TRAINING SCHOOLS PROGRAMME

REPORT OF THE FINDINGS OF TDA FUNDED RESEARCH PROJECTS - 2006/7

What has been the impact of the Training Schools Programme?

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1. THE RESEARCH PROJECT

In 2006 the TDA launched a programme of short-term, small-scale research projects across Training Schools (TS) to develop research skills and to assist schools in evaluating the impact of their own work. Funding was provided for supply cover and resources, and a Senior Researcher from the National Foundation for Educational Research (NfER) was engaged to help launch the project at four regional conferences. Participating TS were issued with a copy of the NfER's 'Postcards', describing action research projects undertaken by schools in conjunction with the NfER and other partners. The schools were also given a copy of the NfER research 'Tool-kit' and free subscription to the Practical Research for Education biannual journal.

The aims of the research projects were:

- to support TS to develop school-based research
- to gather information about the impact of the TS programme
- to encourage TS to meet the Performance Indicator which states that 20% of their teaching staff should engage in school-based research.

A key aim of the research project was to encourage TS to become research-engaged. Whilst many TS were already heavily involved in research with links with partner HEI's, others were less so, and in all TS there was scope for wider engagement, including involving support staff and students. The TDA and DCSF were also keen to measure the impact of the TS programme.

The TDA and DCSF recognised that TS have a key role to play in developing research skills and modelling a research culture amongst their own staff and across their partner schools, thereby taking a lead in school self-evaluation. Whilst the projects were deliberately light-touch in terms of reporting in order to encourage participation, schools were encouraged to offer staff optional accreditation through a number of routes.

The hypotheses

Given the strong evidence already generated concerning the impact of TS work in driving up the volume of ITT placements, and the quality of school-based ITT provision, it was decided to focus upon areas covered in the new remit. The one hundred and twenty four schools participating (over half of all TS) were offered six areas of hypothesis upon which to base a central research question. These hypotheses are listed below, with the figures to the right representing the distribution of choices nationally. Whilst a small number of schools used the project as a basis for a new piece of action research, almost all projects produced very sound evidence of the 'additionality' brought to their work since they had gained TS status.

Proportion of participating TS choosing each hypothesis

Being a Training School has improved recruitment and retention of staff and made our schools attractive places in which to work.	8%
Training school work has allowed our schools to develop more effective CPD.	39%
Being a Training School has allowed us to have more adults working directly with youngsters, thereby improving pupil learning	20%
Training school status has encouraged staff to be better inducted, trained and developed.	18%
Being a Training School has had a positive impact on our partner schools' staff development.	5%
Our Training School work has enabled us to respond more effectively to the new TDA remit and develop more effective models of practice	10%

Schools were encouraged to work with existing or new partners, and a variety of models of partnership working emerged, for example cross-phase projects, others linking ex-consortia schools, and many with the close involvement of a 'critical friend' such as a Local Authority (LA) colleague. A number of schools involved Higher Education Institute (HEI) partners, and a few employed external consultants. Some schools successfully engaged support staff and students as researchers.

Feedback and dissemination of the findings across the TS network have been through a series of four regional conferences held in the summer of 2007. Each school produced a short written report, focusing on findings about impact and on how involvement in the project had assisted them in becoming research-engaged. Many schools have used the project as part of their ongoing professional learning, producing lengthier, more formal reports. Almost all schools described how their findings would be disseminated internally across the whole staff and governors, and externally through their links with ITT providers, LA's and partner schools. Most schools also set out plans for moving forward with the research.

2.　　EXECUTIVE SUMMARY

The key findings for each of the hypotheses were as follows:

1.　　Recruitment and retention

- There is some evidence that TS status has enabled improved recruitment to teaching posts, particularly amongst trainees. In some cases, this appears to be as a result of their reputation for high-quality Continuing Professional Development (CPD).
- High quality CPD in TS is a significant feature in TS' retaining teaching and support staff.
- There is considerable evidence that TS are successful in "growing their own teaching staff" from the body of support staff.

2.　　Development of effective CPD

- Many TS found evidence that high-volume and high-quality ITT mentoring was associated with the development of effective CPD.
- A large number of TS have used their funding to create advanced training facilities with administrative support and to create innovative structures for the delivery of CPD.
- There is growing evidence that TS are evaluating the impact of CPD upon student outcomes, e.g. in attendance and behaviour, and of student achievement in specific subjects and by specific groups.
- There is strong evidence that staff in TS are developing 'New Professionalism' skills through supporting other colleagues and taking more responsibility for their own professional development.

3.　　The benefits of "learning teams" in the classroom

- There is considerable evidence that TS have been at the forefront of adopting new working practices with the training and deployment of additional Teaching Assistants (TA's) learning mentors, study supervisors and others.
- TS are also in the lead in developing creative and innovative ways of deploying trainees to team teach, work with specific groups and to mentor individuals and groups.
- Some schools provided evidence of the impact of these developments upon pupil performance and achievement.

4.   Induction of new staff

- There is considerable evidence of TS developing rigorous induction programmes for new staff and for those new into the profession, including advanced programmes for inducting new administrative staff. The TS programme has led to enhanced career development for the whole school workforce.

- TS are beginning to develop high-quality programmes for Recently Qualified Teachers (RQT's), and the research demonstrated that TS are at the leading edge of career development work for teaching the wider workforce.

5.   Impact on partner schools' ITT and CPD work

- The projects show that collaborative work with other schools has had demonstrable benefits for a range of provision including ITT work, mentor and coach training, teacher CPD and training for support staff.
- Evidence was also produced to show strong collaborative working by TS on behalf of local authorities.

6.   Supporting the new TDA remit

- The projects show that in a large number of cases TS have successfully taken on workforce remodelling especially linked to training and development for support staff.
- Support staff in TS are extensively encouraged to gain qualifications such as Higher Level Teaching Assistant (HLTA), foundation degrees or Qualified Teacher status (QTS). Many TS use their support staff in the delivery of training.

Other findings:

- The research project helped to engage schools with little previous experience in school-based research.
- Some previously 'engaged' schools have developed their expertise and adopted a more professional approach.
- Some have set up research teams, or appointed a school-based researcher.
- Several have strengthened their links with partner HEI's and LA's by working with them on the project.
- In schools with a strong research base, a wider range of staff and students have become engaged in research as a result of the project.
- In many of the schools, the project has been linked to accreditation.
- Project schools have developed a range of strategies for disseminating their findings, and have involved LA's, HEI's and other partners in this process.

3.   MAIN FINDINGS – THE IMPACT OF THE TS PROGRAMME

The main findings from each of the hypotheses i) – vi) are outlined below; the key finding is shown in the box, and examples from schools are set out in Appendix 1.

i) The impact of the TS programme on recruitment and retention of staff

TS status is shown to have improved the recruitment and retention of teaching and support staff.

(See Annex 1(i) for examples from specific schools)

a)   Recruitment to the teaching staff:

- The high volume of initial teacher training provides a larger pool from which to draw potential teaching staff.
- The graduate trainee programme allows schools to get to know trainees over a longer period of time, greatly assisting in the selection process.
- TS designation can attract new recruits to TS and to their partner schools.
- TS status helps to attract more experienced staff who want to work in an environment where they feel they will receive excellent opportunities for training and development.

b)   Retention of teaching staff:

- Schools which focused upon retention found that opportunities to contribute to training others, and opportunities for high quality CPD were important factors in retaining teaching and support staff.
- In each case, schools that had chosen the hypothesis about recruitment and retention felt that they wanted to share their findings with external partners including ITT providers and local authorities. They felt that key lessons should be learnt about the importance attached by all potential and existing school staff to high-quality CPD.

Case study – Beauchamp College (East Midlands)

This school looked at both the recruitment and retention of teaching staff, including the impact of high-volume employment-based ITT. They worked with a colleague from an ITT provider and used surveys and semi-structured interviews with graduate trainee mentors and TS personnel.

Their findings were as follows:

The graduate trainee schemes increase the calibre of appointed candidates as the training year provides rich evidence on which to base employment decisions.

TS status plays a key role in creating a school culture underpinned by CPD and a commitment to improvement; the TS offers many opportunities for staff participation in CPD both as receivers and providers. Research engagement is particularly important in making Beauchamp an attractive and exciting place in which to work.

Good quality CPD supports staff retention through increased professional self-confidence, which encourages staff to stay at the school. Recognition and accreditation are important in maximising the retention impact of CPD initiatives.

TS initiatives increase opportunities for staff to provide CPD and to distribute leadership roles, and these opportunities support staff retention. The use of financial rewards to mentors was also seen as raising status and supporting retention, particularly in the context of the restrictions imposed by new pay structures under the feeding and learning review.

ii) The impact of the TS programme in developing more effective CPD

> **Training School status is shown to have a significantly positive impact in developing more effective CPD.**

(See Annex 1(ii) for examples from specific schools)

a)   Developing more effective CPD for teachers

The evidence suggests that TS are making a major contribution to the TDA remit. They are developing CPD linked to school improvement for their teachers and teachers in their partnerships.

b)   Coaching as a means of developing effective CPD

Coaching methods and teachers working in pairs or trios have been developed by many of the schools as effective models of CPD. These developments could serve as models of good practice and assist the TDA in meeting a recommendation made by Ofsted in "The logical chain: continuing professional development in effective schools" (HMI Ref 2639 Page 5).

c)   New professionalism

TS cite that their teachers are developing 'New Professionalism' skills by reflecting more on their practice; supporting others through co-coaching; taking more responsibility for their CPD and offering support to other schools.

d)   Organisational aspects of CPD

TS involved in the research project have developed innovative ways to audit CPD needs, have used innovative techniques in the delivery of CPD, adjusted school structures better to serve CPD needs and begun to focus on the impact of CPD on teaching and learning.

Case Study 1 – Hyde Technology College (North West Region)

The project considered how coaching impacts upon CPD for teaching and learning.

External training for coaching was organised for twelve members of the school and the Assistant Director of TS then launched a whole-school coaching programme. The TS audited staff areas of expertise and coaching/training needs. The Assistant Director of TS and the TS manager paired up coaches as well as training new coaches from the school and other partners.

Those being coached identified specific needs and the paired coach was then to develop skills, knowledge and understanding as required. The coaching programme has enabled richer learning activities to be offered by coached teachers and has led to higher levels of pupil motivation and lower levels of pupil misbehaviour.

Coaching has resulted in:

- Collaboration across departments with staff of varying responsibility levels.
- Greater trust and communication has been developed through the coaching process along with an improvement in staff morale leading to staff taking responsibility for their own development.
- Teachers have begun to show an interest in the development and learning of other colleagues.

The school website www.hydetech.org.uk is to be used to share information and support coaching. Questionnaires, presentations and information for video resources will be made available.

Case Study 2 – Sawtry Community College (Eastern Region)

The school considered whether targeted professional development of ICT skills had an impact on teaching and learning.

The project involved a group of trainee teachers and, if successful, the model of targeted CPD will be shared with all staff in school. The schools developed an ICT course to deliver ICT skills to trainee teachers. Feedback on the impact of the training was taken from pupils as well as mentors, teacher trainees, and the coordinator for Initial Teacher Training.

Training was delivered by the school's ICT coordinator and teacher trainees each jointly planned a lesson involving ICT in their subject area with the support of the ICT coordinator.

Key findings indicated that trainee teachers were more likely to use ICT

as a result of the training provided;

- Pupils and trainees reported an increase in enjoyment and engagement, particularly in science;
- Opportunities to share ideas and reflect with other trainees led to increased objectivity and enabled/encouraged trainees to improve their practice.
- The training generated insights into what makes learning enjoyable for students and what helps learners to learn.

As a result of the findings all staff will be reflecting on and improving individual practice using ICT interactively in the classroom in 2007/8 as part of the performance management process.

iii) The impact of additional adults working directly with youngsters upon pupil learning

> **The TS programme has enabled schools to bring more adults into the classroom, benefiting students in variety of ways.**

(See Annex 1(iii) for examples from specific schools)

These studies focused upon two broad areas of impact:

- the role that trainees play in enhancing pupil learning, and
- the role that TS-sponsored training of support staff plays in making TA's and others more effective in supporting pupils.

a) Trainees

It is common for secondary TS to take 20 – 50 trainees on block placements across the year, in addition to hosting many other prospective trainees and others on shorter placements. The Performance Indicators (PI's) for TS include the expectation that at least 75% of subjects and 30% of teachers will be mentor trained and engaged in initial teacher training. The majority of the research projects in this area looked at the benefits to students in having larger numbers of trainees in their schools. Findings included:

- **Student achievement**: A great deal of work has been done since the inception of the TS programme to ascertain the impact of the increased volume of ITT upon pupils' achievement. We know that nationally TS perform more than 8% better than other specialist non-TS in terms of the percentage of students achieving A*-C grades at GCSE, and some TS in the research projects found links between improved test and GCSE results and more trainees working with youngsters. (Needs an example)

- **Student 'voice'**: Several projects highlighted the benefits to their schools of students of becoming directly involved in TS work, e.g. through contributing to whole-school approaches to improving Teaching and Learning (T&L) and by being trained to observe and give feedback to trainees and staff.

- **Other benefits in the classroom:** Several schools found evidence that creative and innovative ways of working with trainees improved students' learning experiences. For example, deploying trainees to team teach with class teachers, to work in pairs in the classroom, to undertake small group work and to use their specific skills and experiences were all seen to be beneficial. Feedback from teachers also highlighted unexpected benefits such as improvements in students' interpersonal skills resulting from contact with more adults, and feedback from students showed that they clearly saw the benefits of additional support**.**

b)   TA's and other adults

Most TS have enthusiastically embraced developing the wider workforce by putting into place high quality accredited school-based training for TA's from their own and partner schools. All the schools that focused upon the 'additionality' brought to pupil learning by a large team of highly-trained TA's found very positive impact in areas such as:

- Improved relationships between students and TA's
- More effective TA support for students
- Enhanced provision, such as after-school clubs, of particular benefit to specific groups of students such as those with English as an Additional Language (EAL)
- Enhanced school-based research, with TA's engaged as researchers or co-researchers
- Improved support for students from support staff trained in a variety of new roles such as group tutors, learning mentors, and study supervisors.
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Case Study – Dixons Academy, Bradford and Hayfield School (Yorks & Humber Region)

These schools surveyed teaching staff, heads of department, trainees, ITT mentors and pupils to explore the impact of additional trainees on pupil learning. What follows is a sample of findings from specific subject areas with reference to the impact of additional adults working with pupils:

Art and design: The department's best ever GCSE results were achieved when we used 4 trainees over 2 years with students; there were fewer discipline problems in classes and students benefited from trainees' one-to-one tuition. Trainees add extra teaching resources and offer guidance about career pathways.

Design and Technology: One-to-one tutorial style feedback is helpful; additional support enables less able students to complete focused practical tasks.

English: Students working below target benefited from one-to-one input with trainees.

Humanities: Trainees have supported exam classes and students at entry level achieved better results than in previous years, with trainee input.

ICT: New ideas; valuable and up-to-date examples brought in from experience outside the profession; support for weaker students.

Maths: One-to-one support helps weaker pupils produce a higher standard of work.

Modern Foreign Languages: Native speaker enabled students to hear and practise authentic accents; additional support in preparation for speaking and listening tests.

Music: Creative/innovative approaches to learning; new resources; assistance with rehearsals.

PE: Improved numbers at extra-curricular clubs; pupil attainment improved; rugby coaching expertise.

Science: Improved pupil motivation through innovative use of ICT, new resources and a fresh approach; more individual help given to pupils with learning difficulties and physical disabilities.

Overall, 96% of staff felt that trainees enhance pupil learning to some extent. Team-teaching and in-class support were cited as being particularly beneficial. The schools have disseminated their findings to partner HEI's and plan to extend the research over a longer period in order to analyse the impact of additional trainees upon student achievement data.

iv) The impact of the TS upon staff induction, training and career development

> **The TS programme has helped to develop high quality induction programmes for new staff and for new entrants to the profession, and to enhance career development for the whole workforce.**

(See Annex 1(iv) for examples from specific schools)

a) Induction for new staff

- TS have put into place improved structures and processes for inducting teaching and support staff. This has included the use of TS administrative staff to welcome new staff and to ensure that their induction runs effectively.
- Entry and exit interviews have been used more systematically to ascertain how the induction process can be improved.
- Induction courses have been enhanced, and linked directly to training sessions for Newly Qualified Teacher's (NQT's) and trainees, thus offering new staff a more extensive package of induction over a longer period of time.
- Particular attention has been paid to staff joining mid-year, and to the varied induction needs of support staff in their different roles.

Several schools focused specifically upon induction for newly qualified teachers. They found that TS status has led to:

- Induction programmes have become more personalised to individual NQTs' needs.
- Greater accountability for NQT mentors and those delivering induction courses, leading to greater consistency of practice and improved quality.

b) Career development:

- TS work has led to enhanced provision for recently qualified teachers.
- TS work has created far more opportunities for RQT's and others to be involved in ITT and CPD for other teachers. Staff expressed the view that this has enhanced career development opportunities for them.
- The enrichment of school-based CPD resulting from being TS has improved the range of training available to RQT's and others, e.g. in pastoral care, and aspects of T&L such the use of ICT in the classroom
- The level of one-to-one support for RQT's and others has improved as a result of TS work; TS have been at the forefront of implementing the new Standards and performance management guidance.
- NQT's and RQT's are encouraged to become involved in accredited school-based research, assisting them to move on to posts of responsibility.

- Opportunities for NQT's, RQT's and others to observe lessons have been enhanced as a result of TS work which has created a greater focus upon what makes an excellent lesson. This has helped to improve staffs' skills and confidence, and improved career development opportunities for them.
- The TS has created an environment of professional reflection and learning which is beneficial both to teachers in their early years and to more experienced staff.

Case Study - Cheadle Hume High and Bramhall High Schools (North West Region)

These two schools focused upon improvements to NQT induction resulting from being a TS. The research was led by two RQT's from each school and liaison with the LA enabled nineteen NQT's from three TS and four non-TS to be invited to participate in a research forum. Questionnaires and interviews revealed that:

TS have a more structured approach to the induction process, and have more designated staff available to support NQT's than non-TS.

Professional studies sessions are held weekly in the TS but less frequently in other schools.

Most reviews, observations and feedback in the TS operate on a monthly or half-termly basis, in contrast to the non-TS termly cycle.

Expectations of NQT's with regard to observations of others were similar; however the NQT induction portfolio was perceived to be of greater importance and value in the TS.

LA-run subject development courses were better promoted within TS than non-TS.

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v) The impact of the TS programme upon partner schools' development

> **The TS programme has impacted very positively upon partner schools' ITT and CPD work.**

(See Annex 1(v) for examples from specific schools)

The notion of sharing practice is embedded within the culture of TS and has now been formalised in the PI which describes an expectation that at least 30% of the TS budget be spent on collaborative outreach work. Many TS have been used to working as part of a consortium of between two and six schools, some working cross-phase, with joint funding, planning, provision and evaluation.

Partnership working has also been encouraged through the regional networks, funded by the TDA. A programme of TDA-funded Exchange Practice Visits (EPV's) has facilitated links between TS across regions and these links are reflected in some research projects, such as the partnership between two schools in the South West and Eastern regions cited in Annex 1(v).

It is against this background that some schools set out to measure the impact of partnership working on the development of other schools' staffs. There are many examples of the benefits of partnership working using a variety of models of delivery and covering a range of training provision. Key findings included:

- The benefits of joint staff training for ITT, e.g. in mentoring skills and practice and lesson observation.
- The advantages of joint staff training on INSET days, and in twilight time. Many TS now offer training to other schools or work jointly to provide training in support staff programmes such as TA and HLTA training; NQT and RQT programmes; leadership training and mentoring; and aspects of T&L and the National Strategy such as developing learning and thinking skills, behaviour for learning, and ICT for T&L.
- The usefulness of ongoing links, for example through teacher exchanges, lesson observation in each others' schools and paired working.

Case Study – Bishop Challoner RC School, Holyhead School and Swanshurst Girls' School (North West Region)

The schools provided three case studies from their research:

1) The impact of the TS programme upon strategic approaches to ICT training for trainees and teachers.
2) The impact upon ICT training for support staff across partner schools.
3) The impact upon staffs' preparation for Key Stage (KS) 2/3 transition.

1) Swanshurst Girls' School has shared its strategy for whole-school ICT development and training with five secondary partners. Feedback was very positive, with schools valuing the opportunity for the TS managers to meet and compare approaches.

2) One of Holyhead TS's targets has been to raise awareness of inclusion issues across the region. The TS conducted a needs analysis across partner schools and designed and delivered a training day for sixty support staff from four partner schools. In addition to inclusion-focussed ICT training, the day included a session on career pathways for support staff. Evaluations were very positive, emphasising the value of focussed networking with support staff from other schools.

3) Bishop Challoner's project took the form of action research to enhance trainees' and teachers' understanding of KS 2/3 transition, and to improve the transition experience for Year (Yr) 5 and 6 pupils. Trainees delivered lessons to KS 2 pupils throughout a three day induction programme; departmental colleagues not involved as ITT mentors worked alongside them and primary colleagues to plan and observe the lessons. Feedback was taken from pupils as well as teachers, trainees and parents, and this pattern of induction will become the norm for the school.

All three case studies reflect how partnership working can be enhanced through TS funding and expertise, and highlight the benefits of trainees, support staff and teachers from a range of schools working together to share expertise and to develop their skills.

vi)   The impact of the TS upon implementation of the TDA's new remit

> **The research indicated that TS have successfully taken on workforce remodelling and the provision of high quality training and development for support staff in a variety of roles.**

(See Annex 1(vi) for examples from specific schools)

These projects revealed the extent to which TS are now modelling excellent practice in school-based training and development for adults other than teachers in a range of roles:

- Being a TS has helped TA's to become HLTA's who can operate at a higher level, e.g. through team-teaching with teachers, giving specific class management support to less experienced teachers, and using their subject knowledge to support examination classes.
- There has been a shift in the culture of the school with classrooms feeling more open, and more discussion of T&L strategies between teaching and support staff, and within departments as a whole.
- Being a TS has led to training in specific subjects and skills has enhanced provision in those subjects, and for children with specific learning needs such as those with hearing loss and those with EAL.
- TS have often been early adopters of workforce reform and some projects focused upon the benefits of high quality training for support staff in roles such as tutors, learning mentors and study supervisors.
- Some TS have used funding for training with parents and reported evidence of successful impact upon children's behaviour and motivation.
- Projects reported high levels of job satisfaction and retention in TS where there has been a strong emphasis upon training for TA's and other support staff.

The case study which follows illustrates a whole-school initiative in which highly-trained support staff have been involved as equal partners with teaching staff:

Case Study – Hooe Primary School, (South West Region)

The school has created school improvement groups (SIG's) in order to implement change activity. All teachers and most TA's have been engaged in research projects linked to the school improvement plan.

Findings about the impact of being a TS were as follows:

Research and enquiry based learning are integral to Hooe's work as a TS, and the setting up of SIG's has been a successful way to engage all staff in this area of our action plan.

In-house learning has become an integral part of what we do and how we learn. Feedback from staff indicates they value others' findings as much as their own and are more likely to change their practice as a result of their SIG work rather than attending an external training course

Engagement with HEI staff, Teacher Learning Academy (TLA) and CPD advisory staff has greatly increased since we became a TS and has had a very positive impact on the staffs' research skills.

School-based research has grown in our time as a TS from being a teacher only activity to one which involves nearly all staff.

SIG activities over the past two years have had a direct impact on improvements linked to the School Improvement Partner (SIP) – behaviour management, Action for Learning, peer mentoring, the outdoor learning environment, pupil research for school improvement, and structured play.

SIG research has led a number of staff to progress their studies further through TLA and post-graduate routes."

Researchers disseminate their findings in twilight meetings involving all teaching and support staff, governors and HEI partners. Other schools have visited to find out more about the model and the school is planning to involve trainees in the SIG's from 2008, as part of their M-level dissertation work. The school will also involve mealtime assistants as researchers from 2008, and has plans to roll the model out with kitchen and cleaning/caretaking staff in the future. Pupils from the School Council and foundation class will take part in research to improve the school's work.

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4.   OTHER FINDINGS AND CONCLUSIONS

- The research project helped to engage schools with little previous experience in school-based research. It was clear from the feedback that this was the first time that several schools had approached school-based research 'professionally' and within tight timescales. They found the guidance from the TDA and NfER helpful since it made them reflect upon the precise nature of the research question and the most appropriate research tools to use. They described the 'buzz' created by teams discussing many aspects of school life and said that they were determined to extend this piece of research and to encourage a research approach across the whole school.

- Some previously 'research engaged' schools have developed their expertise and adopted a more professional approach

- Some have set up research teams, or appointed a school-based researcher. One school has set up a research team, under the oversight of the Assistant Head responsible for CPD. She has a background in research having been seconded to work on aspects of the school's specialisms. The team is being trained by a partner HEI and each member will act as a 'lead researcher' within their own subject area.

- Several schools have strengthened their links with partner HEI's and LA's by working with them on the project. For some, this was a 'one-off' link whereby they used the TDA funding to commission a colleague to oversee the project. Others built on links in place, for example through existing school-based postgraduate professional development programmes.

- In many of the schools, the project was linked to accreditation through a variety of routes. Some schools have been engaged with the General Teaching Council for England (GTCE) TLA and used a special framework devised by the TLA to make a submission at Stage One or Two. Other schools encouraged teachers to write up their findings as part of their M-level studies. Some of the reports were clearly written with this in mind and gave very full and rigorous accounts of the work undertaken.

- In schools with a strong research base, a wider range of staff and students have become engaged in research as a result of the project. One of the primary TS has determined that all staff, including lunchtime supervisors, will be involved in 'school improvement projects' from 2007. They involved all of their TA staff in school improvement groups this year, and all presented findings to governors and a partner HEI. In some schools TA's led the research project, and many schools said that they intended to involve support staff in research more fully in the future. Many of the schools gathered feedback from students about

the impact of the TS; some engaged students as co-researchers and intend to establish a body of student researchers within the school.

- Schools were encouraged to work with other TS on the project. Many did this, often building upon the strong links already in place with consortia partners, or forging fresh partnerships. A number of the projects were cross-phase. Schools described the benefits of making comparisons with other schools and learning from each others' practice. Several felt that partnership working led to greater rigour as each were held to meet deadlines. Some interesting examples were given of students and staff interviewing students and/or staff in partner schools, of TA's working across a range of schools and of schools involving assessment managers in comparisons of data.

- Project schools have developed a range of strategies for disseminating their findings, and have involved LA's, HEI's and other partners in this process. There was an air of excitement about many of the research reports where schools described setting up meetings with other schools, ITT providers, LA's to share the positive impact of TS work.

ANNEX 1 – EXAMPLES OF EVIDENCE FROM THE SCHOOLS

i)   The impact of the TS programme on the recruitment and retention of staff

a) Recruitment

Several schools cited evidence that the high volume of ITT trainees provided a larger pool from which to draw potential teaching staff. When teachers at Southfields, Douay Martyrs and Norbury Manor Schools were surveyed, it was found that approximately one-third had trained at the school.
St Peter's Catholic High School and Notre Dame School surveyed their forty two most recent recruits and found that TS designation had had a positive influence on recruitment. (Quantify)

b) Retention

Schools which focused upon retention found that opportunities to contribute to training others, and opportunities for high quality CPD, were important factors in retaining staff. For instance:

- Nineteen staff currently involved in PPD at Shenfield High School cited the school-based MTeach course as a key factor in encouraging them to stay at Shenfield.
- Southfields, Douay Martyrs and Norbury Manor found that TS status played a major role in why people stayed at the school, as well as helping with recruitment.
- St Peter's Catholic High School and Notre Dame School found that their retention rates exceeded national trends and staff linked their reasons for staying at the schools to TS designation.
- St Mary and St Paul's C of E and Glazebury Primary TS found that mentor training and involvement in the mentoring of trainees had had a positive impact upon the retention of teaching assistants. The TA's felt more personally rewarded and valued (by teachers and trainees), felt that their professional skills had improved and felt that they had gained in confidence. Their enhanced understanding of the QTS Standards helped them in supporting teachers and trainees, they found coaching skills helpful in their wider roles, and TS training had encouraged several to go on to further CPD such as Foundation degrees.

ii)   The impact of the TS programme in developing more effective CPD

The following statements summarise key findings from the many schools which chose this hypothesis:

   a)   Developing more effective CPD for teachers

- Being a TS has given us the motivation to evaluate our CPD and to develop a wider range of approaches to CPD. (Coundon Court and Tudor Grange Schools)
- Through the work in the TS, the school has developed an ethos of self-reflection amongst the staff which facilitates and encourages CPD and research. (Aylsham High School)
- The additional funding provided by TS status has allowed development of 'fit for purpose' training facilities which have enabled broad and targeted training to take place delivered by an ever increasing number of lead practitioners. (Hillcrest School and Community College and Windsor School)
- The TS has provided us with the facility to arrange cover for contact time so that staff could create, develop and evaluate research findings in a structured way. (Lychett Minster School)
- TS has enhanced networking opportunities and provided enhanced CPD opportunities. (Helston School and Community College)
- TS status has opened up opportunities for teachers to deliver training beyond the school. (Dulwich Hamlet Junior School)
- TS status has improved CPD provision. The benefits of improved CPD provision appear uneven, favouring younger early career teachers. Staff acknowledged that the TS induction programme for NQTs and ITT is very effective. (Coombeshead and South Dartmoor Community Colleges)
- TS has generated career development opportunities through enhanced professional development (Oakthorpe Primary School and Henry Maynard's Infant School)
- Without being a TS we would not have engaged in research activity and opportunities to develop people would not be as numerous. (George Abbott School)

   b)   Coaching as a means of developing effective CPD

- Mentoring skills learnt as a training school have been used to create a co-coaching system to support CPD. (St Andrews Primary School)"
- As a result of feedback from this project, senior management are keen to adopt coaching as a form CPD throughout the school to train staff in areas such as teaching literacy and assessment for learning. (All Saints High School, Sheffield)
- The research from the six trios has been disseminated to the whole staff. In the next academic year the whole staff will be involved in trio planning, observation and evaluation sessions. (Hurworth School)"

- The greater richness of learning activities offered by coached teachers to students has lead to higher levels of motivation and lower levels of behaviour problems. The TS will continue to audit staff areas of expertise and coaching/training needs, pair up coaches and coachees and train new coaches from the school and colleagues from other interested schools in the authority. (Hyde Technology College)
- Paired planning and lesson observations are a valued professional development activity (Rushcliffe School)
- Coaching training was introduced to support the 'triplets'. The training was successfully undertaken by twelve members of staff. Teaching triplets will continue next year. (Salford City Academy)

c)   'New Professionalism'

TS work has encouraged self reflection, the use of co-coaching, contributing to others' professional development, and the use of cross curricular groups to address issues. Examples from project schools include:

- Reflecting on their own practice and coaching have been more beneficial than other forms of CPD because they have been better linked to accountability. (All Saints High School, Sheffield)
- Teaching staff are taking more responsibility for their CPD and are making more appropriate use of INSET to aid in their development. (Eastbourne Technology College and Claverham Community College)
- The research has opened a window into the kinds of experiences which support teachers' learning and has given teachers a voice about their learning. (Sir John Lawes School)
- We have also offered help with such research to other schools in our Federation and individual staff have signed up to be involved with projects. (Gordano School)

d)   Organisational aspects of CPD

Auditing CPD needs and provision

- Pupil voice has been used effectively, and has impacted on the CPD programme at the school. Using an online teacher survey and an online student survey, we asked the same questions. The project has provided the opportunity to analyse how teachers believe that they teach, and how students believe that they are taught. The research findings and conclusions from subject leaders and teaching staff are now being implemented into the school's CPD programme for 07/08. (Priory LSST)
- The most valuable asset is time to talk and establish clear outcomes. CPD needs to be driven by the needs of all concerned in order to be successful. Teachers appreciate care concern and CPD which takes into account their personal needs as well as the school development plan. (Education Village Darlington)

Delivery and structures

- Staff in schools are able (or can be trained) to deliver departmental and/or whole school INSET very effectively. This will lead to more relevant CPD whilst also improving the cost effectiveness of INSET. (Sawtry Community College & Netherhall School)
- Implementing internal CPD 'learning hubs' allowing colleagues to share best practice, model and demonstrate strengths and work collaboratively across all subjects and all levels of experience. (Coombeshead and South Dartmoor Community Colleges)
- In-house DVD's are valuable CPD material because they include real students in a real situation. DVD's can be used effectively as part of the coaching process. (Finham Park and Kingshurst Schools)
- We are currently running a pilot research project where volunteer staff from each faculty area have used INSET time to plan a research project, after receiving training in how to conduct research. They are using Yr 11 gained time to conduct their own research, This pilot will act as the catalyst for wider staff involvement through Performance Management and use of dedicated INSET time next year. (Hillcrest School and Community College)

Impact and Evaluation

- Studying for MA's has a positive impact on teaching and learning. MA's are an effective CPD activity which should be funded (in part) by schools. There is an impact on staff other than those taking the MA as many staff shared their ideas formally and informally with other staff. (Tolworth Girls School)
- We will strive to use similar strategies in the future, in this and other areas of CPD. (Aylsham High School)
- The recognised value of research has led to a more structured approach being developed in school to support CPD and the School Improvement Plan (SIP). (Malvins Close First School)
- This project is an excellent CPD opportunity for all staff however, it is essential to include 'specialists' within the research team to contribute to data collection and analysis. (Outwood Grange College)

iii)   The impact of additional adults working directly with youngsters upon pupil learning

a)   The impact of additional trainees

- Two East Sussex TS, Claverham Community College and Eastbourne Technology College, have respectively seen rises of 10% and 41% in their 5 A*-C GCSE results over the six years that they have been TS. Their detailed research used a variety of approaches to tease out perceived reasons and, having set aside curriculum changes and changes in cohorts, staff felt that enhanced CPD for teachers, innovative approaches introduced by trainees, and the reduction in pupil-teacher ratios facilitated by trainees were key factors. Eastbourne Technology College's additional progress was attributed to high numbers of TS-trained subject-linked TA's, whose help was identified by students as having been a critical factor in their success.

- Garswood Primary School looked at the impact of trainees in raising attainment in Yr 6. They attributed their positive findings to the ability to teach pupils in smaller groups, targeted according to their needs. They also found that trainees broadened the range of resources available and helped to develop pupils' interpersonal skills. The school said that being able to reduce the adult to pupil ratio impacted very positively upon the development of personalised learning, brought AfL to the forefront of teaching throughout the school, developed managerial skills in relation to staff deployment, made teachers much more reflective and made all staff more aware of their responsibilities and accountability.

- St Paul's RC School found that trainees had the biggest impact upon pupil learning when working with small groups on a particular task, or with pupils identified in a particular target group. Students fed back to researchers that they prefer a team teaching approach.

- Similar results at The Sir Bernard Lovell School have led to the introduction of a 'teaching partnership' model whereby teachers and trainees work much more closely together.

- King James's and South Hunsley Schools' survey of Yr 9 pupils revealed that four out of the six activities that pupils valued most in terms of improving their learning (e.g. group and practical work), were significantly promoted by the presence of trainees in the classroom. These findings were mirrored in the staff surveys conducted in both schools.

Carshalton Boys' Sports College and Carshalton Girls' High School investigated the impact of TS upon the classroom experiences of Yr 7 pupils and plan to embed student involvement in TS work, e.g. through pupils observing and giving feedback to trainees.

Several schools gave examples of the beneficial impact of trainees in specific subjects or with specific initiatives:

- Carr Manor Primary School has placed at least one trainee in each class in order to enhance the performance of Pakistani heritage pupils.

- St Gabriel's CE Primary School and its two partners found that trainees helped with the successful implementation of a strategy to improve writing skills through creative approaches.

- Richard Lander School found that trainees' experiences in industry were particularly helpful in D&T, and that Yr 11 students much appreciated the additional support offered with practical work.

- Similarly, St Thomas More RC School found that a physics trainee brought fresh teaching approaches, and specialist knowledge which proved invaluable to Yr 13 students.

- Bexhill Primary School found that the presence of well-informed trainees facilitated higher quality pupil discussion around the themes of equality and diversity in children's literature.

b)   <u>TA's and other adults</u>

- Westgate Primary School and Rivington & Blackrod High Schools' extensive survey of TA's found that they felt that school-based training improved their relationship with their students and improved their practice.

- Carr Manor Primary School (quoted above) said that since becoming a TS their TA's have had the opportunity to become higher level TA's and work in more imaginative ways, for instance delivering additional clubs after school to Pakistani heritage pupils.

- Oreston Community Primary School has involved its TA's in joint training with teachers in action research, linked to GTC TLA methodology and accreditation. The joint teams undertook change within the classroom, with identified benefits to pupils from a closer working relationship between teacher and TA.

- Oathall Community College looked at the impact of training a range of professionals, including learning mentors, to work with youngsters. Their students valued the range of professionals involved in their learning and the flexibility that adults with different areas of training and expertise can bring.

- Welling and Deptford Green Schools used the project as a springboard for encouraging parental involvement with pupils receiving free school meals. They found that whilst parents wanted to support their children, they did not want to do this on the school site; the TS was therefore used to provide the capacity for training work with parents out-of-school. This project was typical of many others which described the impact of TS funding and partnerships in equipping staff to undertake school-based research linked to the SIP and leading to long-term school improvement

iv) The impact of the TS upon staff induction, training and career development

    a) <u>Induction of new staff and NQT's</u>

- Patchway Community College looked at evaluations, exit interview summaries and retention data in order to establish a baseline with which to compare staffs' experiences since the College became a TS. They found a major positive impact resulting from the appointment of a TS administrator with responsibility for staff welcome and induction processes. Staffs' expectations of welcome and induction programmes were found to be much higher and improved rates of staff retention were attributed at least in part to the more comprehensive induction programme.

- Helena Romanes School used similar 'before and after' approaches to Patchway Community College and found that their enhanced NQT induction programme now had a much sharper focus upon leading learning in the classroom, with benefits to their pupils who were involved in the research. Since becoming a TS, the school has ensured that NQT's now receive a far more tailored, individual programme of training to meet their specific needs, and that staff delivering the induction programme are far more accountable for ensuring high quality provision.

- The Hayfield School and Dixon's Academy included the ongoing development of Yr 2/3 teachers in their research. Some of the benefits of TS work were opportunities for NQT's to be involved with trainee induction and to be included as appropriate in ITT seminars in addition to having their own seminar programme; more formal training for pastoral roles; and more diverse opportunities for Yr 2/3 teachers to host or mentor trainees. The TS had also created capacity for the school to provide specific training for non-teaching staff as well as generic training in areas such as ICT and teaching and learning strategies. Whole-school mentor training was also found to have enhanced the expertise and quality of advice and support given to NQT's and recently qualified teachers in lesson observations and reviews

- At Chiswick Community School NQT's are involved in school improvement research projects; the TS has helped to create 'a positive adult learning environment which encourages reflection and research'.

- Canon Slade School and Salford Academy looked at the place of lesson observations by NQT's of others' teaching. The TS has created enhanced opportunities for training in lesson observation skills, and the research found that NQT's found paired observations with subject mentors, followed by immediate discussions, the most useful model. The TS has encouraged observations across the curriculum and this has led to higher-level discussions about T&L.

- Beckfoot School sampled twenty nine staff, a mixture of those starting at the school before and after it gained TS status. They found that being a TS had led to improvements in NQT induction and that teachers who had spent their early career at the school after it became a TS were most likely to be satisfied with their career progression. Specifically, staff who had been involved in ITT mentoring felt more satisfied with their career progression than non-mentors.

b)   Career development

Many examples of the benefits of TS in this area are given above in (ii) on the impact of TS work on CPD. The following example is typical of schools that found improvements in career development for both teachers and support staff:

- One hundred and fifteen current and ex-staff members at Oakthorpe Primary and Henry Maynard Infants Schools were surveyed, and 100% of teachers agreed that being a TS had impacted positively upon their development as professionals. They recognised the benefits of mentoring in defining and developing their own teaching skills. TS status was found to have generated career development opportunities, with many experienced teachers attributing their recognition as leading teachers/Advanced Skills Teacher's (AST's) to the skills they had acquired through mentoring, training and partnership working. Teaching staff who were formerly support staff attributed their opportunities to gain paid or voluntary experience in a school, to receive accredited training as a TA and then to train as teachers, to TS status.

v)   The impact of the TS programme upon partner schools' development

There are many examples of the benefits of partnership working using a variety of models of delivery and covering a range of training provision:

- Helston Community College surveyed staff in its three partner schools and found that they had noticed an improvement in the quality of CPD provision since the inception of the TS consortium. High quality mentor training, delivered by staff paid to run the training and to attend at weekends, has been running successfully for several years. Penair, Penrice and Richard Lander TS have been working jointly with FE colleges to prepare staff for the delivery of the new 14-19 curriculum. In-depth interviews with staff revealed how much they have come to value the networking opportunities created in this part of Cornwall where there is little external CPD provision.

- Aylsham High School described its experience of cross-phase ITT mentor training with Chesterton and Comberton Village Community Colleges. Their findings were that mentors have improved technical, analytical and interpersonal skills, have developed a clearer view of the multifaceted role of the mentor and describe direct impact upon the quality of their own teaching.

- This finding was reinforced by the research conducted jointly by Lobley Hill, Dunston Hill, Carr Hill and Fell Dyke Primary TS, where 87% of staff agreed or strongly agreed that being involved in ITT had enhanced their own professional practice and 91% agreed or strongly agreed that being involved in ITT was a benefit to their school.

- Ashford Christ Church School, Folkestone School for Girls and Swadelands School looked at the impact of their paired ITT mentor scheme whereby pairs of mentors in the same curriculum area conduct joint observations across the schools, and pairs of mentors in different subjects work together in the same school. It was found that this TS-enabled partnership working has led to consistently high-quality ITT mentoring, and that there have been other benefits for those involved, such as enhanced subject CPD.

- The South Lakeland TS consortium looked more widely at the benefits of TS status for its schools' professional development. They found that TS funding and ethos had them to make best use of the expertise of staff in each others' schools to share CPD opportunities such as enquiry groups, early intervention training, middle leadership training and ITT mentor training which otherwise would not have been possible. Collaborative working was found to help partner schools feel less isolated and for CPD to be tailored to the specific needs of TA's and teachers.

- Patcham High School had provided an early professional development programme across three Brighton and Hove schools. It used the research project to tease out the impact of the course on classroom practice and found that teachers felt it to have been very useful and were calling for the course to be extended to cover Yr 4/5 teachers.

- Greenway TS and its cross-phase partners also wrote of the benefits of partnership working, feeling that TS status helped to convince senior managers of the importance of CPD.

- Haybridge High School, Stourport High School and Baxter College had involved students as researchers to determine the benefits of TS status for student achievement. The schools felt that TS status had enabled them to work together in more creative and effective ways, "Cross-school working greatly enhances professional dialogue at all levels" and to personalise CPD for staff at all levels, e.g. through developing leadership training.

- Central Foundation Girls', Mulberry and Haggerston Schools also involved students as researchers; one outcome of TS status has been that students share their training expertise in the wider community, e.g. through running training for East London Schools. This involvement of students in the research and training processes has been of interest to schools beyond their partnership, including schools in Australia and Kenya.

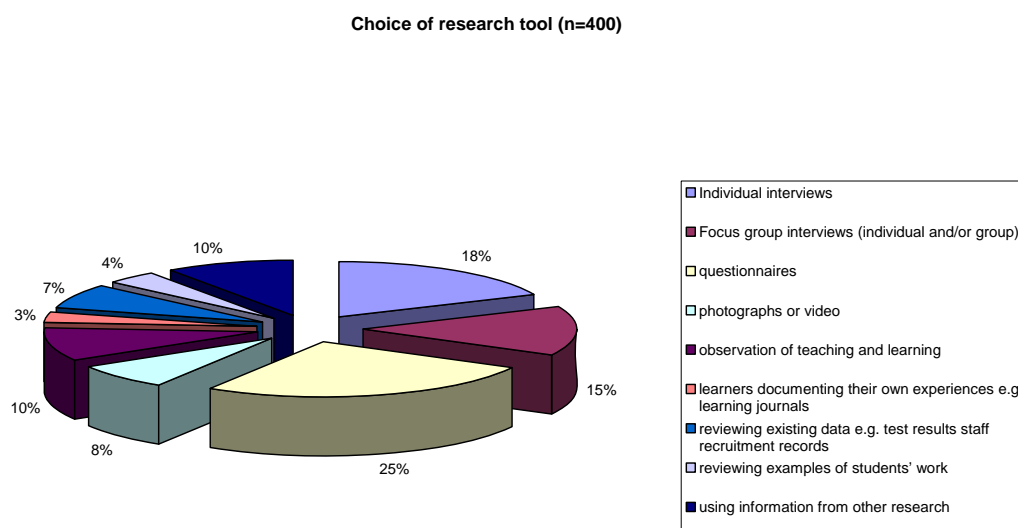**vi)   The impact of the TS upon implementation of the TDA's new remit**

These projects described the many benefits of high-level training for TA's and support staff in other roles, and one looked at training for parents. For example:

- Holy Cross School found that TS funding had supported five TA's to go on to HLTA training, which had enabled them to become more effective practitioners and co-professionals. The school has been involved with the LA on workforce reform, and deploys HLTA's to team teach with teachers, to give additional support in exam classes and to support inexperienced teachers with challenging groups. There has been a shift in the culture of the school, with classrooms feeling more open, and more discussion of T&L strategies between teaching and support staff, and within departments as a whole.

- Mary Hare School, a special school for the deaf, found that enhanced training for specialist TA's had been highly beneficial to students in a 'Language Enrichment Group'.

- Calder High School has seen a large increase in support staff, including those assuming the role of form tutors. TS has also led to an increase in support staff taking on formally accredited training. They found widespread support for the view that training has enhanced job performance and enabled colleagues to contribute towards whole-school objectives, especially on behaviour and raising attainment. Job satisfaction rates were found to be high, especially amongst holders of posts/roles that were introduced to facilitate workforce reform and those introduced during the life of the TS (e.g. study supervisors, behaviour support workers, raising attainment mentors and non-teaching form tutors). The study usefully revealed important areas for improvement, such as induction for colleagues starting jobs mid-year, and the need for more time for planning.

- King Edward VI School looked at the impact of TS funded parenting workshops and found that parents valued the training. The school is planning to offer the parenting programme to all its local middle and upper schools.

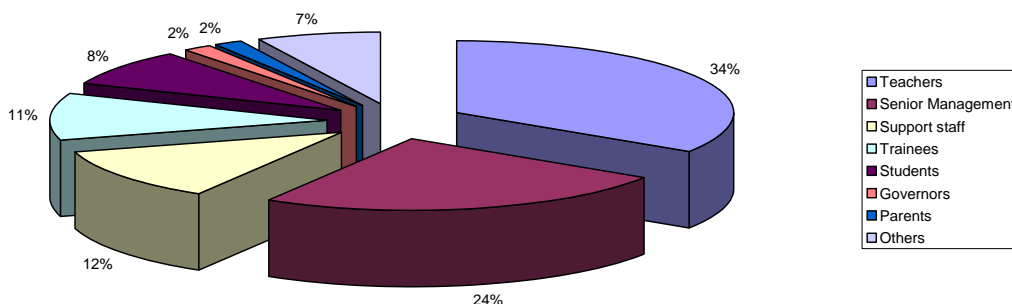## ANNEX 2 - RESEARCH METHODS AND DISSEMINATION

Research methods

The conferences which introduced the research projects gave schools the opportunity to shape precise questions for their research and to reflect upon appropriate methodologies. They were encouraged to establish clear baselines and to involve teachers with little experience of research, support staff and students as co-researchers. The breakdown of research tools reported at the feedback conferences was as follows. Most schools detailed a variety of research methods, hence n=400:

Choice of research tool (n=400)

Legend:
- Individual interviews
- Focus group interviews (individual and/or group)
- questionnaires
- photographs or video
- observation of teaching and learning
- learners documenting their own experiences e.g. learning journals
- reviewing existing data e.g. test results staff recruitment records
- reviewing examples of students' work
- using information from other research

Lead researchers were asked to reflect upon the methods they had used, on their feedback summary forms. It is clear that many schools had learned useful lessons about the research process which will help them in the future.

Schools were asked to identify the range of staff involved in the projects. The pie chart below illustrates how schools ensured that the projects and their findings were given a high profile through the involvement of senior leaders and how many schools involved trainees, support staff and students as co-researchers.

Which staff were involved (n=318)

- Teachers — 34%
- Senior Management — 24%
- Support staff — 12%
- Trainees — 11%
- Students — 8%
- Governors — 2%
- Parents — 2%
- Others — 7%

Half of the schools linked the research project to an appropriate form of accreditation for the staff involved:

Accreditation of work (n=128)

- M Level Credits — 15%
- TLA — 35%
- Other — 9%
- None — 41%
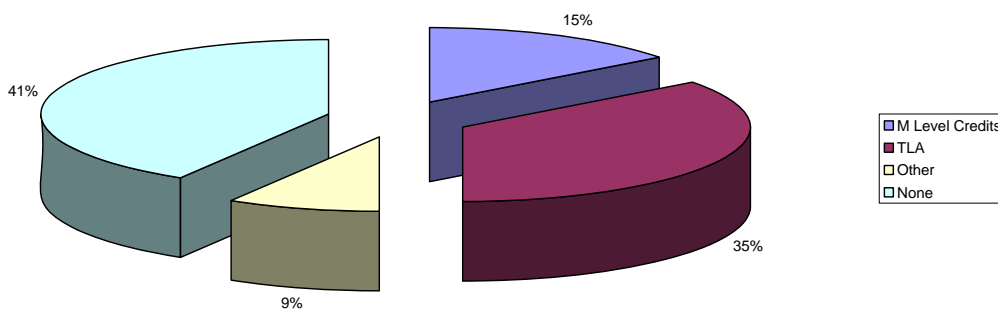
Both of the pie charts above illustrate the commitment within the TS programme to encourage wide engagement in school-based research, and accreditation for CPD activity. These are reflected in the PI's for TS.

Dissemination

Schools reported a variety of methods for disseminating their findings. The majority have used internal communications such as staff meetings and professional learning journals, and many plan to share findings with school, LA and HEI partners as they feel that significant lessons can be learned. Some schools with areas on the school website, or their own websites, plan to post the findings for others to see nationally. The regional breakdown of plans for dissemination is as follows:

Planned dissemination
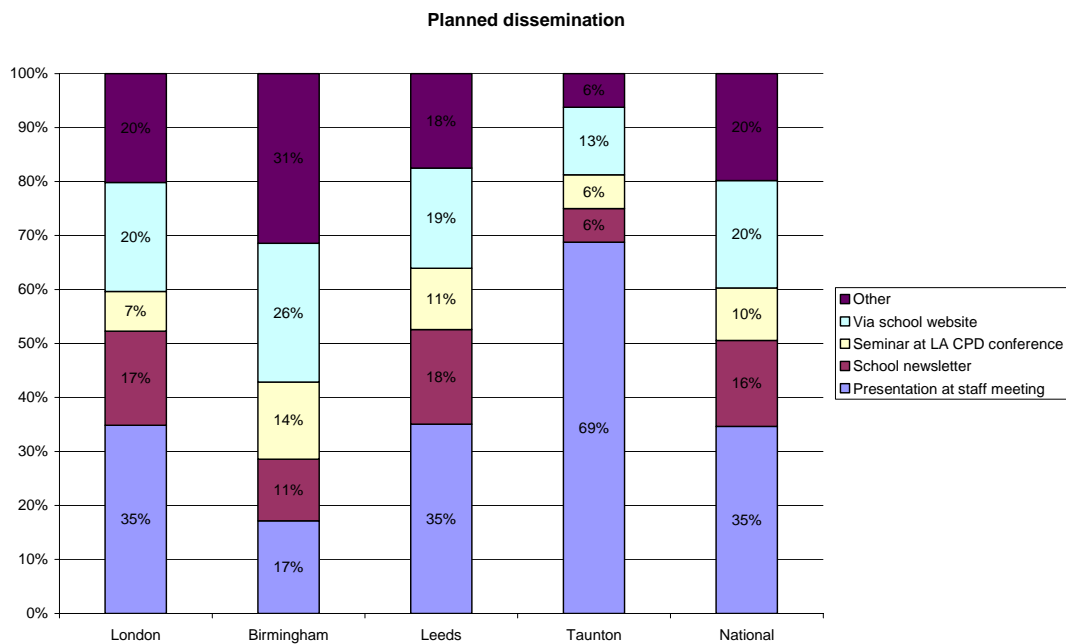
Dissemination strategies were discussed at the regional planning and feedback conferences. Examples specific to each region are given below:

The South West

- Many of the schools in the South West intended to disseminate their findings through their local HEI partners.

- Hooe Primary School planned to invite future trainees to join one of its school improvement groups and to undertake classroom based research as a component of their dissertations. They also intended to link the outcomes of their current research to their offer to host any future EPV's

- The South West TS newsletter was mentioned by several schools as a means of disseminating their outcomes to other training schools and local authorities in the region.

- Others intended to use the TLA and South West Grid for Learning (SWGfL) as vehicles for wider dissemination.

- Oreston Primary School aimed to establish a link from their website to the SWGfL to enable wider access to their findings and they intended that future trainees would have access to the learning space as a starting point for professional dialogue and reflection.

The East and West Midlands

- Many of the schools from the Midlands intended to disseminate their findings through TLA Stage 1 and Stage 2 submissions.

- Others, who had links with partner schools through 14-19 consortia and learning networks, intended to use these as a mechanism for dissemination.

- A number of schools, including Beauchamp College and Haybridge High School were planning to feed back the findings of their research to students in addition to teachers. All schools who had actively involved students in the research said that they would be sharing the outcomes with them, mainly through school assemblies.

- Tudor Grange School and Coundon Court had videoed presentations that were made by the researchers to their respective leadership teams and these were to be made available to all staff.

- Some schools were planning to share their methodologies and experience of the research with the new training schools in the Midlands either via EPV's or through the TS network meetings.

The North West, North East, Yorkshire and Humber

- Many of the schools who were represented at this conference intended to disseminate their findings via the partnership newsletters and annual conferences of their HEI providers.

- Many also intended to produce reports which would be presented to their leadership teams or to their school improvement groups. Those working in consortia arrangements, both primary and secondary, had plans for the dissemination of the findings to all teachers within their partner schools.

- Several of the schools have plans to publish their research papers in professional journals or to present them at national conferences. Framwellgate School is presenting its work at the annual conference of the Association for Science Education (ASE) at Liverpool University. Garswood Primary School intends to use their AST's and leading teachers to share their research findings with all schools in the local authority.

The East, the South East and London

- Many of the schools represented at this conference were intending to share their research outcomes with the local HEI provider. One of the researchers at the Mulberry School plans to write up the findings as a paper to be presented to the Institute of Education for accreditation and for the paper to be made available to all staff in the school.

- George Abbott School also intends to submit its work as part of an NPQH study, providing an opportunity for dissemination via the National College for School Leadership.

- A local newspaper is writing a piece on the outcomes of the research carried out by King Edward VI School.

- Several schools, including Eastbourne Technology College, intend to present the outcomes of their research at national conferences and training school network meetings.

- The Central Foundation Girls School plans to incorporate its research work into visits which it is hosting for schools from Kenya and Australia.