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

**The Wellcome CPD Challenge:
Pilot Delivery 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 that 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 per teacher, per year of high-quality CPD (where quality was clearly defined) provided a focus for improvement.

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

I encourage you to read both reports, as they provide 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'.

Very 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 the team at Sheffield Institute of Education - to Emily Perry, Joelle Halliday, Sai Patel and Judith Higginson, and also to Sarah Leonardi, Sophie Spong, Hayley Lamb and colleagues from CFE Research. Finally, my thanks to my many 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 of 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

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Executive Summary

Governments worldwide view teacher professional development as a route to improved teaching, and thereby improved educational outcomes (see, for example, OECD, 2019; Cordingley et al., 2020; Sims et al., 2021). However, in England, teachers typically participate in less professional development than teachers in other high-performing countries and appear to access a lower proportion of subject-specific compared to generic professional development. Therefore there is a strong case for improved access to, and engagement with, teacher professional development. In recent years, the government in England has implemented large-scale teacher professional development initiatives, but there is limited evidence of sustained change towards a goal of all teachers being able to participate in high-quality professional development throughout their careers.

The Wellcome CPD Challenge, a three-year pilot, was commissioned by Wellcome alongside an external evaluation, to understand whether and how an entitlement to teacher continuing professional development (CPD) with defined criteria related to the quality and quantity of professional development teachers participate in, could be implemented in schools. The CPD Challenge was managed and delivered by staff from Sheffield Institute of Education, part of Sheffield Hallam University, working in partnership with Learn Sheffield.¹ The evaluation was carried out by CFE Research.

Forty schools were set the challenge of meeting defined criteria relating to the quality and quantity of teacher professional development. By meeting these criteria, it was hoped that all teachers would participate in a transformational amount of high-quality professional development directly relevant to their practice and contexts, with the criteria acting as ambitious but achievable targets, independent of schools' starting points.

The CPD Challenge criteria were defined as:

- Continuing professional development (CPD) meets the needs of the individual teacher and is predominantly focussed on subject-specific development;
- CPD is high quality and aligns to the Department for Education's (2016) standard for teachers' professional development;
- Every teacher participates in a minimum 35 hours of CPD annually.

The schools selected to participate in the CPD Challenge included secondary, primary and special schools, representing a mix of school types and contexts. Each school designated a 'CPD Challenge Champion' to lead change in professional development practices and to support operational aspects of the project in their schools. The Champions were essential to the project's success: they were the drivers of change in schools and teachers' main point of contact with the CPD Challenge.

CPD Challenge Champions were supported through schools' briefings which brought the group together, and regular contact with a CPD Challenge Facilitator, external to the school. Schools' briefings enabled Champions to engage with and consider research evidence about professional development and related issues, to reflect on their own practices and to learn from each other. The Facilitators were vital in supporting the Champions to fulfil their roles, through dynamic and flexible support. The Facilitators variously acted as sounding board, mentor and coach, problem solver, critical friend, and a link to other schools, enabling Champions to manage both developmental and logistical aspects of their role.

Each school received an incentive payment as a recognition of the time needed to engage in the CPD Challenge. This was not ring-fenced to activities relating to teacher professional development, and it was not expected that, for most schools, the funding would be sufficient to enable meeting the CPD Challenge criteria.

A range of activities, initiatives and practices were trialled, reviewed and revised in the schools. These included:

¹ Learn Sheffield is a not-for-profit company. See www.learnsheffield.co.uk.

- development of shared understandings of professional development, for example through school-specific definitions of professional development and re-designation of meetings and other 'administrative' tasks as opportunities for development;
- new or adapted whole-school approaches for professional development planning, delivery and evaluation, such as explicit linking of professional development to teacher appraisal and performance management and systems for tracking engagement in, and the impact of, professional development;
- new approaches to individualised and subject-specific professional development, including teacher research projects; subscriptions to subject associations; the use of departmental time for developing and sharing subject-focused practice, and the identification and deployment of in-school expertise for the leadership of professional development.

Not surprisingly, the COVID-19 pandemic, which began in the second year of the CPD Challenge, had a significant impact on schools' ability to participate in the project and the ways their teachers engaged with professional development. However, as the practicalities of dealing with the pandemic became embedded in day-to-day practice, school leaders adapted their plans to remote learning solutions. Overall, it appears that the changes schools had made to their professional development practices before the pandemic were largely resilient to its impact. Further, the use of online learning environments, and teachers' increasing confidence in working within these, opened up some opportunities for more flexible and individualised professional development.

Where schools made less progress towards meeting the CPD Challenge criteria, this tended to derive from factors such as competing priorities in school. These limited the CPD Challenge Champions' ability to engage with support, and school leaders' and teachers' ability to maintain a focus on the potential positive impacts of participation in the project. However, many schools experiencing the most challenging of circumstances, such as during the COVID-19 pandemic, were able to adapt their approaches to professional development in response to those competing priorities and changing external conditions.

The levels of commitment shown by the schools in the CPD Challenge indicate that there is an appetite for system-wide and school-level change in approaches to professional development. The changes put in place by schools led to increases in the quantity and quality of professional development teachers engaged in, and to fundamental shifts in schools' professional development cultures. Our experience, complementing those of the evaluation, indicates that these changes are sustainable in the long term. Our findings suggest that, given appropriate support for school leaders, schools are able to meet an entitlement to the provision of high-quality professional development (where quality is clearly defined) for teachers at all stages of their careers, and that such an entitlement provides a focus for improvement in schools' practices around professional development.

We offer these recommendations for school leaders and policy makers:

- all schools should appoint a senior leader with explicit responsibility for leading professional development, who is given support to develop their understanding of professional development, to plan for, lead and reflect on change and to engage staff in these changes;
- all school staff should participate in building a shared understanding of the purpose and outcomes of sustained high-quality professional development, moving away from ideas of professional development as attendance at external courses and towards shared ownership of professional development as an ongoing process of learning through multiple activities;
- school leaders can embed small changes in practice to balance and align school development objectives with teachers' individual learning needs, such as redefining the purpose and content of staff meetings; linking professional development with performance management or appraisals, and developing systems of teacher-led inquiry.

Finally, we recommend that the government implements an entitlement to professional development for teachers at all stages of their careers.

1. Introduction

The case for sustained professional development for teachers is supported by a robust evidence base, with governments worldwide viewing professional development as a route to improved teaching and thereby improved educational outcomes (see, for example, OECD, 2019; Cordingley *et al.*, 2020; Sims *et al.*, 2021). In England, teachers typically participate in less professional development than teachers in other high performing countries and appear to access a lower proportion of subject-specific compared to generic professional development, even though recent studies have highlighted the effectiveness of subject-specific professional development in providing a focus on teachers' subject and pedagogical content knowledge (Cordingley, *et al.*, 2018).

Therefore, there is a strong case for improved access to, and engagement with teacher professional development in England. In recent years, the government has implemented large-scale teacher professional development initiatives including the Standard for teachers' professional development, the Teaching and Leadership Innovation Fund, the Early Career Framework and new specialist National Professional Qualifications (Department for Education, 2016, 2017, 2020a, 2020b). However, there is limited evidence of sustained change towards a goal of all teachers being able to participate in high-quality professional development throughout their careers, and any requirement or entitlement for teachers to engage in professional development is so far missing from government policy (Fletcher-Wood & Zuccollo, 2020; Van den Brande & Zuccollo, 2021).

The Wellcome CPD Challenge, a three-year pilot, was established to understand whether and how an entitlement to teacher continuing professional development (CPD), with defined criteria related to the quality and quantity of professional development teachers participate in, could be implemented in schools. The project was commissioned, alongside an external evaluation, by Wellcome as part of its extensive programme of work on teachers' professional development. The CPD Challenge, which ran from 2018 to 2021, was managed and delivered by staff from Sheffield Institute of Education, part of Sheffield Hallam University, working in partnership with Learn Sheffield. The independent evaluation was carried out by CFE Research.

In the CPD Challenge, forty schools in South Yorkshire and Derbyshire were set the challenge of meeting defined criteria relating to the quality and quantity of teacher professional development, with a particular focus on meeting teachers' individual needs and on subject-specific development. By meeting these criteria, it was hoped that all teachers would participate in a transformational amount of high-quality professional development directly relevant to their practice and contexts.

Each school designated a 'CPD Challenge Champion' to lead change towards meeting the criteria. The Champions took on the role of professional development leader in their schools, organising, initiating, developing and refining new approaches to professional development (Boylan, 2018). They were supported through schools' briefings which brought the Champions together, and regular contact with a CPD Challenge Facilitator, external to the school. These activities provided Champions with opportunities to build their knowledge of professional development (Perry & Boylan, 2018), by engaging with and reflecting on the best available evidence about professional development, to have a critical friend to talk to about their practice and to share learning with Champions in other schools. In addition, each school received an incentive payment, a recognition of the time needed to engage in the CPD Challenge and not intended to provide access to sufficient professional development to meet the criteria.

The approach taken in the project was purposely school-led. The aim was for schools to meet the criteria, which were set at the start of the project, but the ways in which schools made progress towards these were for CPD Challenge Champions and their colleagues to develop based on their contexts, experiences and improvement priorities. This flexible approach meant that a range of activities, initiatives and practices were trialled, reviewed and revised in the schools, including new or adapted whole-school approaches for

professional development planning, delivery and evaluation; development of shared understandings of professional development, and new approaches to individualised and subject-specific professional development, including the identification and deployment of in-school expertise for the leadership of professional development.

For most schools involved in the project, the changes put in place led to increases in the quantity and quality of professional development teachers engaged in, and to fundamental shifts in schools' cultures of professional development. A key enabling factor in these successes was the CPD Challenge Champions, who were provided with external support to develop their own expertise given the authority to lead change by school leaders, and empowered to develop flexible, contextualised approaches based on their own school contexts. Our findings, complementing those of the evaluation, show that the changes made to schools' practices around professional development are sustainable in the long term. They suggest that, given appropriate support, schools would be able to meet an entitlement to professional development for teachers at all stages of their careers.

This report includes details of the delivery and implementation of the project. It should be read alongside the final and interim evaluation reports by CFE Research, which describe the evaluation methodology and give detailed analysis of quantitative and qualitative findings from participating schools and teachers. In this report we describe the CPD Challenge set-up and delivery, including the CPD Challenge criteria, the expectations of school participation, the support offered to schools, school recruitment and stakeholder engagement. Next we focus on the project's implementation, including how schools engaged with the project, the enablers and barriers to participation, and identify some key factors which supported schools increasing the quality and quantity of professional development. We touch on the impact of COVID-19 on the project and on schools' approaches to professional development. We draw conclusions about the factors which contributed to the success of the CPD Challenge and end by offering some recommendations for stakeholders within the English education system looking to improve the quality and quantity of teacher professional development.

2. Project inception

In this section we describe the initial inception phase of the CPD Challenge, providing information about the project including definitions used, the project timeline and the support offered to, and expectations of, participating schools. We also describe how schools were recruited to the CPD Challenge.

2.1 CPD Challenge criteria and definitions

The CPD Challenge criteria sat at the heart of the project, providing a set of measures for the quality and quantity of teacher professional development for schools to work towards. Before commissioning the CPD Challenge, Wellcome established a set of draft criteria drawn from evidence about teachers' professional development nationally and internationally. For example, 35 hours aligned with the five in-school training (INSET) days used by most English schools and with Scotland, where there is an entitlement and requirement for all teachers to engage in at least 35 hours of professional development per year (Hargreaves *et al.*, 2015). The criteria were designed so that if schools met them, all teachers in each school should be able to participate in high-quality professional development. They were intended to be ambitious but achievable targets, independent of schools' starting points.

The draft criteria were tested through stakeholder consultation (Section 4.1) across subject and age ranges, leading to a final set of criteria (Figure 1) which set benchmarks and targets for schools' participation in the project.

Figure 1: The CPD Challenge criteria

The CPD Challenge criteria:

- Continuing professional development (CPD) meets the needs of the individual teacher and is predominantly focussed on subject-specific development
- CPD is high quality and aligns to the Department for Education's (2016) Standard for teachers' professional development
- Every teacher participates in a minimum 35 hours of CPD annually

The CPD Challenge criteria formed the basis of quantitative data collection for the independent evaluation. To support schools in using the criteria when planning approaches to professional development, we also developed a shared definition of professional development for the purposes of the project (Figure 2). The definition had multiple aims including to:

- delineate what 'counts' as professional development for the purposes of the evaluation;
- offer a broader idea of professional development than simply externally-delivered courses or workshops;
- stimulate discussion within schools about professional development.

This definition explicitly excludes statutory training such as for safeguarding and health and safety. This is not to dismiss the importance of these activities. Rather, they were excluded in order to ensure that teachers were given sufficient opportunities to engage in subject-focussed, individualised professional development which would enable schools to meet the criteria.

Figure 2: CPD Challenge definition of professional development

For the purposes of the CPD Challenge, we are defining 'continuing professional development' (CPD) as: *intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers in order to improve student outcomes.*

This includes activities delivered by and/or organised by teachers, colleagues, schools, 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 practice; preparation ahead of a course, and time taken to make changes following CPD. This does not include statutory training that teachers have to undertake as part of working in a school to comply with the law (for example, health and safety, safeguarding, fire safety, first aid training).

We recognise that some schools and organisations use different terms for CPD, such as professional learning, CPDL and INSET; our definition of CPD encompasses the activities which fall into these definitions.

2.2 CPD Challenge timeline

The CPD Challenge was intended to involve schools for two full school years (Table 1), with an inception and set-up phase in the preceding six months. This set-up phase included design and stakeholder testing of CPD Challenge definitions and criteria, development of protocols and systems for supporting schools, and school recruitment (see below).

The original intention was for the final phase of schools' participation in the project to run from September to December 2020. A last round of school meetings and reporting in this period would provide information about the sustainability of the changes schools had made in the preceding two years of participation, with the data collection for the evaluation continuing through this school year until July 2021. However, the impact of the COVID-19 pandemic on schools' and teachers' practices and their ability to participate in the project meant that Year 2 (September 2019 – July 2020) was affected in unexpected and unprecedented ways. Therefore, to gain further understanding firstly of how schools had adapted their approaches to professional development as a result of COVID-19, and secondly of the long-term sustainability of their approaches (whether from changes made before or during the pandemic), Wellcome extended funding to support the schools in the CPD Challenge for an additional school year, and participating schools continued to gain support until July 2021. This support was reduced compared to the preceding two years, to offer schools an opportunity to further develop, with some assistance and opportunities to share practice, sustainable approaches to professional development. With this extension, the final, reporting phase of the project ran from September to December 2021.

Table 1: CPD Challenge delivery timeline

Timing	Phase
January – April 2018	Project inception and set-up, design, stakeholder testing
April – June 2018	School recruitment
June 2018	First briefings for participating schools
June – July 2018	First data collection for evaluation

Timing	Phase
September 2018 – July 2019	Delivery and evaluation Year 1
September 2019 – July 2020	Delivery and evaluation Year 2
September 2020 – July 2021	Delivery and evaluation Year 3 (COVID-19 extension)
September 2021 – December 2021	Final reporting, project end

2.3 School recruitment

All state-funded schools in South Yorkshire and Derbyshire were eligible to apply to join the CPD Challenge. The school recruitment plan (Table 2) included a variety of routes to contacting schools through local networks of contacts and partnerships. We provided school leaders with multiple options to learn about the project, ask questions and confirm their interest, so that those who were selected for participation understood the intentions of the project and were committed to supporting their staff in engagement. In addition, we wanted to ensure that there were clear lines of communication, clarity of roles and points of contact between relevant staff in participating schools and project delivery, including the independent evaluation, and so recruitment processes contributed to building positive relationships and establishing links between school staff and the project delivery and evaluation teams.

Invitations to the initial information event were distributed through social media, school contacts and letters to all local schools (Appendix 1). This event, attended by around fifty headteachers and other school and Multi-Academy Trust leaders, included presentations from Wellcome, Sheffield Institute of Education (SIOE) and CfE staff, to describe the aims and purpose of the CPD Challenge, the draft CPD Challenge criteria, the requirements of participation, the independent evaluation and the support available to schools. A further twenty-five school staff responded positively to the invitation but were unable to attend the information event; these were followed up with individual emails and telephone calls. During or following the event, school leaders confirmed their interest in participation via the completion of a hard copy or electronic form (Appendix 2) and/or by email or telephone call. We received expressions of interest from around 65 schools.

Table 2: CPD Challenge school recruitment plan

Recruitment action	Timeline
Invitation letter (Appendix 1) sent by email to schools in South Yorkshire	April 2018
Promotion of recruitment via Sheffield Institute of Education and Learn Sheffield social media, websites and blogs	April 2018
Online form for school leaders to sign up to the information event	April 2018
Information event; telephone calls or meetings with those unable to attend	May 2018
Expression of interest form (print and electronic versions), completed at or following the information event (Appendix 2)	April – May 2018
Initial school selection	May 2018

Recruitment action	Timeline
Participation pack sent to selected schools, including welcome letter, information booklet, Memorandum of Understanding and details of first briefing	May 2018
Schools confirm participation, attendance and first schools' briefing and details of the CPD Challenge Champion	May – June 2018
Letters sent to unselected schools	May – June 2018
First schools' briefing (Section 3.2)	June 2018 (two dates)
Schools return signed Memorandum of Understanding	June – September 2018

A key intention for the CPD Challenge was to explore how different types of schools changed their practice as they worked towards the criteria. Therefore, we aimed to gain participation from a diversity of school characteristics. From the schools expressing interest, forty were selected to participate in the CPD Challenge, representing a mix of school phase and type, academies and maintained schools, Ofsted rating, size and faith (Appendices 3 and 5). The selected group included (as of January 2019) 17 secondary schools, 19 primaries (with two small rural primary schools with a single headteacher joining the project as a single school) and four special schools (two secondary, one primary and one 7-16 school). Some schools were selected for participation from within existing partnerships, Multi-Academy Trusts or other school groupings, so that the ways in which schools worked together in their approaches to professional development might be explored. These included: three secondary schools from the same Multi-Academy Trust, a pair of small rural primary schools participating as a single school unit (and sharing project support and funding), and some schools connected through other formal and informal networks such as the Sheffield Catholic Schools Partnership. We largely avoided schools with Ofsted's lowest rating, on the basis that school leaders in these schools would be likely to focus on other priorities, at least in the short-term, although one school in this category was included as part of a Multi-Academy Trust grouping.

The selected schools were sent an information pack including a welcome letter, memorandum of understanding, information booklet, details of the first schools' briefing and a feedback form to confirm details of the CPD Challenge Champion. Schools' participation began formally in June 2018, with the first briefing for participating schools (Table 1). From early discussions with school leaders, it was clear that the schools also had a range of existing approaches to, and engagement with, professional development, and varying reasons for participation in the CPD Challenge.

Throughout the CPD Challenge, schools' engagement and participation remained high (Table 3). In the early months of the project, six schools chose to leave the project for a variety of reasons including staff turnover and competing school development priorities. These were replaced by schools of similar types in order to maintain diversity within the group of participating schools. After 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. In July 2021, when school support in the CPD Challenge ended, there were 36 participating schools (three special schools, 15 secondary and 18 primary schools). The high levels of engagement and lack of drop-out from the project are testament to the commitment of the CPD Challenge Champions and their school leaders and the quality of support offered to Champions to maintain participation.

Table 3: School participation in project lifetime

	Initial expressions of interest	Schools beginning project	School turnover in first 6 months	Schools participating at project end
Number of schools	65	40	6	36

2.4 Expectations of participating schools

Schools participating in the CPD Challenge were asked to commit to:

- identifying a senior staff member to act as the CPD Challenge Champion;
- ensuring their staff engaged in meeting the CPD Challenge criteria;
- sharing their work towards the CPD Challenge criteria with their CPD Challenge Facilitator through termly meetings and reports;
- attending briefings and updates (roughly every six months) throughout the project;
- taking a full part in the evaluation throughout the project.

This commitment was formalised through a memorandum of understanding, signed by each school's Headteacher, the CPD Challenge Champion, and the Chair of Governors, Executive Headteacher or equivalent senior leader.

As the project progressed, where schools appeared to be at risk of reducing their commitment to participation against these expectations, schools were contacted initially via their CPD Challenge Facilitator and then by the project team and/or staff from Wellcome to raise concerns. In some cases, these contacts were followed by meetings with the CPD Challenge Champion and/or school leaders. For most schools, this led to a renewed focus on the CPD Challenge. For a very few schools (see above) the decision was made for them to leave the project.

3. Supporting the schools

Schools participating in the CPD Challenge received three forms of support: an incentive payment, schools' briefings and a CPD Challenge Facilitator. The overall aims of this support were to incentivise and enable participation in the project and to help CPD Challenge Champions to fulfil their roles, both in terms of engaging colleagues in the CPD Challenge and in leading and evaluating change in their schools relating to professional development. The relative importance of each type of support, such as how the incentive payment was used by schools, is described in *The Wellcome CPD Challenge – Evaluation final report, February 2022*. Here, we describe the intentions of each aspect of the support.

3.1 Incentive payment

Each school was initially allocated an incentive payment of £7,000 for the duration of the CPD Challenge, paid in three instalments. When the project was extended for an additional year due to COVID-19, a further £500 was paid to each school. The incentive payment was an acknowledgement of the time commitment needed to participate fully in the CPD Challenge, particularly for the CPD Challenge Champion who was expected to attend schools' briefings, discuss progress with their CPD Challenge Facilitator, lead change in their school and ensure teachers participated fully in evaluation data collection. There were no restrictions on how the funding was spent by schools; it did not have to be ring-fenced for activities relating to teacher professional development, and it was not expected that, for most schools, the funding would be sufficient to enable meeting the CPD Challenge criteria.

Some suggestions for how the funding might be spent were offered to schools at the start of the CPD Challenge. These included:

- time for the CPD Challenge Champion and other staff members to attend CPD Challenge schools' briefings and meetings with their CPD Challenge Facilitator;
- time for school staff to participate in evaluation data collection or to work together in planning or delivering professional development;
- purchase of books, or membership of online resource banks, on topics of interest to school staff, or resources needed to support or as an outcome of professional development activity;
- membership of subject associations for individual or groups of teachers, or of professional organisations such as the Chartered College of Teaching or the British Education Research Association.

The Wellcome CPD Challenge – Evaluation final report, February 2022 provides further information about how the incentive payment was used.

3.2 Schools' briefings

Briefings for all participating schools were held twice annually, beginning in June 2018 during the project set-up phase. The intentions of the briefings (Appendix 6) were to:

- engage with and reflect on research evidence about professional development and related issues, for example leading change in schools, evaluation of professional development, key government updates and other reports;
- share practice and learning between participating schools, through case study presentations from one or two schools at each briefing and opportunities for discussion in small groups, usually focussed within school phases;
- consider in-depth one or two CPD Challenge criteria, such as 'meeting individual teachers' needs';
- discuss emerging findings from the evaluation.

Briefings, which lasted 1.5 to 2 hours, were initially held face-to-face, later moving online as a result of COVID-19 restrictions. CPD Challenge Champions were expected to attend each briefing or ensure a suitably informed colleague attended in their place. Two briefings (those held in June 2018 and June 2020) were repeated in order to offer Champions some flexibility in attendance. Only one briefing was held in the final project year, the COVID-19 extension, as part of the stepping-down of support in this phase.

3.3 The CPD Challenge Facilitator

Each school participating in the project was allocated a CPD Challenge Facilitator to support the CPD Challenge Champion. Two Facilitators, both experienced education professionals with expertise in school support and professional development, worked across the participating schools, splitting them broadly by phase, with special schools divided between the two.

The Facilitators played a fundamental role in the support provided to schools, ensuring that schools engaged and participated in the project throughout, acting as a single point of contact for CPD Challenge Champions and offering individualised support, guidance and opportunities for reflection on progress (Figure 3). The role was not intended to monitor progress or provide specific expertise relating to subjects or phases. Rather, the Facilitators adapted their approaches to support Champions working in a range of contexts and varying professional development activities in schools, as well as providing some support to the project more widely, such as in the recruitment of schools.

Further detail of the ways in which Facilitators supported CPD Challenge Champions are given in Section 5.2, with more available in *The Wellcome CPD Challenge – Evaluation final report, February 2022*.

Figure 3: The role of the CPD Challenge Facilitator

Key activities for the CPD Challenge Facilitator

- Assisting in recruitment of schools to the CPD Challenge
- Building a strong, supportive relationship with CPD Challenge Champion and other members of participating schools' senior leadership teams
- Promotion of the CPD Challenge aims, activities and project evaluation with the CPD Challenge Champion and the wider school leadership team
- Supporting, guiding and working with CPD Challenge Champions to ensure whole-school engagement in the project
- Supporting the CPD Challenge Champions in monitoring change towards meeting the criteria
- Supporting the CPD Challenge Champions in leading the completion of evaluation activity
- Planning, leading and recording the outcomes of three school visits and three online/telephone meetings per academic year, totalling three days' support per school per year
- Working with CPD Challenge Champions to complete termly reports
- Reporting on the progress of participating schools three times per year
- Working with the other CPD Challenge Facilitator, the project team and participating schools to identify high-quality CPD opportunities
- Contributing to the identification of case study schools where effective CPD has led to improving practice and outcomes
- Contributing to the planning and facilitation of CPD Challenge briefings
- Meeting regularly as a project delivery team and involvement in other CPD Challenge meetings and workshops to share good practice where appropriate

4. Stakeholder engagement

Throughout the CPD Challenge, we aimed to ensure that stakeholders across the English education sector were given opportunities to engage with the project aims, processes and outcomes. These activities had a two-fold purpose: to enable stakeholders to contribute their experience and expertise to the improvement of the delivery of the CPD Challenge, and in turn to inform stakeholders about the purpose and outcomes of the project. We used a variety of approaches to stakeholder engagement, including consultation, advisory and dissemination activities; each is briefly described in this section. Later in the report, we describe some impacts of this activity on the sector.

4.1 Stakeholder consultation

In the planning and set-up phase of the CPD Challenge, stakeholder workshops were held in London and Sheffield. In these workshops participants learned about the aims of the CPD Challenge, its rationale, plans and processes, and were invited to give feedback on these, particularly focussing on the CPD Challenge criteria and on the incentive payment. In total around fifty people attended, from organisations including schools, learning trusts and Multi-Academy Trusts, local authorities, charitable trusts and subject associations, universities and the Department for Education. Stakeholder feedback was used to further refine, where appropriate, the CPD Challenge criteria, project definitions (such as the agreed definition for professional development) and the support and guidance for participating schools.

Following these stakeholder workshops, final drafts of the CPD Challenge criteria and guidance booklets for schools were tested via telephone interviews with six stakeholders, including teachers, school leaders and practitioners in other sector roles. This process helped to ensure that the information provided to school staff would enable understanding what was expected of participation, and to identify any additional information which might be useful for participating schools.

4.2 Policy engagement

The Wellcome CPD Challenge advisory group (Appendix 4) was established by Wellcome to offer ongoing guidance, feedback and support around the project's delivery and evaluation. The group contained representatives from sector organisations and those working in related fields including schools, charitable trusts, the Chartered College of Teaching and the Department for Education. Meeting twice a year, the group heard updates, progress and learning from the delivery team, CPD Challenge Champions and the evaluation team. The group responded to these inputs with questions and advice, which served to improve the quality of project delivery and the rigour of the findings and approaches taken.

The membership of the advisory group meant that stakeholders were informed about the CPD Challenge and its outcomes. This contributed to wider engagement with policy makers, from government and other organisations, throughout the project. For example, staff from the Department for Education's Teacher Development Unit attended some schools' briefings and accompanied the project team and staff from Wellcome on visits to participating schools in order to learn more about schools' approaches to professional development emerging from the CPD Challenge. Other organisations engaged with the project through contributions from the project delivery team and Wellcome staff at policy-development workshops and roundtable events.

4.3 Sector dissemination

We used a variety of other routes to disseminate learning from the CPD Challenge to the sector, including presentations at conferences and events by the project delivery team, Wellcome staff, CPD Challenge Champions and the evaluation team. Events included those led by the Association for Science Education,

the PTI and the Teacher Development Trust. Participants and attendees included practitioners involved in teacher development and initial teacher education, policy makers, school leaders and professional development organisations.

In addition, to share learning from the project both within the participating schools and more widely, two volumes of 'CPD Challenge stories booklets' were produced.² These contain case studies, written by the CPD Challenge Champions, describing approaches they took to changing practices around teacher professional development and the learning resulting from this. Printed copies of the booklets were distributed to participating schools and other stakeholders.

² Available from the Sheffield Hallam University Research Archive: Volume 1: <http://shura.shu.ac.uk/29221/>; Volume 2: <http://shura.shu.ac.uk/29463/>.

5. Project implementation

In this section we explore key aspects of the implementation of the CPD Challenge, drawing on our experiences of supporting the CPD Challenge Champions, through conversations, meetings and the termly reports submitted by Champions. Illustrative, anonymised quotes from CPD Champions' termly reports are included following Sheffield Hallam University research ethics policies³. We consider enablers and barriers to the project's success, including the roles of the Champions and Facilitators and how these changed over time, how schools learned from each other and how the changes implemented led to changes in school cultures of professional development. To end this section, we briefly describe how participating schools responded to the changing circumstances brought about by the COVID-19 pandemic.

5.1 The role of the CPD Challenge Champion

As described to schools at the start of the project, the expectations of the Champions' role (Figure 4) included leading participation in the project and promoting its aims with school staff, liaising with the CPD Challenge Facilitator, and completing brief termly reports on progress (Appendix 7). In practice, how each CPD Challenge Champion enacted their role varied, depending in part on each school's engagement with the CPD Challenge, their starting point in relation to professional development and the support provided by other senior school staff.

Figure 4: The role of the CPD Challenge Champion

Key activities for the CPD Challenge Champion
<ul style="list-style-type: none">• Promotion of the CPD Challenge aims, activities and evaluation to school staff, including teachers, leaders and governors• Leadership of completion of evaluation activities• Leadership and monitoring of change towards meeting the CPD Challenge• Liaison with CPD Challenge Facilitator and school senior leadership to communicate CPD Challenge activities and progress• Participation in three meetings annually with the CPD Challenge Facilitator, plus ongoing contact by phone or email• Attendance at and active participation in two half-day CPD Challenge briefings annually• Delegation of participation and/or attendance in CPD Challenge briefings and meetings when necessary, by a suitably qualified colleague• Completion of termly reports with the CPD Challenge Facilitator

The findings from the project evaluation and its delivery indicate that Champions played a crucial role in leading and embedding sustainable change and in facilitating in-school evaluation of the CPD Challenge. They were essential to the project's success, acting as drivers of change in schools, teachers' main point of contact with the project and the project and evaluation team's main points of contact with the schools.

How the CPD Challenge Champions carried out their roles

The role of CPD Challenge Champion included supporting operational aspects of the project and leading sustainable change in professional development practices. Often these aspects of the role overlapped, such as when making changes which enabled greater participation in subject-specific and/or individualised professional development. There were some common actions taken by the CPD Challenge Champions.

³ Sheffield Hallam University ethics and integrity policies: www.shu.ac.uk/research/excellence/ethics-and-integrity

However, each Champion also approached the role flexibly in response to their school's situation, with activities including allocating time and resources, being directly involved in the design and delivery of strands of professional development programmes and in supporting the monitoring and evaluation of professional development.

In many cases, particularly in primary schools, the CPD Challenge Champion was a member of the school's senior leadership team, indicating the importance attached to the role. In a small number of schools, the Champion role was shared between two staff. This helped each Champion to have a sounding board for ideas and a colleague to support with practical aspects of the role. In many schools, the incentive payment had a significant positive effect on Champions' ability to carry out their roles, such as through the allocation of time or through enabling activities which supported progress towards the CPD Challenge criteria. For example, as the CPD Challenge progressed, one school used some of their incentive payment to create a temporary post to further distribute professional development leadership. With long-term sustainability in mind, some schools have now included a professional development leadership role on their Senior Leadership Team.

In the early stages of the project, the CPD Challenge Champions' roles in schools focused on explaining, clarifying and reinforcing the aims of the CPD Challenge, promoting the benefits of participation and developing a shared understanding of professional development. A significant part of the role, particularly in these early stages, included supporting and encouraging staff to engage in data collection for the project evaluation, such as by facilitating time in staff meetings for timely completion of the CPD 'log', a key component of data collection for the evaluation. Many Champions met with their school leadership teams to explain the CPD Challenge and plan their engagement with the project. Most also launched the CPD Challenge with a whole-school event which typically included an introduction to the aims of the project, outlining roles and responsibilities of the school and teachers within the project. Participation was made visible in the school environment through staff room displays and notice boards. In some schools, Champions ensured that libraries available to staff held texts on teaching and learning, research articles on professional development and subject association publications. In others, Champions pushed the CPD Challenge up meeting agendas so that it didn't 'fall off the end' and reported progress back to governors.

Once operational aspects were working effectively, Champions were able to focus on developing a culture of professional development in their schools. Often, this involved working with school leaders to identify how the CPD Challenge criteria and the project's aims aligned with school priorities and could be incorporated into whole-school development planning. Alongside this, Champions encouraged staff to think about their individual professional development needs, thereby moving from a predominantly 'top-down' approach to a more inclusive and collaborative endeavour. Many Champions reported that, at the start of the CPD Challenge, professional development was synonymous with external courses and training. Drawing on the CPD Challenge criteria and definition of professional development, some Champions introduced the DfE Standard for teachers' professional development (2016) as a way of stimulating staff reflection on and discussion about professional development. This included clarifying the characteristics of high-quality CPD and developing school-specific definitions of professional development. Many Champions assisted teachers to identify a range of modes of professional development, such as how staff might support the professional development of each other, for example through coaching and mentoring.

The CPD Challenge Champions were given a mandate to drive whole-school change around professional development. This meant building trust with staff, acting on feedback when teachers identified development needs, and working with senior leaders to develop and adapt approaches, such as integrating discussions about individual learning needs into appraisal cycles or developing inquiry-led approaches to professional development.

I have taken over the role of Challenge Champion from a colleague who left during the summer. There has been a high staff turnover into this new academic year, therefore roughly half of the teaching staff were unaware of the CPD Challenge, and the remaining teaching staff were generally not engaging much with the Challenge. During

October (following a meeting with [our Facilitator and school senior leaders]), I relaunched the CPD Challenge with the whole staff body, outlining the project, how fortunate we are to be part of the project, plans for the term, and the importance of the data captures. Feedback was positive as I addressed some of the barriers we faced last year, such as time to complete the data captures, and new staff were enthusiastic.

CPD Challenge Champion, termly report

Champions led changes which integrated professional development into schools' everyday discourse and changed teachers' understanding of the term, thereby building a culture of professional development. A simple example is the use of the term 'professional development' rather than 'training' and the redesignation of 'staff meetings' as 'professional development meetings'. Other activities included reminders and updates communicated through channels such as staff meetings, whole-school teaching and learning sessions, email updates and bulletins. In secondary schools, Champions worked closely with subject, key stage and department leads to map the use of departmental time, so that there was a clear focus on professional development rather than operational issues. Many Champions promoted the value of the CPD Challenge criteria by sharing research evidence, for example about the impact of subject-specific professional development.

Engaging with the evaluation

As mentioned above, a key operational task for CPD Challenge Champions was to ensure teachers completed the CPD log, a significant component of data collection for the evaluation. Initially, the time needed for this was a barrier for many teachers, so most Champions allocated time to complete the log, such as by identifying one meeting each term in which staff could record their professional development. In one school, the CPD Challenge incentive payment was used to purchase retail vouchers to incentivise completion. As the project progressed, Champions provided regular reminders for completion of the log. In some schools, Champions provided a summary of the whole school's professional development activity each term to help teachers to complete the log.

I keep a record of whole-school CPD and provide to everyone so that it makes it much easier for them to submit their information each term; I think that this has really helped. Also, when we meet at staff meetings and briefings, I remind staff of deadlines to complete the online reports.

CPD Challenge Champion, termly report

CFE Research, carrying out the evaluation, used data from the CPD log to generate a 'data dashboard' for each school. This provided a focus for discussion between Champions and Facilitators, enabling them to identify progress towards the CPD Challenge criteria and areas for further development. Many Champions fed information from the dashboard back to teachers. This feedback process helped many teachers to appreciate how the data had the potential to inform school action, thereby helping to further promote completion of the CPD log. For example, as the project progressed some Champions realised that their school's existing CPD offer did not meet individual teachers' learning needs. This led to changes in how professional development was targeted and delivered.

CPD Challenge Champions' learning

To explore Champions' learning during the project, we drew on their termly reports and on anecdotal evidence shared with Facilitators as the project progressed. Following initial learning about the project itself and the expectations of participation, Champions gained understanding of the leadership, facilitation and evaluation of professional development. They developed further expertise in working with and supporting colleagues in changing practices, and in leading whole-school change in general.

Champions' learning took place through a combination of the schools' briefings, work with the CPD Challenge Facilitators, reflection on implementation of change and evaluation of the impacts of those

changes. As described previously, the schools' briefings supported Champions in learning about research evidence and theory relating to professional development. In particular, the briefings played a key role in enabling Champions to learn from each other, through presentations of school case studies and through opportunities for discussion, which both stimulated reflection on their own practices.

The CPD Challenge schools' briefings have provided opportunities for us to liaise with other schools participating in the challenge and discuss areas we are finding difficult. We have then been able to troubleshoot and suggest ways of overcoming any challenges we may be facing. These briefings have provided opportunities to discuss the next strands of the challenge and ensure we are ready to move forwards.

CPD Challenge Champion, termly report

We discuss the role of the Facilitator in detail below, so here only briefly mention that they also enabled Champions' learning. This derived from the variety of individualised approaches taken by the Facilitators, which included (but were not limited to) providing further links to research about teacher professional development, links to other schools, and, particularly, by offering an external perspective to stimulate reflection on progress and planning for further change.

Meetings and telephone conversations with [our Facilitator] have allowed us to discuss current provision and share suggestions for how we can further develop our access and provision for CPD across school. [The Facilitator] has forwarded relevant links to research and contact details for other schools in the challenge to share ideas and best practice – especially in terms of meeting individual needs.

CPD Challenge Champion, termly report

5.2 The importance of the CPD Challenge Facilitators

Working alongside the CPD Challenge Champions, the CPD Challenge Facilitators were vital to the project in developing the expertise of the Champions so that they could fulfil their roles. Facilitators were responsible for building a relationship with each Champion and acting as a single point of contact for the project with schools. The role was intended to be dynamic and flexible, supporting Champions working in a range of school contexts and with a variety of professional development practices. Taking a non-judgemental and supportive role, Facilitators variously acted as sounding board, link to other schools, mentor and coach, problem solver and critical friend. This enabled them to support the Champions with both developmental and logistical aspects of the project.

Facilitators were in contact with Champions at least twice each school term. Typically, this contact took the form of a face-to-face meeting, initially in person and then, during the COVID-19 pandemic, online, supplemented by a telephone or email conversation. Support was not limited to these planned contact points; Champions were able to access their Facilitator at any time.

The two Facilitators worked closely together to ensure that Champions were offered consistent opportunities for support, to share learning and effective practice and to identify potential improvements in ongoing project delivery. The project delivery team carried out joint visits to schools in order to develop shared understanding of the role and the ways in which Champions could be supported.

The support provided by Facilitators to the Champions evolved as the project progressed. At the start of the CPD Challenge, the Facilitators were instrumental in helping Champions to understand the project's aims and structure, the Champions' role in it, and operational aspects of participation, such as engaging staff in data collection for the evaluation and writing termly reports. Activities in this phase included helping Champions to identify ways to audit the school's existing professional development offer, liaise with their School Leadership Teams to launch and promote the CPD Challenge, and promote debate about professional development. Facilitators also helped Champions to understand the principles underpinning the project, such as through discussion of the Department for Education's Standard for teachers' professional

development (Department for Education, 2016), and consideration of ideas and options to shape new approaches to professional development.

The Challenge Facilitator was effective in articulating the aims of the project and making the Challenge tangible.

CPD Challenge Champion, termly report

As the project progressed, Facilitators provided flexible, individualised support to each Champion, promoting a culture of experimentation and continuing development by encouraging adaptation and modification of actions and resources. They did this by actively listening to Champions, helping them to identify progress, including through examination of the data dashboard from the evaluation, and suggesting strategies to build on successes. When progress stalled or Champions had concerns, Facilitators used coaching approaches to identify and trial alternative approaches and solutions. They signposted Champions to resources such as professional and subject associations and research studies on professional development, and enabled exploration different methods of evaluating the impact of professional development and different modes of professional development, such as through the deployment of in-school expertise.

The Challenge Facilitator is essential for this project to continue having momentum. Discussion with [our Facilitator] enables us to clarify the areas we have made progress and consider ways we can develop towards fully meeting the CPD challenge.

CPD Challenge Champion, termly report

Around half the participating schools experienced a change in CPD Challenge Champion during the project, usually due to the previous Champion either leaving the school or gaining promotion to a new role. The Facilitators played a vital role in ensuring a smooth transition between Champions and 'inducting' new Champions into the project. In addition, they were essential in identifying schools at risk of falling participation in the Challenge, offering additional support as required. This support, again individualised for each Champion's school context, included actions such as changing approaches to communication with the Champion, meeting with school senior leaders, and offering further suggestions for how to re-prioritise professional development within the school environment.

During the COVID-19 pandemic, the Facilitators adopted a flexible approach to supporting the Champions. Communication was maintained via emails, online meetings and telephone calls. The moves to online learning and partial closures of schools meant there was an urgent need to upskill teachers on the use of virtual platforms (see Section 5.4). Facilitators encouraged Champions to focus on immediate school priorities, consider different ways of approaching professional development in the context of COVID-19 and to adapt each school's professional development offer to meet emerging needs.

In the final months of the project, Champions and Facilitators focussed on building sustainability into schools' professional development approaches. Facilitators prompted reflection on what had worked well during the CPD Challenge and what approaches could be extended or developed in the coming years, enabling Champions to work with school leaders to identify long-term changes to embed learning from the project into school practices.

Working with Challenge Facilitator has allowed us to reflect on the progress we are making and to develop strategies to move our progress forwards.

CPD Challenge Champion, termly report

5.3 Enablers and barriers to participation

School leaders played a vital role in enabling participation in the CPD Challenge. Where school leadership teams were committed to and engaged with the CPD Challenge, the CPD Challenge Champion had greater impact in leading change. These schools were characterised by greater participation by staff in the project,

such as in data collection for the evaluation, and more progress towards meeting the CPD Challenge criteria. In general, these schools experienced collective buy-in by staff, and as a consequence experienced deeper cultural change in relation to professional development.

As Challenge Champion, I feel fully supported by my senior leadership team and staff. Nobody complains about keeping the log of their CPD and filling in the online reporting log ... We have 100% of our staff completing their termly reports which is excellent.

CPD Challenge Champion, termly report

[Senior Leaders] are now involved in the CPD programme and have designed and delivered strands to [the] whole staff. There is a greater strategic understanding at a senior level about the importance of CPD and our responsibility towards our staff. Middle leaders have received training about what good CPD looks like and their importance in ensuring this is high quality.

CPD Challenge Champion, termly report

By contrast, for a few schools, engagement by senior leaders was lower. In these schools competing priorities, such as recent or imminent Ofsted inspections, took attention away from professional development and Champions struggled to find, or be given, the time or resources to participate in the CPD Challenge and support teachers to engage with data collection. These Champions were less able to engage with their Facilitator, attend schools' briefings and promote the importance of participation to their colleagues and staff were less receptive to the opportunities offered to them, and Champions lacked a mandate to lead change relating to professional development.

Many schools moved away from a model of centralised delivery of professional development in schools, devolving leadership to middle leaders such as phase and subject leaders and heads of department. This created some challenges. For example, for some middle leaders, the leadership of professional development was a new part of their role. Therefore, school leaders had to ensure that these staff were given appropriate support to develop this expertise so that professional development remained of high quality.

Other barriers to improving the quality and quantity of professional development related to resources including finance and time, particularly in terms of accessing external professional development. As we have described elsewhere, many schools found ways to overcome these barriers by redefining and refocusing their in-school professional development activities, for example by planning department, phase and subject meetings to be development opportunities. This put professional learning at the heart of these activities and limited the time spent on operational matters.

Time is often the biggest barrier, also teachers not wanting to be out of their classrooms too often due to the impact on their pupils. Cost is also a factor.

CPD Challenge Champion, termly report

In the early months of the CPD Challenge, some schools found it difficult to balance whole-school priorities with individual teachers' learning needs and the requirement for subject-specific professional development. This was more acute for special schools, whose staff reported challenges in identifying high-quality, externally-provided, subject-specific professional development. This generated discussion about the nature of 'subject-specific', leading to the development of a shared, broad understanding of this being professional development which is contextualised within teachers' classroom or leadership practice. Many schools found a balance by enabling teachers to apply learning from 'generic' professional development to their specific subjects, phases and other school roles. For example, a broad theme of metacognition might be introduced through whole-school activity and then shaped by teachers working together within their subject groupings.

Progress towards increasing individualised and subject-focussed professional development sometimes encountered barriers of competing priorities. For example, during the course of the CPD Challenge, Ofsted

introduced a new Education Inspection Framework (Ofsted, 2019). Many school leaders wished to ensure that opportunities were available for staff to develop their understanding of the inspection framework and its associated implications for the curriculum, thereby potentially diverting time from individualised or subject-specific professional development.

First two INSET days in September could not be subject-specific due to so many changes to our practice as a result of the new [Ofsted] framework - this meant that staff had to be brought up to speed.

CPD Challenge Champion, termly report

However, in the specific case of the Ofsted framework, there is a clear need for teachers to have strong and developing subject knowledge, providing a useful alignment to the CPD Challenge criteria and emphasising their importance. For some schools, this alignment of the project with external school policy provided a catalyst for further change.

Due to the change in the new Ofsted criteria an increased focus on subject knowledge has taken place. We need to develop our staff's subject knowledge on the wider curriculum to ensure lessons are of high quality.

CPD Challenge Champion, termly report

Finally, variations in teachers' understanding of CPD Challenge criteria led, in some schools, to a mismatch between data recorded for the evaluation and CPD Challenge Champions' perception of the progress being made in their schools. For example, at the start of the project some schools appeared to be making slow progress towards criteria such as 'professional development being part of a sustained programme' or 'involving expert challenge', as stated in the Department for Education's Standard for teachers' professional development (Department for Education, 2016). Where this did not align with Champions' understanding of the situation, this prompted further investigation and discussion in schools. For example, on the point of 'expert challenge', some Champions identified in their colleagues a perception that expert challenge equated to external expertise; they did not recognise the expertise of colleagues within their own settings as 'expert challenge'. This highlights a key enabler for progress towards the criteria: developing a shared understanding within each school of the criteria themselves.

Staff [are] not aware of what expert challenge actually means and realising when something is actually CPD ... Staff don't see ongoing CPD at school, such as [performance development meetings], conversations with colleagues that have an impact on their practice and gaining qualifications as part of a sustained programme. The data suggests that only 2/3 of the CPD conducted is part of a sustained programme because staff are recording all these things as CPD but not highlighting them as part of sustained programme. We need to have a discussion as a staff as to what we think about this and if it is an issue.

CPD Challenge Champion, termly report

5.4 The impact of COVID-19

We end this section by considering the impact of COVID-19 on schools' participation in the CPD Challenge, and particularly on their progress towards meeting the criteria. The impact of COVID-19 was also explored through the evaluation with findings detailed in *The Wellcome CPD Challenge – Evaluation final report, February 2022* and an earlier summary report (Leonardi *et al.*, 2020).

Not surprisingly, the COVID-19 pandemic, which began in the second year of the project, had a significant impact on schools' ability to participate in the CPD Challenge and the ways their teachers engaged with professional development. During this time, we saw a reduction in engagement from some CPD Challenge Champions as they struggled against significant competing priorities and immediate pressures. A decision was made by many school leaders to not over-burden staff with expectations of continued participation in formal professional development activity.

After this initial period, professional development activity resumed for most participating schools. The initial priority was to ensure teachers' confidence and expertise in the use of online platforms such as Google Classroom for teaching and learning and Microsoft Teams and Zoom for staff meetings. CPD Challenge Champions reported that, for some teachers, there was initially some reluctance to engage with online meetings because they missed face-to-face contact and informal in-person opportunities to share ideas and concerns. In schools where there was a strong culture of peer support in classrooms this did not initially translate well to the online environment.

Building the community online ... feels a little stilted as there is no chance to have a coffee and a chat - it's hard to build a relationship.

CPD Challenge Champion, termly report

As the practicalities of dealing with the pandemic became embedded in teachers' day-to-day practice there was a refocusing on professional development, with school leaders adapting their plans to remote learning solutions. Some schools were able to mirror pre-pandemic professional development using online environments. For example, in one school where teachers had been collaborating on classroom research projects prior to the pandemic, the model was transferred online. Teachers with common interests were linked and used online resources to research a theme so that they became an 'expert group'.

Online professional development offered some possibilities which might not otherwise have come about. In some schools, teachers were given a menu that included compulsory and optional professional development activities. In others, teachers were encouraged to select areas of interest, with professional development time allocated to accommodate new ways of working online. Staff thereby gained more autonomy over their professional development, prompting reflection on individual learning needs. In this way, whole-school development themes became personalised to individual teachers. The use of online courses also facilitated both synchronous and asynchronous learning opportunities for teachers, who were able to engage at their own pace, revisit sections to explore ideas further or consolidate learning at times to suit their professional and personal lives.

The CPD Challenge Champions played an important role in developing approaches to online professional development. For example, some Champions compiled catalogues of recommended online professional development opportunities and reading such as blogs to share with colleagues. In one primary school the Champion collaborated with subject leaders to create a library of short 'How to...' videos, to support teachers with developing practical skills in socially distanced classrooms for subjects such as art and handwriting.

Online learning brought challenges for some teachers, such as the need to spend sustained time within an online environment. The wide range of online professional learning opportunities made it more difficult for Champions to monitor and understand teachers' engagement, especially where they were following their own lines of inquiry and lacking opportunities to discuss these informally. The evaluation of both quality and impact was also judged to be more difficult without opportunities to talk to staff.

Overall, the Champions felt that online professional development had benefits. It could be accessed more flexibly, in some cases was more cost-effective, and reduced the amount of time needed for travel to external venues. Where schools had moved to sustained programmes of professional development rather than 'one-off' events, the creative use of online professional development appears to have enabled long-term learning over several weeks, with ongoing opportunities for input, discussion, practice, and reflection.

The idea of [Microsoft] Teams was met with resistance prior to the pandemic but now everyone has had to use it, it has changed how we work together for the better.

CPD Challenge Champion, termly report

Staff have become more adaptable and are now accepting of a more blended approach to teaching delivery, assessment and resource creation. We have pulled together as a staff to share common approaches and therefore

staff are happy that CPD has been focused on meeting the needs of the individual and benefitting [the school] as a whole.

CPD Challenge Champion, termly report

During the later stages of the project, still within the pandemic, schools continued to move towards more planned, structured programmes of professional development. Significant proportions of these activities were delivered by school staff and driven by emerging school priorities, whilst maintaining a focus on subject-specific professional development, staff collaboration in subject and phase groups and research and inquiry projects. Overall, it appears that the changes schools had put in place around professional development before the pandemic were largely resilient to its impact. Further, the use of online learning environments, and teachers' increasing confidence in working within these, created some opportunities for more flexible and individualised professional development.

While COVID has presented a challenge, our CPD model is sustainable under these circumstances. We continue to lead targeted, subject-specific action research projects that enable colleagues to focus their energies on addressing one area well.

CPD Challenge Champion, termly report

6. The impact of the CPD Challenge

For every school involved in the CPD Challenge, their approaches to, and the prominence of, professional development as an integral part of school life have changed markedly during their participation. Driven by the work of the Champion, many schools have radically changed their approaches to staff development, leading to crucial changes in the culture of professional development within schools. Therefore, complementing the findings of the evaluation, in this section we consider the approaches taken by schools which led to shifts in the culture of professional development, and reflect on their long-term impact. We end this section with a description of how stakeholder engagement and dissemination activity have influenced other organisations' approaches to professional development.

6.1 Changing school cultures of professional development

Overall, the approaches taken by schools can be grouped into three broad categories:

- development of shared understandings of professional development, for example through school-specific definitions of professional development, re-designation of meetings and other 'administrative' tasks as opportunities for development;
- new or adapted whole-school approaches for professional development planning, delivery and evaluation, such as systems for tracking applications for, engagement in and impact of teacher professional development; explicit linking of professional development to appraisal, and performance management;
- new approaches to individualised and subject-specific professional development, including teacher research projects, subscriptions to subject associations, the use of departmental time for developing and sharing subject-focussed practice, and the identification and deployment of in-school expertise for professional development leadership.

Many examples of the changes implemented by schools can be found in this report and in those of the evaluation, including *The Wellcome CPD Challenge – Evaluation final report, February 2022*. To complement those examples, we provide here a few further illustrations of how these changes have led to shifts in the culture of professional development. Some of these approaches are practical, organisational actions, such as subscribing to subject associations, which can be taken swiftly, through the reallocation of resources and/or time. Others are more holistic, requiring longer-term changes to schools' practice. For example, in order to develop a shared understanding of professional development, a whole-school approach to staff engagement is likely to be most effective.

For example, most schools involved in the CPD Challenge have restructured how professional development is delivered. Rather than being confined to external attendance on courses, or in-school 'training' days at the start or end of term, a 'little and often' approach has been adopted, so that professional development activities are spread throughout the school year. Many schools have moved away from 'generic' professional development towards activity that enables contextualisation within specific subjects, phases and classroom contexts. This has often involved a shift from staff 'receiving training' together as a whole group, to models where teachers collaborate in their own subject or phase groups, often with teachers alternating the leadership of learning activities.

Staff now consider themselves to be conducting CPD all the time as part of their general practice: during conversations with 'experts' within the school, moderation activities, feedback to students (we have a student teacher in most classes).

CPD Challenge Champion, termly report

Another approach to professional development, which grew across a number of schools, was to support teachers in carrying out small-scale research, inquiry and lesson-study projects. Enabling staff to take greater responsibility for their own development was a key change, so that teachers focus autonomously and independently on professional learning relevant to their career stage, subject and classroom contexts. This was achieved by prioritising professional development, including through the provision of appropriate time for all teachers, and a sharp focus on each member of staff as an individual learner. These approaches appeared to be particularly successful in engendering a sense of self-determined and truly continuous professional development.

As a school we are currently working on developing the curriculum for the foundation subjects. To ensure that all staff share the same vision and pedagogy behind why we are changing the curriculum, a sequence of staff meetings focusing on CPD have been planned and are currently being implemented. This has allowed staff to build on prior CPD from previous sessions and make links between them. This has resulted in the staff being able to create their own bespoke curriculum personalised to [pupils] and has allowed them to take ownership over this.

CPD Challenge Champion, termly report

Participation in the CPD Challenge prompted senior leaders in some schools to rethink the process of teacher appraisal, with more explicit links to professional development. For example, some CPD Challenge Champions held one-to-one meetings with teachers in the summer term to discuss professional development needs for the coming year. Collation of information from these meetings provided an overview of teachers' individual needs and of common development needs across the school, offering a microscopic and macroscopic view of professional development needs.

Performance management target for all staff related to personal research-based CPD has changed the mindset of all staff – staff now independently take responsibility for areas of their CPD.

CPD Challenge Champion, termly report

Some schools used their incentive payments to fund membership of subject associations. This linked each subject area to a source of current, trusted information about pedagogy, innovation, research and to further opportunities for professional development. In turn, this raised the profile and importance of subject-specific activity as a key component of professional development.

The appointment of Research Leads in each department has been successful in engaging staff in subject-specific CPD. They see the work as an important part of improving outcomes for students and took on the role willingly, without the incentive of a TLR [Teaching and Learning Responsibility payment]. Each department now subscribes to a professional association.

CPD Challenge Champion, termly report

The systematic collection of data for the project evaluation and analysis of the resulting 'data dashboards' (see Section 5.1) prompted many CPD Challenge Champions to make changes to their school's approaches to recording and evaluating professional development. By drawing on sessions at schools' briefings, collaboration with other participating schools and their own inquiries, Champions developed new ways of evaluating the effectiveness of teachers' professional development on both individual teachers' learning and on school improvement. Further, school leaders in some schools began to look for evidence of the impact from professional development on teachers' practice via the scrutiny of pupils' work, lesson observations and learning walks. This represented a shift from previous practice, when professional development was typically evaluated through teachers' self-reporting, to the integration of internal evaluation with existing quality assurance and planning processes.

Overall, we have seen that participation in the CPD Challenge provided a starting point for change, prompting school leaders to reconsider the purpose of professional development, its contribution to teachers'

practice and learning and how it is delivered and evaluated. Participation has helped to emphasise the importance of professional development, its links to school improvement and most importantly its impact on the learning experiences and educational outcomes of children and young people.

CPD Challenge Champions indicated in their final termly reports that their plans for the medium-to-long term include: maintaining and further developing their approaches to identifying and meeting the professional learning needs of individual teachers, linking these to school development and teacher appraisal systems; focussing on subject-specific professional development and teacher inquiry projects, and further increasing the time given to and frequency of professional development. The legacy of schools' adapted and new approaches to professional development appears to be far-reaching and sustainable in the long term. Champions described to us how they intend to maintain the progress made and further develop their schools' approaches to professional development, and believe that this is possible without the need for major financial investment from school budgets.

6.2 The wider impact of the CPD Challenge

As described in Section 4, stakeholder engagement and dissemination played a key part in delivery of the CPD Challenge, driven by Wellcome's strong links to policy makers and sector influencers. In this section, we look beyond the participating schools to the impact of the CPD Challenge on the wider education sector, providing three examples of how learning from the project has been used by organisations in defining their approaches to and policy requests for teacher professional development.

As a first example, the Institute of Physics developed a call for the UK governments to 'invest in creating a more confident, engaged teaching profession, through a sustained world-class system of subject-specific CPD for all teachers' (Institute of Physics, 2020, p.4). This report sets out recommendations and expectations around teacher professional development, drawing on findings from the CPD Challenge to build a case for an entitlement for each teacher to at least 2.5 days each year of subject-specific professional development, equivalent to the CPD Challenge criteria. It also identifies how teachers' and school leaders' perceptions of the cost of professional development can restrict engagement, but that these can be changed, as demonstrated by participating schools' approaches to increasing the quantity of professional development in the CPD Challenge.

Next, the Teacher Development Trust (Weston, Hindley & Cunningham, 2021) set out the need to review how we create 'supportive professional environments' (p.14) for teacher professional development, including a call to consider and protect the use of teachers' time for professional development. In doing this, they point to the findings of the CPD Challenge showing that schools are able to support teachers' engagement in at least 35 hours of high-quality professional development activity per year.

Finally, in its report *Improving Schools* (NAHT, 2020), the NAHT states a need for a 'fundamental shift in policy, culture and practice so that high-quality CPD becomes the norm for all teachers, at every stage of their career' (p.8). To achieve this, the report asks for the government to fund an entitlement to professional development for teachers throughout their careers, highlighting how the CPD Challenge has provided information about the potential impact of an entitlement and the associated barriers to delivering this. Drawing on our learning about the importance of the CPD Challenge Champion, the report also requests schools to 'designate a senior leader as the professional development lead who is responsible for overseeing, coordinating and championing high-quality teacher professional development' (p.4), and to offer these leads support through external networks, case studies and research so that they are able to 'develop their own understanding of, and expertise in, effective continuing professional development' (p.4).

The examples offered illustrate how the success of the project's implementation in schools and the dissemination of this learning has led to significant and continuing influence in the sector.

7. Conclusions and recommendations

Participation in the CPD Challenge prompted schools to change their practices in relation to professional development. This led to an increased number of schools meeting the CPD Challenge Criteria and more teachers accessing 35 hours or more high-quality professional development per year. The success factors involved in embedding change in school practices included:

- evidence-informed, externally set, criteria for improvement which provided ambitious but achievable targets;
- a school-led, whole-school, approach to change in which schools were able to identify their own approaches to meeting the criteria, applying and adapting these across subject groups, phases and other in-school groupings;
- the CPD Challenge Champion, given the authority to lead change in schools' approaches to professional development, liaising with school leaders, and engaging staff;
- the support of school leaders, both for the Champion and for the principles and intended outcomes of the project itself;
- support for the CPD Challenge Champion, including flexible approaches to reflection and action planning with the CPD Challenge Facilitator, and opportunities to share practice and reflect on learning with colleagues from other schools.

Where schools were less successful in making changes towards improving the quality and quantity of professional development, this tended to derive from a lack of one or more of these factors. Examples included competing priorities limiting CPD Challenge Champions' ability to engage with support, or other pressures constraining school leaders' and teachers' ability to maintain a focus on the positive impacts of participation. However, many schools experiencing the most challenging of circumstances, such as during the COVID-19 pandemic, were able to adapt their approaches to professional development in response to competing priorities and changing external conditions. This demonstrates the value of a school culture which prioritises professional development.

For practitioners interested in meeting the challenge of providing high-quality continuing professional development for all teachers, the success factors listed above offer useful starting points. In CPD Challenge Champions' final reports, Champions gave recommendations to other school leaders wishing to improve their approaches to professional development. A sample of their responses, representative of the whole, are given in Figure 5.

Figure 5: Recommendations from CPD Challenge Champions

- Provide as many different approaches to CPD as possible. Ensure there are a range of ways colleagues can access CPD: from home, individually, in phases, curriculum teams, online, CPD library within school... More flexibility towards CPD approaches and ways of completing CPD has shown that the pressure of completing it has been reduced and is more accessible for all.
- Draw a balance between what the overall school's needs are, so you build momentum for priorities alongside ensuring individual and personalised CPD is fully supported. Give time to do things well. Don't pile too much on the agenda. Ensure anything can be fully embedded with time and reflection. Make sure as much time as possible is given to departments to really work on meeting school, department and individual priorities as departments are the best place to find support and expertise. Be outward facing and engage with research. Read, read and read to learn more about what has been learnt about what works and doesn't work.
- Involve all stakeholders in the process. Build in autonomy as to what CPD is undertaken to improve motivation and buy in.

- Know what you want to get out of CPD, what the aim is. Ensure teacher development is a priority of the whole leadership team. Ringfence time for CPD that cannot be used for anything else and all teaching staff (including leadership team) / teaching assistants always participate. Have a system in place for evaluating the impact.
- Have a key person (or two) with a clear focus on this, to help build a positive approach across the school; have support from the senior team.
- Dedicate time, rather than money. Be clear with staff about the purpose and place of CPD. Have shorter-term goals and a timeline for CPD throughout the year so that it doesn't drop off the bottom of colleagues' 'to do' list. Make sure the CPD is bespoke to the stage of career and area of expertise. Facilitate discussion with colleagues in order to ensure reflection on professional learning. Ensure professional learning is seen to have an impact on practice, workload and outcomes.
- Never leave CPD as a one-off session; always have an opportunity to revisit something from it at some point throughout the year, link other sessions to what you have done previously. So staff always understand how it fits together for a bigger picture and a chance to recall and not forget the topic that was important enough to have a CPD session on in the first place.

These recommendations align with the aims and success factors of the CPD Challenge, including balancing whole-school development objectives with individual teachers' needs, identifying a lead for professional development, prioritisation by senior leaders, and building a perception of professional development as a continuous process of learning and reflection.

Drawing our learning from the project together, we end this report with recommendations for school leaders and policy makers:

- all schools should appoint a senior leader with explicit responsibility for leading professional development, who is given support to develop their understanding of professional development, to plan for, lead and reflect on change and to engage staff in these changes;
- all school staff should participate in building a shared understanding of the purpose and outcomes of sustained high-quality professional development, moving away from ideas of professional development as attendance at external courses and towards shared ownership of professional development as an ongoing process of learning through multiple activities;
- school leaders can embed small changes in practice to balance and align school development objectives with teachers' individual learning needs, such as redefining the purpose and content of staff meetings; linking professional development with performance management or appraisals, and developing systems of teacher-led inquiry.

The levels of commitment shown by the great majority of schools in the CPD Challenge indicate that there is an appetite for system-wide and school-level change in approaches to professional development. The findings show us that an entitlement to a minimum of 35 hours of high-quality professional development (where quality is clearly defined) provides a focus for improvement in schools' practices, when set alongside the provision of appropriate support for school leaders. Therefore, we end by recommending that the government implements an entitlement to professional development for teachers at all stages of their careers.

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Appendix 1. School invitation letter

The Wellcome CPD Challenge: Exciting opportunity for schools!

We are recruiting schools to take part in the Wellcome CPD Challenge, a wonderful opportunity to make a difference to educational policy and practice on a national level. Our region has been chosen as the only area of the country in which this pilot study will run. Over two years, forty schools will be challenged to meet a set of criteria relating to the quality and quantity of continuing professional development for teachers.

The aim of the Wellcome CPD Challenge is to understand what changes need to take place within the education system for schools to meet the criteria. To support your school's participation, a bursary of £7000 is available, to be paid in instalments. You will also be allocated a Challenge Facilitator who will work alongside you to provide support and guidance throughout the pilot.

You will be able to reflect on your school's approaches to CPD, work towards improving its quality and quantity, evaluate the benefits, challenges, enablers and barriers to the changes you make and share your learning with other schools in the region. Wellcome is in discussion with the Department for Education about the CPD Challenge and will share findings from the study, including what is needed for schools to improve the quality and quantity of CPD on offer to teachers. By participating in this project, you have the potential to improve teaching and teacher retention in our region and ultimately across the country.

The CPD Challenge is led by the Wellcome Trust, a global health charity which is both politically and financially independent. Education is a priority for Wellcome and it supports teachers directly through its involvement with STEM Learning and Project ENTHUSE – Wellcome's vision is for high-quality science education for all. However, it recognises the need for system wide change, therefore this project will work with all teachers and not just those teaching science.

The CPD Challenge is managed by Sheffield Institute of Education, part of Sheffield Hallam University, working in partnership with Learn Sheffield. The Challenge will run from June 2018 until December 2020, with a long-term independent evaluation carried out by CFE Research until July 2021.

In order for your school to participate, you must commit to:

- identifying one or two Challenge Champions in your school to lead engagement in the project
- attending two half-day briefings and updates in Sheffield each year, starting in summer 2018
- leading staff in school to work towards meeting the CPD criteria
- discussing progress towards the criteria with your Challenge Facilitator through termly meetings and reports, including identifying barriers and enablers
- taking part in the evaluation of the pilot including surveys and interviews

To learn more about the Wellcome CPD Challenge, please attend our information event at Sheffield Hallam University on 2 May 2018 from 4.30 – 6.30. At this meeting you will be able to hear more about the project from Professor Sir John Holman, Senior Adviser in Education to Wellcome, meet the team running the Challenge, and learn how to get involved.

To reserve your place at the information event, and/or to express your school's interest in being part of the project, go to this [online form](#). If you can't attend the information event, use this link to register your school's interest in the project and we will be in touch. If you have any questions, please contact Emily Perry by email.

Appendix 2. School expression of interest form

School name			
School postcode			
My name			
My role			If you've already provided these details through the online Google form, you don't need to provide them again here
Email address			
Phone number			
Best time(s) to contact me			
I am here representing	<input type="checkbox"/> <i>an individual school</i>		<input type="checkbox"/> <i>a group of schools (MAT, TSA, other grouping)</i>
If you are representing a group of schools, what is its name?			
My school/school group is interested in participating in the Wellcome CPD Challenge			<input type="checkbox"/> <i>yes</i> <input type="checkbox"/> <i>no</i> <input type="checkbox"/> <i>not sure</i>
If you are representing a school group, list the names of the schools in the group; if you have any preference for which school(s) participate in the Challenge, identify them			
If you have said 'not sure', how can we help you decide whether you are interested in participating?			
If you have said 'no', please explain why you are not interested in participating			
What further questions do you have about the CPD Challenge?			

Appendix 3. Participating schools

All Saints Catholic High School, Sheffield
Aston Academy, Rotherham
Astrea Academy, Sheffield
Athelstan Primary School, Sheffield
Bents Green School, Sheffield
Birkwood Primary School, Barnsley
Bradfield Dungworth Primary School, Sheffield
Bradfield School, Sheffield
Buxton Junior School, Derbyshire
Dobcroft Infant School, Sheffield
Dobcroft Junior School, Sheffield
Emmaus Catholic and Church of England Primary School, Sheffield
Firth Park Academy, Sheffield
Forge Valley School, Sheffield
Great Hucklow Primary and Peak Forest Primary, Derbyshire
Hallam Primary School, Sheffield
Handsworth Grange Community Sports College, Sheffield
High Storrs School, Sheffield
Hinde House Secondary, Sheffield
Holgate Meadows Community School, Sheffield
Malin Bridge Primary School, Sheffield
Maltby Manor Academy, Rotherham
Meadow View Primary School, Rotherham
Meersbrook Bank Primary School, Sheffield
Monteney Primary, Sheffield
Mossbrook School, Sheffield
Nether Edge Primary School, Sheffield
Newfield Secondary School, Sheffield
Oasis Academy Fir Vale, Sheffield
Saint Pius X Catholic High School, Rotherham
Sheffield Springs Academy, Sheffield
Shirebrook Academy, Derbyshire
St John Fisher Primary, Sheffield

Swinton Academy, Rotherham
Talbot Specialist School, Sheffield
Tapton School, Sheffield
Thorpe Hesley Primary School, Rotherham
UTC Sheffield City Centre, Sheffield
UTC Sheffield Olympic Legacy Park, Sheffield
Wybourn Community Primary School, Sheffield

Appendix 4. CPD Challenge Advisory Committee

Professor Sir John Holman (Chair), University of York

Professor Toby Greany, Professor of Education, University of Nottingham

Professor Dame Alison Peacock, Chief Executive Officer, Chartered College of Teaching

Mr Chris Pope, Co-Director, The PTI

Ms Michelle Rainbow, Skills Director, North East Local Enterprise Partnership

Mrs Teresa Tunnadine CBE, Chief Executive Officer, Middlesex Learning Trust

Mr David Weston, Chief Executive Officer, Teacher Development Trust

Appendix 5. Participating school information

The data given below is based on schools participating in the project in January 2019. It is drawn from publicly available government websites.⁴

Table 4: Local Authority

	Sheffield	Rotherham	Derbyshire	Barnsley
Number of schools	30	6	3	1

N=40

Table 5: School phase – primary and secondary schools

	Primary	Secondary
Number of schools	19	17

N=36

Table 6: School phase – special schools

	Primary	Secondary	7-16
Number of schools	1	2	1

N=4

Table 7: School size – secondary schools

	Large (>1500)	Medium (650-1500)	Small (<650)
Number of schools	3	10	4

N=17

Table 8: School size – primary and special schools

School Type	Large (>600)	Medium (340-600)	Small (<340)
Primary	3	7	9
Special	0	0	4

N=23

⁴ <https://www.compare-school-performance.service.gov.uk/>; <https://get-information-schools.service.gov.uk/>.

Table 9: Academy status

	Academy	Maintained
Number of schools	26	14

N=40

Table 10: Faith

	Catholic	CofE	Multi-denominational	none
Number of schools	3	1	1	35

N=40

Table 11: Percentage of pupils entitled to free school meals

	<20%	20-30%	>30%
Number of schools	20	8	12

N=40

Table 12: Location type

	Urban	Rural
Number of schools	37	3

N=40

Table 13: Ofsted rating

	4 (special measures/ inadequate)	3 (requires improvement)	2 (good)	1 (outstanding)
Number of schools	1	5	23	9

N=38*

*Two schools had not yet received an Ofsted inspection at project inception

Appendix 6. CPD Challenge schools' briefings

Briefing	Overview of content	Delivery mode
June 2018	<ul style="list-style-type: none"> • Overview of the CPD Challenge • Project roles and responsibilities • Participation in the evaluation • CPD Challenge criteria and reflections on schools' current positions in relation to the criteria 	Face-to-face
January 2019	<ul style="list-style-type: none"> • CPD Challenge project progress update; evaluation update • Research insight: leading professional development • School case studies • Focus on teachers' individual needs 	Face-to-face
June 2019	<ul style="list-style-type: none"> • Reflecting on progress from Year 1 • Research insight: understanding and evaluating 'quality' in professional development • School case studies • Focus on 'high quality' • Planning for Year 2 	Face-to-face
November 2019	<ul style="list-style-type: none"> • Recording and using feedback from professional development to inform planning • School case studies • CPD Challenge evaluation update • 'Tricky' criteria 	Face-to-face
June 2020	<ul style="list-style-type: none"> • Updated project plans for Year 2 and extension to Year 3 • Progress updates, reflecting on the impact of COVID-19 on professional development • Looking ahead to Year 3 	Online
November 2020	<ul style="list-style-type: none"> • Project updates • School case studies • Reflecting on progress, including the impact of COVID-19 on professional development 	Online
June 2021	<ul style="list-style-type: none"> • Project updates • Reflecting on learning from the CPD Challenge 	Online

Appendix 7. Schools' termly reporting sample template

School name & postcode	
CPD Challenge Champion(s)	
Reporting period	

Actions taken in this reporting period

What actions have been successful in engaging staff in your school's participation in the CPD Challenge?	
What actions have been successful in moving towards meeting the CPD Challenge criteria?	
What barriers have you encountered?	

Meeting the CPD Challenge criteria

How close do you feel you are, as a school, to meeting each of the CPD Challenge criteria below?				
<i>CPD meets the needs of the individual teacher and is predominantly focussed on subject-specific development</i>	we are exceeding this	we are meeting this	we are close to meeting this	we are quite far from this
<i>CPD is high quality and aligns to the Department for Education's standard for teachers' professional development</i>	we are exceeding this	we are meeting this	we are close to meeting this	we are quite far from this
<i>Every teacher participates in a minimum 35 hours of CPD annually</i>	we are exceeding this	we are meeting this	we are close to meeting this	we are quite far from this

Meeting the CPD Challenge criteria - continued

Overall, how close do you feel you are, as a school, to meeting the CPD Challenge criteria?	overall, we are exceeding the criteria	overall, we are meeting the criteria	overall, we are close to meeting the criteria	overall, we are quite far from the criteria
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Support for the CPD Challenge

What support has been useful in this reporting period?	Working with your Challenge facilitator	CPD Challenge schools' briefings	Wellcome's bursary funding	Other (please specify)			
Explain your answer							
How confident are you that your school could continue to work towards meeting the CPD Challenge criteria <i>without</i> each of these types of support (on a scale of 1-7, where 1=not at all confident and 7=very confident)?							
<i>Working with your Challenge facilitator</i>	1	2	3	4	5	6	7
<i>CPD Challenge schools' briefings</i>	1	2	3	4	5	6	7
<i>Wellcome's bursary funding</i>	1	2	3	4	5	6	7
<i>Other (as specified above)</i>	1	2	3	4	5	6	7
What additional support, if any, might be useful in helping your school to participate in the CPD Challenge?							
Any further comments or questions							

Wellcome supports science to solve the urgent health challenges facing everyone. We support discovery research into life, health and wellbeing, and we're taking on three worldwide health challenges: mental health, global heating and infectious diseases.

We are a politically and financially independent foundation.

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