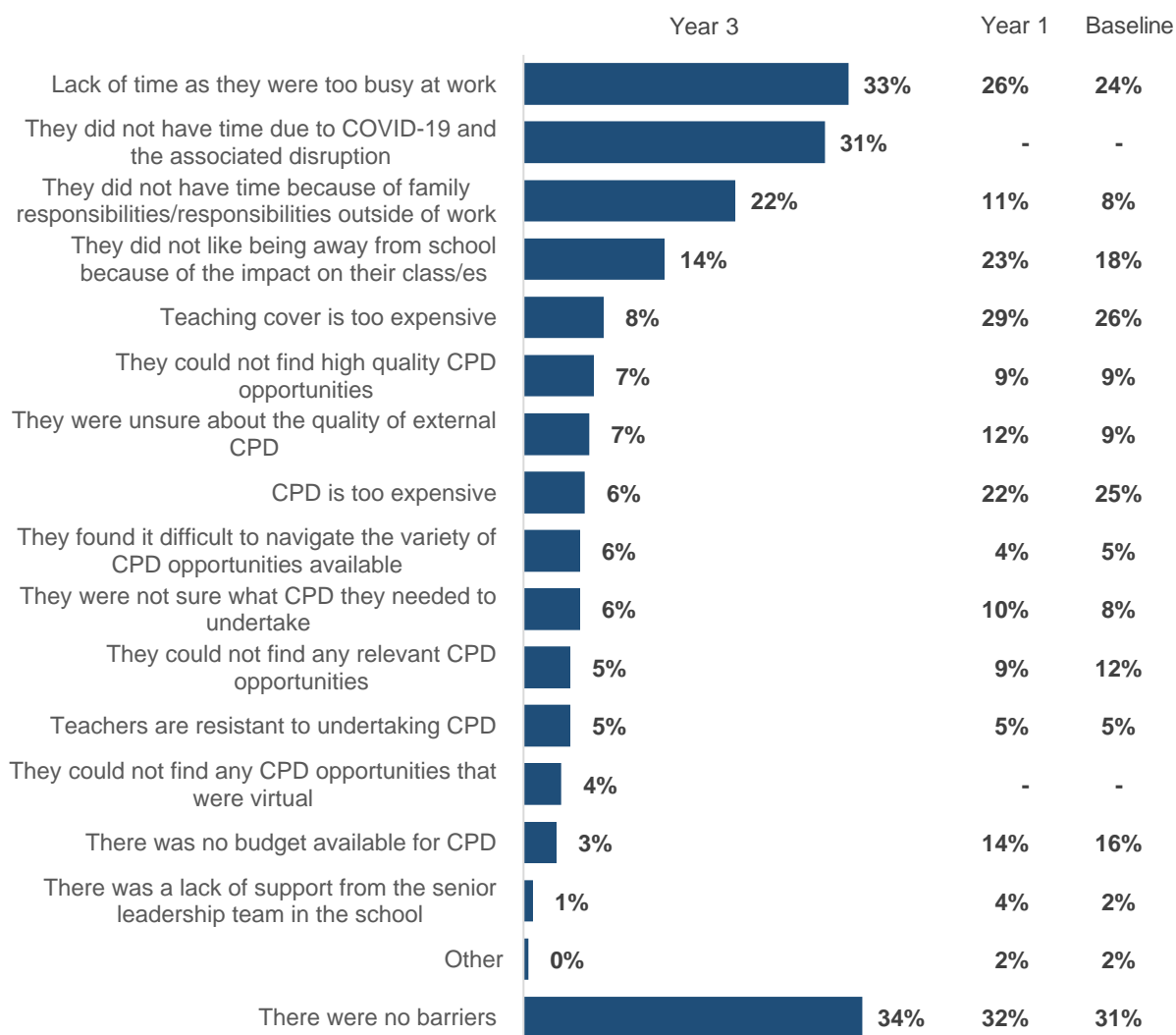
However, the views of line managers did not always align with staff as one-third (34%) indicated that there were no barriers to staff undertaking CPD in their school. Proportions were similar in relation to been too

¹⁴ Secondary schools were more likely to state COVID-19 (54%) and being busy at work (50%) compared to primary (41%, 47%) and special schools (34%, 25%).

¹⁵ Primary and special schools were more likely to report no barriers (33%, 28%) compared to secondary (19%).

busy at work (33%) and due to COVID-19 and its associated disruptions (31%). Evidence of changing perceptions towards CPD continue with a similar albeit greater decrease in financial barriers.

Figure 24: Line manager’s views of barriers to teachers undertaking CPD. Base: variable (Year 3: 209; Year 1: 256; and baseline: 415).



Staff described how balancing CPD with other work priorities could be challenging due to them not having enough scheduled time away from the classroom. Facilitators described how time will always be a challenge but it is about recognising that investment in CPD now can save time in the future.

“Professional development learning in its wider sense is about smarter, not harder, and if you just invest a bit of time in learning then it’ll take you less time to do your main job, which is a net saving in time.”

Facilitator

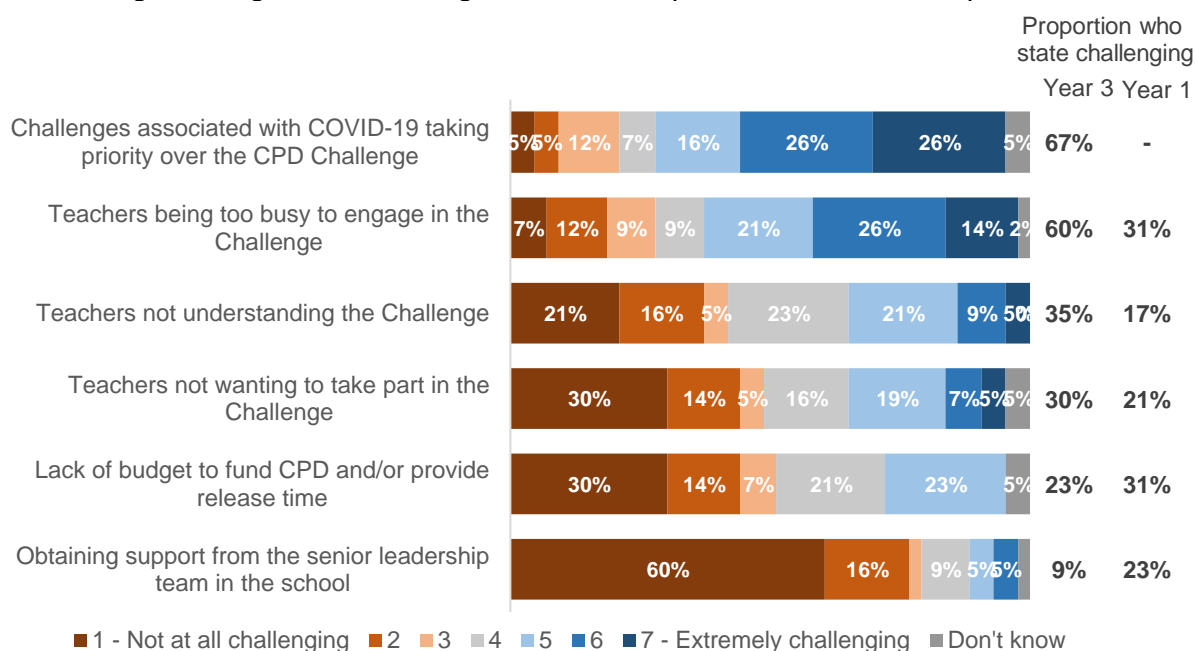
Meeting the Challenge

Champions highlighted the priority afforded to COVID-19 as a factor which impeded the CPD Challenge (67%). Six in ten (60%) reported that teachers were too busy to engage in the CPD Challenge which almost doubled from 31% at the end of the first year to 60%. Other marked increases were teachers not understanding the Challenge (17% to 35%) and not wanting to take part (21% to 30%).



Importantly, two factors became less challenging for Champions since the end of the first year: lack of budget (31% to 23%) and obtaining support from SLT (23% to 9%). These further highlight the changing shift in schools observed elsewhere and recognition of the significant potential of internal CPD.

Figure 25: Challenges leading the CPD Challenge. Base: variable (Year 3: 43; and Year 1: 52).



Whilst obtaining support from the SLT has decreased it remains a challenge for a small minority of schools (9%). Senior leaders were not always on board with Champions’ intentions to build the profile of CPD within their schools and two interviewees experienced some reluctance from SLT in its prioritisation.

“I think they want it to be better. They’ll say the right things, but when there’s a decision to be making to actually prioritise it over other things, it doesn’t happen always... I think the leadership team need to be fully involved in the CPD that happens, and what we often get is that the leadership team won’t attend CPD because they’ve got other more pressing priorities.”

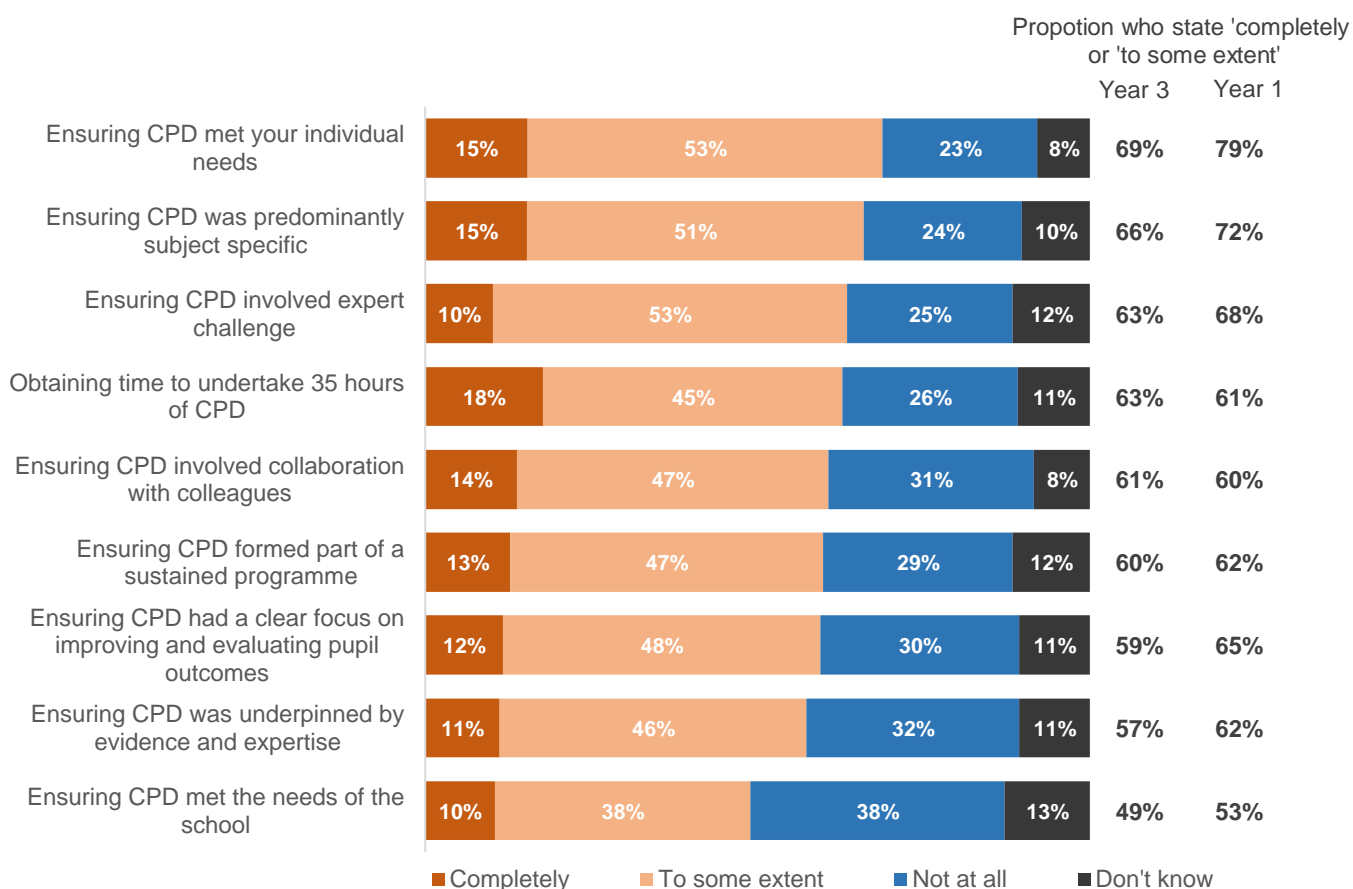
Champion

Meeting each CPD Challenge criteria was difficult for most

The specific criteria posed challenges to schools, with the requirement to undertake 35 hours of CPD presenting a ‘complete’ challenge for 18%. Others included ensuring CPD met individual needs (15% completely a challenge) and was predominately subject specific (15% completely a challenge).

Crucially, the factors became less challenging as the CPD Challenge progressed, with decreases observed for almost all metrics when compared to the end of the first year. This suggests the acquisition of skills, knowledge and experience which have better positioned staff to meet the specific criteria.

Figure 26: Factors found challenging. Base: variable (Year 3: 506-509; and Year 1: 639-693).



Overall, primary schools were closer to meeting the Challenge criteria at the outset. As such staff in primary schools reported fewer challenges than those in secondary.¹⁶ The same applied to senior leaders in relation to teachers and middle leaders.¹⁷ A much higher proportion of staff who taught English and/or maths stated 'not at all' (32%) in relation to ensuring CPD was predominantly subject specific compared to those who taught science (10%).

5.3 Experience of being in the Challenge

Most were positive about their experience of the Challenge and spoke about the opportunities it brought about from being part of a community of learning with other schools. Having a school-wide approach to CPD instilled a culture of betterment within teaching staff in their own school. This revived their attachment to teaching for some and passion and enthusiasm for learning as they embraced the opportunities that were now available through their school's CPD programme.

¹⁶ Higher proportions stated 'not at all' in relation to the following: Obtaining time to undertake 35 hours of CPD (39% compared to 21%), Ensuring CPD met your individual needs (33% compared to 20%) and ensuring CPD had a clear focus on improving and evaluating pupil outcomes (40% compared to 27%).

¹⁷ Higher proportions stated 'not at all' in relation to the following: Obtaining time to undertake 35 hours of CPD (47% compared to 24% for middle leaders and 22% for teachers), ensuring CPD met your individual needs (35% compared to 19% for teachers), ensuring CPD met the needs of the school (51% and 46% for middle leaders compared to 31% for teachers), ensuring CPD had a clear focus on improving and evaluating pupil outcomes (42% compared to 24% for teachers), ensuring CPD was underpinned by evidence and expertise (45% compared to 27% for teachers) and ensuring CPD formed part of a sustained programme (44% vs 23% for teachers).



"I've been in this teaching profession for over 10 years, and you would think you would become complacent at one point, if schools don't invest in you and your development. So having come to a school like this now, I feel like I've started my teaching career all over again. I'm so excited. All these possibilities, all these pathways, all these different strategies."

Teacher

The principle of improving CPD and how it is delivered was also seen as positive, and most staff considered 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 were quick to note the positive impacts on their own teaching and believed other schools (and the pupils that attended them) would similarly benefit. A national requirement was seen as a way to ensure schools provided CPD to staff, with a role similar to that of the Champion vital if implemented more widely. Critical to the success of any rollout is the buy-in of the SLT to ensure a positive whole-school ethos and change enacted in line with school priorities.

"It depends if they had the right person leading it, it sounds really bizarre, but it makes so much difference if you've got an enthusiastic and passionate person leading on it, rather than somebody who's just leading on it to make sure that that accolade is achieved. So you really need to be passionate about it."

Champion

Support from an external Facilitator (who is experienced in enacting change across the education system) such as that provided was deemed important. Funding was also seen as vital for a minority of schools although this was reported less frequently in later stages of the Challenge.

"I think funding would be fundamental and ring-fenced funding to make sure that we were accountable for it... without actually giving people the time or the funding to do it, would just feel punitive rather than developmental."

SLT member

Therefore, the principles associated with the Challenge were seen as positive with the execution of the Challenge in a minority of schools or the burden of evaluation activities leading some staff to be less positive. The influence of COVID-19 and the additional burden of this is also unknown.

Those less positive about the Challenge found that the CPD they received did not align with their professional development needs. For these, their schools were unable to create a schedule of CPD which was specific to them and instead prioritised the perceived needs of the school over individual staff. The success of a programme of CPD depends on support from school leadership and without complete buy-in in some schools the culture did not change sufficiently to allow CPD to be specific. One teacher described feeling pressure to 'log' hours rather than target individual or subject specific CPD and the lack of time available to them to engage in CPD. Another felt that details about the Challenge were not shared adequately with staff outside of SLT and teachers were expected to fulfil a greater number of hours of CPD with little direction. Logging CPD was particularly time-consuming (for the evaluation) and difficult to complete alongside other commitments, and usually the aspect of the Challenge which was experienced negatively (therefore this was the evaluation requirements and not the CPD itself). If CPD became a national requirement the reporting process would need consideration as this could place unnecessary burden on staff. Some schools tried to overcome this by giving staff extra time specifically to fill out CPD records.

"It's something that's felt very opaque to me as a member of staff. We get an email, we get told, 'This needs to be completed 'Over the next two or three weeks,'; basically you complete this challenge... We know that the school receives money but that's it. So not how valuable it is."

Teacher

Different schools experienced different challenges, and it is important that these are addressed if implemented more widely. 'Expert challenge' posed issues for smaller schools where staff lead multiple

subjects meaning they had to go beyond their school to fulfil this requirement. This was also an issue for schools that are geographically isolated. Sourcing external CPD was also challenging for this group, with travel and subsistence costs being much higher, as well as covering release time for staff.

Larger schools (primarily secondary) found it more difficult to implement changes to CPD processes and measure the impact across the school due to the volume of staff. This was exacerbated if only one member of staff attended CPD as they were subsequently tasked with cascading this more widely.

A key challenge for special schools was sourcing appropriate subject specific CPD. The statutory training requirements for these schools also limited the time available to undertake this.

Across all schools the high quality indicators were perceived as vague and an area which many deemed in need of clarity. This was reflected by both staff and Facilitators who thought the criteria needed refining to ensure no ambiguity.

6. Impact of the CPD Challenge

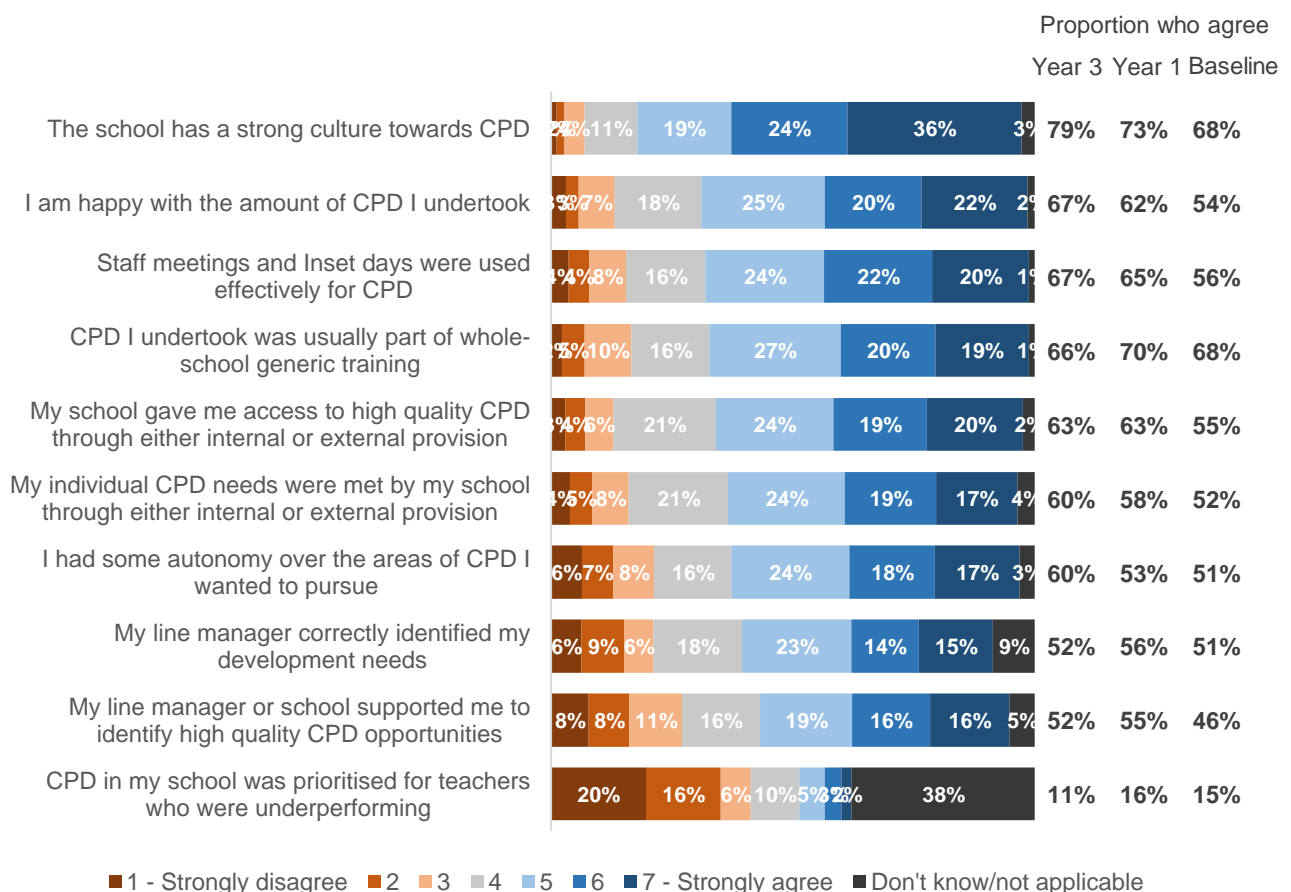
6.1 Impacts on individuals

At the outset of the CPD Challenge, a high proportion of staff had positive perceptions about the value of CPD for their professional practice. These were maintained throughout the Challenge (see Appendix 1).

The culture of CPD in the school has improved

Numerous changes have been made in schools as a result of the Challenge which have improved staff perceptions about CPD at the school level. The proportion of staff who deem that their school has a strong culture towards CPD has increased from 68% to 79%. Increases were similarly observed in other areas, including the effective use of staff meetings, contentment with the amount of CPD undertaken, access to high quality CPD, individual needs being met and autonomy over the CPD undertaken. Moreover, the perception that CPD was prioritised for underperforming teachers has declined (15% to 11%).

Figure 27: Staff perceptions of CPD across the school. Base: variable (Year 3: 517-524; Year 1: 683-704; and baseline: 1,024-1,029).



Champions explained how staff had provided positive feedback about their CPD experiences which helped to achieve their buy-in to the Challenge and CPD in general. As a result the Challenge had nurtured an improved attitude and culture towards CPD across these schools. They perceived this as the biggest impact of the Challenge so far and Facilitators agreed that attitudes towards CPD had changed within most schools.

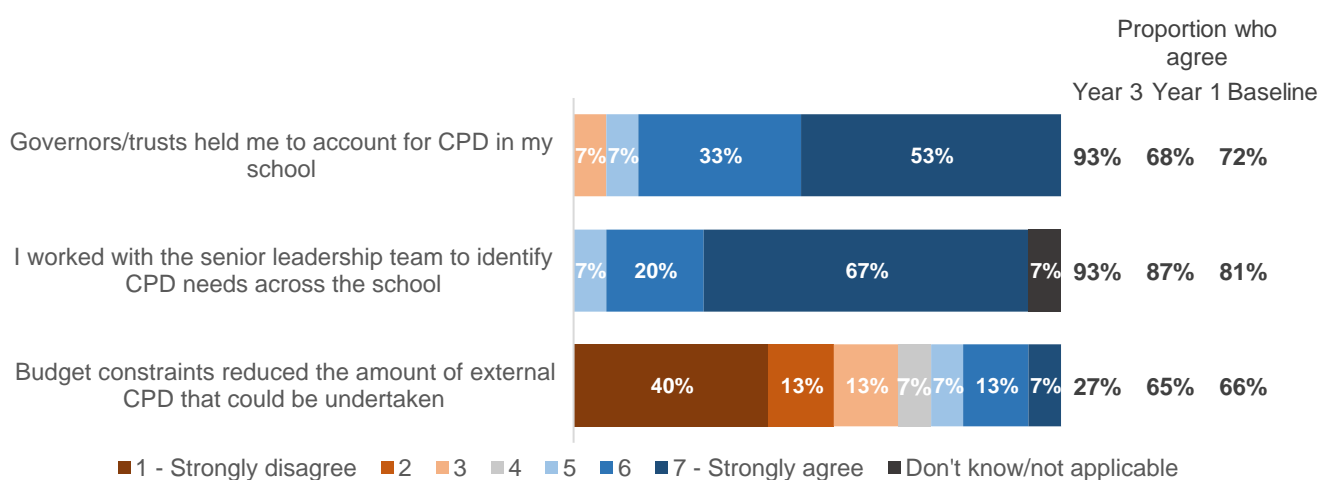
“My job share, she's now been really up on doing other courses outside so finding external courses like she was the one who told me about the early excellence free courses, so she's really hot on finding other CPD opportunities because obviously they tell us all the latest research so I've noticed a change in her where, not that she wasn't bothered about CPD but it's not been as important but now she's really up on it.”

Teacher

Headteachers are more involved in CPD in the school

The majority (93%) of headteachers work with the SLT in their school to identify CPD needs and governors hold them to account (93%) – the area in which there has been most progress throughout the Challenge. The impact of budgetary constraints on the amount of external CPD have reduced as leaders have become more aware of alternatives although 27% still deemed this to be an issue within their schools.

Figure 28: Leaders’ perceptions of CPD. Bases variable: (Year 3: 15; Year 1: 22-23; and baseline: 32).



CPD had a positive impact on staff and pupils

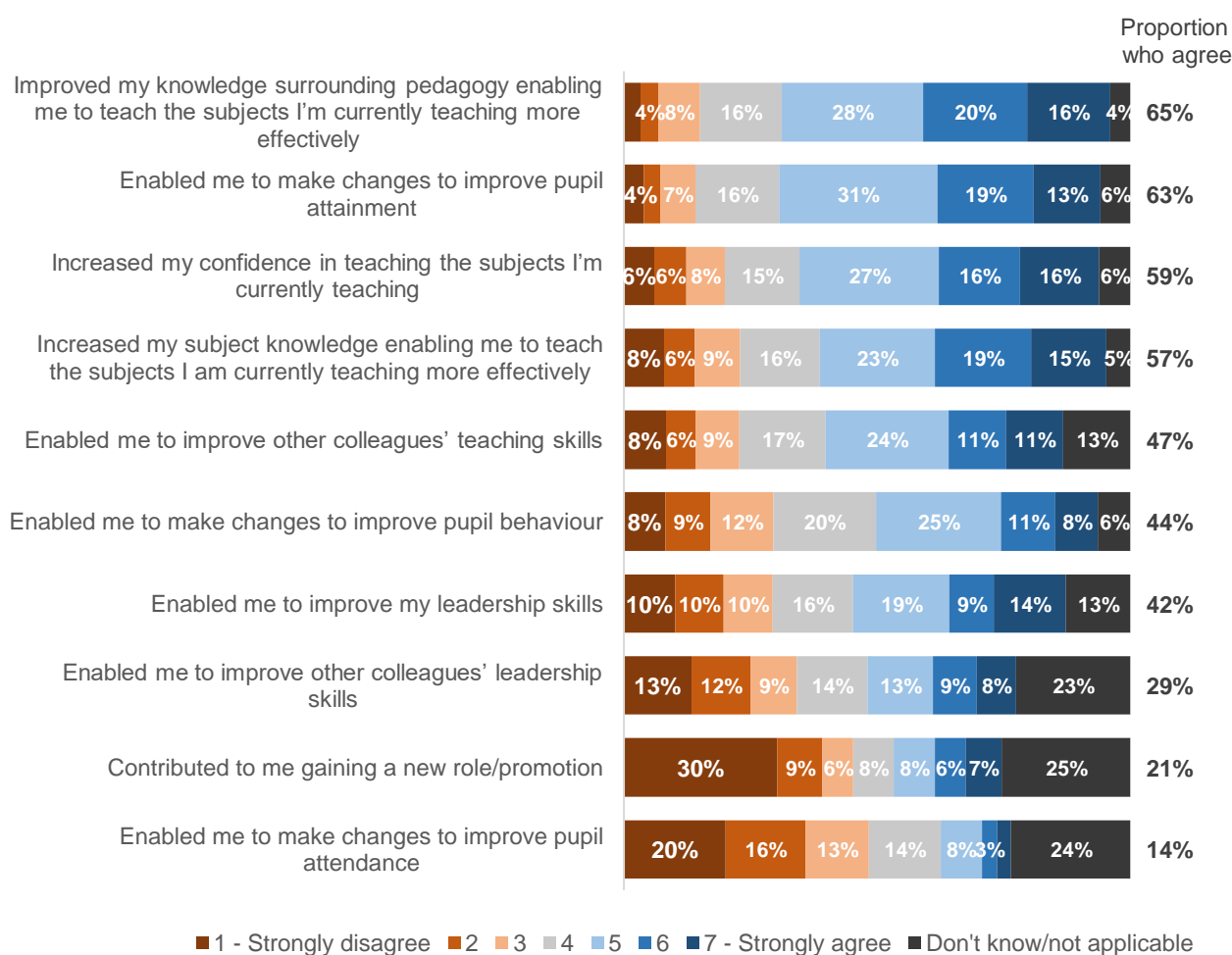
Staff reported a wide range of impacts on them and their colleagues as a result of taking part in CPD. The impacts were varied and, to some extent, dependent on the individual’s role. Most staff have improved their pedagogical knowledge (65%) which in turn had enabled them to make changes to improve pupil attainment (63%). CPD also improved their confidence (59%) and subject knowledge, enabling them to teach more effectively (57%). Staff discussed the positive impact of the Challenge on their teaching, especially in terms of improvements to their subject and pedagogical knowledge.

“In terms of my own personal learning, in terms of my own development, I think it's made me a better teacher in the classroom in terms of my own practice because I've had to reflect and learn and think about my own subject knowledge”

SLT member

The indirect impacts were less, such as improving pupil attendance (14%), improving colleagues’ leadership skills (29%) and gaining a promotion (21%), but still experienced by a significant minority.

Figure 29: Personal impacts of CPD. Base: 513-517.



Staff talked about the leadership skills they gained through their role as a Champion, a finding reinforced by Facilitators who described their journey from overseeing an initial 'project' through to leading whole-school change in terms of how schools plan and manage CPD for their staff.

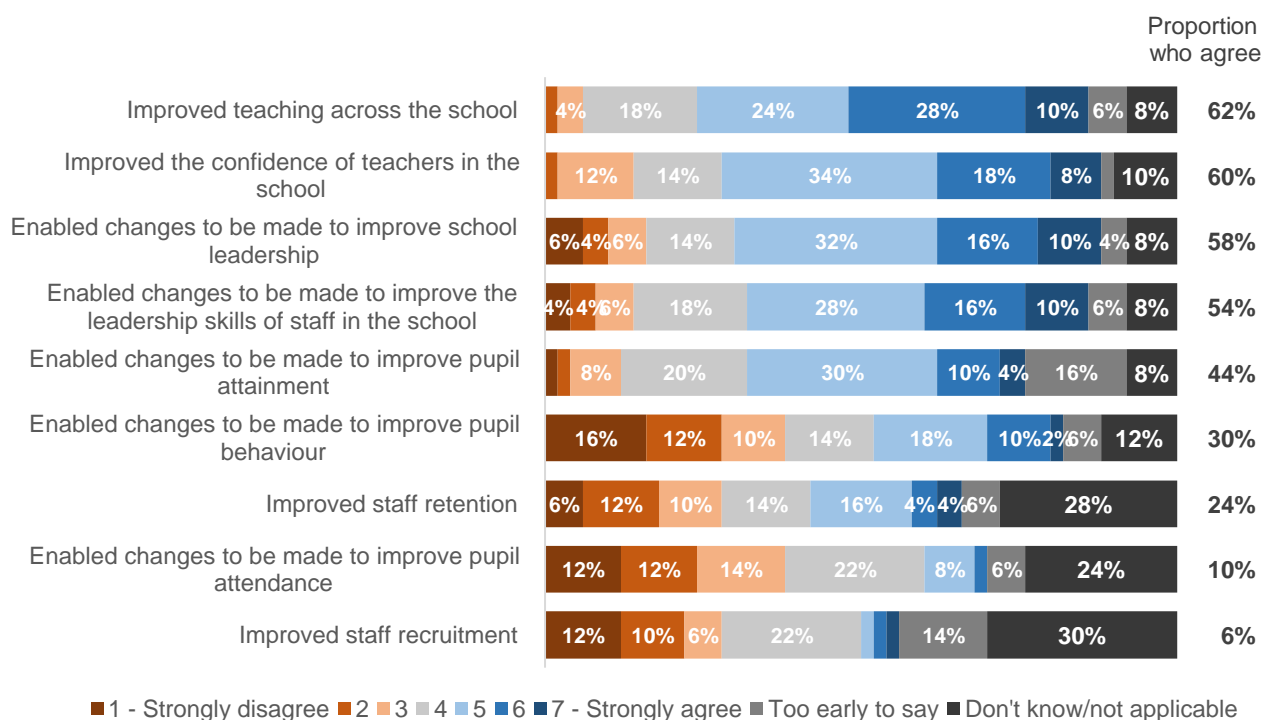
"Many of these champions, it was their first big thing... as time went on I think they stumbled. They found the staff that didn't buy-in and didn't engage... But they overcame those... In being the CPD champions they undertook a leadership journey and developed themselves immensely. A number of Champions got promoted or moved on as they built their confidence and skills. It made them think differently about CPD... So the champion's been a conduit for change and bringing in new ideas, so I think it's had an impact on how leadership think and how they manage their CPD in-school development plans."

Facilitator

6.2 Impact on schools

Headteachers and Champions reported a range of impacts across their school as a result of taking part in the Challenge. Two-thirds (62%) indicated that taking part in the CPD Challenge improved teaching alongside teacher confidence (60%) and school leadership (58%). As with individual staff views, the indirect impacts were reported less frequently but were still evident within schools.

Figure 30: Impact of CPD Challenge on school. Base: 50.



Champions described how CPD had influenced their colleagues’ teaching ability and classroom practice in a noticeable way. Teachers’ subject knowledge had improved and one Champion described how lessons had become more meaningful, encouraging pupils to engage more effectively.

“I think subject knowledge has really improved, particularly geography and history. I think there’s been a lot of subject specific training on that and it’s been so useful so important. And I think our lessons have changed as a result they’ve become more practical, they’ve become more meaningful, they’ve got more purpose which I think is really important and that’s because of the kind of CPD that we’ve been given.”

Champion

One school explained how their support staff also received CPD as part of the Challenge which had an additional impact in the classroom by consolidating the changes enacted by staff.

“I’ve never worked anywhere that has had that paid time for [CPD for] support staff every week, I think it’s amazing, and you can see the difference. You can see that the support staff are much more confident, they understand the approaches, they want to utilise some of the skills that they’ve been taught, and that benefits the pupils. I think that education would be really different if the support staff were valued and provided with those opportunities across all schools.”

Teacher

These changes have led to improvements for pupils across a range of subjects in terms of their engagement in lessons, recall of knowledge and attainment. This has resulted in wider impacts, such as improvements in pupil behaviour.

“I can see teaching and learning is stronger at [school] than it was three years ago. The impact of that is children are more settled... there’s been a reduction in incidents around behaviour, reduction in exclusions, children are more engaged, children are making better progress.”

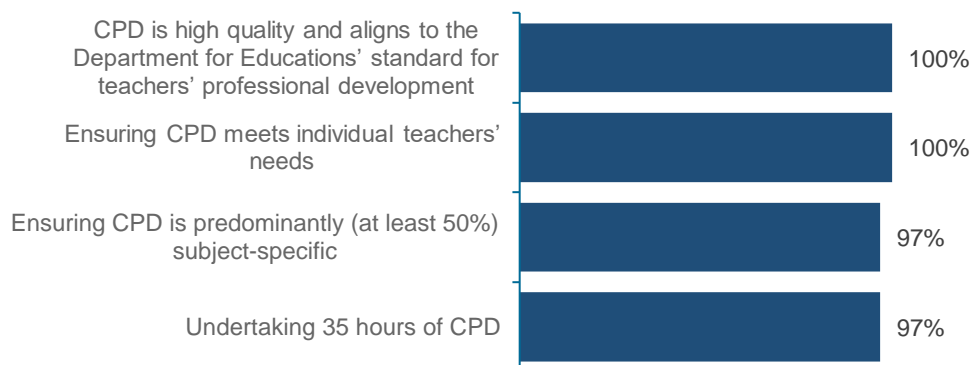
SLT member



6.3 Future plans

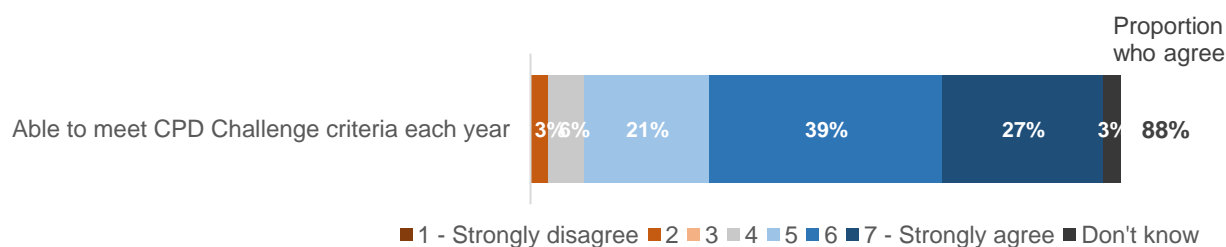
Most schools intend to meet all of the CPD Challenge criteria in the future reflecting the importance they have placed on each aspect and the impact it had had on their school.

Figure 31: Criteria schools will continue working towards. Base 32-33.



Almost nine in ten (88%) schools believed that they could meet the CPD Challenge criteria on a long-term basis; 27% strongly backed their ability to achieve this. Three quarters (76%) of school's plan to continue to have a CPD Champion or someone in an equivalent role in the future. Only 6% stated no.

Figure 32: Could the school meet the CPD Challenge year on year. Base: 33.



"Somebody who has oversight of CPD in the school? Yes, without a shadow of a doubt... I think we will always continue to have at least one person on the senior team who has a very, very clear oversight"

Champion

Staff maintain that CPD will remain a high priority and schools already have plans in place for next academic year building on the CPD Challenge criteria. They will continue to develop CPD opportunities to ensure it meets school needs and include a focus on subject specific knowledge. Schools recognise that progress has been made but that further action is required regardless of the conclusion of the Challenge. The Challenge was a 'journey' and there are more steps to be taken to maximise outcomes for staff and pupils. For example, a small number of schools plan to introduce more opportunities for staff to take part in their own research projects, focusing on either individual subjects or pedagogy. Whilst this has been a feature of CPD for many schools during the Challenge they intend for the frequency of these to increase.

"If I'd said at the start of the challenge, 'This is where I want to be by three years later,' and look at where we actually are three years later, it's not moving as far as I want us to be, but I do think we've made a good start. And I think this is something we can carry on as well, this is not the end of it. This is a continuance to move along the process."

Champion

“I don't think it will change at all... The focus on subject specific will not go. And focus on coaching within school will stay, very high profile as well, and teachers supporting one another... I have the intention of trying to keep to the criteria of the Challenge, because it's worked well so far.”

Champion

The systems implemented to record, track and evaluate CPD are now embedded in schools' development culture, and these will continue to be used by schools to shape and inform their approach. However, some revisions will be implemented to maximise the utility of the data captured. One school, for example, has recently established a new CPD evaluation form which they will roll out amongst staff next year. Whilst those disseminated as part of the Challenge were useful, this school requires greater detail than that available.

Facilitators considered that the CPD Challenge will have a legacy across most schools. Systems and processes implemented are now established and for many embedded within their school development plans. This will help ensure sustainability and governor buy-in as reporting on progress was deemed essential. Facilitators described how the Challenge had reinvigorated the energy for CPD and in most schools and supported staff to move away from CPD been perceived as something to fill time on an Inset day. The move towards staff owning their own CPD and having an 'entitlement' supported this as staff now see CPD as a process rather than an 'event'. Key concerns surrounding sustainability centre upon changes in leadership or loss of the Champion should they leave the school – both of which were deemed to put the Challenge at risk. The turnover of Champions where there was little or no succession planning had disrupted delivery during the Challenge.

7. Conclusions

7.1 Did schools meet the Challenge?

The CPD Challenge was set up to be just that: with low levels of reported effective CPD nationally, a challenge to 40 schools to increase the volume and quality of CPD undertaken by teachers to allow Wellcome to understand how schools would respond to a CPD entitlement. The findings strongly indicate that schools met the 'Challenge' and made significant, measurable progress towards the requirements despite the unprecedented disruption caused by the COVID-19 pandemic. It follows that an entitlement, led by a designated CPD lead in schools, has significant potential to facilitate CPD for leaders and teachers and drive improvements to teaching in schools for the benefit of pupils.

Across schools, the amount of CPD undertaken has increased with a focus on subject specific development. Staff undertook an average of 39 hours per year at the outset compared to 53 at the end, 32 of these were subject specific. Around twice as many staff met each metric in the final year when compared to the baseline. Further, more than one-quarter of all staff achieved the full criteria by Year 3, that is, 35 hours of high quality, predominately subject specific CPD aligned to their needs.

Secondary and special schools in particular increased the amount of CPD and subject specific CPD undertaken. The proportion of subject specific CPD which focused on English or maths reduced with an increased focus on broader subjects as schools embarked on a wider programme of CPD. However, this is not to say that the Challenge did not present issues as a small number of schools ceased their involvement (prior to COVID-19 in almost all instances). Senior buy-in is of paramount importance and it is difficult to make progress without recognition of the importance at CPD at the highest level.

Crucially, the Challenge highlighted that it is not always about doing more but making more effective use of the CPD already been undertaken by staff within schools. Overall, teachers and leaders in primary schools undertook higher levels of CPD at the outset and often repurposed their provision to ensure subject specific CPD aligned with the high quality indicators. The same is true of senior leaders who responded to the Challenge by modifying the focus of their CPD. This could reflect the autonomy afforded to SLT and the size of the school which made adapting CPD less challenging.

The majority of CPD undertaken in Year 3 met most of the high quality indicators, although 'expert challenge' and 'forming part of a sustained programme' continue to present challenges. Throughout COVID-19 a high proportion of CPD has been undertaken online which impeded teacher facilitation.

At the outset of the pandemic staff reduced the amount of CPD they undertook. It continued to impact the workload of staff in the final year but attitudes toward CPD remained positive. It was re-prioritised once the immediate challenges of COVID-19 were overcome with the amount of CPD undertaken in line with that in Year 1. It is unknown what would have happened in the absence of COVID-19.

7.2 School approaches to meeting the Challenge

The initial first step was to ensure that everyone understood what high quality CPD was. This presented a significant learning curve for many who held traditional views about CPD and deemed it to equate to external provision. There was a lack of clarity about what constituted high quality, especially in relation to 'expert challenge' as staff did not recognise the utility and value of that held internally. Champions worked closely with Facilitators to develop their understanding and disseminate this across their school.

Schools established or improved CPD systems to ensure CPD aligned to both individual and school needs. Common changes included supporting staff to identify their individual needs; systematic recording of CPD; and assessing the impact of CPD on teachers, pupils and the school.

Schools changed how they delivered CPD, the most common of which was utilising the time previously allocated to staff/departmental meetings to focus on CPD. Research inquiry projects were also common. There was a decreased focus on external CPD with schools favouring internal delivery as they realised the expertise of staff and opportunities to more strongly align this to their needs. As such budgetary challenges decreased although they were not removed completely.

There were some benefits to schools working as a group or MAT to increase their buying power and gain access to 'experts' in other schools. The extent of the collaboration varied and for some this was limited.

7.3 What was critical to schools' success?

CPD Champion

Having an individual within a school responsible for the implementation of the Challenge was perceived as critical. They played an important role in terms of maintaining momentum, planning CPD programmes, designing systems and processes, and ensuring priority was afforded to CPD by staff.

SLT buy-in

SLT buy-in was critical to enact change across the school. In most schools the Champion was a senior leader which ensured alignment with school-wide priorities. To successfully drive change across schools, there was widespread agreement from staff and Facilitators alike that the Champion must be a senior leader, although there is greater flexibility in smaller schools where there is more direct access to leadership teams.

CPD Facilitator

Facilitator support was instrumental to the effective rollout of the CPD Challenge in schools. Facilitators undertook key activities, coaching and mentoring. This included connecting Champions with other schools to share ideas and support and offering advice on how to access high quality CPD. Facilitators did not provide prescriptive advice but instead supported Champions in their capacity as a critical friend. The level of support delivered by Facilitators was directed by what Champions needed and as Champions became more confident they required their support less.

Briefings and the Bursary

The CPD briefings and Bursary helped Champions lead the Challenge. The briefings enabled them to network with other schools, develop professional relationships and gain new ideas. The Bursary was used to pay for a range of resources associated with the CPD Challenge. Whilst they were deemed useful, and for some allowed them to overcome budgetary challenges, they were not reported by most as essential to meet the Challenge.

7.4 The impact of taking part in the Challenge

Numerous changes were made in schools which improved staff perceptions about CPD. In the final year, they described a strong culture towards CPD in their schools, effective use of staff meetings for development activity, and contentment with the amount of CPD undertaken. Headteachers were also more involved in CPD and governors now held them to account.

There were a wide range of impacts on staff and colleagues as a result of taking part in CPD. The impacts were varied and, to some extent, dependent on role. Most staff have improved their pedagogical knowledge which in turn had enabled them to make changes to improve pupil attainment. It also improved their confidence and subject knowledge, enabling them to teach more effectively. Staff also talked about the leadership skills they gained through their role as a Champion.

Most schools intend to meet all of the CPD Challenge criteria in the future and already have plans in place for next academic year. The systems implemented to record, track and evaluate CPD are now embedded in

schools' development culture, and these will continue to be used by schools to shape and inform their approach. This highlights the long-term impact of the Challenge on schools and reflects the importance they placed on each aspect of the Challenge.

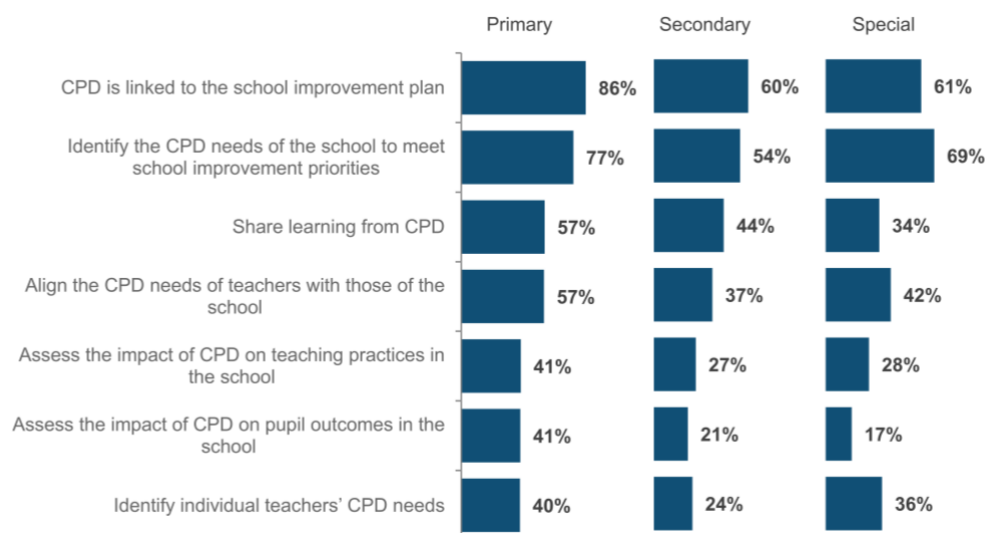
7.5 Experience of the Challenge

The principle of improving CPD and how it is delivered was seen as positive, and most staff considered that 35 hours of high quality, subject specific CPD would be feasible and impactful for other schools if they were given the right support. Different schools experienced different challenges, and it is important that these are addressed if implemented more widely. Alongside this, the high quality indicators as outlined in the DfE's Standard for Teachers' Professional Development were perceived as vague and an area which many deemed in need of clarity. The principles associated with the Challenge were overwhelmingly seen as positive with the execution of the Challenge in some schools or the burden of evaluation activities instead leading some to be more cautious in terms of promoting the approach to others. How the Challenge was experienced by staff was a significant factor accounting for this with the increased burden of recording CPD (for the evaluation) being seen as a challenge and needing consideration if a national requirement.

Appendix 1: Additional analysis

Awareness of CPD systems in place

Figure 33: Whether systems are in place in schools to deliver, record and evaluate CPD – differences by phase. Bases variable.



Nealy all senior leaders stated 'yes' or 'to some extent' they had systems in place at the school. This varied by role with middle leaders and teachers less likely to state this.

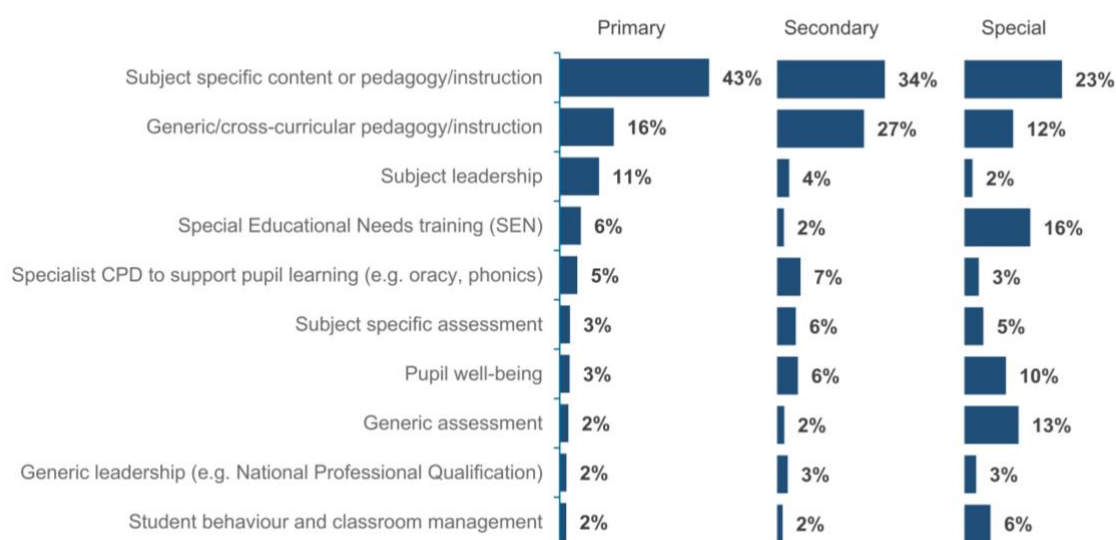
Table 2: Whether systems are in place in schools to deliver, record and evaluate CPD – differences by role. Bases variable

	Proportion who stated 'yes' or 'to some extent'		
	Senior leader	Middle leader	Teacher
Identify individual teachers' CPD needs	95%	73%	70%
Identify the CPD needs of the school to meet school improvement priorities	99%	88%	78%
CPD is linked to the school improvement plan	100%	90%	82%

Focus of CPD

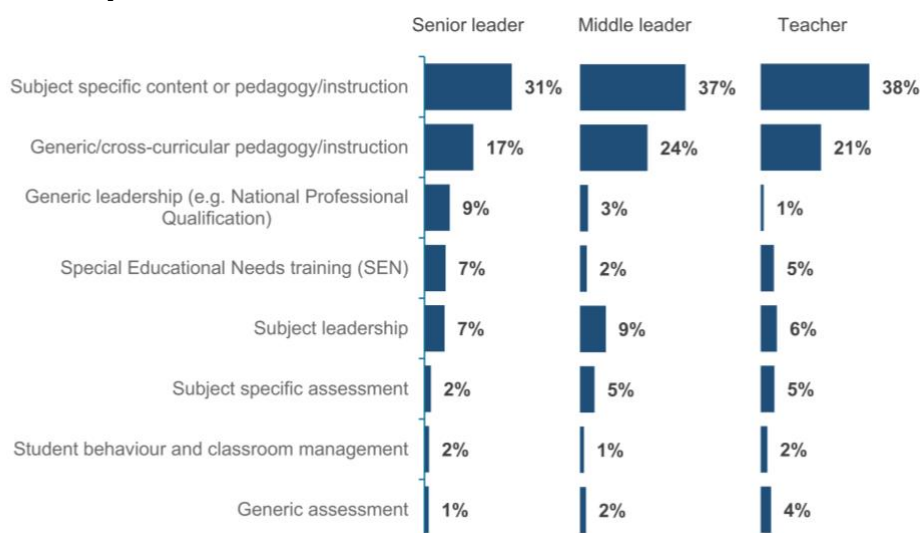
As found in previous reports, the focus of CPD undertaken differed by phase, with a higher proportion of CPD completed by primary school teachers relating to 'subject specific content or pedagogy/instruction' and 'subject leadership' compared with CPD completed by teachers in secondary and special schools. Unsurprisingly, a higher proportion of CPD undertaken by teachers in special schools related to 'Special Educational Needs training' – also categorised through the Challenge as a form of subject specific CPD.

Figure 34: Focus of CPD by phase. Bases variable:.



Respondent role also continues to influence the focus of CPD. Middle leaders and teachers undertook a higher proportion of CPD relating to ‘subject specific content or pedagogy/instruction’ and ‘generic/cross-curricular pedagogy/instruction’ compared with senior leaders who undertook more CPD focused on ‘generic leadership’ and ‘special Educational Needs training’.

Figure 35: Focus of CPD by role. Bases variable.



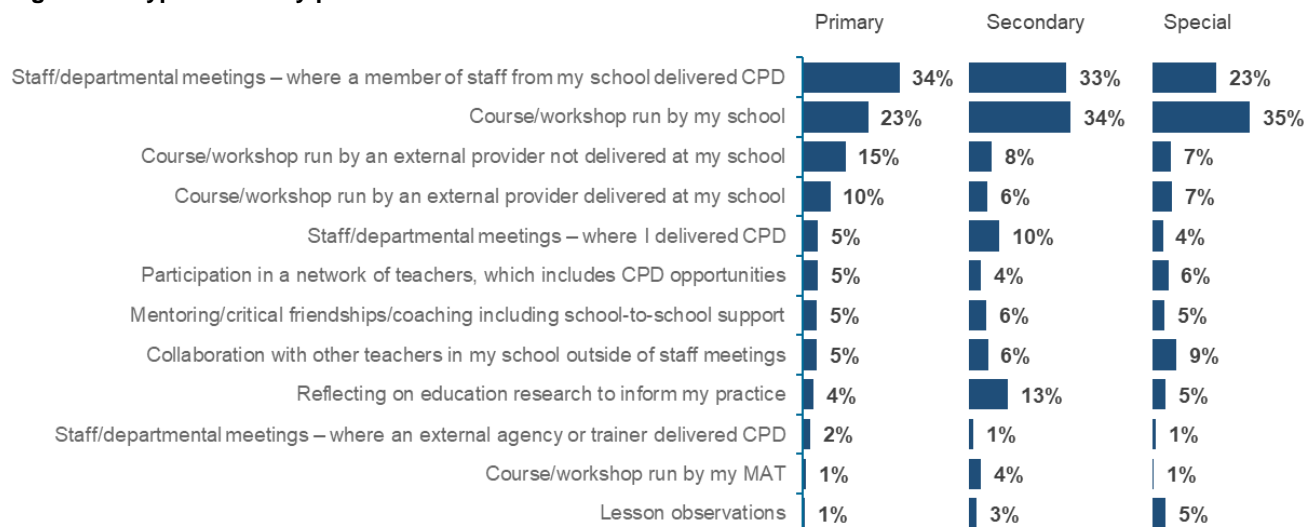
Finally, teachers from schools that had received a requires improvement Ofsted rating undertook a higher proportion of CPD related to ‘subject specific content or pedagogy/instruction’ (46%) compared with those from outstanding (35%) and good (37%) schools.

Mode of CPD

Internal CPD was more common in secondary and special schools, with just over one-third delivered through a ‘course/workshop run by their school’, when compared with primary schools (23%). Primary school respondents reported more instances of CPD run by an external provider (either at their school or away from their school) when compared with secondary and special schools. There was also a higher proportion of CPD instances involving ‘reflecting on education research to inform my practice’ within secondary schools

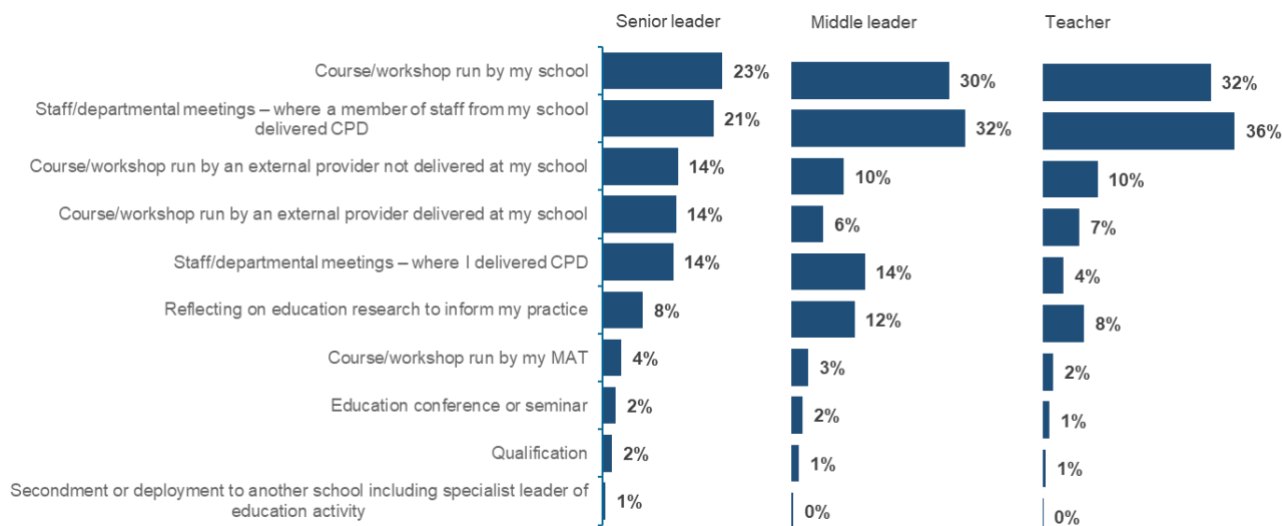
whereas ‘collaboration with other teachers outside of staff meetings’ was more common in special schools. These proportions were broadly similar to those found in previous years of the Challenge.

Figure 36: Type of CPD by phase. Bases variable.



Differences were also observed 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 or participating in a teacher network. Meanwhile, a higher proportion of teachers and middle leaders undertook CPD via a course/workshop run by their school or via a staff/departmental meeting delivered by another member of staff. These differences follow a similar pattern to those observed previously.

Figure 37: Type of CPD by role. Bases variable.



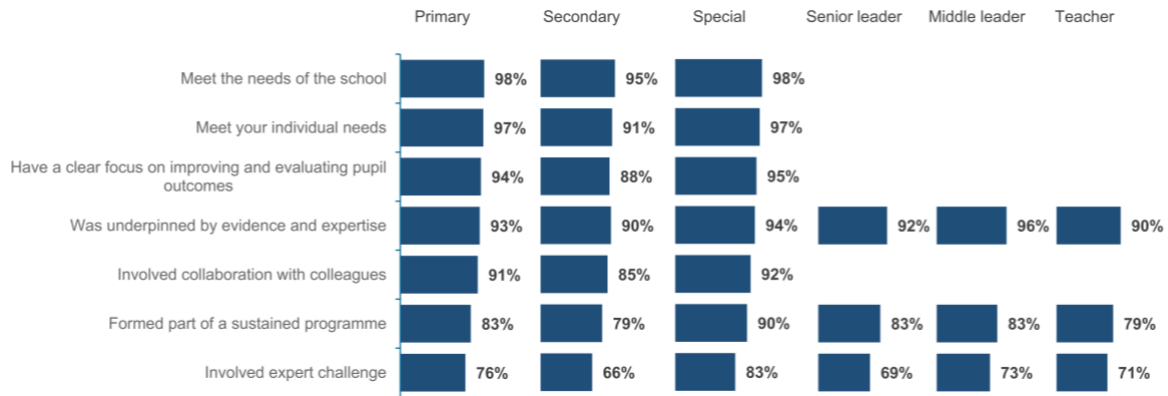
Meeting the CPD criteria

Senior leaders were most likely to report that the CPD they undertook involved expert Challenge, while senior leaders and middle leaders reported that a higher proportion of the CPD they completed was underpinned by evidence and expertise and formed part of a sustained programme compared with teachers. More differences were prevalent by role in previous years which suggests that the perceived quality of CPD has improved regardless of respondent role. A higher proportion of CPD undertaken by primary and special school respondents met all high quality indicators compared with secondary school respondents. Teachers



in special schools were most likely to report that the CPD they undertook involved expert challenge and formed part of a sustained programme compared with teachers in both primary and secondary schools.

Figure 38: High quality indicators by role and phase. Bases variable: (primary=3,765 instances of CPD; secondary=4,543 instances of CPD; and special=460 instances of CPD, senior leader=1,366 instances of CPD; middle leader=2,172 instances of CPD; and teacher=5,165 instances of CPD).



Teacher attitudes to CPD and own teaching

Figure 39: Attitudes towards CPD. Base: variable (Year 3: 519-525; Year 1: 704-707, baseline: 1022-1026).

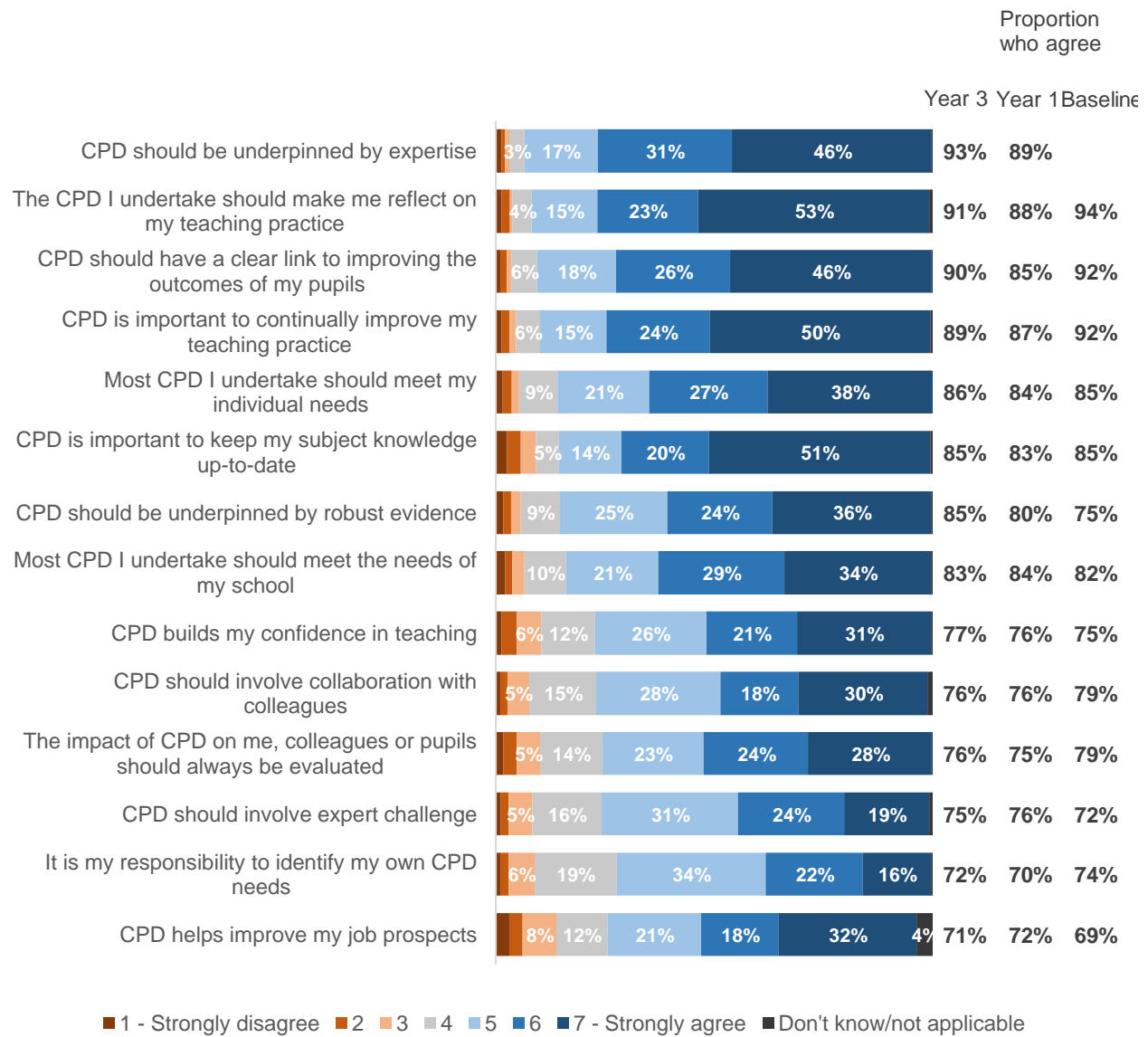
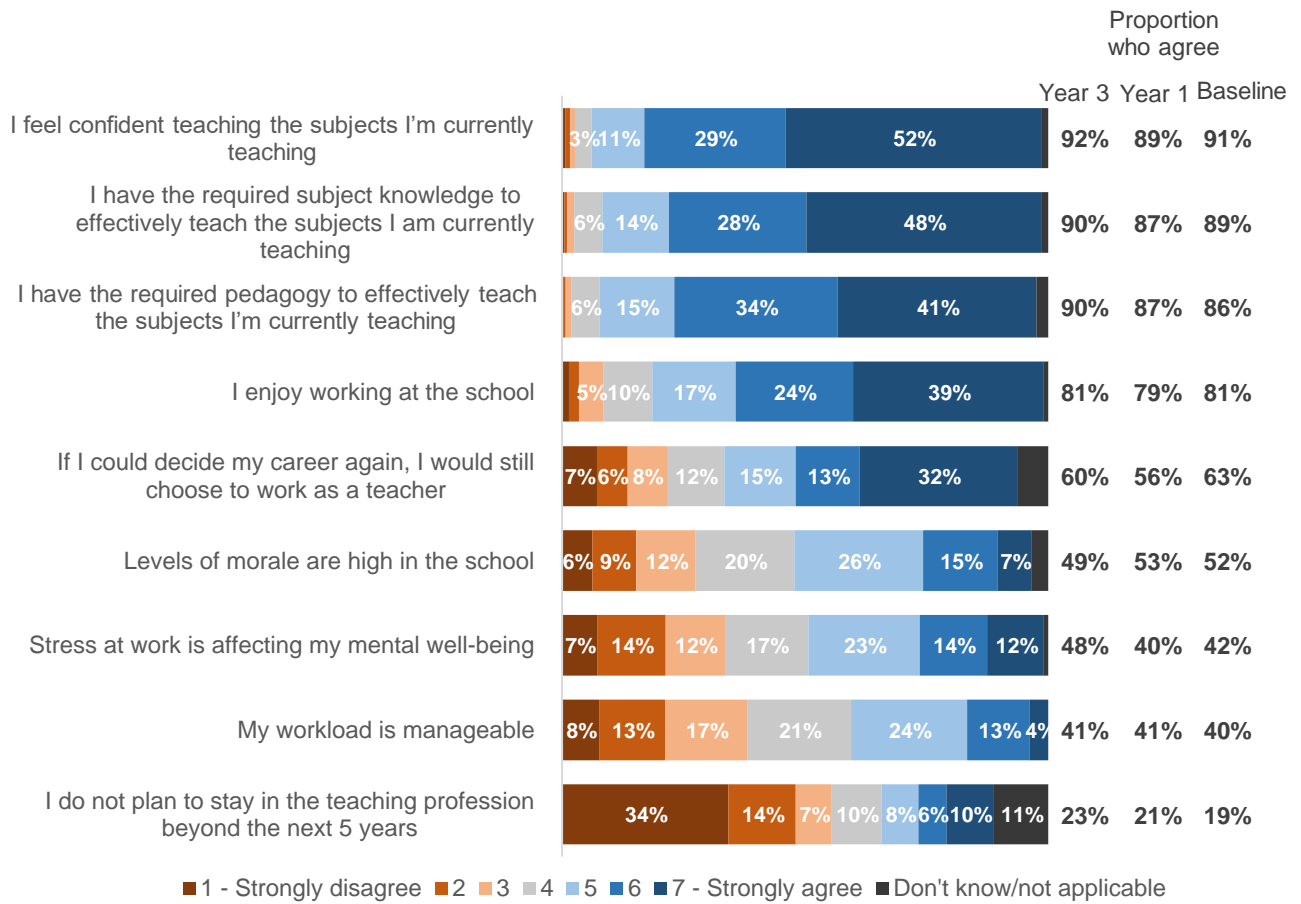


Figure 40: Attitudes towards teaching. Base: variable (Year 3: 518-522; Year 1: 698-702; and baseline: 1020-1026).



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