

# Good professional development in schools

How does leadership contribute?

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This good practice report considers what makes continuing professional development work so well in successful schools. It identifies four key questions that effective school leaders regularly ask themselves about the quality of their arrangements for professional development. The report then sets out the key characteristics of good practice associated with the four areas and illustrates these to help all schools learn from the examples. It also identifies three barriers that confront schools.

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## Executive summary

In 2006, Ofsted published a report on continuing professional development in schools.<sup>1</sup> Between 2008 and 2009, inspectors set out to evaluate the progress made since the report was published and to identify the features of good practice. They visited two nursery schools, 13 primary schools, 24 secondary schools and one special school. The sample of schools was selected because previous inspections had indicated that practice in continuing professional development was good or outstanding. The inspectors also considered a wide range of other evidence, including the findings from a number of school inspections and monitoring visits and from subject and aspect reports published since 2007.

The key strengths and areas for development which inspectors identified closely reflected those in the earlier survey. These included: the strong commitment of senior managers to developing their staff; the close alignment of professional development with performance management, institutional self-review and priorities for improvement; the flexible use of time, resources and expertise; and the successful balancing of individual and institutional needs.

A further strength identified in this report is the focus by the institutions on developing not only the teaching staff but also the wider workforce. Inspectors found several examples of staff who had been given the financial support and time to gain extra qualifications that considerably extended their career opportunities. Investment in professional development had a very positive impact on the recruitment and retention of staff.

Despite these strengths, inspectors identified three barriers to improvement. First, there were continuing weaknesses in the evaluation and assessment of the value for money of professional development. Second, teachers' knowledge of subjects other than English and mathematics was seldom refreshed by suitable professional development, especially in primary schools. Finally, schools whose staff, particularly leaders, lacked skills in self-evaluation and in dealing with weaknesses, and needed help before they could meet their professional development needs.

The report identifies four key questions that leaders need to ask themselves if they are to be successful in planning professional development. These concern the extent to which professional development is integrated with school improvement; how well the school provides policies and frameworks for its staff to secure consistency and quality in their work; how far the expertise of staff is used; and how well the school monitors and evaluates its professional development.

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<sup>1</sup> *The logical chain: continuing professional development in effective schools* (HMI 2639), Ofsted, 2006; [www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Management/The-logical-chain-continuing-professional-development-in-effective-schools/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Management/The-logical-chain-continuing-professional-development-in-effective-schools/(language)/eng-GB).

The report supports each of the key questions by illustrating the characteristics that inspectors commonly found in the schools surveyed with examples and case studies. Many of the case studies show how the schools were dealing with areas of current interest nationally, such as how to improve pupils' behaviour, learning, and personal safety.

## Key findings

- In the schools visited, there was strong leadership at all levels and a shared understanding of the crucial contribution that professional development makes to improving the quality of care and welfare and to raising standards.
- The leaders who managed professional development well demonstrated high levels of trust in their staff and involved them closely in identifying and implementing the necessary improvements. As a result, staff responded very positively to change.
- The schools had clear policies which achieved consistently high quality in teaching and learning.
- In the most successful schools visited, planning for school improvement involved careful identification of priorities, based on information from a wide range of sources.
- The survey schools provided professional development for the whole of their workforce. They made well-considered use of a good variety of activities, often involving close collaboration within and between institutions.
- School-based professional development, with judicious use of external support, proved to be the most effective means of improving staff's skills.
- In the schools where professional development was most successful, staff discussed and reflected on what they were learning. The leaders of these schools were prepared to create the time for this to happen.
- The schools used coaching and mentoring effectively as part of their professional development programmes, although they did not all have a common understanding of what these terms meant.
- As in the previous survey, the weakest aspect of continuing professional development was the extent to which schools evaluated its impact and value for money.
- Recent surveys of subjects by Ofsted have shown that staff rarely receive training in subjects other than English and mathematics. This situation was confirmed by this survey.
- Inspections of schools in a category of concern have shown that those making slow progress lacked skills in evaluating their performance and confronting their weaknesses. As a result, they were unable to focus relevant professional development where it was needed.

## Recommendations

The Training and Development Agency for Schools should:

- disseminate more widely guidance to help schools monitor and evaluate the impact of their professional development on attainment and on other outcomes for pupils
- make clear to schools the benefits of different types of coaching and mentoring
- disseminate and support further the range of subject-specific continuing professional development that is available.

Local authorities should:

- help less successful schools to plan well-targeted professional development by improving leaders' skills in self-evaluation.

Schools should:

- make sure that most professional development is school-based and focused on the school's priorities.
- improve their skills in monitoring and evaluating the impact of professional development
- make sure that, in all areas of the curriculum, teachers' subject knowledge is updated regularly
- extend their understanding of, and expertise in, coaching and mentoring
- create sufficient time for staff to undertake relevant professional development and to discuss and reflect on what they have learnt
- make sure that leaders at all levels can evaluate performance accurately and objectively and know how to deal with any shortcomings that they identify.

## Background information

1. In 2006, Ofsted published a survey of the impact on schools of the Government's strategy for continuing professional development. At that time, the Training and Development Agency for Schools (TDA) had recently assumed responsibility for supporting and improving the quality of professional development for all school staff in England.
2. Since that survey, the TDA has published its strategy for professional development, along with a variety of support materials, most notably through

its website.<sup>2</sup> The professional standards for teachers were introduced into schools in 2007 to help to identify the development needs of staff.<sup>3</sup> A year later, the national occupational standards and the career development framework for the wider workforce were also launched to help schools assess the competencies of their staff and plan appropriate professional development for them.<sup>4,5</sup>

## The importance of leadership

3. The most distinctive feature in the schools visited was the commitment of leaders at all levels to using professional development as the main vehicle for bringing about improvement. All had a clear view of how professional development should be organised. One headteacher outlined the principles on which her school's policy was based.

In our small primary school, three important principles guide our approach to professional development. First, because we believe training is central to school improvement, we integrate it into a cycle of planning and implementation, which always focuses on raising standards. Second, we ensure there are no breaks in the chain. For example, once a member of staff has developed the expertise and confidence to lead an initiative, we immediately arrange for that person to work alongside others to help them develop their skills. We make time available for this. This means the school can retain and build on the expertise gained through its original investment in training. It also means there is always someone who can take over the leadership of an area if a member of staff is promoted or absent for a prolonged period of time. Third, we monitor and evaluate the impact of training to ensure that it leads to better teaching and learning and improvements in pupils' standards and progress. If this does not happen, we change tack. This rigorous evaluation determines what we need to do to get even better in the next cycle. And so the links in our chain continue.

4. This survey found that, implicitly or explicitly, leaders focused on four questions about the quality of professional development needed to achieve their goals:
  - How well do we use professional development as an integral part of our improvement plans?

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<sup>2</sup> For more information, see: [www.tda.gov.uk](http://www.tda.gov.uk).

<sup>3</sup> *Professional standards for teachers* (TDA0313), TDA, 2007; [www.tda.gov.uk/leaders/teachers/professionalstandards.aspx](http://www.tda.gov.uk/leaders/teachers/professionalstandards.aspx).

<sup>4</sup> For more information on the national occupational standards, see: [www.tda.gov.uk/support/nos.aspx](http://www.tda.gov.uk/support/nos.aspx).

<sup>5</sup> *Career development framework for school support staff: guidance handbook* (TDA0180), TDA, 2005; [www.tda.gov.uk/upload/resources/pdf/f/framework\\_guidance\\_handbook.pdf](http://www.tda.gov.uk/upload/resources/pdf/f/framework_guidance_handbook.pdf).

- How successfully do we create policies and practices that bring about consistently high quality in the school's work?
- How well do we know, value and use the expertise of our staff?
- How well do we monitor and evaluate our professional development?

The report considers each of these questions, shows the characteristics of good practice common to the great majority of the survey schools, and illustrates them with examples and case studies.

## **How well do leaders use professional development as an integral part of their improvement plans?**

### **Effective leaders use an extensive range of information to identify their priorities**

5. This characteristic was shared by all the survey schools. They drew on a wide range of evidence to make an accurate assessment of their needs and to identify clear priorities for the professional development of staff. Their sources included:
  - analysis of assessment data
  - observations of teaching and learning
  - scrutiny of pupils' work
  - subject, faculty and whole-school reviews
  - performance management and self-evaluation by staff
  - monitoring of the performance of staff
  - feedback from parents and pupils about the performance of the school
  - feedback from external inspections.
  
6. This illustration shows how one school gathered information about its needs.

The headteacher of a large, rural secondary school was committed to providing opportunities for students, staff, parents and carers to contribute to improvements. Students regularly gave their views through whole-school and year-group council meetings, faculty focus groups and meetings with project teams. In addition, randomly selected groups of students attended a weekly 'head's breakfast' where they discussed all aspects of school life in an open and relaxed way and voiced their opinions about what could be improved. Further opportunities for consultation included half-termly coffee mornings for parents when they could tour the school and see it at work. Parents also contributed to joint reviews of the school's policies, such as those on racism and behaviour.



7. The direct observation of teaching by school leaders and peers was a crucial source of information to show where improvements were needed. It could highlight problems that had not been identified from the analysis of data, as in the following example.

Observations of teaching in a primary school indicated that learning was too passive. In typical lessons, teachers dominated proceedings, instructed pupils on what to do and did not encourage them to think for themselves. As a result, the pupils had difficulty, for example, in drawing inferences from a text. To tackle this problem, the headteacher decided to train the staff to use a programme that would develop pupils' critical and creative skills. Although expensive and time-consuming, it revolutionised the school's approach and pupils were able to work with far greater independence than previously.

8. Many of the schools used their latest Ofsted inspection report to identify priorities for improvement. In response to a recommendation to improve students' literacy, a secondary school conducted an assessment of the reading ages of its Year 7 intake to establish the extent and nature of the problem. Training for one teacher and two higher level teaching assistants in how to teach phonics led to the successful introduction of an intensive programme to improve students' reading skills. A further illustration was provided by a primary school where an inspection had found that pupils needed to develop their technology skills. The headteacher arranged for a teacher and a teaching assistant to attend a 12-month training course on the use of data-loggers and monitoring technology. The teaching assistant went on to become a lead professional in using this equipment and worked successfully with pupils throughout the school.

### **Effective leaders carefully balance the continuing professional needs of individual staff with the improvement needs of the school**

9. The survey schools' arrangements for performance management played a major role in determining the content of their professional development. They had rigorous systems which helped to identify priorities at individual, subject, faculty and whole-institution level. These were translated into well-resourced training plans, which were closely related to the school development plan. For example, one school, which was introducing philosophy for pupils, made sure that all teachers had a target related to this in their individual action plan. The staff in these schools had a clear understanding of the school's priorities and, most importantly, knew exactly how they could contribute, as individuals and collectively, to meeting the school's targets.
10. In about half the schools visited, the professional standards for teachers were used systematically to identify individuals' development needs. However, few of the schools were using the national occupational standards and career

development framework systematically to identify the needs of members of the wider workforce and to plan the best route for their development. This confirmed the findings of earlier Ofsted reports.<sup>6</sup>

11. A strength of the most effective performance management was the way in which it linked an institution's needs to those of individual staff. Individuals' needs were given priority when they were aligned with those of the school. Often the school provided opportunities for staff to pursue further degrees or other accredited courses leading, for example, to national qualifications for leadership, the status of higher level teaching assistant or national vocational qualifications. The benefits to the individuals were also felt by the school, not least in the increased levels of staff motivation and satisfaction.
12. The mutual advantages are illustrated in a secondary school that was aiming to develop the skills of its managers.

The school's initial focus was on improving its middle management. The local authority provided funding for nine middle managers to attend a course organised by the National College for Leadership of Schools and Children's Services.<sup>7</sup> Other staff were able to pursue an accredited course organised at the school by a local university. Some of the staff used their credits to complete a master's degree in education. For the staff, the benefits were a useful qualification and improved skills. For the school, they included better-run departments, greater sharing of good practice within and between departments, and improvements in the quality of teaching.

13. Further examples of the effective balancing of institutional and individual needs were found in schools which successfully 'grew their own' leaders. In one, an advertisement for a deputy headteacher had attracted only three applicants, none of whom was suitable. This prompted the school to improve the skills of members of its own staff who had leadership responsibilities and ambitions by providing them with training programmes run by the National College. As a result, the staff became more skilled and confident in their work and had developed the competencies which would enable the school to make internal promotions in future. The opportunities for professional development and

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<sup>6</sup> *The deployment, training and development of the wider school workforce* (070222), Ofsted, 2008; [www.ofsted.gov.uk/publications/070222](http://www.ofsted.gov.uk/publications/070222); *Workforce reform in schools: has it made a difference? An evaluation of changes made to the school workforce 2003–2009* (080263), Ofsted, 2010; [www.ofsted.gov.uk/publications/080263](http://www.ofsted.gov.uk/publications/080263).

<sup>7</sup> The National College for Leadership of Schools and Children's Services, formerly the National College for School Leadership, provides training and support for leaders in education. For further information see: [www.nationalcollege.org.uk/index.htm](http://www.nationalcollege.org.uk/index.htm).

advancement encouraged stability and continuity in staffing – factors which are crucial to success, as a recent Ofsted report demonstrated.<sup>8</sup>

## **Effective development plans have a clear focus on better outcomes for pupils and on improvements in teaching and learning**

14. In the schools visited, improvement plans included targets that were expressed as percentage increases in the proportions of pupils achieving particular levels in national tests and examinations. These percentages were often given for whole year groups. Occasionally, the schools also identified targets for specific groups of pupils, such as those who had special educational needs and/or disabilities.
15. Plans to improve teaching and learning sometimes established an objective measure related to the intended improvement, such as a reduction in exclusions or an increase in the number of lessons graded good or better by senior leaders. One school aimed to raise the judgement for its overall effectiveness from good to outstanding by its next inspection. More typically, the intended impact was expressed in qualitative terms and focused, for example, on increasing staff's confidence in using information and communication technology, or on ensuring that pupils displayed greater enjoyment and independence in their work.
16. There were several advantages to identifying the intended impact on teaching and learning:
  - it ensured that professional development focused on what mattered
  - staff had a clear understanding of what they were aiming to achieve
  - leaders were well placed to evaluate the effectiveness of the developments, as they knew from the outset what outcomes were intended.
17. The following example shows how professional development and school development were combined to bring about a clear outcome, namely, the greater safety of students through their better awareness of the potential dangers of using the internet.

Two students at a secondary school had been victims of abuse, as a result of being contacted and groomed via an internet site they used at home. Once the school became aware of what had happened, it audited its safeguarding procedures and recognised that it did not have any provision to ensure the safe use of new technologies. An assistant headteacher attended training organised by the Child Exploitation and Protection

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<sup>8</sup> *Twelve outstanding secondary schools – excelling against the odds* (080240), Ofsted, 2009; [www.ofsted.gov.uk/publications/080240](http://www.ofsted.gov.uk/publications/080240).

Centre.<sup>9</sup> The agency provides a programme which teachers who have attended basic training can present to their students. All staff undertook some training to enable them to teach the course or to be aware of its content. Changes were made to the school's virtual learning environment and to the curriculum. Everyone was made aware of the action that had been taken and of the planned outcome, which was that all students should understand the dangers of the internet, be aware of procedures to keep themselves safe and know whom to contact if they needed help.<sup>10</sup>

## Effective leaders achieve sustainable improvement by planning for the long term

18. Typical of the thinking of effective leaders was the view of the headteacher who said:

'A school never finds the solution to a problem: each action is just one step on the road to improvement.'

They recognised the limitations of a 'quick fix' approach.

19. Many of the schools visited showed the importance of long-term planning. Over three years, one primary school had devoted five non-teaching days and 20 staff meetings to supporting its successful drive to improve the teaching of speaking and writing. Another school had established a four-year programme to improve the quality of teaching. Initially, training was provided for newly qualified teachers. Later, team leaders introduced the programme to all staff. The following year, a working group refined the focus to give greater emphasis to the use of assessment. A third school identified how a long-term strategy had led to gradual improvements in the quality of teaching. When the headteacher had first arrived at the school, 50% of lessons were good or better and 15% were outstanding. Six years later, these proportions had risen to 70% and 30%, respectively.
20. The benefits of introducing changes in carefully planned stages were demonstrated by a successful primary school where 76% of the pupils used English as an additional language.

The school decided to introduce a well-regarded phonics programme to improve the standard of pupils' reading. In 2006, the programme was used in the Early Years Foundation Stage. The following year, it was introduced into Key Stage 1. In 2009 it was introduced into Years 3 and 4.

<sup>9</sup> The Child Exploitation and Online Protection (CEOP) Centre provides a multi-agency service dedicated to tackling the exploitation of children. For further information, see: [www.ceop.gov.uk/](http://www.ceop.gov.uk/).

<sup>10</sup> For further information in this area, see: *The safe use of new technologies* (090231), Ofsted, 2010; [www.ofsted.gov.uk/publications/090231](http://www.ofsted.gov.uk/publications/090231).

During that time, the school gradually adapted the training materials to suit its own needs and priorities. Careful monitoring showed that in each of the year groups involved in the programme reading standards had improved and pupils were showing greater confidence and enjoyment in lessons.

21. A secondary school showed how, over a year, the statutory five non-teaching days could be used to phase in a specific programme for students and teachers.

The school chose a programme, which had been developed by a local university, to help improve students' behaviour and raise their expectations. The programme focused on the principles of trust, communication and problem-solving and was designed to develop students' ability to work together. The first training day of the school year was used to establish the vision. Another day focused on more practical approaches to working collaboratively. Gradually, the programme took hold and teachers used it increasingly in lessons. Behaviour improved, as reflected in the fall in the number of referrals to pastoral staff. Furthermore, students became more involved in their learning and enjoyed lessons more. A key contributor to success was the focus on a well-planned year-long schedule of training which included whole-day and after-school sessions.

### **Effective leaders make judicious use of ready-made training programmes**

22. Over the years, the National Strategies have covered an increasingly wide range of national priorities and produced renewed frameworks and a wide range of programmes.<sup>11</sup> Those adopted by the primary schools in the survey included the renewed literacy and numeracy frameworks and support for behaviour and attendance. The programmes followed by the secondary schools included assessment for learning, behaviour for learning, and provision for gifted and talented students.
23. The leaders of the survey schools were very aware of the great variety of national and commercial training programmes that was available and selected programmes for their own schools very carefully. The recommendation of other schools was important to them. A close match between the programme and the school's needs was also vital. Most important, however, was the need to ensure that the programme was sufficiently flexible to work in the way the school wanted. The most skilful leaders recognised that the content of the programme

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<sup>11</sup> The Government provides schools with programmes, resources and information through the National Strategies. For further information visit: <http://nationalstrategies.standards.dcsf.gov.uk/>. Ofsted has published *The National Strategies: a review of impact* (080270), Ofsted, 2010; [www.ofsted.gov.uk/publications/080270](http://www.ofsted.gov.uk/publications/080270).

was often less important than the vehicle it provided for enabling staff to work productively together. One headteacher explained:

‘We get involved only if the programme is fit for purpose and likely to improve teaching, learning and achievement for our students. For a high-performing school like ours, many initiatives are not relevant.’

24. A headteacher described her discriminating approach to national initiatives.

‘The school improvement plan and our professional development are not dictated purely by the national agenda. Several features of our plan are specific to the culture and aspirations of our school as a community. I filter the initiatives carefully and give foremost attention to making sure that they help us meet our statutory duties. But we do not allow ourselves to be overwhelmed by initiatives. The senior team always asks a simple question: “Will this have a positive impact on our students’ achievement and attainment?”’

25. It was not uncommon to find leaders combining different programmes to achieve a particular goal.

To eliminate inconsistencies in the quality of teaching identified by Ofsted’s inspectors, one secondary school successfully combined three different initiatives: training for senior leaders in lesson observation; the establishment of a teaching and learning forum in school; and exploration of materials designed to help schools introduce the new Key Stage 3 curriculum, especially materials focusing on lesson planning and learning styles. In addition to this, appropriate staff were selected for the Greater Manchester Challenge, a programme to improve educational outcomes.<sup>12</sup> Others took part in the Outstanding Teacher programme which aims to make good teachers outstanding teachers.<sup>13</sup> As a result, the quality of teaching improved and the school’s GCSE results rose. Students became more active in lessons and staff used information technology more often and with greater confidence.

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<sup>12</sup> The Greater Manchester Challenge programme is a partnership between the Government, schools, local authorities and all those working to raise education standards. For further information, see: [www.dcsf.gov.uk/citychallenge/greatermanchester.shtml](http://www.dcsf.gov.uk/citychallenge/greatermanchester.shtml).

<sup>13</sup> This programme, run by the National College, is open to teachers employed by schools in the London, Greater Manchester and Black Country City Challenge areas. For further details, see: [www.nationalcollege.org.uk/index/professional-development/outstandingteacherprogramme.htm](http://www.nationalcollege.org.uk/index/professional-development/outstandingteacherprogramme.htm).

## How successfully do leaders create policies and practices that bring about consistently high quality in the school's work?

### Effective leaders establish a consistent approach to teaching and learning

26. Her Majesty's Chief Inspector's most recent Annual Report emphasised:

'A key feature of good and outstanding providers is the consistency that they achieve across the institution. This applies to their values, expectations of behaviour and attitudes, and how learning and teaching are conducted.'<sup>14</sup>

The headteachers of the schools in this survey recognised that, to achieve consistency, there was a need for a clear, shared vision, supported by relevant staff development. 'That's the way we do it here and it works,' was a frequent remark by staff.

27. A common finding in the schools visited was the way in which their leaders defined clearly the quality of the teaching and learning they expected. This expectation often reflected a set of core principles that underpinned the school's work. In one school, for example, the leaders had developed a set of 'non-negotiables' for staff, beginning with a commitment 'to educate the whole range of students regardless of contextual issues, in particular those living in the most challenging circumstances'.
28. Among the factors that contributed to successful teaching and learning were a common format for lesson plans and a whole-school agreement to maximise opportunities for practical work. These were often written into a whole-school policy for teaching and learning. Such a whole-school approach is illustrated by the secondary school in the following example that had designed a clear framework to improve students' attitudes to learning.

Through lesson observations, the headteacher had identified low-level behaviour problems and that too many students were 'coasting'. A group of dominant boys was promoting the notion that 'it's not cool to work'. In collaboration with staff and students, the school leaders developed their 'Attitude to work' initiative. Grade criteria on an eight-point scale described students' attitudes. A clear system of rewards and sanctions was agreed and all staff and governors were trained to use it. Low-scoring

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<sup>14</sup> *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2008/09* (ISBN 9780102962789) TSO, 2009; [www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Annual-Report/2008-09/The-Annual-Report-of-Her-Majesty-s-Chief-Inspector-of-Education-Children-s-Services-and-Skills-2008-09](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Annual-Report/2008-09/The-Annual-Report-of-Her-Majesty-s-Chief-Inspector-of-Education-Children-s-Services-and-Skills-2008-09).

students were denied certain privileges while those with high scores were rewarded with exciting activities outside school. Staff meetings were used regularly to moderate teachers' judgements and to ensure consistency across the school. All students regularly discussed their grades with their teachers. Staff developed and refined the scheme over several years. As a result, students' attitudes and behaviour improved and the school's GCSE results rose considerably.

29. Establishing consistently high quality teaching and assessment across the whole staff is not easy but was achieved in the primary school in the next example. The headteacher had created a culture of open dialogue and discussion which resulted in a gradually improving and internally consistent approach to teaching and assessment.

The school aimed to move from 'good' to 'outstanding' by the time of its next Ofsted inspection and to increase the challenge for its more able pupils. The headteacher had generated a school-wide interest in research and development. For example, staff were encouraged to study for post-graduate qualifications and most were pursuing courses leading to a master's degree. This deep-rooted culture of learning sustained staff's interest in teaching. It also ensured that the school kept up to date with new developments, had expertise in effective pedagogy, and used a consistent approach to teaching and learning. Part of the professional development plan was to use selected materials from the National Strategies to improve staff's use of assessment and the match of work to pupils' needs. Some interesting developments emerged. For example, staff developed a 'tracking booklet' for each pupil. It explained clearly which sub-levels of the National Curriculum each pupil was working at and gave detailed advice on the steps she or he needed to take to move to the next level of learning.

30. Pupils as well as staff often had a detailed understanding of a school's approach to teaching and learning, especially when they had been closely involved in a particular initiative.

In a primary school that had gradually developed its approach to building pupils' learning and thinking skills, the pupils could explain policy and practice. When asked why behaviour had improved, a Year 4 pupil explained: 'Just because I disagree with someone does not mean I am not his friend.' In a small primary school that had focused on learning styles, pupils knew precisely what was expected of them. When asked to organise themselves into groups, they knew immediately that this meant groups of three, from different year groups and both sexes. They also knew the rules of listening. A pupil explained: 'You need to make eye contact and not interrupt until it's appropriate.'



## **Effective leaders use learning and development groups to improve practice across the school**

31. The most successful schools prided themselves on being 'learning communities'. The headteachers had successfully created a culture where staff were strongly committed to discussing and improving teaching and learning.
32. One of the most common characteristics of the survey schools was the effective work of one or more research and development groups. Their stated aim was to develop a whole-school policy or share good practice but they often achieved much more. In initiating what one leader called 'a continuous dialogue about learning', they increased staff's commitment to their own development and encouraged them to reflect on their own practice. Crucially, they helped colleagues to understand the need for change and to be open to it.
33. These development groups worked in a variety of ways. In one school, a number of groups met on alternate Tuesday mornings, at a time when the students were involved in independent tasks that required a level of supervision that could be provided by other adults. Each group had a particular focus, such as developing pupils' self-assessment or teachers' questioning, and staff were expected to work together on planning and evaluating their action research on that topic. At another school, all subject departments routinely shared good practice at their monthly meetings. Staff also worked in cross-subject groups on developing creativity in the curriculum. In a small primary school, staff meetings always included discussions about classroom practice and these had led to refining the way that lessons were taught. An example of this refinement process was a debate about optimal group size which concluded that the younger pupils tended to work better in pairs but older pupils learned better in groups of three.

## **Effective leaders have a clear policy for professional development**

34. The most effective leaders based their professional development plans on very clear principles. In one of the primary schools visited, the headteacher was firmly of the belief that:
  - all staff must be 'signed up' to the vision for change
  - change should be done with the staff rather than to the staff.
  - all staff should feel valued and be clear about their roles
  - all staff should feel part of decision-making
  - professional development should be integral to all that happens.
35. The staff surveyed had a clear understanding of their school's policy for professional development. In one primary school, for example, they explained that staff development had to be practical and provide teachers with

opportunities to try out new ideas in the classroom; training had to match the needs and abilities of the staff; and staff were responsible for evaluating the impact of training on their own practice.

36. Schools' policies often indicated how training from external providers had to dovetail with training provided by their own staff. The policies rightly stressed the primacy of the school's priorities and the need for most of the training to be designed and taught by the school's own staff. Training about the National Strategies, for example, often followed a common pattern. An introductory overview for senior leaders was followed by a detailed programme for subject leaders in English and mathematics. The subject leaders were then prepared to present training at school, which they adapted to their colleagues' needs. They understood that this training should include, for example, briefings, workshops, class-based enquiry, joint teaching sessions and peer observations, as well as opportunities to explore websites and other published resources.
37. Within their policies, the most effective leaders ensured that the five non-teaching days for professional development each year were planned and coordinated carefully so that all staff focused on whole-school priorities. Individual and departmental developments related to the priorities in a coherent and consistent way and supported their realisation.

### **Effective leaders ensure that all staff have an entitlement to high quality professional development**

38. Leaders in the survey schools showed their commitment to professional development in two ways. First, they provided the necessary resources to ensure an entitlement to high quality professional development, despite the cost this sometimes entailed.

The importance that a secondary school attached to professional development was reflected in the way that the timetable was organised. Every fortnight, a training session was provided during the school day, led by someone from within the school or by external providers. All staff attended nine of these sessions each year. In addition, each subject department was provided with timetabled periods for reflection and development. During those times, students were engaged in independent learning activities under the supervision of teaching assistants. The amount of time and money committed to these developments showed how much importance the school attached to developing reflective and effective practitioners.

The success of the venture was reflected in the improvement in examination results. For example, in 2006/07, the proportion of students gaining grades A\*/A at GCSE level was 12.8%. This rose to 16.3% in 2007/08 and to 21.2% in 2008/09, an 8% rise over two years.

39. The second way in which the leaders showed commitment was by ensuring that the entire workforce had access to professional development. Following the introduction of school workforce reform in 2003, schools have recruited a wider range of staff to meet the requirements of the national agreement and have increasingly recognised the crucial role that support staff can play in helping to raise standards. As in the previous survey, teaching assistants were very ready to take part in professional development, even when not contractually obliged to do so. Good schools embarking on training programmes designed to improve teaching and learning took care to include teaching assistants and learning mentors. They often invited them to join their research and development groups and provided training in specialised areas, such as supporting children who were bereaved, or those who were in danger of harming themselves or who had special educational needs and/or disabilities.
40. For some support staff, these opportunities enhanced their careers. One of the survey schools, for example, enabled its business manager to gain a National Vocational Qualification and a business degree. In others, teaching and administrative assistants and lunchtime supervisors had become qualified teachers, middle leaders and financial managers.
41. In one school, which had a large number of teaching assistants, a range of excellent training had been planned to meet their clearly defined individual performance objectives. The benefits to teaching and learning and other aspects of the school's work were clear.

One of the teaching assistants had gained the status of higher level teaching assistant. Another had been given the funding and time (a half-day each week) to pursue a foundation degree. The member of staff, who was responsible for the healthy schools and enterprise initiatives, had produced a comprehensive scheme of work for these areas and had organised a very successful enterprise week. Another teaching assistant was on the senior management team and was responsible for the aspect in the school development plan related to pupils' personal care.

## How well do leaders know, value and use the expertise of their staff?

### Effective leaders know their staff's strengths and make full use of them

42. The headteachers in the survey schools knew that one of the best resources for professional development was the expertise of their own staff.
43. One of the schools was using its recording suite to video lessons and to build up a catalogue of good practice to use in training. Another organised its five non-teaching days into a series of workshops run by experts within the school whose knowledge and skills were highly valued by their colleagues. A large

secondary school had asked its most effective staff, including three advanced skills teachers, to establish a database of around 2,000 professional development ideas, all linked to aspects of teaching and learning.<sup>15</sup> The whole workforce was expected to use this valuable resource to develop their own skills in areas identified through self-appraisal.

44. Lesson observation often led to the identification of teaching strengths that could benefit the whole school.

A primary school was focusing on developing pupils' thinking skills by encouraging them to ask open-ended questions about their work. During lesson observations, the headteacher noticed that, in one class, the questions that pupils raised were sharper and more searching than elsewhere in the school. The headteacher arranged for the class's teacher to attend training on presentation skills so that she could share her approach to questioning with the rest of the staff. The session was described as 'inspirational' by her colleagues and provided a starting point for a continuing dialogue about how to improve practice. Staff meetings became an open forum for discussing developments in teaching and learning. Because the headteacher valued and developed the staff, they felt able to lead and influence change. The impact was considerable: pupils were able to discuss their learning with confidence and understanding, and levels of attainment rose, as did attendance.

## Effective leaders make good use of different forms of coaching and mentoring

45. The survey schools used the terms 'coaching' and 'mentoring' extensively but there was often no common understanding of what they meant. They did make greater use of coaching and mentoring than the schools visited in the previous survey on professional development; but because they did not have a clear understanding of the different forms coaching and mentoring could take, they did not always use them to best effect.
46. Definitions of the two terms vary. In this report 'mentoring' refers to the support that one member of staff provides for a less experienced colleague, normally over an extended period of time, to help the person develop into a new role. 'Coaching' refers to the support that one colleague provides for another, normally for a short and pre-determined period of time, to help develop a particular skill. 'Expert coaching' is provided when the coach has expertise in the skill being developed. 'Peer coaching' occurs when two colleagues work together to develop skills of mutual interest to them. Ideally,

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<sup>15</sup> An advanced skills teacher is a teacher who has passed a national assessment and been appointed to a relevant post. They concentrate on sharing their skills with teachers in their own and other schools. For further details, see: [www.teachernet.gov.uk/professionaldevelopment/ast/](http://www.teachernet.gov.uk/professionaldevelopment/ast/).

the staff concerned should receive training in mentoring and coaching skills. Usually both processes involve observation of the work of the colleague being coached or mentored, discussion and reflection on what was observed, and opportunities for the colleague to learn from others, for example by observing the work of a range of different staff in the school.

47. The headteacher of a Leading Edge school described a successful model for introducing and extending the use of coaching.<sup>16</sup>

Between April and July, we used a local authority consultant to train six staff as coaches. We also gave additional non-contact time to the head of English to lead the programme. After consulting the staff and governors, we adopted a four-stage process.

Stage 1: The coach meets the colleague to be coached in order to review performance and identify the focus for development.

Stage 2: The coach observes the colleague teaching and provides brief feedback related to the focus.

Stage 3: The two colleagues meet to evaluate the lesson in greater depth and to identify the areas where it would be useful to observe good practice.

Stage 4: The colleague receiving the coaching observes good practice in a range of lessons or parts of lessons and feeds back to the coach.

Each of the six coaches worked with two colleagues in the first half of the year. However, the positive feedback we received from staff suggests that the coaching relationship is likely to extend beyond the formal six months. To date, we have coached 24 teachers and aim to extend this number to 70 by the end of three years.

In the first wave we asked for volunteers, so that we could test the system and get positive feedback and thus encourage less confident staff to take part. We also succeeded in persuading those whose performance caused concern to get involved. Senior leaders identified one area of strength for each member of the middle management team that could be offered to be shared with others. We found that these experienced staff were very pleased to be asked to share their expertise with younger or less confident staff.

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<sup>16</sup> The Leading Edge Partnership programme was established in 2003 to develop effective partnerships of schools. The focus was on raising the attainment of the lowest-attaining 20% of pupils, developing innovative approaches to teaching, learning and leadership, and building capacity. It was aligned with the Specialist Schools programme in 2005. For further information on Leading Edge schools, see: [www.ssatrust.org.uk/achievement/partnerships/leadingedge/Pages/default.aspx](http://www.ssatrust.org.uk/achievement/partnerships/leadingedge/Pages/default.aspx).

48. One school that was aiming for greater consistency in assessment used a combination of expert and peer coaching to good effect. Individual staff were all linked to a coaching partner, and those who were most expert in using assessment were paired with those who had the most to learn.
49. The survey schools tended to use mentoring with newly qualified teachers and, to a certain extent, with newly appointed staff. This secondary school shows the benefits of mentoring at middle management level.

The head of mathematics, an experienced subject leader, had transformed a struggling department into a highly successful one. The English department, however, was led by an inexperienced head of department and results in the subject had been below average for several years, especially at Key Stage 3. Part of the problem was a lack of consistency within the department in preparing students for national tests and examinations.

The senior leaders asked the head of mathematics to provide support for the head of English. The two started by reviewing the scheme of work to make sure it was fit for purpose. They also produced detailed guidelines on teaching and learning which all members of the department were expected to follow. An important aspect of the mentoring was the support for the head of English to develop the confidence to challenge the teachers who did not adhere to the guidelines.

Both mentor and mentee benefited. The head of English gained confidence and developed some necessary assertiveness. Her innovations led to marked improvements in results. The local authority came to recognise the department as a model of excellence in its implementation of Assessing Pupils' Progress.<sup>17</sup> For the head of mathematics, the experience of mentoring provided excellent professional development and supported her in her aspiration to become an assistant headteacher. It also enhanced her own work as she applied the lessons learned from the head of English in developing assessment in her own department.

50. The schools found that one of the most important features of successful coaching and mentoring was the need for confidentiality between coach and colleague. When the collaboration was carried out in an atmosphere of trust, staff could talk openly about their concerns and problems. In order to preserve this openness, some of the schools visited had deliberately separated their coaching work from their formal procedures for performance management.

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<sup>17</sup> Assessing Pupils' Progress is a new national approach to assessment. For further details visit: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/Assessing-pupils-progress/index.aspx>

## Effective leaders make constructive use of external expertise

51. The leaders of the survey schools were very aware that the 'one-off' training session was not particularly effective at changing practice. They were also aware that the most powerful force for change was their own staff. However, the leaders recognised that there were occasions when they needed the contribution of an external expert to act as a catalyst for change or to steer them in the right direction. For example, they used a local authority training consultant or a training course to develop the expertise of one or more members of staff, who would then lead the initiative back in school. Training by external staff was likely to be most successful when a consultant visited the school to provide sessions that were carefully tailored to its specific needs.
52. The schools with close links to a university used their connections very productively. One school asked a local university to organise an accredited training course in middle management for 20 staff, two of whom went on to complete a master's degree. Other examples included the use of university tutors to improve staff's skills in information and communication technology, and participation in joint research on topics such as how to involve pupils in school planning and review.

## Effective schools benefit from sharing their staff's expertise with other schools

53. As in the previous survey, some of the most effective development activities involved collaboration, not just between departments within a school but also across schools. One advantage of organising joint events was the reduced costs for each institution. Staff felt that they benefited from meeting colleagues in other schools and sharing sometimes quite different experiences and expertise. The secondary schools in the survey used their specialist and training school status effectively to support the development activities of partner institutions.<sup>18</sup> One of the schools provided training for another less successful school to raise standards and improve examination results. This gave both sets of staff valuable opportunities for professional development.
54. A Leading Edge school with a specialism linked to computing and four other specialist schools pooled their resources to extend their teachers' skills in using information and communication technology.

The aim was to develop the use of new technologies and subject-related software. As well as carrying out a needs analysis among the staff, the lead school conducted an audit of the most recent technologies. This work led to a conference which included a presentation by an external speaker

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<sup>18</sup> For further information on specialist schools and training schools, see: [www.standards.dfes.gov.uk/specialistschools](http://www.standards.dfes.gov.uk/specialistschools).

and an extensive range of workshops, led by experts from all the schools. The external speaker's contribution was highly regarded.

After the conference, continued support across the partnership helped staff to apply and develop their expertise further. Senior managers monitored the impact of the training by collecting evidence from classroom observation and noted significant successes. In one of the schools, numerous developments included the use of animation software to help students make short films; a collaborative drama and music project on 'silent movies'; and the use of texting to set homework in mathematics. The students were enthusiastic about the improvements in their learning that had resulted from their increased use of technology. Further benefits for the school included identifying new experts among the staff and involving a greater number of departments in curriculum development.

## **How well do leaders monitor and evaluate professional development?**

### **Effective leaders plan systematically to monitor and evaluate professional development**

55. The previous report identified weaknesses in the way that schools monitored and evaluated their professional development. Similar weaknesses were found in this survey. However, there were also examples of good practice. In the best instances, the intended outcomes of a programme were clear in the initial planning, as were indications about how, when and by whom monitoring and evaluation would be conducted.

### **Effective leaders use a wide range of sources of information to assess the impact of professional development**

56. The schools with a clear focus on improving examination and test results had a simple way of evaluating the success of an initiative. Some of the survey schools were able to point to impressive improvements in their raw scores and in their contextual value-added data. Plans to improve behaviour and attitudes were evaluated in terms of reductions in exclusions and improvements in attendance rates or in the grades awarded during internal monitoring in classrooms. The school that had graded students' attitudes on an eight-point scale established a baseline measure against which further assessments could be compared. The impact of plans to improve the quality of teaching and learning was assessed through senior leaders' observations of lessons, often by using Ofsted's criteria for evaluating their quality.



## Effective leaders involve staff, pupils and governors in monitoring and evaluating professional development

57. It was common for staff in the survey schools to be asked to evaluate the training sessions they had attended. Some of the schools also asked their staff to evaluate other forms of professional development, such as mentoring or participation in a research and development group. Some sought external views to gain a more objective appraisal of their success. For example, one school that was focusing on improving pupils' learning based its evaluation on feedback from local authority advisers, as well as from staff and students.
58. One of the primary schools that took monitoring and evaluation very seriously gave all its coordinators a full week to review the aspect or subject for which they were responsible. These reviews gave a clear picture of how well new developments were being incorporated into classroom practice. The coordinators recognised successes and also highlighted areas where refinements were needed. For instance, the review of an initiative to develop pupils' learning skills revealed a need for the pupils to offer responses that showed a deeper understanding of what they were learning and therefore for more searching questions from teachers.
59. One of the secondary schools visited involved its entire staff in evaluating its performance.

Traditionally, the only way that the school had evaluated its work was through lesson observations by senior managers as part of the formal process for performance management.

In order to involve more staff, a parallel process was introduced, with curriculum teams taking on responsibility for identifying and tackling key areas for improvement in teaching and learning.

For one week every year, each curriculum team focused on an area of teaching and learning, agreed at a meeting attended by the staff development coordinator. During the week, each member of the team observed and gave feedback on at least two of their colleagues' lessons. It was accepted that all views were equally valid: a newly qualified teacher's opinions had the same status as those of a head of department. Each observer was required to identify three strengths and three areas for development. This helped overcome any reluctance on the part of less experienced colleagues to identify weaknesses. At the end of the week, the team met to discuss its findings before completing an extensive written report. On the Friday, the team discussed the review with the headteacher over a buffet lunch.

The best of these reports referred in detail to data on students' performance and included a rigorous analysis of the lessons that had been observed and of the team's performance in the selected focus areas. The

reports also linked the findings to the effectiveness of particular training courses and other forms of professional development that staff had undertaken.

60. In the best instances, governors were involved in evaluating professional development, if not by carrying out the assessment themselves then by receiving reports from coordinators. The most rigorous reports considered the cost and value of the professional development, but this was rare.
61. The schools also found ways of involving pupils in their evaluations. An innovative idea introduced by one secondary school was to train a group of students to act as coaches. The students volunteered to take part in the scheme and those who completed the training successfully – about 20% from each year group – were selected for the role. Staff were encouraged to invite one of them to observe a lesson and provide feedback on whether a particular aspect of training was reflected in the teaching. This approach built up students' confidence and also contributed to developing a culture of continuous improvement in the school.

### **Effective leaders carry out monitoring and evaluation throughout the year and change their plan if necessary**

62. In the schools visited, monitoring and evaluation activities were not confined to the end of an initiative but were carried out routinely throughout. For example, in the secondary school that was using an intensive phonics programme to improve reading, students were assessed very regularly to decide whether they were ready to return to normal lessons.
63. Leaders in the survey schools recognised the importance of flexibility and the need to use the results of their monitoring intelligently. In one of the schools, the close monitoring of the work on pupils' speaking and listening skills led to improvements in the programme the staff were using. Lesson observations identified a need for teachers to place more emphasis on questioning and to give clearer instructions for pupils' work in pairs. In addition, staff took up further training so that they could help the very few pupils who were still not making the expected improvement.
64. The need to check on the progress of an initiative and to change tack where necessary was clearly illustrated by a primary school which had well-established procedures for monitoring and evaluating its training programmes.

The school used different approaches to monitoring. The headteacher regularly tested pupils' progress; team leaders checked specific groups of pupils in lessons; and all staff regularly discussed their analyses of progress at formal meetings. These checks led to changes in practice. For example, staff found that, where Key Stage 1 pupils were taught by learning assistants, the impact was less than when they were taught by

lead learning assistants or teachers. The work of learning assistants was changed, therefore, to providing support for small groups rather than leading them. The school also analysed why one of its initiatives had had less impact on writing than it had on reading. It discovered that, in the foundation subjects, writing was taught differently from the way it was taught in English and phonics lessons. As a result, the school began work on developing the skills of staff to ensure that they reinforced learning in writing across the curriculum.

## Barriers to progress

65. Despite the successful professional development recognised in this survey, many schools need to tackle three remaining challenges.
66. The first is the weakness in monitoring and evaluation. Identified as a concern in the last survey, it remains an area in need of attention, even in schools where professional development is good.
67. Where evaluation was weak in the survey schools, senior managers relied on anecdotal evidence and subjective impressions to judge the impact of training and support. This sometimes led to a more positive view than was warranted. In one of the secondary schools, for example, an initiative to improve students' progress through better use of assessment was judged successful by managers and staff, even though the school's contextual value-added scores had remained static for four years.
68. Weak evaluation gave too little attention to the value for money provided by professional development programmes, despite the significant amount of time and the costs involved. One school, for example, had invested heavily in training courses for middle leaders and in modules which counted towards a master's degree, but there was no evaluation of the effectiveness of this provision. In other cases, the governing body did not receive an annual report on professional development or on the organisation and content of the five non-teaching days.
69. The second challenge confronting schools was the lack of training in subjects other than mathematics and English. This concern was identified in the previous report and there has been little improvement since then. Almost all of Ofsted's survey reports on subjects published between 2007 and 2009 point to shortcomings in professional development. These were because schools had little access to specialist training or made little of use of it when it was available. Specialist training was more likely to be available in subjects that were part of a national initiative, for example primary modern languages or physical education. However, these were the exceptions.
70. Despite investing time in substantial in-house training on generic issues, schools sometimes paid insufficient attention to considering the implications for

individual subjects. For example, after a whole-school launch on the new Key Stage 3 curriculum, some subject departments did not get the specialist support they needed to adapt their own programmes to the new developments.

71. Teachers in secondary schools were more likely than those in primary schools to attend specialist training, but this was often narrowly focused on preparation for examination courses. This confirmed the findings of some subject associations. For example, CILT, the National Centre for Languages, in its study of trends in 2009 wrote: 'Training received by languages teachers is overwhelmingly for "operational" reasons relating to new specifications or exams rather than courses designed to deepen professional expertise and improve the quality of teaching.'<sup>19</sup>
72. Even when good external courses were available, they were undersubscribed, partly because schools did not give a high priority to the subject. When Ofsted evaluated 15 accredited courses in citizenship between January 2007 and May 2008, more than half the 17 providers that offered courses had been unable to fill all the available places; three could not recruit sufficient numbers of participants for their courses to go ahead, despite Government funding to cover the costs to schools.<sup>20</sup>
73. The effect on teaching and learning is clear. Ofsted's recent survey of primary teachers' subject knowledge found that, in lessons where teaching was satisfactory and even in a few where it was judged to be good overall, there were specific weaknesses in teachers' subject knowledge, which meant that pupils' achievement was not as high as it might have been.<sup>21</sup> This also applied to secondary schools, particularly where they did not provide enough training in subjects taught by non-specialists. In citizenship, inspectors found that most of the secondary schools they visited provided little professional development and relied too heavily on self-help. In personal, social and health education, many teachers, especially form tutors, had received no recent training or adequate support to teach the subject successfully.
74. The third barrier is one that faces schools that are not as successful as those in this survey. These schools might not have the expertise in leadership and management that underpins effective professional development.

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<sup>19</sup> For further information, see: [www.cilt.org.uk/home.aspx](http://www.cilt.org.uk/home.aspx).

<sup>20</sup> *Professional development for citizenship teachers and leaders* (070253), Ofsted, 2009; [www.ofsted.gov.uk/publications/070253](http://www.ofsted.gov.uk/publications/070253).

*Citizenship established?: citizenship in schools 2006/09* (090159), Ofsted, 2010; [www.ofsted.gov.uk/publications/090159](http://www.ofsted.gov.uk/publications/090159).

<sup>21</sup> *Improving primary teachers' subject knowledge across the curriculum* (070252), Ofsted, 2009; [www.ofsted.gov.uk/publications/070252](http://www.ofsted.gov.uk/publications/070252).

75. An Ofsted survey of schools removed from special measures found that a key factor in their success was rigorous and honest self-evaluation.<sup>22</sup> This enabled their leaders to make an accurate assessment of teachers' skills and of where they needed additional training and support.
76. School inspection reports provide further evidence of how schools causing concern become successful. Between September 2005 and August 2009, Ofsted (and the predecessor body) inspected 1,034 schools whose previous inspection had placed them in a category of concern. Of these, 15% had improved by two inspection judgement grades or more. Central to their success was well-targeted professional development that focused on teaching and learning and on outcomes for pupils. These schools used performance management effectively to identify staff's needs and to make teachers understand that they were accountable for their pupils' achievement.
77. Monitoring visits to schools in a category of concern during 2009 showed that those making the slowest progress were held back by failings in leadership, often at middle management level. In particular, their leaders lacked the skills to analyse assessment data to identify problems accurately and were reluctant to observe teaching or tackle any weaknesses. Their inability to analyse their own performance and deal robustly with any shortcomings meant that they did not target relevant professional development where it was most needed.

## Notes

This investigation of good practice in professional development was carried out between 2008 and 2009. Inspectors visited two nursery schools, 13 primary schools, 24 secondary schools and one special school where previous inspections had indicated that practice was good or better. They also considered other surveys published by Ofsted between 2007 and 2009; an analysis of schools' responses to Ofsted's survey visits in 2008–09; the interim findings of surveys of subjects and leadership during 2009–10; letters from monitoring visits to schools in a category of concern; and the inspection reports of schools that were removed from a category of concern between 2005 and 2009.

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<sup>22</sup> *Sustaining improvement: the journey from special measures* (070221), Ofsted, 2008; [ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Governance/Sustaining-improvement-the-journey-from-special-measures](http://ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Governance/Sustaining-improvement-the-journey-from-special-measures).

## Further information

### Ofsted publications

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*The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2008/09* (ISBN 9780102962789), TSO, 2009; [www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Annual-Report/2008-09/The-Annual-Report-of-Her-Majesty-s-Chief-Inspector-of-Education-Children-s-Services-and-Skills-2008-09](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Annual-Report/2008-09/The-Annual-Report-of-Her-Majesty-s-Chief-Inspector-of-Education-Children-s-Services-and-Skills-2008-09).

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## Publications by others

*Career development framework for school support staff: Guidance handbook* (TDA0180), TDA, 2005;

[www.tda.gov.uk/upload/resources/pdf/f/framework\\_guidance\\_handbook.pdf](http://www.tda.gov.uk/upload/resources/pdf/f/framework_guidance_handbook.pdf).

*Professional standards for teachers* (TDA0313), TDA, 2007;

[www.tda.gov.uk/leaders/teachers/professionalstandards.aspx](http://www.tda.gov.uk/leaders/teachers/professionalstandards.aspx).

## Websites

Information on advanced skills teachers

[www.teachernet.gov.uk/professionaldevelopment/ast/](http://www.teachernet.gov.uk/professionaldevelopment/ast/).

Information on assessing pupils' progress

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/Assessing-pupils-progress/index.aspx>.

Information on CILT, the National Centre for Languages

[www.cilt.org.uk/home.aspx](http://www.cilt.org.uk/home.aspx).

Information on the Leading Edge Partnership programme

[www.ssatrust.org.uk/achievement/partnerships/leadingedge/Pages/default.aspx](http://www.ssatrust.org.uk/achievement/partnerships/leadingedge/Pages/default.aspx).

Information on the national occupational standards

[www.tda.gov.uk/support/nos.aspx](http://www.tda.gov.uk/support/nos.aspx).

Information on the National Strategies

<http://nationalstrategies.standards.dcsf.gov.uk/>.

Information on professional development

[www.tda.gov.uk](http://www.tda.gov.uk).

Information on specialist schools and training schools

[www.standards.dfes.gov.uk/specialistschools](http://www.standards.dfes.gov.uk/specialistschools).

Information on The Child Exploitation and Online Protection (CEOP) Centre

[www.ceop.gov.uk](http://www.ceop.gov.uk).

Information on The National College for Leadership of Schools and Children's Services

[www.nationalcollege.org.uk/index.htm](http://www.nationalcollege.org.uk/index.htm).

Information on the Outstanding Teacher programme

[www.nationalcollege.org.uk/professional-development/outstandingteacherprogramme.htm](http://www.nationalcollege.org.uk/professional-development/outstandingteacherprogramme.htm).

## Annex: Schools visited for this survey

Schools	Local authority
Adams' Grammar School	Telford and Wrekin
Ambergate Primary School	Derbyshire
Ashton-on-Mersey School	Trafford
Backwell School	North Somerset
Batheaston CofE Primary School	Bath and North East Somerset
Bilston Nursery School Children's Centre	Wolverhampton
Bishop Creighton Primary School	Peterborough
Brightside Nursery and Infant School	Sheffield
Bromley Heath Junior School	South Gloucestershire
Chipping Norton School	Oxfordshire
Cliffedale Primary School	Lincolnshire
Coombe Dean School	Plymouth
Dame Alice Owen's School	Hertfordshire
Dene Magna School	Gloucestershire
Filton Avenue Nursery School	City of Bristol
Foxwood Foundation School and Technology College	Nottinghamshire
Greenmount Primary School	Leeds
Heathfield Community School	Somerset
Kings Heath Boys Mathematics and Computing College	Birmingham
Kings Norton Girls' School and Language College	Birmingham
Lawley Primary School	Telford and Wrekin
Lode Heath School	Solihull
Malmesbury School	Wiltshire
Newton Farm Nursery, First and Middle School	Harrow
Old Park Primary School	Sandwell
Ossett School	Wakefield
Park High School	Harrow
Redborne Upper School and Community	Central Bedfordshire



College	
St Bede's Catholic College	City of Bristol
St Joseph's Catholic College	Swindon
Sir Thomas Boughey High School	Staffordshire
Southam Primary School	Warwickshire
Sprotbrough Orchard Infant School	Doncaster
The Castle School	South Gloucestershire
The Corsham School A Visual Arts College	Wiltshire
The Nottingham Bluecoat School and Technology College	Nottingham
The Tynings School	South Gloucestershire
West Kirby Grammar School	Wirral
Wodensborough Community Technology College	Sandwell
Writhlington School	Bath and North East Somerset