



Self evaluation assessed as:

Survey and interviews assessed as:

Both assessed as:

Culture and Wellbeing

	Theme	E	Bronze	Silver	Gold
1a	There is a clear vision of effective professional development in the organisation and its positive impact on pupil outcomes.		The senior leadership team articulates some sort of vision of effective professional development and its positive impact on pupil outcomes.	Leadership, including governors, articulate a strong vision of effective professional development and its positive impact on pupil outcomes, and this vision is emerging at other levels throughout the organisation.	All teaching staff articulate a strong vision of effective professional development and its positive impact on pupil outcomes.
1b	Leaders model and participate in CPD both formally and informally.		There are examples of senior leaders modelling their own learning and inviting others to take part in it.	Some leaders are deliberately and openly modelling the characteristics of a successful professional learner.	Senior and middle leaders proactively model professional learning - they are 'lead learners' and take a lead in engaging in potentially sensitive or vulnerable processes, such as peer observation or coaching.
1c	Staff feel that they have an input into the decisions made around the vision of the CPD across the organisation.		Staff feel that there are opportunities for some staff to give their input into planning priorities & policies for professional development.	Staff feel that there is an attempt to involve all staff in the setting of organisational priorities & policies for professional development and a variety of staff contribute to delivering CPD.	Staff feel that all staff have a role in the direction of CPD and all staff feel free to contribute to CPD.
1d	Staff feel free to take risks and innovate in their practice.		Most staff feel encouraged to innovate and take risks in their own practice.	Most staff feel encouraged to innovate and take risks and some staff also evaluate and refine their ideas and innovations.	Disciplined risk-taking is strongly encouraged for all staff and a majority of staff innovate in their practice and evaluate and refine their ideas.
1e	There is a culture of teaching and support staff welcoming peer observation and feeling welcomed to peer observe.		Some teaching and support staff welcome peer observation and feel welcomed to peer observe others.	Most teaching and support staff welcome peer observation and feel welcomed to peer observe others.	All teaching and support staff welcome peer observation and feel welcomed to peer observe others.

1f	Staff feel comfortable and encouraged to share and discuss practice.		Most staff feel comfortable sharing and discussing ideas around practice with colleagues.	All staff feel comfortable and are encouraged to share and discuss ideas around their practice with all colleagues.	
1g	Staff feel supported to grow and develop in their personal career development.		Some staff feel they are supported to grow and develop in terms of career development.	Most staff feel they are supported to grow and develop in terms of career development.	All staff feel they are supported to grow and develop in terms of career development.
1h	Conversations around teaching and learning are frequent, both formal and informal.		Most teaching staff report regular conversations around pedagogy outside formal meetings.	Teaching staff report pedagogical discussions occurring at least once a week in some form outside formal meetings.	There is a culture of discussing professional learning, pedagogy, practice and learning.
1i	Peer relationships, formal and informal, are seen as valuable, helpful and fruitful.		Staff value support from other colleagues and work with other colleagues for their own development.	Staff feel supported through coaching, mentoring and collaboration on offer.	There is extensive collegiate support and collaboration that is valued by staff.

Notes/Examples of practice: Culture and Wellbeing

The leadership at St Mary's Catholic Academy strongly espouse the value of high quality professional development. The Executive Director of the Trust is a very visible example of this. As one interviewee put it: "It's great to see the leader of the school so involved and interested in teaching and learning."

Leaders engage in their own professional learning. The headteacher noted how he and the rest of the senior leadership team regularly read together and discuss ideas. This is a strength of the school. Other staff are invited to take part in this, making it a visible initiative of professional learning which is led from the top.

Leadership of CPD activities is shared between two members of senior leadership. Both the headteacher and Executive Director are also heavily involved and spoke at length about their involvement in, and commitment to, professional learning. It is clear that a great deal of effort has gone into the design of systems in the school to support professional development, with a focus on attempted alignment between the evidence base for CPD and other schools plans and policies.

In interviews staff members indicated that they felt that senior leaders are always open to listening to ideas if proactively approached. However, survey items associated with framework criteria 3f suggest that the more formal systems of listening and responding are not yet operating (or recognised as operating) as effectively as many would like.

Generally speaking, staff talking about a warm and supportive 'family' environment at the school where they support each other. This comes through clearly in survey items 1e, 1f and 1i. This leads to a reflection from most staff that they speak informally or formally about pedagogy on a regular basis (1h).

Survey items 1g, 4e and 4g suggest that there is a very uneven sense of career development at the school. In interviews, feedback ranged from feeling highly supported and invested in all the way to feeling it was rather opaque. For example one interviewee said "we talk about CPD and career development extensively in line management meetings" and this was echoed and welcomed by teachers, admin staff and LSAs. However, another said "unless you go and specifically ask someone for an opportunity then nobody says anything here about career development. Opportunities are not always transparent and I'm not convinced they're particularly fair either." This must be balanced by acknowledging the work that senior leaders have done (and continue to do) in this area and it would be expected that this will filter through further to staff through this transition process.

There was a sense in interviews that this year some aspects of the main CPD programme have been less responsive to staff needs and more focused on 'ticking Ofsted boxes'. Some staff were fairly neutral about this change while others were distinctly critical, e.g. "the Thursday programme is not as useful as it was in the past. We understand why it's there but it's much less useful for subject teaching." Again, this is an area which senior leaders are working hard to address, acknowledging that some elements of the programme have had to be 'top down' this year.

Focus

	Theme	E	Bronze	Silver	Gold
2a	Staff feel that their CPD across a year allows for focussed, sustained and iterative changes to key areas.		Some staff feel that their CPD is focussed and specific, allowing them to make iterative and sustainable changes to their practice.	Most staff feel that their CPD is focussed and specific, allowing them to make iterative and sustainable changes to their practice.	All staff feel that their CPD is focussed and specific, allowing them to make iterative and sustainable changes to their practice.
2b	There is a balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets both teaching staff and pupil needs.		Some teaching staff feel that there is a sufficient balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets their own and their pupils' needs.	Most teaching staff feel that there is a sufficient balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets their own and their pupils' needs.	All teaching staff feel that there is a sufficient balance between CPD relating to subject knowledge, subject pedagogy, general pedagogy and curriculum that meets their own and their pupils' needs.
2c	CPD meets the needs of pupils and teaching staff in relation to subject pedagogy and assessment.		There are some CPD opportunities for expanding subject pedagogy and assessment.	There are a number of development opportunities for subject pedagogy and assessment and staff feel supported in them.	All teaching staff feel that opportunities to develop their subject pedagogy and assessment are readily available and sufficient.
2d	CPD meets the needs of pupils and teaching staff in relation to subject knowledge.		There are some CPD opportunities for expanding subject knowledge and some teaching staff are aware of the need to develop subject knowledge.	Most teaching staff feel that there are opportunities for expanding subject knowledge and understand the need to develop subject knowledge.	All teaching staff feel that opportunities to develop their subject knowledge are readily available and sufficient. Teaching staff seek to constantly update, develop and deepen their subject knowledge.
2e	CPD meets the needs of pupils and teaching staff in relation to general pedagogy and evidence of how pupils learn.		There are some CPD opportunities for expanding general pedagogy and furthering understanding of how pupils learn.	There are a wide range of development opportunities for general pedagogy and furthering understanding of how pupils learn.	All teaching staff feel that opportunities to develop their general pedagogy and understanding of how pupils learn are readily available and sufficient.

2f	CPD meets the needs of pupils and teaching staff for development around curriculum/exam knowledge.		There are some CPD opportunities for informing teaching staff of changes around exams and curriculum.	There are many CPD opportunities for informing teaching staff of changes around exams and curriculum.	All teaching staff feel that they are supported to develop their knowledge around exam and curriculum.
2g	There is effective CPD in relation to wellbeing, behaviour and attendance. For example, for form tutors and those with particular pastoral roles.		There are some CPD opportunities for staff in their pastoral roles.	There are many CPD opportunities for staff in their pastoral roles, including for teaching staff.	All staff feel supported to develop their practice with regard to their pastoral responsibilities, contributing to a culture of professional learning and development for all staff.
2h	There is effective CPD available for those support staff who work directly with children.		Some support staff who work directly with children (LSAs, TAs, pastoral support etc.) feel that there are sufficient CPD opportunities to meet their needs.	Most support staff who work directly with children (LSAs, TAs, pastoral support etc.) feel that there are sufficient CPD opportunities to meet their needs.	Support staff who work directly with children (LSAs, TAs, pastoral support etc.) all have effective CPD opportunities, many of which are alongside other teaching staff. They have the opportunity to share and collaborate across the organisation. This contributes to a culture of professional learning and development for all staff.
2i	There is effective CPD available for general/admin support staff.		Some general/admin support staff feel that there are sufficient CPD opportunities to meet their needs.	Most general/admin support staff feel that there are sufficient CPD opportunities to meet their needs.	All general/admin support staff have effective CPD opportunities, with opportunities to share and collaborate across the organisation (e.g. in joint planning). This contributes to a culture of professional learning and development for all staff.

2j	There is effective CPD available for governors.	There are some relevant and high quality CPD opportunities for all governors, including those with varying expertise and experience.	There are many relevant and high quality CPD opportunities for all governors, including those with varying expertise and experience.	The governing body is well informed and up to date through effective CPD opportunities. This contributes to a culture of professional learning and development for all staff.
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Notes/Examples of practice: Focus

While the design of professional development processes has evolved over time, the school has not yet matched this with the balance of content. Survey items 2b, 2c, 2d, 2e and 2f show a general level of dissatisfaction with the way the current programme is meeting pedagogical needs. This is echoed with LSAs (2h) and admin staff (2i). However, it must be noted that a focus group of staff, when shown the survey results, felt they were perhaps more negative than it feels on the ground. It should also be noted that this is also an area of significant development by senior leaders.

Interviews suggested some strengths as well as two key issues.

- a) There were several examples of well-focused CPD around subjects and careers. These included the focused and personalised development of an NQT through to head of department as well as significant subject-expertise collaboration in science and Maths. More broadly, a number of staff were able to point to subject expert input and individual coaching or career support.
- b) The Thursday PM CPD sessions are seen as being less about pedagogy and more about issues that feel less relevant to day-to-day teaching for staff. SEND training and drug awareness training were mentioned as particular issues.
- c) The DAFITAL process. Interviewees suggested that “DAFITAL is great on paper – it should be beneficial but it doesn’t work that way”. Less experienced staff tended to find the process more helpful although they also noted that it took up more department discussion time than they would like. More experienced members of staff suggested a number of key issues with the current approach to DAFITAL:
 - a. It is very data heavy and imposes burdens on time and workload, cutting into other departmental discussions. A number of staff members suggested that they were unhappy at spending so much time entering data. One interviewee said that “the people who have designed the system don’t have full teaching loads and don’t understand the huge burdens it imposes”. Another suggested that “it has squeezed out time we need to discuss other department activities. We’ve had to start scheduling additional meetings in lunchtime just to cover the basics.”
 - b. It doesn’t work so well in mixed departments. “In smaller departments there may be only one person teaching a subject or topic – you end up being forced to have a meeting by yourself to focus on question-level discussion. It would be more useful to be allowed to discuss more general pedagogic strategies”
 - c. It needs more flexible scheduling. Some staff suggested DAFITAL is not useful until you’ve taught a decent chunk of work and have time to analyse then go back to re-teach. For example one interviewee said “Now that I’ve taught the whole of the GCSE the question-level analysis is very helpful, although there is still lots of paperwork to fill in, scan and send.”

A contradiction in survey and interviews is that interviewees suggested that DAFITAL ensures they have to talk about subject pedagogy and pupil needs. However, survey items 2c and 2e suggest that the majority of staff feel that CPD is not meeting their needs in these areas. One possible explanation is that they were considering Thursday sessions rather than DAFITAL when answering this question. It is also likely that staff are also feeling particular

pressures with new assessment and new exam syllabuses – survey item 2c and 2f suggests only 48% and 49% respectively feel their needs are being met in these areas.

Needs Analysis and Evaluation

	Theme	E	Bronze	Silver	Gold
3a	Teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.		Some teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.	Most teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.	All teaching staff feel supported to analyse and feedback the needs of their pupils to inform the school's CPD.
3b	Formative evaluation takes place at a micro level undertaken by individual staff.		Some staff formatively evaluate their practice using a range of measures.	Most staff formatively evaluate their practice using a range of measures.	All staff formatively evaluate their practice using a range of measures. This is aggregated at a macro level across the organisation.
3c	CPD processes are matched against pupil learning needs, so that staff's CPD is relevant to the particular pupils they work with.		Some CPD processes are matched against a pupil learning need, so some staff feel that their CPD is relevant to particular pupils they work with.	Most CPD processes, including performance management, are matched against a pupil learning need, so most staff feel that their CPD is relevant to particular pupils they work with.	Pupil learning needs are the driver behind identifying CPD processes and opportunities. All staff feel that their CPD is relevant to the particular pupils they work with.
3d	CPD is evaluated against pupil outcomes.			There is an attempt to evaluate CPD processes against pupil outcomes (attainment, attitudinal and behavioural).	CPD processes are targeted and evaluated against planned and identified pupil outcomes.
3e	CPD matches the needs of staff.		Some staff feel that the CPD is well matched to their needs.	Most staff feel that the CPD in their organisation meets their needs.	The CPD in the organisation is carefully matched against all staff's requirements and needs, which are monitored regularly, so that all staff feel that CPD meets their needs.
3f	Staff satisfaction with CPD is evaluated.		There is evaluation of staff's reactions to CPD (e.g. relevance of content, delivery).	Staff are able to give feedback on the delivery of CPD and this is acted on.	

3g	There is evaluation of the impact of CPD on staff's learning and practice.		There is some evaluation of the impact of CPD on staff's learning and practice.	There is evaluation of the impact of CPD on staff's learning and practice on several occasions.	The impact of CPD on staff's understanding, knowledge and practice is evaluated in the short, medium and long term.
3h	A range of methodologically sound evaluation methods are carefully selected and used.		Some evaluation includes a mix of measures, including subjective and objective.	Most evaluation of CPD includes both subjective and objective measures, and both quantitative and qualitative measures. Some evaluation uses standardised/national measures.	The organisation has developed significant expertise in assessment to specifically measure learning in defined areas in reliable and nationally comparable ways, using some statistical measures.
3i	Both formative and summative evaluation takes place at a macro level across the organisation.		Some processes are evaluated both formatively and summatively across the organisation using a range of measures.	Most CPD processes are evaluated both formatively and summatively across the organisation using a range of measures.	All processes are evaluated rigorously both formatively and summatively across the organisation against a number of measures.
3j	Pupil feedback is used in evaluation.		Pupil voice is considered in the evaluation of some processes.	Pupil feedback is considered in most evaluations.	Pupils play an active role in evaluating teaching and learning, including the analysis of results.

Notes/Examples of practice: Needs Analysis and Evaluation

In general staff members at St Mary's are more likely than at similar schools to link professional development to evaluation. This is almost certainly explained both by DAFITAL processes and the R&D work. The R&D work is built around a model which begins with assessment tools and baseline evaluation, encouraging participants to focus on impact on learning throughout. Survey item 3b reflects this and is the strongest survey result in this section.

In interviews there was a mix of views as to the extent that staff members' views are taken into account when designing CPD. Administrative staff were very supportive of recent changes to appraisal and line management which they felt had significantly improved their CPD and performance management. Survey 3e, however, suggests a contrasting view for support staff – it is not clear why this may be the case. Newer staff were able to point out how their changes were taken into account in order to improve and develop the ITT and NQT offers. More experienced staff were more likely to feel that their needs were not being taken into account, nor were they consulted as to students' needs and their own needs and how this could link to the CPD offer design. However, the school does provide some staff with access, for example, to the Teaching Leaders programme and various NPQ qualification.

The school could improve a key area of evaluation by having a simple and regular, streamlined evaluation process for gathering feedback about the CPD offer. It would be helpful to measure (and be seen to measure) satisfaction with the offer, how it meets professional, career and students' needs. This could then be publicly circulated with comments from SLT about how they will refine/amend the programme.

Internal Support and Challenge

	Theme	E	Bronze	Silver	Gold
4a	There is culture of structured and disciplined support and collaboration between teaching staff through enquiry and formative assessment.		Almost all teaching staff work with colleagues regularly, acting as 'critical friends'.	Many teaching staff teams or departments have developed pairings with other colleagues or teams to carry out enquiry into their practice.	All teaching staff collaborate with colleagues regularly across the organisation in a structured way, engaging in disciplined and evaluated enquiry.
4b	CPD constructively challenges and questions staff's existing practice and beliefs.		There are examples where staff's existing practice and beliefs are constructively challenged and questioned.	Most staff feel that their existing practice and beliefs are constructively challenged and questioned.	All staff feel that their existing practice and beliefs are constructively challenged and questioned.
4c	There is a culture of questioning and constructive challenge between teaching staff.		Some teaching staff feel confident challenging and questioning a colleague.	Most teaching staff feel confident challenging and questioning a colleague.	There is a culture of constructive challenge based in evidence, such that teaching staff are confident constructively critiquing their colleagues.
4d	High quality coaching (in a formal, skilled and trained sense) is used throughout the organisation.		Some teaching staff are involved in formal coaching (either as coaches or by being coached) throughout the organisation.	Coaching is a key aspect of professional development and developing practice in the organisation.	Coaching is used extensively across all teaching staff. Many teaching staff are given the opportunity to become trained coaches and all coaches should be trained.
4e	The organisation has clear and transparent systems in place for career development and promotions.		There are opportunities available for career progression for all, not just those who are proactive.	There are opportunities for all and there are examples of some staff having a professional development plan in order to help them progress in their career, including mentoring, secondments and job shadowing.	Every member of staff has a professional development plan in order to help them progress in their career, providing a clear and cohesive whole school approach to career development.

4f	There are clear policies for all levels of career development.	There are clear policies for beginning teachers and well thought through policies in place for induction of new staff.	There are examples of clear policies for different levels of career development, such as new, beginner, recent beginner, aspirant middle leader, middle leader, aspirant senior leader and senior leader.	There are clear policies for all levels of career development; new, beginner, recent beginner, aspirant middle leader, middle leader, aspirant senior leader and senior leader.
4g	The organisation has a track record of developing staff and helping them progress.	Most staff feel the organisation has a track record of developing staff and helping them progress, even if it means losing them to another institution.	All staff feel the organisation has a track record of developing staff and helping them progress, even if it means losing them to another institution.	

Notes/Examples of practice: Internal Support and Challenge

Teacher answers to survey items 4a and 4b are relatively strong compared to other similar schools. This reflects interviews where there was a sense that pedagogical discussion is encouraged and research is shared, both formally and informally. There is a recognition that DAFITAL time is designed to encourage effective collaboration, even if the current implementation is not seen as achieving this effectively in every department. This is a focus of development work by SLT.

As the notes in section 1 suggest, there are issues to be addressed around career development. Less experienced teachers felt they regularly had supportive discussions and opportunities for development. Administrative staff suggested that these discussions now happen much more frequently. Leaders gave plenty of examples of how they had been both formally and informally developed, using in-house leadership expertise – such as the NQT to head of department example given earlier or the leadership pathways mentioned in section 3. However, the relatively large proportion of negative answers in 4e and 4g may be down to more experienced staff. In interviews they suggested that there were few opportunities to develop, that “TLR opportunities” were not spread widely enough which limited progression and increased workload for holders. There seemed to be more reluctance among this group than any other to be proactive and ask for opportunities.

During interviews and discussions I didn't hear any mention of any 'lead practitioner' type programmes. I think the school would be well placed to introduce a new subject-focused model of lead practitioners who could be key links with subject associations and wider networks, with an open and transparent annual allocation and application process. This could relate to the existing Research Fellows programme which does allow reflection into practice through a research-led approach. This could feed into the school's wider system work to support other schools as well as supporting the further development of the CPD programmes. My sense is that this type of approach happens informally now, so formalising it may improve the feelings of equity among staff – however this is merely a hunch.

Use of Expert Knowledge

	Theme	E	Bronze	Silver	Gold
5a	Staff are supported to maximise the impact of any external experts with which they engage.		Some staff feel that they are given the time, support and resources to embed and evaluate their work with external expertise.	Most staff feel that they are given the time, support and resources to embed and evaluate their work with external expertise.	All staff feel that they are given the time, support and resources to embed and evaluate their work with external expertise.
5b	Staff engage with an appropriate range of external knowledge, including experts, providers, research, books etc.		Most staff engage with some form of external knowledge, including experts, providers, research, books etc.	All staff engage with some form of external knowledge, including experts, providers, research, books etc.	All staff comprehensively and deeply engage with external knowledge.
5c	External expertise is chosen on their evidence base and their evidence of impact.		There is some attempt to ascertain the evidence-base used by external providers.	External experts and sources of advice are compared against available research and scrutinised for evidence of impact.	External providers are compared against available research and scrutinised to determine their track record of success in other institutions. External providers with robust evaluations of impact are prioritised.
5d	The organisation collaborates meaningfully with other schools or colleges around effective CPD.		The organisation at times collaborates meaningfully with other schools or colleges around effective CPD.	There is regular meaningful collaboration and partnership between the organisation and other schools or colleges around CPD.	There are strategic and comprehensive links between other schools or colleges to develop effective CPD, which have proven benefit to both organisations.
5e	Internal expertise is well used within the organisation and balanced with the use of external expertise.		There are some recognised internal 'experts' within the organisation, such as Lead Practitioners and ASTs.	Recognised internal experts are used effectively throughout the organisation and they work with external expertise where appropriate.	External and internal expertise is carefully planned to support the organisation's needs, and benefits staff across the organisation.

5f	Expert knowledge is shared across the organisation.		There are systems in place to locate, capture and share expert knowledge.	Staff access and use internal expert knowledge within the organisation.	There is a culture of sharing expert knowledge within and across the organisation, carefully balanced with external expertise to meet needs within the organisation.
5g	External providers are chosen for their follow up support and evaluation.		Some external providers are chosen for the ability to obtain follow up support.	Most external providers are chosen for their ability to provide ongoing support and challenge to the institution.	All external providers are chosen for their ability to provide ongoing support and challenge to the institution.
5h	External expertise is selected to address a particular need and planned outcome and evaluated against this.		External expertise is matched against a need in the organisation and evaluated against this.	There is collaboration between an external expert and the organisation to ascertain the need that is being met and evaluate the impact on this need.	There is careful analysis of need across the organisation, supported by external expertise, in order to subsequently address and evaluate against these needs.

Notes/Examples of practice: Use of Expert Knowledge

Survey item 5a suggested that less than half of staff members felt they were able to sustain and embed learning from external experts. This may be a reflection of dissatisfaction about the SEND and drug-awareness training - this issue did not come through so strongly in interviews.

There was support for the school's engagement with wider national expertise as reflected in survey item 5b. The Executive Director's engagement and thinking in this area was particularly highlighted by staff, notably around pedagogy.

While survey item 5f suggested only half of staff members are satisfied with knowledge-sharing, interviews highlighted TeachMeet approaches as being helpful. One member of staff noted that, at a previous school, staff meetings always included a 5 to 10-minute sharing session – she felt that could be helpful at St Mary's. This could be helpful for raising awareness. Some member schools are combining such briefings with 'bite size' research summaries and pedagogy boards in the staffroom, as well as encouraging staff to engage in TeachMeets and events such as ResearchED.

I didn't particularly delve into the process of selecting and evaluating CPD providers in interviews so it is not possible to give context to survey items 5g and 5h. The very wide variation suggests that messages about how this process works is not particularly clear or consistent to staff, however.

I did ask most teachers about their engagement with subject knowledge networks. Nearly all teachers interviewed were able to point to local or national subject networks which they engaged with. I feel that the school could perhaps make more of this and formalise this engagement – it could well be an 'easy win' for something that is already fairly well embedded. A number of interviewees noted that more staff are beginning to follow the Executive Director's lead and are starting to blog and tweet. There was general enthusiasm for this to continue.

Processes and Structures of CPD

	Theme	E	Bronze	Silver	Gold
6a	Protected time is invested for CPD and professional learning (including planning, peer observation, collaboration etc.) and meeting time is maximised for effective CPD.		There is some dedicated CPD time during term time (outside full INSET days and INSET days disaggregated in the form of Twilights) for all teaching staff. Some meetings for teaching staff have allocated time for discussion of pedagogy, teaching and learning.	The institution’s timetable takes some account of the need for collaborative professional development. There is a teaching and learning focus in almost all teaching team meetings.	Timetables are planned strategically to maximise opportunities for collaborative professional development and learning (such as joint planning and peer observation) and formal meeting times for teaching staff are used to focus on effective discussions of pedagogy, teaching, learning and research.
6b	Meaningful joint planning takes place, i.e. planning to refine and improve practice to best meet pupil needs.		There are examples of meaningful joint planning.	Meaningful joint planning occur regularly.	Meaningful joint planning and collaborative enquiry are at the heart of professional development for teaching staff.
6c	Teaching staff engage in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.		Some teaching staff engage in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.	Most teaching staff engage in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.	There is a culture of teaching staff engaging in reflective collaboration focussed on solving a pupil learning issue, e.g. enquiry, lesson study etc.
6d	There is clear leadership of CPD.		There is clear leadership of CPD.	Leadership of CPD is well structured and leadership is distributed through teams or departments, e.g. a defined CPD leader or co-ordinator in each team.	There is distributed leadership around CPD, all staff engage in collective decision-making.
6e	Staff feel supported to analyse and feedback their own needs to inform the school’s CPD.		Some staff feel supported to analyse and feedback their own needs to inform the school’s CPD.	Most staff feel supported to analyse and feedback their own needs to inform the school’s CPD.	All staff feel supported to analyse and feedback their own needs to inform the school’s CPD.

6f	Governors are well informed of CPD.		The governing body is well informed of CPD taking place in the organisation.	The governing body understand how CPD links to their strategic vision of the organisation.		The governing body prioritises professional development of staff as a regular item and considers implications from and on all other policies.
6g	Performance management supports CPD and professional learning.		Performance management ensures that every member of staff is engaged in some form of professional learning and development.	Performance management is closely related to the CPD in which staff take part.		Performance management processes and observations are used to support and develop staff members' own learning.
6h	Parents are aware of the emphasis the organisation places on CPD.		Parents are aware of the main organisation priorities with regard to teaching and learning.	Parents are aware of a number of focuses and strategies used by the organisation to improve teaching and learning quality.		Parents are aware of the organisation's focus on improving staff quality and the importance of prioritising professional learning.
6i	CPD is recorded and logged.		The organisation keeps records of professional development for all staff.	Staff maintain personal records of their professional development.		Staff members maintain portfolios of evidence which capture formal and informal professional learning.
6j	CPD is protected and prioritised in terms of budget.		The organisation has a ring-fenced budget for CPD.	The resourcing of CPD is seen as a financial priority.		
6k	Staff are supported in the accreditation of their professional learning.		Academic and professional accreditation is used occasionally to encourage, recognise and challenge professional development.	Many staff are working (or have worked) toward some form of academic or professional accreditation.		Accreditation of professional learning and development is seen as highly valued by staff and leaders alike and used frequently – e.g. academic (Masters and Doctoral level) and others (e.g. SLE, LLE, Lead Practitioner, etc.).

61	CPD is aligned to development plans.	Some whole-organisation CPD strategy is explicitly and clearly linked to the organisation's development plan.	Most whole organisation CPD strategy is explicitly and clearly linked to the organisation's development plan, driven by team and departmental plans.	Whole organisation CPD strategy is explicitly and clearly linked to the organisation's development plan, driven by individual, team and departmental needs, strengths and strategies.
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Notes/Examples of practice: Processes and Structures of CPD

It is clear that a lot of thought has gone into revamping and designing the CPD approach in this school. While the implementation may not be perfect yet, this is a school with a significant drive and will to keep improving in this area.

There is a significant amount of time available for collaborative professional development. Lesson Study is being actively piloted and rolled out and there is an intention to continue to this. As previously discussed, if DAFITAL can be streamlined and made more flexible, and if departments can be allocated more meeting time, then this should allow the allocated time to have more impact as well as increase morale. There is scope to use the SOAP (subject on a page) report as a vehicle to explicitly link subject needs to CPD.

Performance Management has been carefully designed to increase trust and link to CPD – it is certainly a strength to be built upon. This includes giving staff the opportunity to write up their own observation notes – something that increases trust and buy-in. Some less experienced staff suggested that they would like to engage in more peer observation and get more feedback. If appraisal meetings could be organised to more consistently include elements around CPD needs and career discussion, particularly for more experienced teachers, then this would have a significant positive impact on satisfaction with the CPD programme.

Currently the school uses SIMS to keep CPD records. It may be worth trialling other approaches for streamlined recording of professional learning. It is worth being cautious about this as it can easily introduce unwanted paperwork and can be unwelcome if other workload pressures are not robustly managed, but other schools have tried approaches ranging from Google Documents through to BlueSky, BlueWave or SchoolIP with varying success.

School leaders have indicated that they would like to explore how to use academic accreditation more systematically. This could perhaps be linked to the R&D programme where academic/HEI support is brought in to help colleagues solve school issues and support development goals. There are a number of staff engaged in accreditation of different types although my sense through interviews is that this isn't very visible nor seen as particularly transparent – an easy issue to fix which could also give a greater sense of the extent to which the school is investing in staff.

Research, Innovation and Evidence

	Theme	E	Bronze	Silver	Gold
7a	Processes in the organisation are underpinned by evidence.		Most professional development processes pay some attention to evidence-based strategies and research.	Professional development processes draw upon evidence-based strategies and research that is shared and understood by staff.	All professional development processes are based in evidence-based strategies and the theory underpinning them is shared, discussed and debated by staff.
7b	Staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice.		Some staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice.	Most staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice.	All staff have access to and engage with (discuss, challenge, use) research summaries and evidence-based pedagogical advice, facilitated by the school.
7c	The organisation and staff engage with universities and HEIs to support them in solving pedagogical and learning problems.		There are opportunities to engage with a HEI to solve a pedagogical problem.	There is an ongoing programme of engagement with an HEI to support staff solve pedagogical problems.	There are strong relationships built with key experts and academics and a significant proportion of staff are involved.
7d	The organisation is involved in large scale research.		The organisation makes some effort to be involved in large scale research.	The organisation is currently or has recently been involved in large scale research.	The organisation leads or coordinates large scale research.
7e	There is an awareness of research methodologies and staff are able to judge the quality of research.		Some staff feel aware of research methodologies and able to judge the quality of research.	Most staff feel aware of research methodologies and able to judge the quality of research.	All staff feel aware of research methodologies and able to judge the quality of research.

Notes/Examples of practice: Research, Innovation and Evidence

In interviews there was a feeling that most staff knew that others (including those involved in R&D work plus the Executive Director) were engaged in work around research. However, apart from seeing blogs there was less sense that research is embedded more widely as yet.

It may be possible to pilot some research champions within departments who can use social media, subject associations and the TDT Network research portal to identify and share subject-related findings. Some schools are also developing effective models of research newsletters where pedagogical research and experimentation is shared. There are some examples of these on the TDT Network portal.

The school is to be congratulated for engaging in some of the large randomised controlled trials. I didn't get the impression through interviews that most staff knew about this – perhaps this could be celebrated more widely?