



CPD Challenge: Progress before and during the COVID-19 pandemic

A summary report for
Wellcome

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Foreword

This report covers the second year of the Wellcome CPD Challenge and looks at the progress schools were making towards the Challenge criteria before and after restrictions, due to COVID-19, became a significant part of school life.

It is clear that, until March 2020, schools were building on progress they had made during the first year of the Challenge. With the structures and systems in place to record CPD their teachers participate in - and with a very clear understanding of what constitutes effective CPD - schools began to focus much more on teachers' individual needs, including their own subject development.

What is clear is that there is not one size or shape to fit all schools when it comes to professional learning; schools are meeting the Challenge in the ways that best serve the needs of their own school community – their staff and pupils. The first lockdown put schools under enormous strain and there was some de-prioritisation of CPD because of the need to focus on other priorities. However, CPD quickly regained its importance, with its focus shifting from that prior to COVID-19, to support the new situation in which each school now finds itself.

Now – more than ever – teachers should be supported in their professional learning.

The Wellcome CPD Challenge is understanding how this can happen.

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Authors and acknowledgements

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EXECUTIVE SUMMARY

The Wellcome CPD Challenge is a three-year pilot of 40 schools in South Yorkshire to understand what schools would do if there were a CPD entitlement and what changes schools would need to make to meet defined criteria. It is funded and commissioned by Wellcome.

The Challenge requirements are:

- Every teacher to participate in a minimum of 35 hours of CPD annually;
- CPD meets the professional development needs of the individual teacher and is predominantly (at least 50%) focused on subject-specific development; and
- CPD is high quality and aligns to the Department for Education's Standard for teachers' professional development.

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

This is the second in a series of reports about the CPD Challenge; the first interim report focused on progress towards the Challenge after one year¹. The data presented in this second interim report was collected via:

- CPD Challenge Records from staff²: 912 CPD Records in 2018/19 and 740 CPD Records in 2019/20;
- COVID-19 online survey: 42 responses of which 28 were Champions; and
- Depth interviews: Six Champions, four staff and two CPD Challenge Facilitators.

Key findings

Progress with the Challenge prior to COVID

During the second year of the Challenge schools were continuing to embed the systems they set up in the first year of the Challenge. These systems became more entrenched within school culture alongside an increased focus on long-term planning for CPD. Encouraging staff to play a greater role in identifying their own CPD needs received an increased focus alongside embedding this within wider processes such as appraisals and performance management ensuring a strategic approach was taken. **Attitudes towards the Challenge and CPD had improved by the second year** with both senior leaders and wider staff understanding the importance of CPD for both them and the school. Assessing the impact of CPD across the school supported this culture change, as staff were able to identify how CPD had improved their own skills. This in turn has had **a positive impact on pupils** with changes in teaching practice made as a result of improved CPD.

Changes to the delivery of CPD during the first year of the Challenge were maintained. Whilst delivery varied by both school and teacher, common approaches included a move from whole-school to departmental CPD sessions and research projects. Collaboration was frequently built into CPD sessions allowing the regular sharing of best practice; this was a change for many between the first and second year of the Challenge. **Informal sharing became more ingrained in school culture during the second year of the Challenge, rather than relying solely on the school to set up formal sessions.**

¹ Leonardi et al, (2020) Progress Towards the Wellcome CPD Challenge: First Interim Evaluation Report. <https://wellcome.org/sites/default/files/progress-towards-wellcome-cpd-challenge-first-interim-evaluation-report.pdf>

² Throughout this report "staff" refers to all teachers, middle leaders and senior leaders in a school who are taking part in the Challenge.

Staff in the first year of the Challenge had already increased the number of hours of CPD they did when compared to before the Challenge started. The amount of CPD undertaken by staff in the second year of the Challenge remained unchanged with staff undertaking 36 hours (over the first two terms) with over half of this being subject specific highlighting they had **maintained this increase in CPD activity. The amount of CPD meeting all of the high quality indicators had increased from 20 to 23 hours** (over the first two terms). Alongside this, most Champions believed that **prior to COVID-19 they had been on track for staff to meet most, if not all, of the CPD Challenge criteria** during their second year.

Schools continue to invest in the Challenge by allocating budget to CPD, cover for staff to be released from the classroom, administrative staff time and release time for the Champion. **Without this commitment it would not have been possible to meet the Challenge**; however, a lack of additional time and budget continues to present a challenge for staff when undertaking CPD alongside their day-to-day role. **The role of the Champion remains critical to embedding sustainable changes across the school**, maintaining focus and momentum, and playing an advisory role to staff.

The impact of COVID-19 on CPD

Despite the challenges posed by COVID-19, CPD remained important to schools during the third term. The majority of Champions (86%) agreed³ that CPD was as important to their school during the summer term as it was before the outbreak of COVID-19; however, in the period immediately following the lockdown schools had to deprioritise CPD. This enabled them to overcome the logistical challenges associated with delivering the curriculum to key worker and vulnerable children in the classroom, in addition to setting up mechanisms to deliver distance learning to those at home. **Once these immediate pressures eased, CPD began to be prioritised again but changes to the delivery were made.**

Part-way through the third term schools encouraged teachers to undertake CPD, but most did so to a lesser extent with very little CPD being mandatory to complete. The immediate focus of school-led CPD often centred on generic pedagogy to ensure teachers were equipped to teach lessons remotely, or on pupil wellbeing. Once the immediate challenges of COVID-19 had been overcome, schools began to broaden the scope of CPD they encouraged teachers to access over the summer term. The majority of schools estimated that their teachers had undertaken some CPD since the outbreak of COVID-19 but, as a result of remote working, schools were not able to accurately record the amount, type or quality of CPD undertaken.

Since the outbreak of COVID-19 all Champions reported that their school had organised some form of CPD for their teachers. However, the nature of this changed: 89% agreed – with 46% strongly agreeing – that the outbreak had encouraged their school to **find new ways to organise CPD**. Interviewees observed that CPD (delivered through online learning and video conferencing) became more frequent in their routines, and schools increased their expectations for teachers to engage in it.

The pandemic presented **a range of challenges** to schools promoting, and teachers undertaking, CPD. Dealing with the **logistical challenges of teaching remotely alongside problems accessing IT equipment and external CPD being cancelled** presented challenges. Both schools and teachers found the CPD Challenge criteria more difficult to meet as a result of the pandemic. Schools found it particularly difficult to ensure CPD had a clear focus on improving and evaluating pupil outcomes and, as a result of not knowing exactly what CPD teachers were doing, it was difficult for schools to assess its quality. Respondents found it more difficult to ensure their own CPD involved collaboration with colleagues and ensuring that CPD formed part of a sustained programme.

COVID-19 affected the amount of time available for teachers to undertake CPD, which often reflected teachers' personal circumstances. For example, some teachers had a responsibility to care for - and home-school - their own children, or were shielding which ultimately **reduced the amount of time they had available** to carry out teaching responsibilities and CPD. **However, this was not reflective of all with some**

³ Scoring 5, 6, or 7 on the 7-point agreement scale.

respondents having more time to do CPD and had undertaken more hours than they had originally planned to during the summer term.

The pandemic also presented opportunities. Alongside the mandatory CPD, which frequently focused on virtual teaching and pupil wellbeing, teachers were often given more autonomy to pursue CPD which met their own areas of interest with half (48%) participating in **more CPD in which they were personally interested**. In addition, the pandemic forced schools and teachers to think of alternative ways to deliver and access CPD, with a much higher volume of CPD delivered through online or virtual methods. Schools and teachers found this change refreshing and it helped them to schedule CPD sessions alongside the flexibility afforded to teachers to access recorded sessions. Finally, the pandemic offered schools the time to reflect and plan ways to improve their curriculum and CPD for the next academic year. **All schools were committed to working towards the Challenge in the 2020/21 academic year**, but two-thirds suggested they would need to make changes to what they had previously planned.

1. Introduction and methodology

This section introduces the Wellcome CPD Challenge, the changes made as a result of COVID-19 and the research methods implemented for this study.

1.1 The Wellcome CPD Challenge

Wellcome commissioned CFE Research to undertake monitoring and evaluation of the Wellcome CPD Challenge. The Challenge was set up to understand what schools would do if there were a CPD entitlement and the changes they would be required to make to meet defined criteria.

Funded and commissioned by Wellcome, and managed by Sheffield Institute of Education (SIOE), part of Sheffield Hallam University, the CPD Challenge runs for three years. The pilot began in July 2018 with baseline data collection, and schools commencing delivery of the Challenge the following September. A sample of 40 primary, secondary and special schools in South Yorkshire were challenged to meet a set of CPD criteria related to the amount and quality of CPD undertaken by teachers. The schools selected represented a range of school types taking into account phase, Ofsted rating, if part of a multi-academy trust, and location.

The Challenge requirements are for:

- Every teacher to participate in a minimum of 35 hours of CPD annually;
- CPD meets the professional development needs of the individual teacher and is predominantly (at least 50%) focused on subject-specific development; and
- CPD is high quality and aligns to the Department for Education's Standard for teachers' professional development.

Aligning to the standard means that CPD needs to:

- Have a focus on improving and evaluating pupil outcomes;
- Be underpinned by robust evidence and expertise;
- Include collaboration and expert challenge;
- Be sustained over time; and
- Be prioritised by school leadership.

The criteria are based on research evidence and stakeholder testing. This showed that subject-specific CPD is more effective than generic, pedagogic CPD; teachers perceive that much of the time spent on CPD did not address their individual needs; and that secondary school teachers in England participated in approximately four days of CPD on average according to the 2013 TALIS survey, with only half of secondary school teachers reporting effective teaching in their subject fields and in student evaluation and assessment. This suggested that teachers were participating in approximately two days, on average, of effective CPD annually. Increasing this to five days in the pilot will amount to a challenge for schools and also bring the entitlement in line with Scotland's mandate for teachers' professional development.

Working in partnership with Learn Sheffield, SIOE manages the Challenge on Wellcome's behalf. Each pilot school has named a Challenge Champion to lead engagement in the Challenge by encouraging staff to work towards meeting the CPD criteria and sharing their learning through meetings, reports, surveys and

interviews. CPD Champions receive support throughout the Challenge through a Facilitator from SIOE/Learn Sheffield; regular briefing meetings, which include CPD and networking opportunities; and a financial bursary for the school.

Throughout the Challenge:

- **CPD is defined as:** Intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers in order to improve student outcomes. This includes activities delivered by and/or organised by the teacher, colleagues, their school, another school or an external provider.

This can include (but is not limited to) a training course; conferences; online seminars; accredited programmes (e.g. MA, PhD or EdD courses) and leadership programmes; mentoring and coaching; a secondment; collaboration with colleagues; observation and feedback; reading and study groups; reflecting on educational research to inform teaching practice; preparation ahead of a course; and time taken to make changes following CPD. This does not include statutory training that has to be undertaken as part of working in a school, such as training to comply with the law (for example health and safety, safeguarding, fire safety and first-aid training).

- **Subject-specific CPD** is defined as:
 - Subject-specific content or pedagogy/instruction
 - Specialist CPD to support pupil learning (e.g. oracy, phonics) that focuses on a subject
 - Subject-specific assessment
 - Subject leadership
 - Other types of CPD that focus on a subject
 - CPD related to Special Educational Needs and Disability (SEND) has also been counted as subject specific.

Impact of COVID-19 on the Challenge

The outbreak of COVID-19 had a significant impact on schools. School buildings across the UK closed on 20th March 2020 to all pupils except the children of key workers and those considered to be vulnerable. This created immense difficulties for schools as they dealt with the complexities of delivering their curriculum virtually in the midst of a global pandemic. School buildings gradually re-opened to more pupils in June and all pupils were welcomed back in September 2020 with new, COVID-19 secure operating mechanisms. As a result of these pressures, the CPD Challenge and evaluation adapted accordingly.

Changes to the CPD Challenge

The CPD Challenge was originally due to finish at the end of 2019/20 academic year. However, since the outbreak of COVID-19 schools were not able to fully maintain their efforts in working towards the CPD Challenge. As a result Wellcome decided to extend the Challenge by a year in order to maximise learning from the study. They will continue to fund SIOE's support of CPD Challenge schools as they work towards the Challenge during the 2020/21 academic year. The Challenge will come to a close in July 2021.

Changes to the evaluation

In light of the immediate difficulties posed by COVID-19, the evaluation was adapted⁴ to reduce burden on schools and also gather intelligence on how the pandemic affected CPD in schools.

- The expectation for teachers to complete their **CPD Record**, which teachers usually submit at the end of each term, changed. Teachers were asked to complete their 2019/20 spring CPD Record where possible and the 2019/20 summer CPD Record was removed entirely.
- In addition, the **annual online survey**, which is normally circulated to all teachers in the summer term, was amended. In its place a COVID-19 survey was developed to assess the impact of the pandemic on CPD in schools. This survey was shared with CPD Champions, who then used their own judgement, based on their individual school's situation, to decide if it was appropriate to circulate it to their teacher colleagues.
- Finally, the **annual case study research** was adapted for completion via the telephone, and questions were added to explore the difficulties that COVID-19 posed to schools. Unlike previous years, the majority of interviews were undertaken with CPD Champions only to reduce the burden on teachers.

At this stage we anticipate that the evaluation will revert to the original methodology during the 2020/21 academic year, subject to any further COVID-19 related changes.

1.2 About this study

Approach

This is the second in a series of reports about the CPD Challenge; the first interim report focused on progress towards the Challenge after one year⁵.

This second report is split into two main sections. The first section (comprising chapters 2 and 3) focuses on schools' experiences of implementing the CPD Challenge prior to the outbreak of COVID-19 to assess what progress they were making in meeting the Challenge criteria during Year 2 of the pilot. The second section focuses on how COVID-19 has affected CPD within the pilot schools (comprising chapters 4 and 5).

CPD Challenge Record

In all CPD pilot schools, staff were asked to provide information on the CPD activity undertaken by the end of each term. All teachers were provided with an online survey link to submit their CPD Record and a paper-based version of the Record to enable them to keep an ongoing diary of the CPD they undertook.

As a result of COVID-19, teachers were not asked to complete their CPD Record during the summer term of 2019/20. Therefore, this report draws upon CPD data submitted up until the spring term of 2019/20. Any comparisons that are made in the report are made with data submitted during the first two terms of 2018/19 to ensure a comparable time period. However, the COVID-19 lockdown restrictions, which commenced on 20th March 2020, occurred before the end of the spring term, so could have affected the number of hours of CPD completed. Response rates to the CPD Record were examined across schools to check for differences between those achieved up until the spring term in 2018/19 and 2019/20. Where these differences were large, data from these schools was omitted to avoid skewing the results.

This report is based on CPD Record data from 30 schools from 2018/19 and 2019/20:

⁴ The original methodology was outlined in: Leonardi et al, (2020) Progress Towards the Wellcome CPD Challenge: First Interim Evaluation Report. <https://wellcome.org/sites/default/files/progress-towards-wellcome-cpd-challenge-first-interim-evaluation-report.pdf>

⁵ Ibid

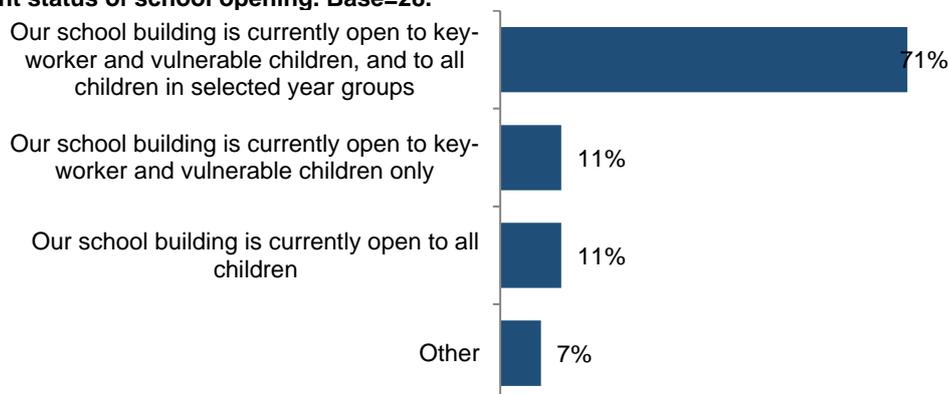
- In 2018/19: 912 CPD Records were received from teachers out of a possible 1,210 (75%), representing 7,893 instances of CPD.
- In 2019/20: 740 CPD Records were received from teachers out of a possible 1,173 (63%), representing 7,773 instances of CPD.

Online survey

An online survey was disseminated in July 2020 to all CPD Champions. Champions at 28 out of 38⁶ schools completed the survey. Five schools disseminated the survey to teaching staff providing a total sample of 42 survey responses. Throughout the report where the term ‘respondent’ is used this represents all Champions and teaching staff who completed the survey.

At the time the survey was undertaken, all CPD Champions reported that their school building was open to at least some pupils (Figure 1).

Figure 1: Current status of school opening. Base=28.



Depth interviews

Six CPD Champions participated in telephone interviews in July 2020. Two schools organised for further interviews to be completed, which resulted in an additional four telephone interviews: two of which were with teachers, one was with a middle leader and another with a member of the Senior Leadership Team (SLT). A joint semi-structured interview with the two CPD Challenge Facilitators was completed in July 2020 to explore their experiences of supporting schools to undertake the Challenge during the second year of the Pilot.

1.3 About the report

Following this introduction, the report is structured in five main chapters: **Chapter 2** explores the CPD systems and processes in schools and the amount and type of CPD that took place during the first two terms. **Chapter 3** highlights the enablers and barriers to schools meeting the CPD Challenge prior to COVID-19. **Chapter 4** examines how COVID-19 affected CPD activity in schools; while **Chapter 5** explores how schools have continued to work towards the CPD Challenge, the difficulties they have faced and their plans for the 2020/21 academic year. **Chapter 6** summarises the key conclusions emerging from the research.

Throughout the rest of this report, “staff” refers to all teachers, middle leaders and senior leaders in a school who are taking part in the Challenge. Where the term “teacher” is used, this refers to all respondents without a leadership role in a school. Where differences by phase are outlined in the report, this refers to either primary, secondary or special schools. Special schools can be classed as either primary or secondary depending on the age of their pupils; however, for this research they are examined separately.

⁶ Only 38 schools were sent the survey due to two schools no longer being part of the Challenge.

2. Implementing the CPD Challenge

This chapter explores the key changes schools have made when implementing the CPD Challenge and summarises the CPD undertaken prior to the pandemic.

2.1 CPD systems in schools

CPD Champions described how they had spent their first year introducing the Challenge to their school, establishing new systems and procedures, and in some cases changing the culture towards CPD. This included systematically recording CPD, evaluating the quality and impact, sharing best practice, and starting to align CPD with staffs' individual needs. During the second year of the Challenge most described how they were continuing to embed these systems within the school and fine-tuning them based on learning from the first year.

“The first year was really understanding where we were at and what our priorities were and what our strengths were. Then the second year... looking at how we could just alter what we were doing to make it more meaningful and work for our staff. And obviously, it is an evolving process but it needed time because I think there's been a cultural shift as well for staff.”

CPD Champion

With systems to improve CPD established during the first year of the Challenge, prioritisation of CPD became ingrained in school culture for almost all Champions' schools and interviewees' described how their school had started to think about a long-term CPD plan. One Champion explained how the Challenge had helped to shape the development of their School Improvement Plan and gave them the mandate to prioritise CPD amongst staff.

“It shaped our approach to school improvement planning... it really did have this huge impact in terms of strengthening the focus of CPD... I felt like, as the deputy leading on teaching and learning, the CPD Challenge gave me a complete framework to build my entire action plan around, and also justification in terms of saying to staff, 'Actually, we need to do this anyway because this is what we've identified as an area of school improvement, and this is a Wellcome Challenge'.”

CPD Champion

Changing systems

Identifying individual CPD needs and high quality solutions

During the second year of the Challenge most schools moved towards a strategy that encouraged staff to play a greater role in identifying their own CPD needs. Skills-based audits and teacher development plans carried out in the first year of the Challenge helped staff from some schools identify their areas for development in the second year. Whilst interviewees maintained that staff were given assistance to help identify their own CPD needs – usually from the Champion – the onus was now also placed on the individual. As a result, this has led to all interviewees describing how CPD needs were dictated less by senior leaders. One teacher observed that as result of these changes the CPD they participated in was more effective.



“I find it all beneficial because I can take that time for improving myself whereas I think, before we started the welcome CPD challenge, there wasn't as much individual benefit - I felt like my teaching wasn't always benefitting from the CPD”

Teacher

Champions embedded the identification of individual needs within wider process such as appraisals and performance management to ensure a strategic approach was taken that also involved a two-way process. One Champion explained how empowering staff to identify their own CPD needs has made it easier for both the individual and the school to choose the right CPD. There was also an expectation that when staff identified their own CPD they ensured CPD requests met the high quality indicators.

“We looked at further developing a process in which staff could identify their own training needs or at least be empowered to do it by creating a very specific CPD request form which basically asks them to link their request back to the CPD Challenge. So, you want to do this course, but how does it link to the Challenge and how will it improve student outcomes?”

CPD Champion

To help staff take more responsibility for their own CPD and identify their own solutions, half of interviewees explained how their school asked staff to carry out research projects. One Champion reported that staff choose a research question based on their subject area and undertake research on that topic before presenting their findings to other staff. This was seen as a useful way of encouraging staff to direct their own CPD, specific to their own needs, whilst also improving subject knowledge amongst colleagues.

“Before, senior leaders actually carried out a mini research project each year. Whereas now we've implemented that more into the whole school... We found that this was a good way to direct staff to develop their own CPD. It's giving those the accountability of it and that it's not just the school's responsibility to identify your CPD.”

CPD Champion

Tracking and recording CPD

Almost all interviewees believed that staff were now recording CPD more frequently, often as a result of having a central system set up in year 1 which made it easier. Although this is not dissimilar to the findings following the first year of the Challenge, Champions believed that staff recorded their CPD more habitually during the second year of the Challenge as it was now fully embedded into school processes.

In some schools responsibility for monitoring CPD was given to administrative staff, so that it could be monitored and tracked consistently.

“Just having somebody named that would collate all the CPD that was taking place that would give us that whole school overview... we could track and monitor that CPD a lot more effectively whereas before it was going into a vacuum, nobody was really, monitoring that.”

CPD Champion

Assessing the impact of CPD

Most schools had established processes for assessing and evaluating the impact of CPD during the first year of the Challenge and these were continued during the second year. However, one Champion described new processes they had introduced during the second year to encourage staff to evaluate and reflect on the CPD they had undertaken and to ensure it formed part of a sustained programme.

“The Deputy and myself planned a series of work that was looking at using tasks in between CPD sessions and giving staff a chance to reflect on training they've been given.”

CPD Champion

A few Champions described how the processes that were in place were important as they provided the time and opportunity for staff to give comprehensive feedback on the impact of CPD. Almost all interviewees reported that as a result of this staff became increasingly aware of how CPD could, and was, affecting their skills and teaching practice.

“I think there's a greater emphasis on self-reflection and self-evaluation. So, as part of the CPD form that people filled in, there was an evaluation that they had to complete and for them to start to think about how this is impacting on their practice, was it changing and improving student outcomes?”

CPD Champion

2.2 Changing delivery and focus

Changing delivery

All interviewees described how staff regularly accessed CPD through small meetings (e.g. departmental meetings) rather than whole-school meetings, especially within larger schools. Delivering CPD and sharing best practice in this way was common during the first year of the Challenge ensuring it was tailored to smaller groups; however, one middle leader reported this change was made in their school as a result of staff feedback during the second year.

“On a Wednesday morning, it used to be we'd all pile in, every teacher in every subject, and someone from one subject would stand up and give an example of something that they've done, whereas now we meet in departments.”

Middle leader

Delivering CPD in this way continued for many schools and for some this increased during the second year of the Challenge. Whole school CPD was also undertaken where relevant and was more common in smaller schools; however, these sessions were often adapted to ensure they met the needs of individuals through coaching or mentoring after the CPD, follow-up sessions in subject groups or through the expectation that staff will implement the learning and feedback.

“I've got a couple of schools where people will make up packs for colleagues if they've been on a bit of training but it's actually a whole school issue... they'll present it and say 'This is the learning this is really interesting. I think it applies to our school. Here are some useful links. Here are some resources.' It might have been built in that there was time then for teachers to go and try those things and then feed them back.

CPD Challenge Facilitator

During the second year the focus of the CPD that was delivered through smaller meetings was more tailored, both in meeting individuals' needs and with an increased focus on ensuring it was subject specific.

“As a whole school, we definitely have more subject-specific, and even when we do meet in cross-curricular groups, that won't be the whole session, that would be part of the session, and then we'd go back to our subject departments, and we'd discuss what had



been discussed there, to share ideas as well. So, there's been a clear move towards working in a subject rather than whole school."

Middle leader

Tailoring staff meetings to be more relevant to individuals and departments helped these schools use time for CPD more effectively. CPD Challenge Facilitators also described how schools had progressed between the first and second years of the Challenge, especially in relation to the focus of CPD becoming more subject specific. Facilitators described how there had also been a move away from senior leaders running sessions to subject-leaders taking more responsibility and leading departmental CPD. One Facilitator believed this was in part due to CPD for subject leaders who then took on more responsibility in their respective area.

"I think it's very much been given to subject leaders to take responsibility. In some schools where things are working well, not only have the subject leaders had this expectation to develop the subject, but subject leaders have actually been developed as subject leaders. They've had leadership training so that they understand the role."

CPD Challenge Facilitator

One Champion also reported how their school had moved away from delivering CPD solely on literacy and numeracy during the second year of the Challenge and instead focussed on developing skills and knowledge across the wider curriculum.

Almost all interviewees described how collaboration had been built into CPD sessions allowing the regular sharing of best practice; this was a change for many between the first and second year of the Challenge. These interviewees suggested that informal sharing had become more ingrained in school culture during the second year of the Challenge, rather than relying solely on the school to set up formal sessions.

"In year two we definitely moved towards CPD being much more focused on collaboration, communication, coaching, sharing good practice, just talking to each other."

CPD Champion

As previously outlined, many staff were now engaging in research projects to collate best practice in specific areas to address their own CPD needs. Staff often then shared this with others in the school through the mechanisms outlined above.

An increase in CPD delivered by external providers was noted by half of all interviewees during the second year of the Challenge. Often providers came in to their school to deliver tailored CPD.

"We've had a lot more contact with outside sources, especially with art, history and geography, which has benefited me."

Teacher

Schools selected external providers and courses often on the basis of how well they met individuals' CPD needs during the first year of the Challenge.

2.3 Hours of CPD completed

During the second year of the Challenge most respondents (98%) had undertaken CPD during the autumn and spring terms; a slight increase from 97% the year before. Staff in the first year of the Challenge had already increased the number of hours of CPD they did when compared to before the Challenge started. On average, the amount of CPD undertaken by staff in Year 2 of the Challenge remained unchanged from the previous year with staff undertaking 36 hours with over half of this subject specific (Table 1), highlighting they had maintained this increase in CPD activity.

As found in the first year of the Challenge, the amount of CPD varied by phase, with those in primary schools reporting a higher number of hours compared with both special and secondary schools. Differences also remained by role, with senior leaders undertaking more CPD and more subject specific CPD than middle leaders and teachers; by gender, with females undertaking more CPD overall than males; and by Ofsted rating with those Requiring Improvement undertaking more CPD when compared with other schools.⁷

Table 1 Amount of CPD undertaken by staff during the 2019/20 autumn and spring terms

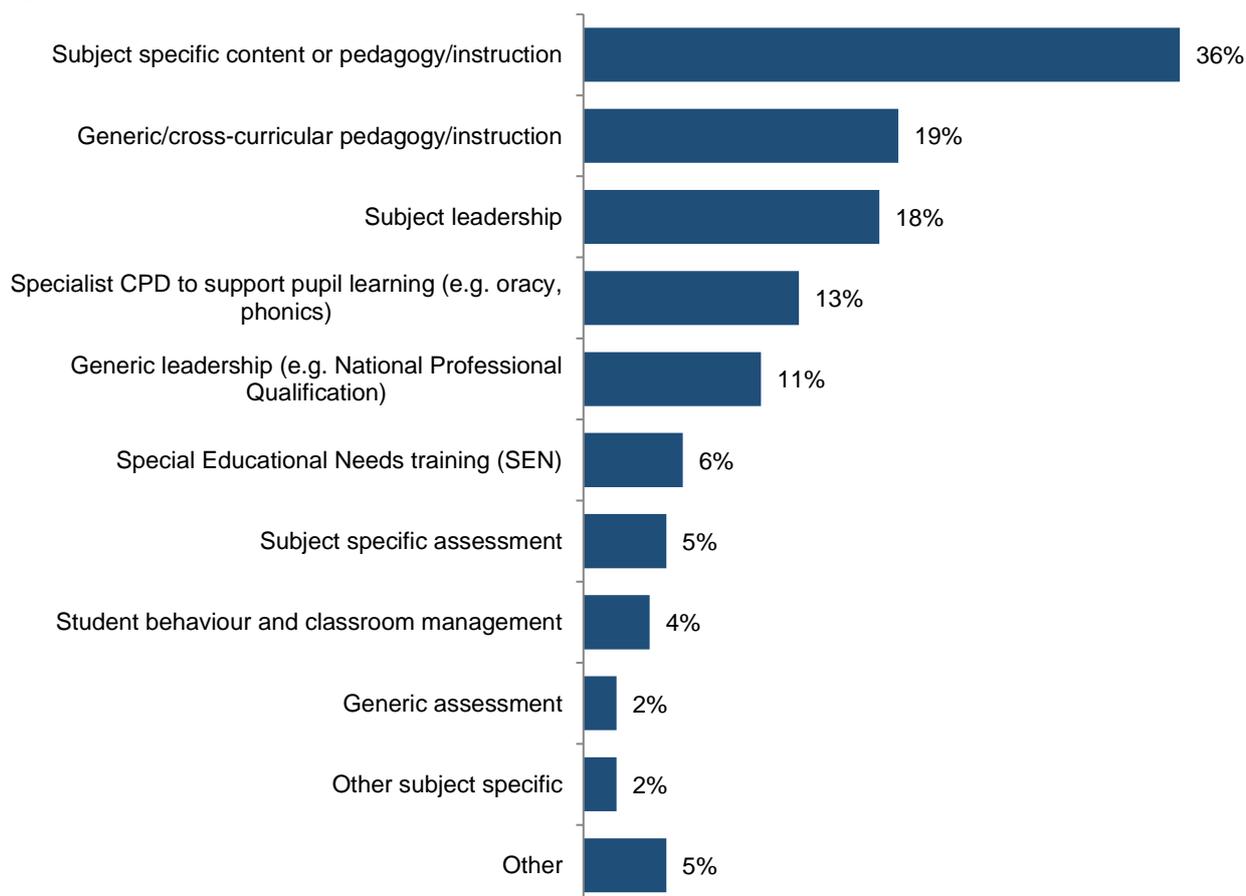
	Base	Mean number of hours	
		All CPD	Subject specific CPD
All	740	36	23
School characteristics		36	23
Primary	154	47	32
Secondary	551	33	21
Special	35	27	20
Outstanding/Good	665	35	23
Requires Improvement	55	52	31
Staff characteristics			
Senior leader	83	50	28
Middle leader	197	39	25
Teacher	460	32	21
Male	239	33	-
Female	480	38	-

⁷ Multiple Linear Regression was undertaken to further explore which individual and school-level characteristics have most influence over the amount of CPD an individual undertakes. Both models were significant. The model developed for 'all CPD' accounted for 12% of the variance in CPD hours and the model developed for 'subject specific CPD' accounted for 9%. Therefore other factors which have not been measured through the Record account for the unexplained variance. The characteristics by order of influence for all CPD were: role, Ofsted rating, phase and then gender. For subject specific they were: phase, Ofsted rating and then role.

2.4 Focus of CPD

The focus of CPD instances⁸ remained varied during the second year ensuring they met the broad range of individual and school levels needs (Figure 2). Over one-third of instances focused on 'subject-specific content or pedagogy', while just under one-fifth focused on 'generic or cross-curricular pedagogy'. The focus of CPD remained broadly similar to that undertaken during the first year of the Challenge; however, there was a slight decrease in the proportion of CPD instances focusing on 'generic or cross-curricular pedagogy' (previously 25% down to 19%) with small increases in 'Specialist CPD to support pupil learning' (previously 11% up to 13%) and 'SEN training' (previously 4% up to 6%).

Figure 2 Breakdown of the focus of each instance of CPD undertaken. Base=7,773 instances.



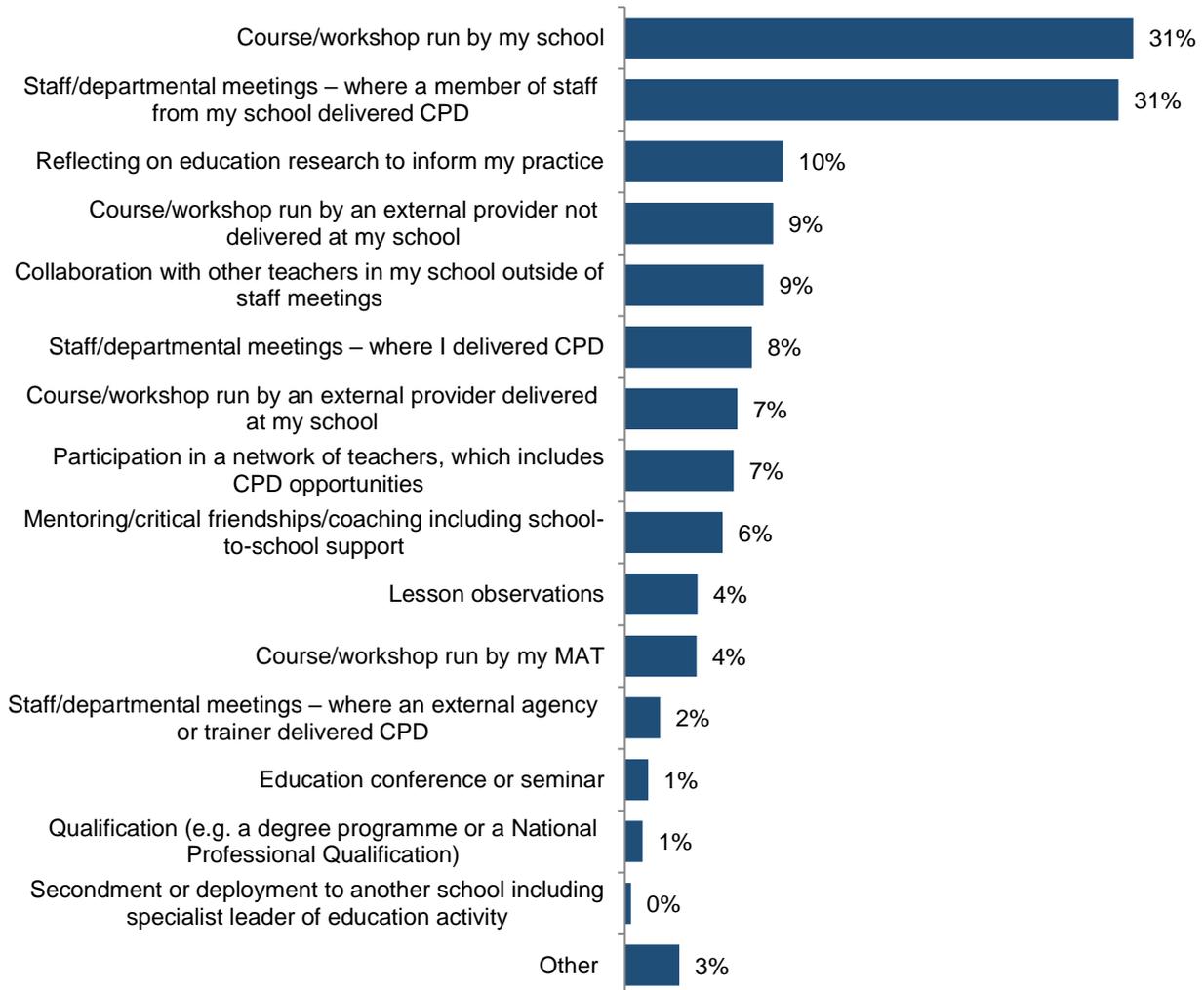
The focus of CPD differs by phase, role and Ofsted categorisations (see Appendix 1).

⁸ An instance of CPD was defined as an episode of CPD that is undertaken. This includes any preparatory or follow-up activity that was undertaken in conjunction with the CPD episode itself.

2.5 Type of CPD

The type of CPD undertaken by respondents was varied with the majority directed and delivered by the school. Almost one-third of CPD instances were delivered via courses/workshops run by the school, a further one-third were delivered by school staff during staff/departmental meetings, and one-tenth were delivered by the individual themselves during staff/departmental meetings. Externally delivered CPD was reported less often, with 7% of instances run by an external provider at the school and 9% by an external provider away from the school (Figure 3). Overall, the proportion allocated to different types of CPD remained largely unchanged from the first year of the Challenge.

Figure 3 Method of delivery of CPD undertaken. Base=7,773 instances.

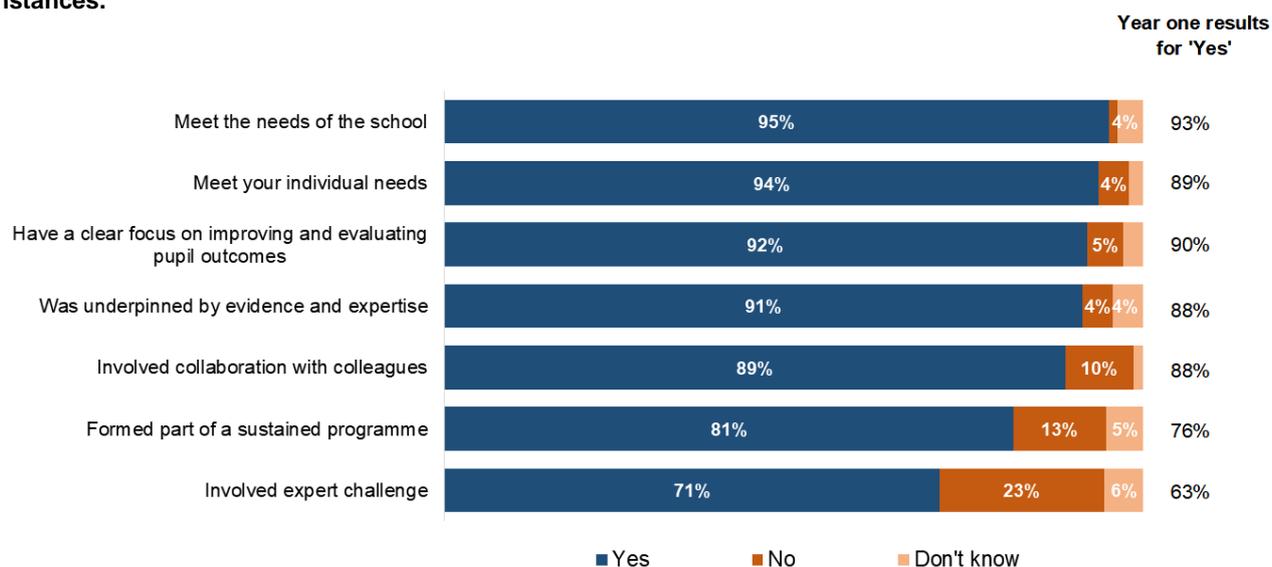


The type of CPD differs by phase and role (see Appendix 1).

2.6 CPD meeting high quality indicators

Across the CPD instances undertaken by staff, the majority met the needs of the school (95%), met individual needs (94%) and had a clear focus on improving and evaluating pupil outcomes (92%). Figure 4 indicates an increase across the high quality indicators when compared with data from the first year of the Challenge.⁹ The largest percentage point increases related to those which are deemed more difficult to meet: involving expert challenge (eight percentage points) forming part of a sustained programme (five percentage points); and undertaking CPD that met respondents individual needs (five percentage points).

Figure 4 Proportion of CPD instances undertaken which fulfilled criteria within DfE’s Standard. Base= 7,773 instances.



The quality of CPD differs by phase and role (see Appendix 1).

Interviewees all described how CPD in their school had changed in line with the standards since the start of the Challenge. CPD was now delivered more consistently and school had made progress in providing more subject specific CPD which also met their individual needs.

“When we first started the Challenge... We didn't have much subject specific CPD... And I think the other way that it's changed is we've got a lot more CPD that meets teachers' needs now, so individual teachers needs because it's in departments. Like I mentioned with PE and Art, those teachers now have got that support from somebody who's their department lead, so it's much more valuable for them.”

CPD Champion

Champions described how they planned CPD to form part of a sustained programme – although on occasion staff did not always recognise this. One explained that the continuity of CPD was important for maintaining progression through a certain subject and that having “several weeks on the same subject rather than going from one to the other all the time” helped maintain this. Another Champion described how their involvement in the Challenge had helped to create a lasting CPD programme and that the school had stepped away from ‘one-off’ training.

“I think very much we've moved from that idea that you go off for a day and you have a nice lunch and you learn a few things, and then you come back to school and you never use them again. I think we've very much moved away from that to understanding that

⁹ The increase for ‘involved collaboration with colleagues’ is not statistically significant.

the staff are learners too... It's understanding that it wasn't just a one-off piece of work, but people were going to return to it and it was going to be used, and the work that you've done, there was an expectation that that was going to impact on you."

CPD Champion

As previously discussed, almost all schools reported that they were now involving staff in identifying their own CPD needs and often engaged them in research projects as a means for them to meet their own CPD needs. Interviewees highlighted how this encouraged staff to recognise themselves as experts in the areas they had researched as a result of sharing best practice and ensured CPD was underpinned by research and evidence.

"Everything now is backed up by research that we're doing in school... Teachers are now seeing themselves as experts a lot more than they used to as well... We're a lot more rigorous in the evidence behind our CPD and the evaluation."

CPD Champion

In addition, the increased tracking, recording and evaluation of CPD helped senior leaders make evidence-based decisions about which CPD opportunities to pursue for staff ensuring they were high quality. One Champion reported that the SLT would review how CPD was received, depending on the evidence, decide if it was worth extending out to other member of staff.

"We've got logs that staff would fill out about their evaluation on CPD... So, if for instance I had been on a course I'd go back and feed back to the head and then we'd decide whether it was purely just for that person or whether it needs disseminating down to other staff... It's probably more robust than what it was before."

CPD Champion

2.7 Progress towards meeting the CPD Challenge criteria

As a result of COVID-19 the CPD Record was not completed during the summer term; therefore, new metrics were created to measure progress between the two years. The metrics explore the relationship between the number of hours of CPD undertaken by staff, whether it met the high quality indicators, and if it was subject specific:

Table 2: Metrics used to measure progress towards the CPD Challenge in 2019/20

1. The number of hours of CPD where all high quality indicators are met when looking across all instances of CPD	For the CPD to be classed as high quality, all seven quality indicators need to be selected at least once across all instances of CPD undertaken.
2. The number of hours of subject specific CPD where all high quality indicators are met when looking across all instances of CPD	Only subject specific CPD included and all seven quality indicators need to be selected at least once across all instances of CPD undertaken.
3. The number of hours of CPD where each instance of CPD meets all high quality indicators	For the CPD to be classed as high quality, all seven quality indicators need to be selected for each instance of CPD.
4. The number of hours of subject specific CPD where each instance of CPD meets all high quality indicators	Only subject specific CPD included and all seven quality indicators need to be selected for each instance of CPD undertaken.

Table 3 shows that whilst there was no change for the first two metrics there was an increase for metric three and four. When coupled with the earlier finding that the number of hours of CPD did not increase between the two years this highlights that although the amount of CPD did not increase the number of hours which met all high quality indicators did.

Table 3 Number of hours of CPD undertake against the four metrics in 2018/19 and 2019/20. Base: 2018/19=912; 2019/20=740.

	Mean number of hours	
	2018/19	2019/20
1. Hours of CPD where all high quality indicators are met when looking across all instances of CPD (change not significant)	35	34
2. Hours of subject specific CPD where all high quality indicators are met when looking across all instances of CPD (change not significant)	20	22
3. Hours of CPD where each instance of CPD meets all high quality indicators	20	23
4. Hours of subject specific CPD where each instance of CPD meets all high quality indicators	12	15

Analysis by respondent and school characteristics revealed trends that mirror the findings from the first year of the Challenge (see Appendix 1).

Almost all Champions believed that prior to COVID-19 they had been on track for staff to meet most, if not all, of the CPD Challenge criteria during their second year. One middle leader thought that their school's ability to fulfil the CPD Challenge criteria was possible because of the length of the Challenge as this allowed their school to establish and embed processes and systems to aid their progression.

"I think it's been one of those things that's sort of bedding in over a couple of years. So, we had the initial change to being given some research to discuss as a department, and how it would affect our department, and then the next year, we moved to actually looking at our own research. So, it sort was like a slow path, rather than just an immediate change."

Middle leader

3. Experience of the Challenge

This section explores the key enablers and barriers to schools undertaking the Challenge and their overall experience prior to the pandemic.

3.1 Enablers to meeting the CPD Challenge

CPD resource

Staff time was frequently reported as a necessity to implementing the CPD Challenge from Champions, SLT and teaching staff. Where schools had moved the tracking and recording of CPD onto a central system this also required the time of administrative staff to collate CPD. Almost all Champions reported that having the budget to pay for both CPD and cover to release teachers from the classroom was essential. One interviewee explained how their school ring-fenced budget for CPD. Another reported they pooled resources and budget with other schools in their trust to create efficiencies to improve the quality of CPD delivered.

“We seem to have taken more of a trust approach to CPD. Rather than each school having an individual history CPD event, we're starting to club together more. So each school can afford that high quality CPD.”

CPD Champion

CPD Challenge Bursary

Interviews with Facilitators and Champions revealed that, whilst the bursary initially attracted schools to the Challenge, the financial incentive was not always essential to schools fulfilling the Challenge although it did make a difference. Almost all Champions agreed that the amount and quality of CPD staff had participated in would not have been possible without the bursary and for some schools this was critical especially for smaller schools.

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

CPD Challenge Facilitator

All interviewees ring-fenced the bursary to pay for CPD and resources associated with the Challenge during the second year. Part of the bursary was regularly used to pay for CPD delivered by external providers which would not have been possible without the bursary. A few interviewees described how their school had used the bursary to pay external providers for CPD in specialist, rather than 'core', subject areas where they felt they needed external expert support. Similarly, another Champion used the bursary to pay for an external consultant who guided subject leaders on monitoring CPD within their department.

“We've had a geography specialist that came in and a history specialist... rather than core subjects we've had computing and then DT. [The bursary has] actually allowed us to pay for more subject-specific experts that can come in and offer that approach.”

CPD Champion

Half of all Champions used the bursary to provide cover for teachers' lessons whilst they participated in CPD. CPD was often completed by staff outside of school hours, but the bursary allowed schools to schedule



some CPD during teaching hours. Facilitators also noted that the bursary was used to release Champions to attend the briefing sessions arranged by SIOE.

Another school used the bursary to invest in a staff 'teaching and learning library' which provided on-hand, physical resources for all staff. This Champion believed that the creation of this learning library would not have been possible without the bursary.

"We've said to staff if they want a book, then just let us know and we'll buy it for the library. That means teachers don't have that limit of having to buy their own resources."

CPD Champion

Role of the CPD Champion

Each school participating in the Challenge identified one (or more) staff member(s) to act as the CPD Challenge Champion. The CPD Challenge Champion had a vital role in leading and embedding sustainable change across the school and in data collection for the evaluation.

All interviewees, including Facilitators, believed that the Champion role continued to be vital during the second year of the Challenge. Whilst most Champions found that staff now had a better understanding of what constituted CPD, a few still found it necessary to define the meaning of CPD and communicate the aims of the Challenge to some staff – although they did so less frequently than during the first year. The exception to this was where Champions had changed within a school and in some cases Facilitators had to spend time explaining the Challenge to this new individual. In other instances handover meetings were planned between the Facilitator and the old and new Champions – often prompted by the Facilitator – to ensure a smooth handover.

Having already established systems and processes for recording, tracking and monitoring CPD during the first year, Champions took more of an advisory role during the second year. Nevertheless, all Champions continued to support staff to fulfil the Challenge. Much like the first year, Champions encouraged staff to record and track the CPD they completed. Helping staff to identify their individual CPD needs remained part of the Champion's remit; however, a few Champions reported that teachers now had a better understanding of their individual needs. Staff were more autonomous and took a more active role in their own development than they had during the first year of the Challenge. As a result, a few Champions described how they were now supervising or 'orchestrating' CPD rather than deciding on appropriate CPD on their behalf.

Experience and position of the Champion

Almost all Champions had some responsibility for leading CPD prior to becoming the Challenge Champion and just over half were members of the SLT. CPD Challenge Facilitators and all Champions, regardless of their SLT status, recognised that having a senior leadership role in the school helped Champions raise the profile of CPD and embed the Challenge within the school. Where this was not the case changes to CPD within the school were more difficult and took longer to embed.

"I think if I had not been part of SLT, I think it would have been a real challenge. And the other Champion who was here previously, I've had the opportunity to work alongside her and she was SLT as well so we've managed to drive it forward further. If we'd not been part of SLT it would have been harder to push that vision forward."

CPD Champion

Several Champions described how their SLT status meant they had oversight of staffs' individual CPD needs as well as the school's needs, which allowed them to form a strategy for CPD that worked cohesively for all staff.

Support received

Most Champions were given a small amount of release time for their CPD Champion role but this was limited due to a lack of budget. A few Champions found planning and co-ordinating CPD took more time than anticipated and would have appreciated more time or assistance from other colleagues.

“I would have liked to have more time because I feel like I have spent quite a lot of my own time... I think it would be better if we could get more time for department leads really in order to plan their CPD. At the moment it's just not possible because of the demands of the curriculum.”

CPD Champion

All Champions recognised that buy-in from the SLT was instrumental to the success of the Challenge. One Champion, who was not a senior leader themselves, reported their school's ability to meet the Challenge improved between the first and second year because the SLT recognised the importance of CPD and began to prioritise it more. Even Champions who formed part of the SLT acknowledged that buy-in from fellow senior leaders was vital to the progression of the Challenge in their school.

“Our headteacher has been in every briefing... He's said about the CPD Challenge and asked staff to remember that everybody needs to fill in their surveys in order for the school to receive the funding. Staff have generally responded really well to that.”

CPD Champion

Support from SIOE Facilitators

Each school participating in the Challenge was allocated a SIOE CPD Challenge Facilitator to work alongside the Champion. The Facilitator played a role in guiding and supporting the leadership of the project in the Challenge schools.

The level of support Facilitators provided to schools was directed by what Champions needed. All Champions were happy with the amount of support they had received during the second year of the Challenge. Most thought that the type of support they received was relatively similar to the first year, with perhaps less time required for explaining the details of the Challenge. Facilitators also agreed that Champions needed less support in this regard during the second year of the Challenge and described how the support they gave had changed from explaining what schools needed to do to supporting them with how to do it.

Facilitators provided Champions with valuable, practical advice on navigating the Challenge, such as how to interpret data or giving them ideas on how to implement something in their school. All Champions explained how their Facilitator acted as a 'sounding board' with whom they discussed their school's CPD strategy. They appreciated that Facilitators were not prescriptive with their advice and instead helped them determine the most appropriate method to meet the Challenge criteria for their school. Facilitators agreed, highlighting how they saw themselves as 'critical friends', who provided a combination of support and challenge, during the second year of the Pilot.

One Champion also recognised that their Facilitator was a 'champion' for them, much like they were for their own staff, helping them to remain focused on the goal of meeting the Challenge.

“The first thing is maintaining focus because having a Champion in school to focus the minds of the staff, having [the Facilitator] focuses my mind to keep my mind on the CPD agenda... The regular emails, the contact, the meetings, the phone calls just keeps prompting you to go, 'Right, what's next? How can we make sure that we keep our attention sharp on CPD?’”

CPD Champion

They also offered Champions an objective perspective to help them reflect. For this reason in particular, one Champion believed that completing the Challenge without the support of a Facilitator would be difficult.

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

CPD Champion

All Champions recognised the importance of the support they had received from their Facilitator and believed that it had helped their school progress. Whilst all Champions valued their Facilitator's support, a few believed they could continue working towards the Challenge relatively successfully with limited support in the future; however, they only thought this was possible because of the support they had already received. Facilitators described how their role during the second year had changed with a more strategic focus working towards sustainability and an 'exit strategy'.

“I think I'd have found it a lot more daunting [without the Facilitator]. I think if it was a case of after the Challenge finished, after next year then I think we'd be able to do it.”

CPD Champion

3.2 Barriers to meeting the CPD Challenge

Budget and time constraints

The most common barrier to meeting the Challenge continues to be the time and budget required for staff to participate in CPD. Almost all Champions reported that the cost associated with paying for external CPD and covering teachers being away from the classroom was the biggest barrier to undertaking CPD – particularly externally delivered CPD.

“The biggest challenge for us, the biggest expense is covering costs. So, I think anything that we want to do in terms of any staff leaving our site, it's not just about the cover cost of that, it's the implications of staff being off-site.”

CPD Champion

Even though schools used the bursary to fund some external CPD, it was not always possible to find staff members to cover lessons and sourcing alternative cover from an agency came at a cost.

“There has been occasions where someone's been due to go on a course... but then it's been cancelled because we haven't got enough staff in, we need cover, we're short staffed, so they haven't been able to go, that sort of thing.”

CPD Champion

Interviewees also explained that finding the time to research, undertake, log and evaluate CPD presented difficulties when participating in the Challenge. Almost all Champions reported that staff struggled to find the time alongside their other responsibilities to undertake and record CPD. Even with SLT buy-in, one middle leader stated that they found it difficult to fit in additional responsibilities relating to the Challenge within their remit.

“We weren't given any more time... it just seemed, suddenly, I was having to do a lot more research than I ever had done, and had no time in which to actually do it. It was just another thing I was expected to do.”

Middle Leader

Competing priorities

Most Champions recognised that competing priorities made it difficult to fulfil the Challenge criteria. One Champion explained how the prospect of an Ofsted visit could have a negative impact on the Challenge, whilst another explained how a negative rating in the past had presented a barrier to prioritising CPD.

One Champion from a special school explained that their school had other priorities which often conflicted with the aims of the Challenge. They recognised that this was, and would likely continue to be, a largely unavoidable barrier to meeting the Challenge.

“As a special needs school, there always feels like you're competing with other types of training that staff need... medical, safeguarding, behaviour, autism training... Whilst some of this stuff is really, really important for well-being and meeting our children's individual needs, we've got to maintain that we also need to educate them and deliver really good teaching and learning. I think that's probably a greater challenge for special needs schools because most of that training is whole staff.”

CPD Champion

3.3 Impact of the CPD Challenge

Impact on staff and the wider school

All Champions highlighted how obtaining buy-in from the SLT was instrumental throughout the Challenge.

“It's been changing their opinions and getting them out of that approach of, you know, we're not doing just what you want to do, it's what the staff need... The biggest shift for us has been the challenge in changing the SLT's opinions of CPD and their views.”

CPD Champion

Once the SLT were invested and could see the potential and measurable impact of high quality CPD, it became easier for Champions to nurture positive attitudes towards CPD across the school. Almost all Champions explained how the CPD Challenge, and their role within it, also raised their own awareness of the importance of CPD. Champions became increasingly conscious of how high quality CPD could aid their own and others' professional development. They explained how liaising with other professionals, particularly those they met through the Challenge and their Facilitator, developed their understanding of how to address their needs and identify high quality CPD solutions.

All interviewees reported that staff now had a greater awareness of what constitutes high quality CPD as a result of the Challenge. In addition, as staff became more reflective and aware of how CPD could help them in the long-term, their confidence in addressing their own CPD needs and making requests for CPD increased. One middle leader described how they now felt more confident requesting CPD from their school and putting themselves forward to lead CPD, whilst a teacher, who had no leadership responsibilities, explained how they felt more confident choosing and organising their own CPD because of the autonomy the Challenge afforded them.

“I have become more confident as a teacher through developing my own CPD. And therefore I am confident now with other aspects of the curriculum... So, I feel like [the Challenge] has developed me because I have sought out CPD to develop myself rather than just going along with school led CPD.”

Teacher

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

“I think that people feel that through the Challenge and the work that we were doing around CPD, they could see what was in it for them. They could see how this meeting, how this event, how this training would directly impact on their personal practice and support their development... We've had a willingness of staff to engage and understand the importance of CPD, probably, for the first time.”

CPD Champion

Interviewees recognised that staff were also more confident leading their own CPD and passing learning and best practice on to colleagues, facilitated by the improved culture of collaboration and communication.

“We've been working more together in departments as well. So, I have meetings once a term with the subject leaders in the other schools in our trust, to look at sharing resources, sharing ideas, supporting each other... there has been a clear cultural change since we started the CPD Challenge.”

Middle Leader

Building on this theme of collaboration, approximately half of interviewees reported that their school increasingly collaborated with other schools in the local area and within their trust, to share best practice and pool resources for CPD.

Impact on pupils

Just under half of interviewees described how their participation in the Challenge had already positively impacted pupils. These interviewees believed that the CPD they had undertaken had improved their subject knowledge which had subsequently improved pupils' comprehension, confidence and resilience.

"I am more knowledgeable with my own subject knowledge...They are a lot more confident in listening to me and taking on critique, especially in writing. So, I think it has benefited them knowing that I am improving myself. It makes my non-resilient learners more resilient because they are seeing my learning as well as them."

Teacher

One senior leader reported how a research project carried out during the Challenge had helped teachers facilitate oral development in early-years pupils.

"We have a number of children that come into nursery unable to speak and the oracy project's been massive in supporting the children to be able to use sentence stems, use a full sentence. We have teachers knowing how to facilitate that and how to do that."

Senior Leader

4. Impact of COVID-19 on CPD in schools

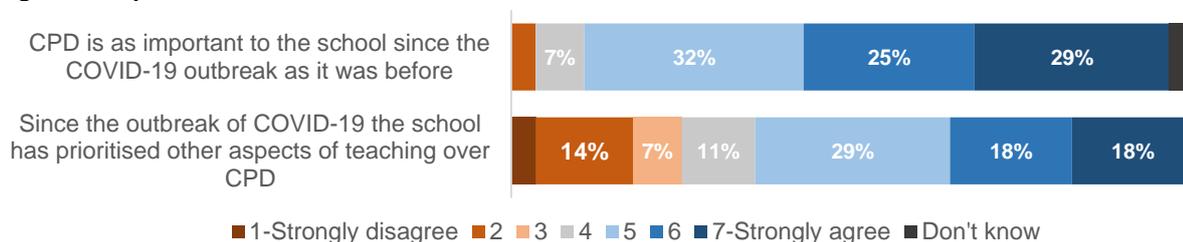
This section explores how COVID-19 has affected CPD activity in schools.

4.1 School-level approach to CPD

Priority given to CPD

The majority of Champions (86%) agreed¹⁰ that CPD was as important to their school during the summer term as it was before the outbreak of COVID-19 although two-thirds (65%) acknowledge that it was de-prioritised to accommodate other aspects of teaching (Figure 5).

Figure 5: Importance of CPD since the outbreak of COVID-19. Base=28.



Almost all interviewees reiterated this and described that whilst CPD was still important to the school, other aspects of teaching had taken precedence – especially in the immediate aftermath of the lockdown restrictions in March 2020. Interviewees described how this initial lockdown period was confusing and time was needed to devise strategies to plan how to best teach their pupils in the circumstances. Schools initially prioritised organising and preparing staff to deliver distance learning for pupils at home alongside establishing a schedule to teach the children of key-workers who were in the school building, enabling the curriculum to be delivered to both groups of pupils. This was alongside ensuring they were adhering to Government guidance and promoting pupil wellbeing and safeguarding. Whilst some teachers undertook CPD to equip themselves with the skills necessary to deal with these priorities, realistically CPD occurred less frequently in most interviewees’ schools, and in some the reduction was significant:

“[CPD] kind of fell to the bottom of the list, I would say, because we had so many more things to get to grips with, and other things had been prioritised, such as form tutors phoning every member of their form once a week, and creating those pastoral links, and ensuring lessons were done, and lessons were being accessed. So, there seemed to be an awful lot more to do.”

Middle Leader

¹⁰ Scoring 5, 6, or 7 on the 7-point agreement scale.

“I think the key focus in schools... has been around the logistics of sorting out what's been happening in schools and a very strong focus on student welfare and staff welfare, and dealing with those three things has been the main focus.”

Facilitator

Almost all interviewees reported that their school had reduced the amount of CPD staff were expected to participate in during the summer term. School leaders had recognised the difficulties their staff were facing during lockdown and made sure they were not put under additional pressure to complete CPD.

“I think we've been very, very gentle. I think we've recognised the climate, we've recognised the expectations that teachers had in terms of being at home, many with young families, many trying to keep in touch with their own classes, many shielded, many with health concerns of their own. So, we've been very reluctant to impose or put a great deal onto staff.”

CPD Champion

Once schools had adjusted to the 'new normal' and adapted methods of teaching pupils, interviewees from all schools reported starting to plan how they could enhance the focus on CPD again, with the priority afforded to it increasing the amount and the breadth.

“When we realised that it was going to be a much longer period of time that we were going to be in lockdown, then the feeling changed, and we started trying to plan CPD.”

CPD Champion

Over the months following the initial lockdown, interviewees observed that CPD (delivered through online learning and video conferencing) became more frequent in their routines, and schools increased their expectations for staff to engage in it.

“Now we have been back in school... we've got CPD that we are required to do... so we're involved in a project that the whole school is working towards starting in September and the expectation to complete that is quite clear.”

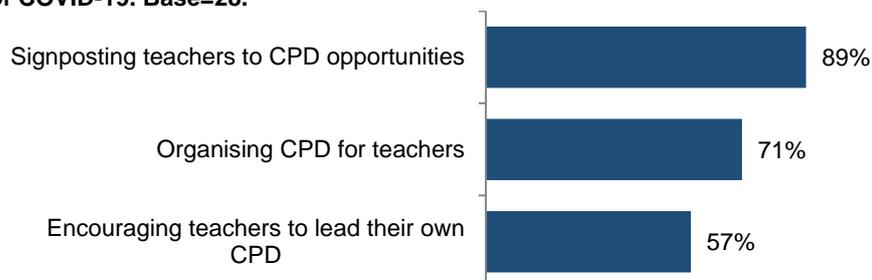
CPD Champion

Whilst the amount of CPD had reduced, half highlighted that there was an expectation for staff to complete specific online learning (decided by the school) that was important to ensure teachers could adapt to the changing situation. This mandatory learning often focused on supporting pupils' mental health and wellbeing. Champions also revealed that since some CPD was compulsory, schools did not pressure teachers to pursue their own self-led CPD, although this was encouraged. Almost all interviewees in leadership roles described how they kept in touch with teachers, signposting them to online sources of CPD. The intention and hope was that teachers would feel that they had the freedom to select their own CPD in addition to mandatory training.

How schools are encouraging teachers to undertake CPD

More than two-thirds (68%) of Champions indicated that their school encouraged teachers to undertake CPD to a lesser extent following the outbreak of COVID-19 whilst one-third (32%) encouraged teachers to undertake CPD to the same extent as before. The majority of Champions (89%) signposted teachers to CPD opportunities, almost three-quarters (71%) organised CPD for teachers and just under two-thirds (57%) encouraged teachers to lead their own CPD (Figure 6).

Figure 6: The methods that schools have been using to encourage teachers to undertake CPD since the outbreak of COVID-19. Base=28.



CPD organised by schools

Types of CPD organised

Since the outbreak of COVID-19 all Champions reported that their school had organised some form of CPD for their staff. However, the nature of this CPD changed compared to that undertaken prior to COVID-19: 89% agreed – with 46% strongly agreeing – that the outbreak had encouraged their school to find new ways to organise CPD. The majority (89%) also agreed that the pandemic had encouraged teachers themselves to find new ways to access CPD. Overall, 85% of all respondents agreed – and 53% strongly – that they had undertaken more CPD online or virtually than in previous terms.

Figure 7: How COVID-19 has encouraged schools and teachers to change the way they undertake CPD. Base: Champions=28 All respondents=40.

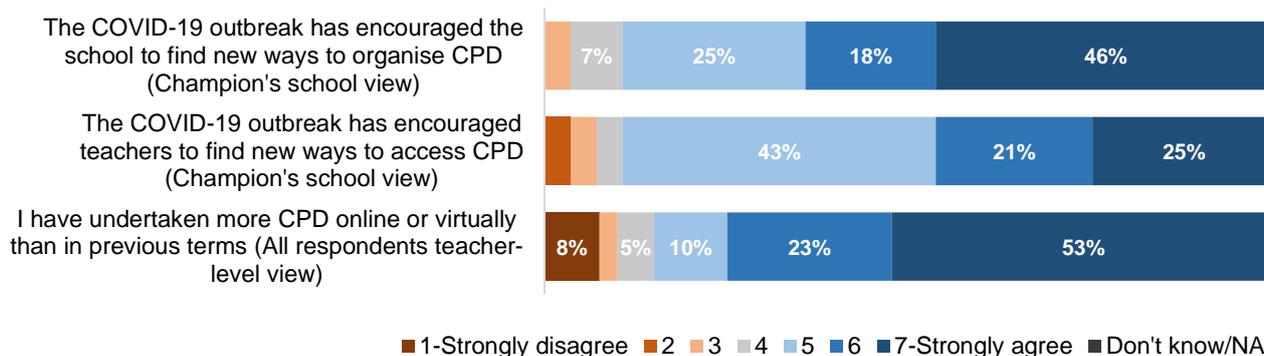
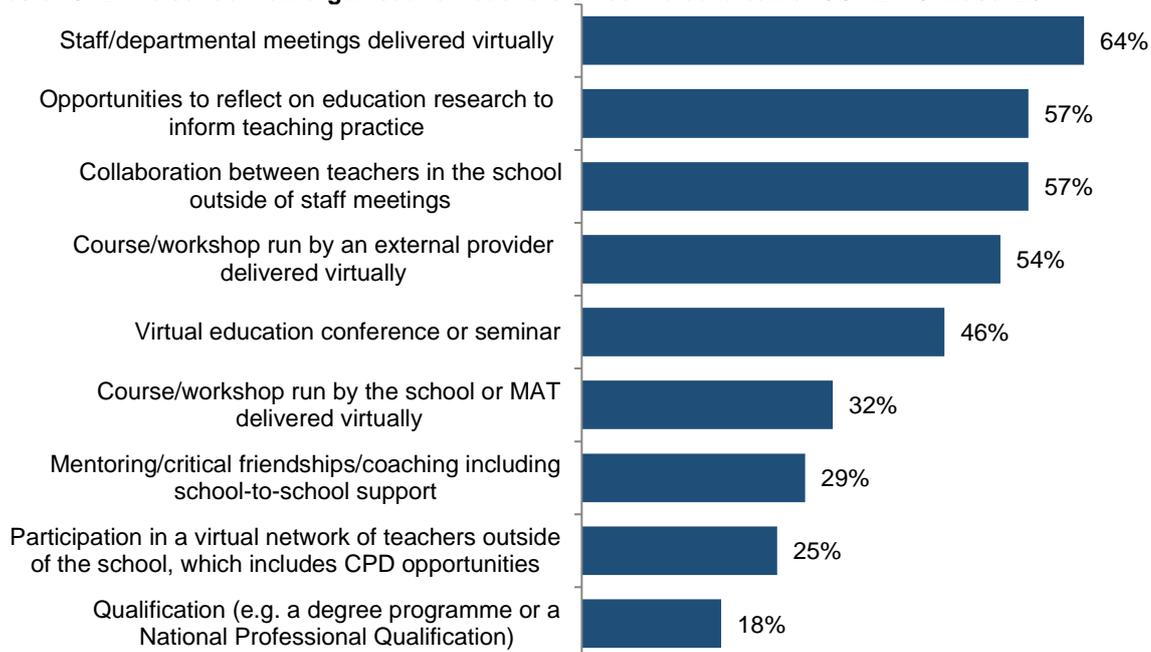


Figure 8 indicates that the CPD organised by schools was most commonly delivered through virtual staff/departmental meetings (64%); this was followed by opportunities to reflect on education research (57%); collaboration between teachers in the school outside of staff meetings (57%); and virtual courses or workshops run by external providers (54%).

Figure 8: Types of CPD the school had organised for teachers since the outbreak of COVID-19. Base=28.



Interviews with school staff and Facilitators also revealed a large increase in the amount of online CPD provided for teachers, replacing CPD that would have been delivered in a face-to-face setting. Almost all schools interviewed had assigned staff online CPD delivered by an external provider. Facilitators and Champions highlighted that the majority of schools used external providers, which they had used before, to help ensure they received high quality provision.

Whilst most interviewees deemed that the number of whole-school staff meetings had decreased, most schools had continued to deliver CPD during departmental and team meetings at a similar frequency as they did prior to lockdown but via an online method. Interviewees in one school also revealed that subject leaders had each carried out research on best practice in their field and presented it to other teachers via video conference.

Focus of the CPD organised

Whilst initially CPD was focused on immediate priorities due to COVID-19, this changed throughout the summer term with schools organising a range of different CPD (

Figure 9). The majority of Champions (82%) had organised subject specific content or pedagogy/instruction whilst almost three-fifths (57%) focused on generic/cross-curricular pedagogy or specialist CPD to support pupil learning (43%).

Figure 9: Focus of CPD organised by the school since the outbreak of COVID-19. Base=28.



In the period immediately following the lockdown announcement, most Champions and Facilitators stated that any CPD organised by the school related to generic pedagogy rather than subject specific CPD. They explained how CPD focussing on ‘organisational’ or ‘logistical’ challenges, such as moving to online teaching, took precedence at this time. Once these immediate issues had been resolved, most began to organise more CPD that was subject specific and met teachers’ individual needs.

Interviewees from all schools explained that student wellbeing was a significant focus of the CPD their school had organised. Lockdown restrictions had presented a unique teaching and learning environment for teachers and pupils alike, and the priority within most schools was to ensure that staff had the expertise to support children through this difficult situation to promote their wellbeing and ensure they were still able to learn.

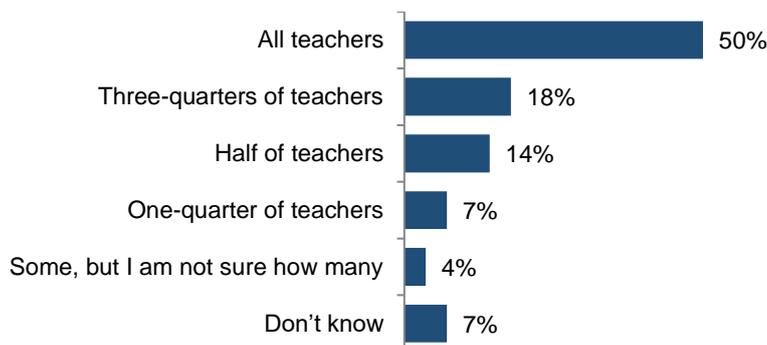
“We did an awful lot of mental health training, child adverse experiences... all those kind of things that there were lots of online tutorials around.”

CPD Champion

4.2 CPD activity undertaken

By the end of the 2019/20 summer term, half of all Champions (50%) approximated that all teachers at their school had undertaken CPD since the outbreak of the pandemic. Almost one-fifth (18%) estimated that around three-quarters of teachers had undertaken CPD, whilst more than one in ten (14%) suggested that approximately half of their teachers had done so.

Figure 10: Approximate proportion of teachers who have undertaken CPD since the COVID-19 outbreak. Base=28.



Three-quarters (74%) of all survey respondents¹¹ reported that they personally undertook CPD during the summer term and, on average, completed 16 hours. More than one-third (37%) had completed more CPD during this term than they had initially planned (prior to lockdown) whilst 32% completed a similar amount and 21% undertook less. One-tenth (11%) had not planned how much they would do during the summer term.

Almost all interviewees thought levels of CPD had reduced in their school; however, Champions explained that their school had only monitored the mandatory CPD provided for teachers and therefore were only able to estimate how much CPD staff had completed.

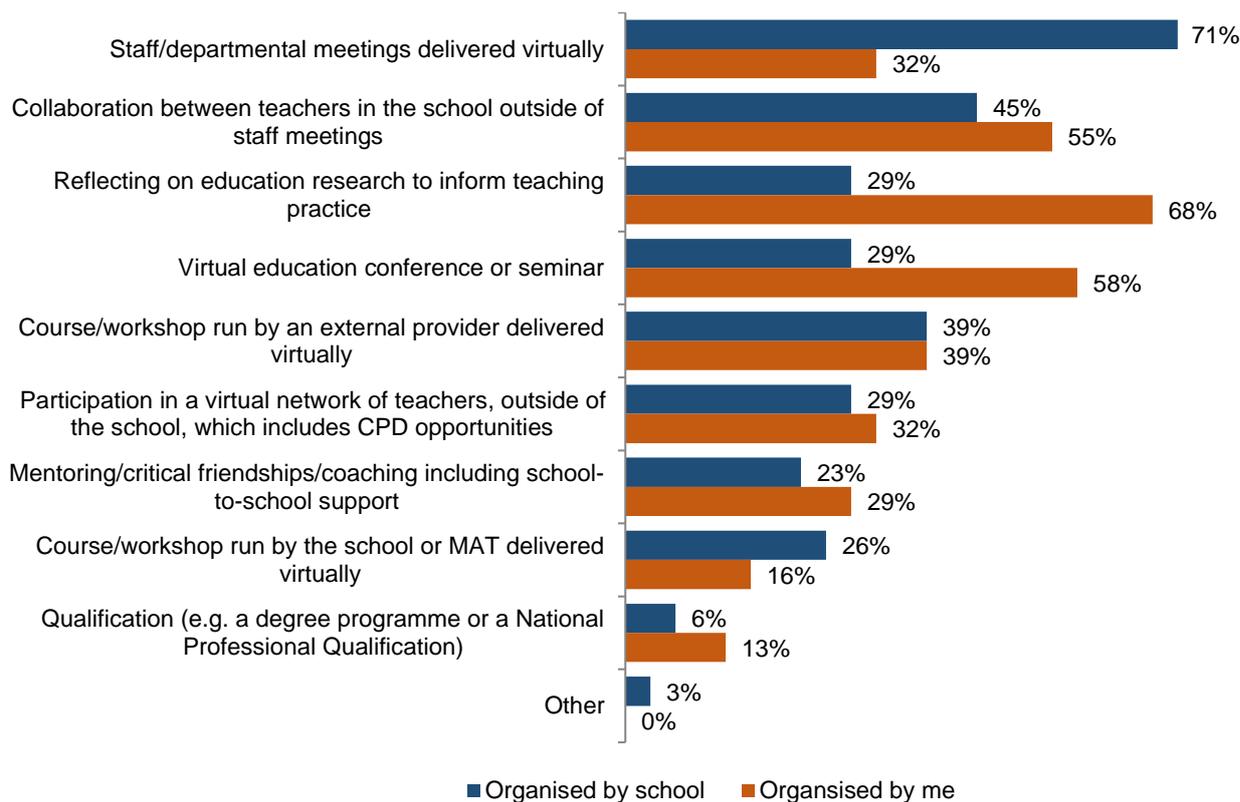
"I have pushed some of the teachers to do some online CPD, but not being in the school at all, I have no idea how much is actually being done or not done."

CPD Champion

Type of CPD undertaken

Figure 11 displays the different types of CPD that all respondents undertook during the 2019/20 summer term, broken down by CPD that was organised by their school and CPD they organised themselves. When examining CPD organised by the school, respondents most commonly completed CPD that was delivered virtually within staff or departmental meetings (71%). In contrast, respondents themselves were more inclined to organise CPD that involved reflecting on education research to inform teaching practice (68%) and/or virtual education conferences or seminars (58%).

Figure 11: Types of CPD undertaken during the 2019/20 summer term. Base=31.



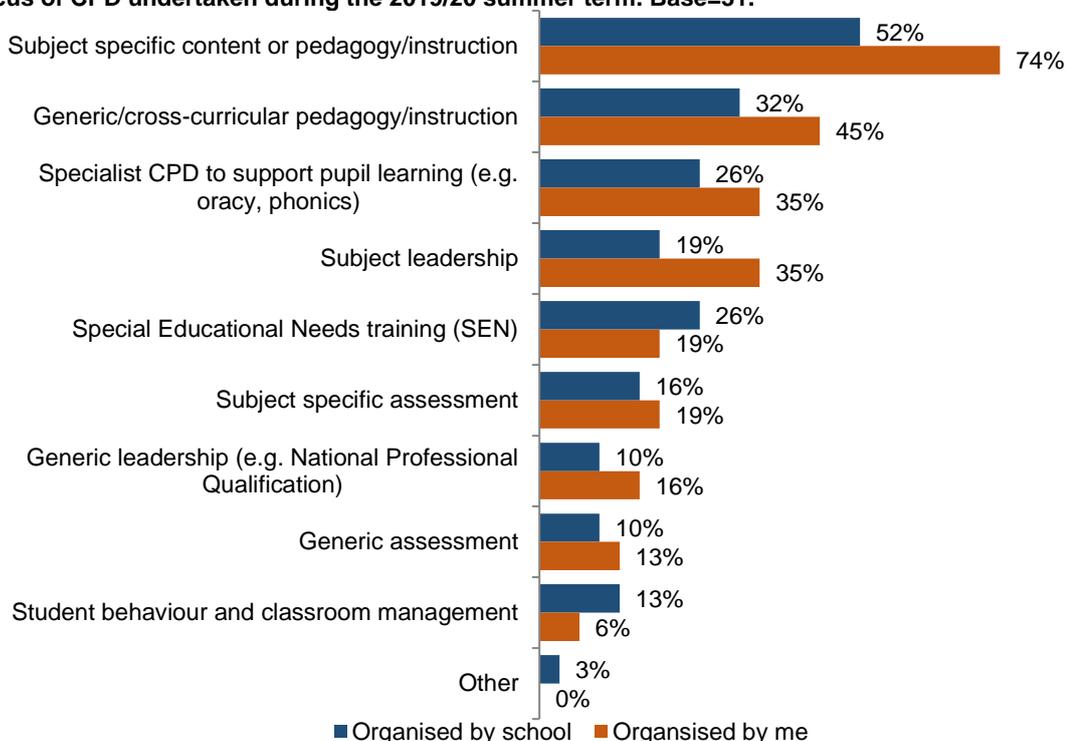
¹¹ Please note that the number of teachers responding to these questions is small and is predominantly represented by Champions: 23 Champions and 8 teaching staff.



Focus of CPD undertaken

Respondents most commonly organised CPD themselves that focused on subject specific or pedagogical content (74%) compared to 52% who reported this was organised by their school highlighting the importance of subject specific CPD to these individuals. Other notable CPD centred on generic/cross-curricular pedagogy, which was organised by 45% of respondents themselves and one-third (32%) of schools (Figure 12).

Figure 12: Focus of CPD undertaken during the 2019/20 summer term. Base=31.



For more than half of all respondents the amount of subject-specific CPD undertaken in the third term was reflective of that undertaken across the rest of the academic year. Only one-quarter (25%) agreed they had undertaken more subject specific CPD during this term compared with previous terms; 55% disagreed.

4.3 Challenges and opportunities

COVID-19 had a mixed impact on CPD in schools with it presenting a range of challenges and, in some cases, opportunities.

Organisational priorities

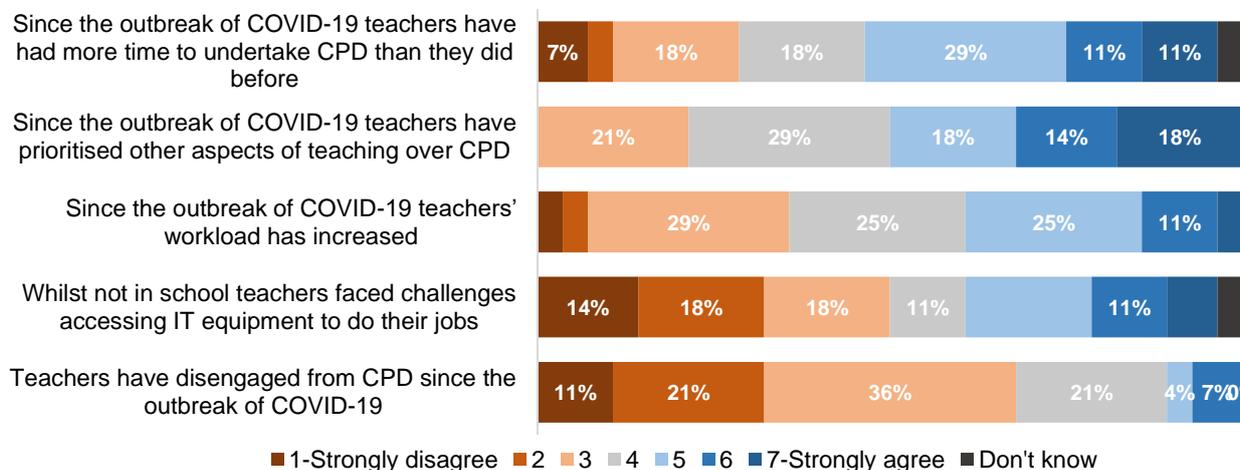
As outlined earlier in this chapter, during the period immediately following the outbreak of COVID-19, schools focussed on dealing with the logistical challenges posed in delivering the curriculum virtually to pupils learning from home and teaching key-worker pupils in the classroom. Many schools did not have pre-existing systems to manage virtual learning, so efforts were focussed on getting this up and running meaning that CPD was de-prioritised until they were set up.

Time to undertake CPD

Champions acknowledged that a range of factors had affected teachers' ability to undertake CPD since the outbreak of COVID-19 (Figure 13). Half of Champions (50%) agreed that teachers had prioritised other aspects of teaching over CPD and 39% that teachers' workload had increased. Although Champions perceived that COVID-19 had posed some barriers to CPD, more than two thirds (68%) disagreed that

teachers had disengaged from CPD. Indeed, half (50%) of Champions perceived that teachers had more time than before to undertake CPD. The impact of COVID-19 on teachers' workloads differed between schools; most Champions who disagreed that teachers workload had increased agreed that teachers had more time to undertake CPD (and vice versa).

Figure 13: Perceived barriers to teachers undertaking CPD. Base=28.



Depth interviews with Champions and teachers highlighted how COVID-19 affected the amount of time available for teachers to undertake CPD, which often reflected teachers' personal circumstances. For example, some teachers had a responsibility to care for - and home-school - their own children, which ultimately reduced the amount of time they had available to carry out teaching responsibilities and CPD. A few interviewees also noted that some of their colleagues had been unwell or were shielding during lockdown, which meant that they could not teach face-to-face lessons in the school building. This meant that other staff needed to cover their work, reducing the time available to take part in CPD. However, this was not reflective of all with one teacher highlighting how their reduced teaching timetable gave them additional time to participate in self-led CPD. This teacher's school also recognised that teachers had less contact time with children, and encouraged them to use that time to undertake CPD.

“We have really embraced CPD because at one point that was all that we could do. [...] Some of it was found by me, like all the English CPD, and then the rest was given by the school”

Teacher

Access to IT equipment

One-third (36%) of Champions agreed that teachers faced challenges accessing IT equipment to undertake their role whilst not in school. A few Champions attending the briefing sessions held by SIOE further highlighted how lack of access to suitable equipment had not only hindered teachers' ability to undertake CPD, but also to perform their job. Champions explained that, in some instances, this was due to staff not having laptops as they normally use computers located within the school. Whilst some staff were able to overcome this by using their own personal equipment, this was difficult for teachers who had children of their own who needed to access this for their own virtual learning.

Cancelled CPD

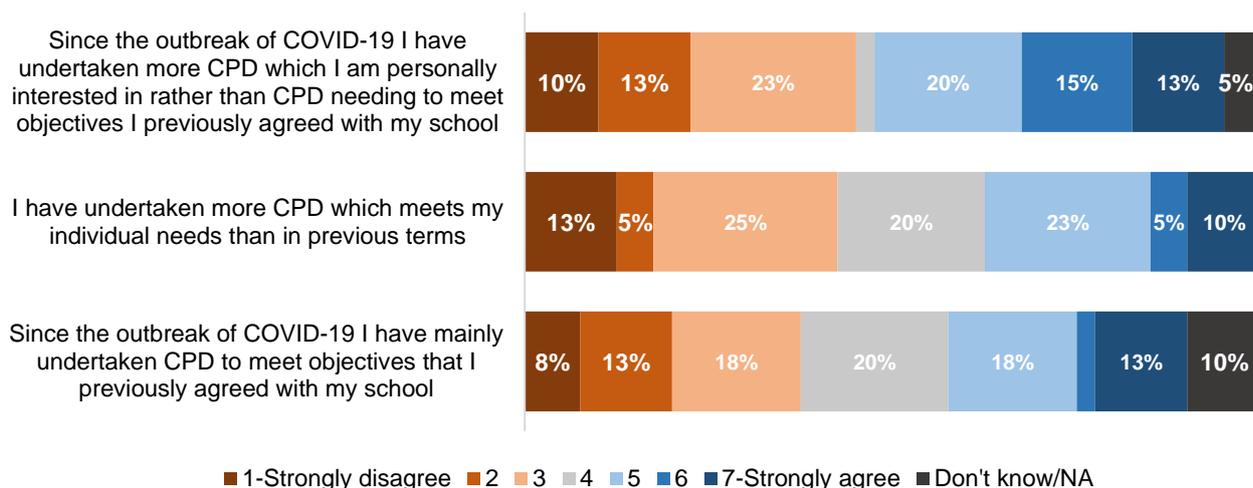
Interviewees reported that some formal courses/qualifications they were enrolled in prior to lockdown had been cancelled or postponed due to COVID-19 restrictions. For example, one interviewee was due to complete the National Professional Qualification for Middle Leaders, but was unable to attend because of restrictions.



Teachers given more autonomy to meet their own CPD needs

Whilst COVID-19 posed challenges in relation to CPD, it also presented an opportunity for some to undertake CPD aligned to their interests with half (48%) participating in more CPD which they were personally interested in. Further, Figure 14 shows that more than one-third (38%) also agreed that they undertook more CPD that met their individual needs compared with previous terms although 33% mainly undertook CPD that met objectives that were previously agreed with their school. This indicates that whilst teachers undertook more CPD that was of interest to them personally, this did not always meet either their individual needs or their objectives agreed with the school.

Figure 14: CPD meeting individual needs and interests. Base=40.



Reflecting the survey findings, almost all interviewees reported that their school had given staff more autonomy to direct their own research and participate in CPD that suited their individual needs.

Alternative methods to accessing CPD

The COVID-19 outbreak encouraged both schools and teachers to find new ways of organising and accessing CPD, with more CPD accessed online or virtually. Interviewees explained how this change in delivery mode has been positive. For example, video-conferencing has made it easier for some school leaders to organise CPD by removing the need to get everyone together in one room.

All interviewees reported that their schools had provided them with CPD to complete online and, although this CPD was being completed by the whole school, they could complete it when it suited them best.

"I have already had feedback where people have said they quite enjoy the flexibility of being able to do [CPD] in their own time, about not being sat in the big hall, not being talked at."

CPD Champion

Another Champion also believed that the provision of online CPD meant that teachers could digest what they were learning at their own pace.

Time to reflect

One Champion highlighted how lockdown had afforded them time to reflect and develop the curriculum. Facilitators also explained that Champions and senior leaders at almost all schools had spent additional time during lockdown developing their curriculum for the next academic year, thinking about how this would also link in with professional development.

5. Implementing the CPD Challenge since COVID-19

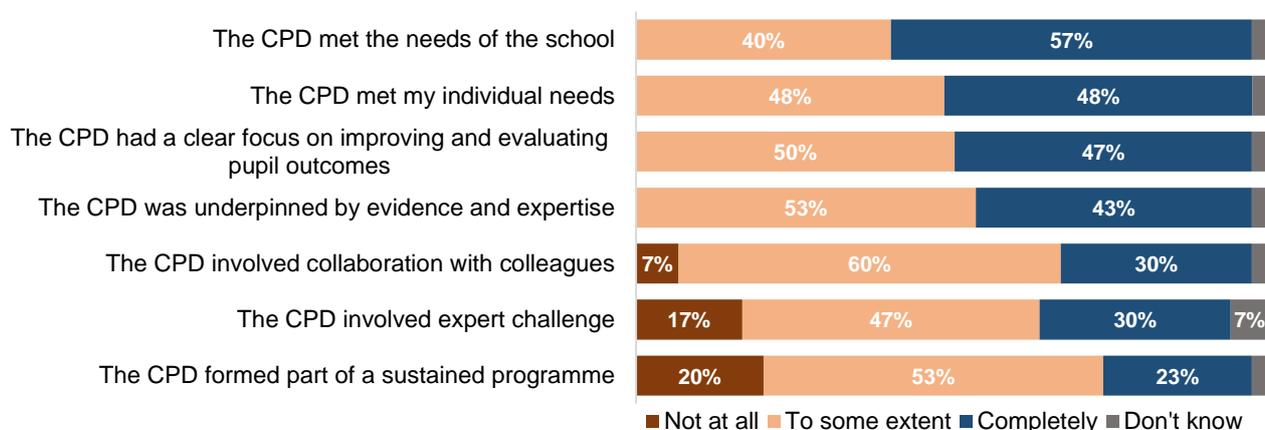
This section explores how schools have implemented the CPD Challenge since the outbreak of COVID-19, the difficulties they have faced and how they plan to meet the Challenge in the 2020/21 academic year.

5.1 Meeting the CPD Challenge

Meeting the high-quality indicators

Figure 15 indicates that overall the CPD respondents undertook during the 2019/20 summer term met most of the CPD high-quality indicators to at least some extent. Almost three-fifths (57%) perceived that the CPD completely met the needs of their school and 48% thought the CPD completely met their own individual needs. Conversely, one-fifth (20%) stated that the CPD they undertook did not form part of a sustained programme and 17% reported that the CPD did not involve expert challenge, indicating that these elements were more difficult to satisfy virtually.

Figure 15: Extent to which the CPD undertaken met the criteria of the CPD challenge. Base=30-31.



Challenges in meeting the CPD Challenge criteria

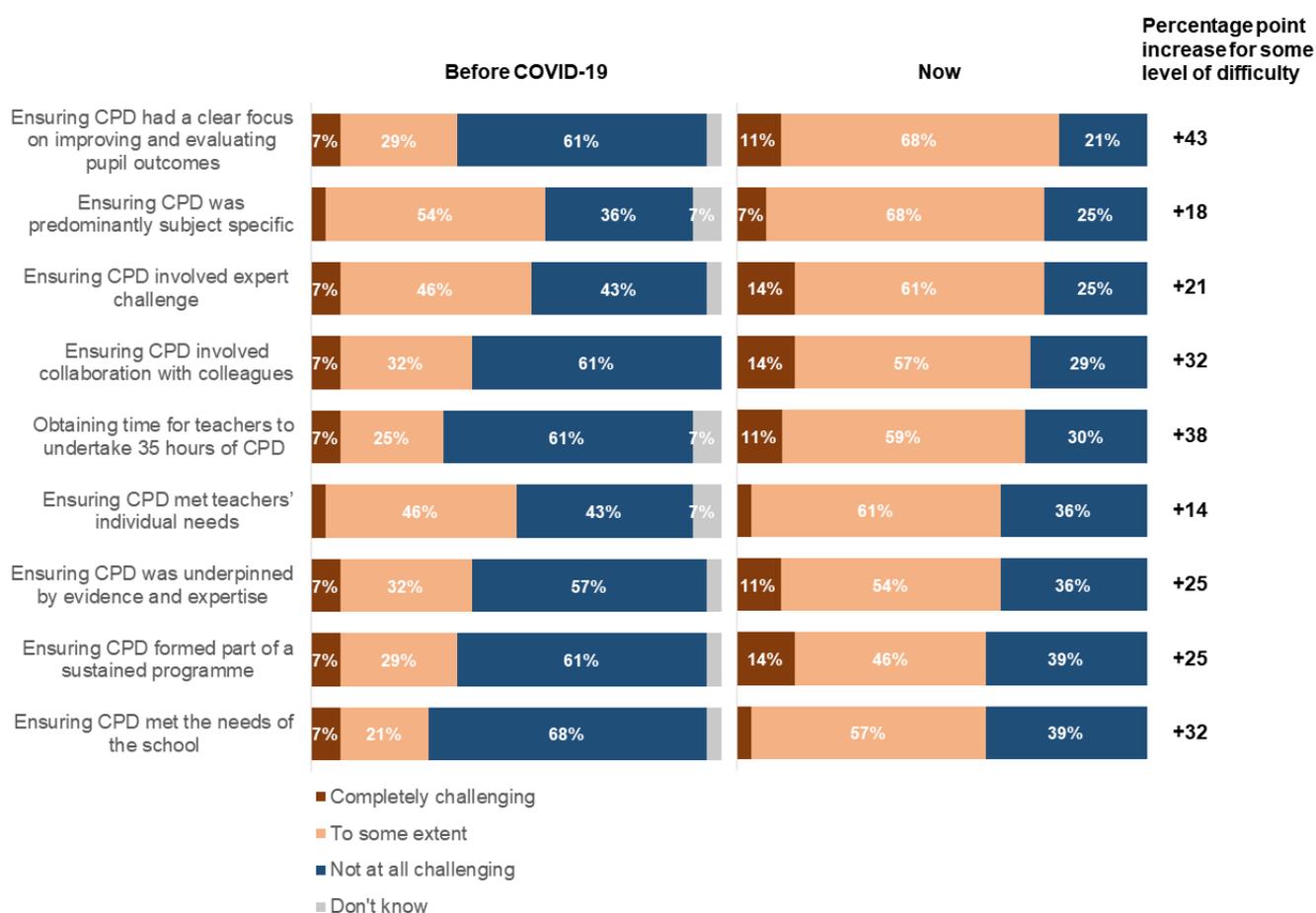
School-level difficulties

Champions reported that their school had found all of the Challenge criteria more challenging to meet during the summer term compared with before the outbreak of COVID-19 (Figure 16). The most significant was ensuring CPD had a clear focus on improving and evaluating pupil outcomes at 79% compared to 36%. This was followed by obtaining time for teachers to undertake 35 hours of CPD was reported as a challenge by 32% of Champions prior to COVID-19 and 70% during the summer term.

In contrast, whilst it still poses difficulties for schools, there was a smaller change in the difficulty in ensuring that CPD was predominantly subject specific (57% prior to COVID-19 and 75% during the summer term).



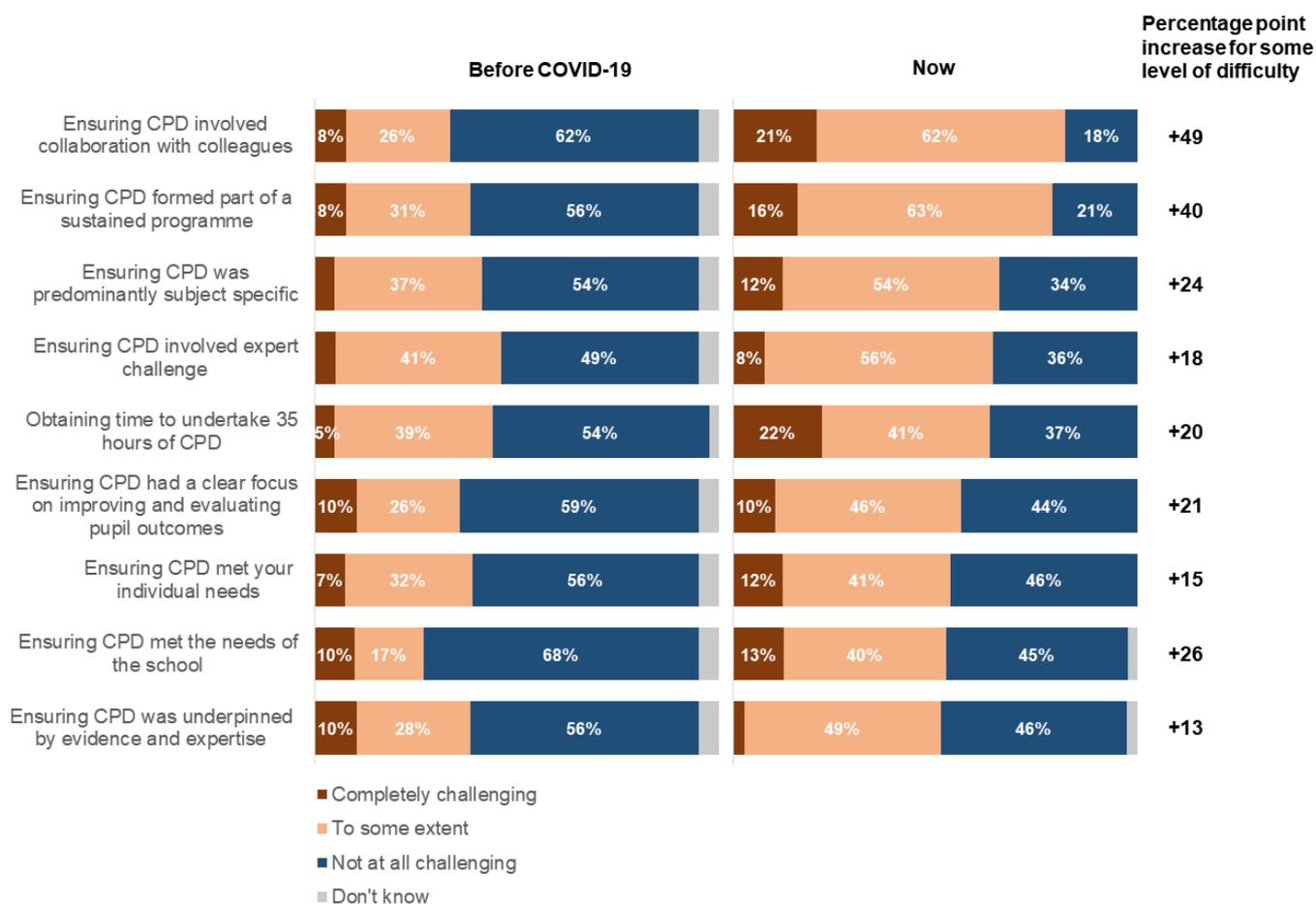
Figure 16: How challenging schools found it to meet the Challenge criteria prior to the outbreak of COVID-19 and during the summer term. Base=27-28.



Respondent level difficulties

Similarly, all respondents reported that they themselves found all of the CPD challenge criteria more challenging to meet when undertaking their own CPD during the summer term compared with before the outbreak of COVID-19. However, there was a difference between what individual respondents found most challenging for themselves when compared with the school-level view. The majority (82%) reported difficulties in undertaking CPD that involved collaboration with colleagues compared to only one-third (33%) prior to the pandemic. Given the difficulties of working from home and undertaking CPD remotely, this is not surprising. Undertaking CPD which formed part of a sustained programme also represented a challenge for 38% of respondents prior to COVID-19 and 79% now. Interestingly, whilst not reported as one of the top challenges, 22% found obtaining time to undertake 35 hours of CPD completely challenging now compared with only 5% prior to COVID-19 and provides further evidence that some teachers had less time to undertake CPD during the summer term.

Figure 17: How challenging teachers found it to meet the Challenge criteria prior to the outbreak of COVID-19 and during the summer term. Base=39-41.



Owing to the significant difficulties posed by COVID-19, all depth interviewees explained how schools had found it difficult to meet the CPD Challenge since the outbreak of the pandemic.

The delivery, or type, of CPD changed significantly for teachers during the lockdown period. Whilst this was necessary to ensure CPD was delivered, the pace of change meant that schools did not necessarily have the time to assess the quality of provision and organise the CPD they provided in the same way they would have done before lockdown. Where interviewees had undertaken external CPD, their views of its quality varied somewhat; one Champion believed that some of the online courses were slightly 'bland', whilst other interviewees found the online training engaging and interactive.

"I would say that [the online training courses] aren't as high quality obviously as they would be if somebody did it in person."

Senior leader

Echoing the survey findings, a few interviewees also reported that their school's CPD was much less structured and therefore did not necessarily form part of a sustained programme of teacher development. In addition, one Champion highlighted that they had not asked staff to evaluate the CPD they completed so the impact could not be assessed. As organisational and logistical CPD took precedence, especially during the early period of lockdown, subject-specific CPD and CPD meeting teachers' individual needs were initially deprioritised. One interviewee described how teachers' progression was understandably not at the forefront of their school's CPD agenda. As a result of this, a few interviewees believed that very little of the CPD set by the school met their individual needs and instead largely focused on school-wide requirements. The expectation from some schools appeared to be that individual teachers' needs would be met through teacher-led CPD, whilst CPD organised by the school would predominantly cater to the school's needs.



"[CPD] is more direct to the needs of the whole rather than the few"

Teacher

Champions conceded that because they had put less pressure on staff to record their CPD, it was difficult for schools to assess to what extent the school had fulfilled the CPD Challenge criteria. Champions revealed that their awareness of what CPD teachers were completing was largely confined to the online, mandatory CPD the school had set. In addition to the school-led CPD, all interviewees reported that their school gave teachers more autonomy to select their own CPD. Whilst some staff had been in touch with their Champion about the CPD they had pursued personally, Champions revealed that they were less aware of what self-led CPD teachers were doing which the Facilitators reiterated. As a result, this made it much more difficult for schools to assess the amount, focus and quality of CPD undertaken.

Support received from CPD Challenge Facilitator

Through the depth interviews, Champions reported that they had continued to receive support from their SIOE Facilitator through email or phone calls. Champions appreciated their Facilitator's support and understanding about the difficulties associated with fulfilling the Challenge criteria during a pandemic.

"It was good to have that call as well, because it did just sort of make me feel like what we've been doing is, you know, it is okay, and also that what we're planning next year sounds like it's going to be really good."

CPD Champion

Interviews with Facilitators revealed that the amount of contact they had with Champions was dependent on whether the Champion wanted to speak frequently or not. Most Champions were satisfied with the amount of support their SIOE Facilitator provided. One Champion explained how they appreciated that their Facilitator did not frequently contact them during what had been a difficult time for their school.

SIOE briefing sessions

In addition to the support from CPD Challenge Facilitators, Champions were invited to attend one of three online briefing sessions hosted by SIOE. During these sessions Champions were briefed on the updates to the CPD Challenge and the evaluation to cater for the difficulties posed by COVID-19. Champions were also allocated to small break-out sessions to explore how schools were engaging in CPD since the outbreak of the pandemic and to find out what their plans were for the coming year. During a subsequent depth interview, a Champion said they would have liked to have had more contact with other schools in the Challenge during the lockdown period, indicating that they appreciated this opportunity to virtually meet up with CPD Challenge peers.

5.2 Future plans for the CPD Challenge

Within the survey, all Champions (at the end of the summer term) reported that their school will continue working towards the CPD Challenge in the 2020/21 academic year, although 61% believe they will have to make changes to their plans as a result of COVID-19. One-quarter (25%) indicated that they will continue to work towards the CPD Challenge in the same way as they had planned prior to COVID-19, whilst 14% suggested that their school did not yet have a plan.

Notwithstanding any further challenges that may arise, interviewees from all schools reported that their school would continue to prioritise CPD and the CPD Challenge in the next academic year.

"Because our focus on CPD is purely on curriculum, we're still very focused on that regardless of COVID. I think it's still a high priority of ours... It would just be a case of getting [CPD] up and running again. It might not be for the first couple of weeks but I

think as the school starts to fall into more of a routine, things will start to fall back to normal."

CPD Champion

Changes to implementing the CPD Challenge in 2020/21

Interviewees from all schools reported that, because the pandemic could still be affecting CPD after the summer, they were currently unsure how the Challenge and CPD would be implemented moving forwards.

"Obviously our intention is to continue working, the overarching aim is to meet the CPD challenge and to continue striving towards that, but how it's going to look at the moment is still a little bit unknown"

CPD Champion

However, interviewees and survey respondents reported they would probably need to make changes to the delivery of CPD. Interviewees explained that the type of CPD delivered would be dictated by how safe it is to deliver CPD in person, with any face-to-face CPD likely to be run in smaller groups.

A few interviewees and the Facilitators spoke about how COVID-19 had presented opportunities for their school to review how they deliver CPD in the future and explained that online CPD delivered through video conferencing was likely to become more prevalent during the next school year. One Champion spoke about how the pandemic had prompted them to think about how the use of video technology could assist them with classroom observations and therefore could become a useful CPD tool.

"[The pandemic] has changed the way I'm thinking about how we can do things in the future... I think what we are now thinking is about using technology for the first time in a very different way around staff teaching and learning... We can use technology to maybe observe and record certain practices in the classroom without actually being in there, which I think will be a really powerful CPD tool for the future."

CPD Champion

At least half of interviewees expected the focus of some CPD would change from September, with this still covering topics such as delivering virtual lessons in anticipation of remote learning being required until the pandemic was fully under control. A few interviewees also reported that their school would continue to provide CPD relating to pupils' wellbeing, focussing on how to ease them back into normality and manage any anxiety after what had been a 'traumatic event' for some children.

"It might just be that [CPD is] tailored to COVID for now, especially like staff meetings and phase meetings. You know, just understanding and making sure that we're following the right procedures and things like that"

Senior Leader

One middle leader also explained that their school was considering some CPD to support teachers through the challenges with getting children back on track with their education after struggling with home-schooling.

"How do you fill the gaps that some children will clearly have been created by home-schooling, or the lack of home-schooling. So, I think teachers are going to need an awful lot of support in the next twelve months just to combat some of the challenges that we've had."

Middle Leader



6. Conclusions

This section summarises the key conclusions emerging in relation to schools' progress to meeting the CPD Challenge across the 2019/20 academic year, the impact of COVID-19 on CPD in schools and how it has affected their ability to meet the CPD Challenge.

Progress with the Challenge prior to COVID

Prior to the COVID-19 pandemic, CPD Challenge schools were making good progress towards meeting the CPD Challenge criteria during the second year of the pilot. Schools believed they were on track for staff to meet most, if not all, of the criteria associated with the Challenge. During the first two terms most staff had undertaken CPD and on average had undertaken a similar number of hours when compared with the first year of the Challenge. If they had undertaken a similar volume of CPD during the summer term they were on track to maintain the increase in CPD hours recorded from before the Challenge to Year 1. Whilst the overall number of hours of CPD remained the same between 2018/19 and 2019/20, the amount which met all of the high quality indicators had increased highlighting the progress which has been made. The amount of CPD which involved expert challenge, formed part of a sustained programme and met individual needs increased during that time.

Secondary and special schools continued to undertake a lower average number of hours of CPD when compared to primary schools. A slightly higher proportion of CPD was classed as 'generic/cross curricular pedagogy/instruction' within secondary schools, and a higher proportion of SEN training for special schools. Although staff within these schools, on average, undertook fewer hours of CPD, they reported a similar proportion which met the high quality indicators with only small percentage differences recorded. Senior leaders across all schools took part in a higher average number of high quality hours when compared with middle leaders or teachers.

A range of systems and procedures were implemented during 2018/19 of the Challenge which were maintained or 'fine-tuned' during 2019/20. Schools reported a move away from Champions or senior leaders deciding what CPD staff should undertake to one in which staff played a greater role in identifying their own needs and CPD solutions. Leadership CPD for middle leaders enabled departments to play a greater role in designing CPD for their staff and ensured meetings were used more effectively to deliver subject specific CPD. Collaboration and the sharing of best practice between staff also increased during the second year of the Challenge.

Schools continue to invest in the Challenge by allocating budget to CPD, cover for staff to be released from the classroom, administrative staff time and release time for the Champion. Without this commitment it would not have been possible to meet the Challenge; however, a lack of additional time and budget continued to present a challenge for staff when undertaking CPD alongside their day-to-day role. The role of the Champion changed between the first and the second year as staff had a better understanding of the Challenge. Less time was spent explaining the Challenge criteria and there was a move towards Champions supporting staff to identify their own CPD needs rather than deciding these for them. However, the Champion role was still seen as critical as they were embedding sustainable changes across their school, maintaining focus and momentum, and playing an advisory role to staff. SIOE Facilitators continued to support Champions in their role through bespoke tailored support. This support was highly valued and

Champions believe they could now continue the Challenge in the future without this; however, this was only possible because of the two years of support they had already received.

Attitudes towards the Challenge and CPD had improved by the second year with both senior leaders and wider staff understanding the importance of CPD for both them and the school. Assessing the impact of CPD across the school supported this culture change, as staff were able to identify how CPD had improved their own skills. This in turn has had a positive impact on pupils with changes in teaching practice made as a result of improved CPD.

The impact of COVID-19 on CPD

Despite the challenges posed by COVID-19, CPD remained important to schools; however, in the period immediately following the lockdown schools had to deprioritise CPD in order to overcome the logistical challenges associated with delivering the curriculum to key worker and vulnerable children in the classroom, in addition to setting up mechanisms to deliver distance learning to those at home. Once these immediate pressures eased, CPD began to be prioritised again but changes were made.

Schools still encouraged teachers to undertake CPD, but most did so to a lesser extent with very little CPD being mandatory to complete. The immediate focus of school-led CPD often centred on generic pedagogy to ensure teachers were equipped to teach lessons remotely, or on pupil wellbeing. Once the immediate challenges of COVID-19 had been overcome, schools began to broaden the scope of CPD they encouraged teachers to access over the summer term.

The majority of schools estimated that their teachers had undertaken some CPD since the outbreak of COVID-19 but, as a result of remote working, schools were not able to accurately record the amount, type or quality of CPD undertaken. Most survey respondents indicated they had done some CPD during the summer term, with only one-fifth indicating that they had done less than they had originally planned to do.

The pandemic presented a range of challenges to schools promoting, and teachers undertaking, CPD. Dealing with the logistical challenges of teaching remotely, experiencing an increased workload and personal circumstances all reduced their time available for CPD, alongside problems accessing IT equipment and external CPD being cancelled. Both schools and teachers found the CPD Challenge criteria more difficult to meet as a result of the pandemic. Schools found it particularly difficult to ensure CPD had a clear focus on improving and evaluating pupil outcomes and, as a result of not knowing exactly what CPD teachers were doing, it was difficult for schools to assess its quality. Respondents found it more difficult to ensure their own CPD involved collaboration with colleagues and ensuring that CPD formed part of sustained programme. A number of schools and teachers alike found it difficult to obtain the time to undertake 35 hours of CPD, reinforcing that, in these instances, the pandemic had reduced the time available for CPD.

However, the pandemic also presented opportunities. Some respondents reported having more time to do CPD and had undertaken more hours than they had originally planned to during the summer term. Alongside the mandatory CPD, which frequently focused on virtual teaching and pupil wellbeing, teachers were often given more autonomy to pursue CPD which met their own areas of interest. In addition, the pandemic forced schools and teachers to think of alternative ways to deliver and access CPD, often through online or virtual methods. Schools and teachers found this change refreshing and it helped them to schedule CPD sessions (due to a reduction in logistical challenges of getting all staff together in one room) and teachers liked that recorded sessions could be accessed at a time convenient to them. Finally, the pandemic offered schools the time to reflect and plan ways to improve their curriculum and CPD for the next academic year.

All schools were committed to working towards the Challenge in the 2020/21 academic year, but two-thirds suggested they would need to make changes to what they had previously planned. Changes included maintaining the online or virtual delivery mechanisms they had already begun to use during lockdown to maintain social distancing amongst staff, and including further CPD relating to remote methods of teaching and pupil wellbeing.

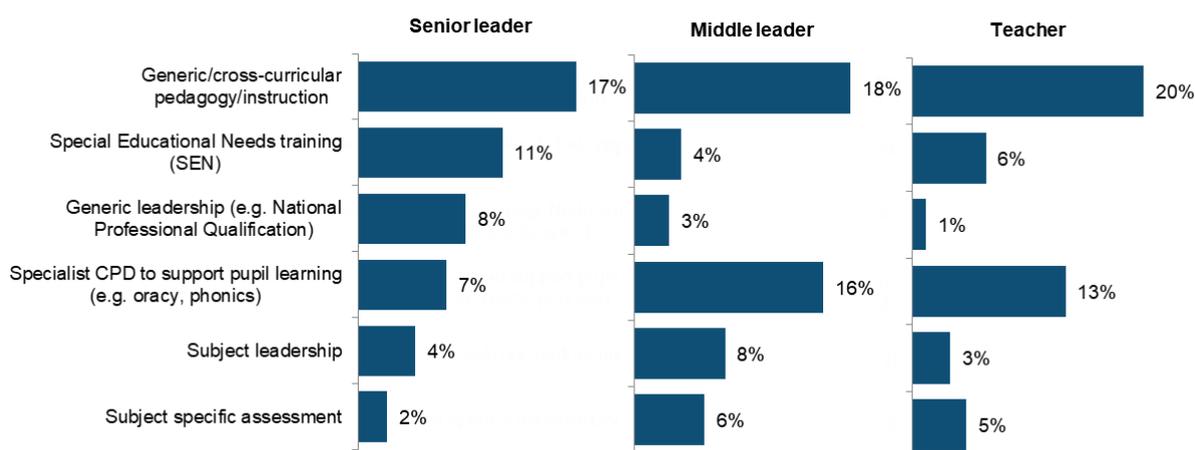
Appendix 1

Focus of CPD

The proportion of instances classed as ‘subject-specific content or pedagogy’ continues to differ by phase (when compared to Year 1), with 42% of all CPD recorded by primary respondents classed as this compared with 33% by secondary and 26% by special schools.¹² Whilst less CPD reported by special schools respondents was classed this way, a much higher proportion (23%) focused on ‘SEN training’, compared with 7% in primary and 5% in secondary settings – also categorised through the Challenge as a form of subject specific CPD.

Similar differences to last year were also found by role. Senior leaders undertook a higher proportion of CPD relating to ‘generic leadership’ and ‘SEN training’, middle leaders undertook a higher proportion of CPD instances with a focus on ‘subject leadership’, and teachers did proportionally more CPD related to ‘generic/cross-curricular pedagogy’. But unlike the first year of the Challenge, both teachers and middle leaders undertook more CPD that focussed on ‘specialist CPD to support pupil learning’ and ‘subject specific assessment’ when compared to senior leaders (see **Error! Reference source not found.**).

Figure 18: Focus of CPD instances undertaken by phase. Base: senior leader=1,031, middle leader=2,052 teacher=4,690.



Finally, a higher proportion of CPD instances from respondents in schools rated as Requires Improvement (39%) related to ‘generic/cross-curricular pedagogy’ compared with those in schools classed as Outstanding or Good (18%).¹³

Type of CPD

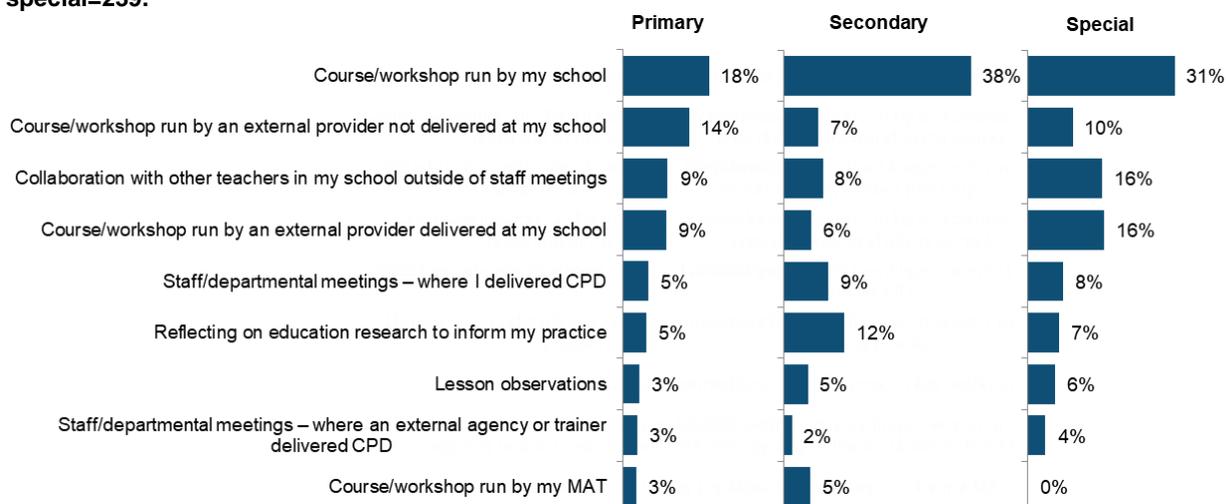
Internal CPD was more common in secondary schools, with nearly two-fifths delivered through a ‘course/workshop run by their school’, when compared to primary schools (18%). Primary school respondents reported more instances of CPD run by an external provider (either at their school or away from their school) when compared with secondary schools (Figure 19). These proportions were broadly similar to those from last year. There was also a higher proportion of CPD instances involving ‘reflecting on education

¹² By comparison, 22% of instances within secondary schools were classed as ‘generic/cross-curricular pedagogy’ compared with 15% in primary schools and 8% in special schools.

¹³ A higher proportion of CPD instances from respondents in schools rated as Outstanding or Good (4%) related to ‘specialist CPD to support pupil learning’ (14%), ‘SEN training’ (7%), and ‘subject leadership’ (5%) than those in schools rated as Requires Improvement (8%, 2% and 2%, respectively).

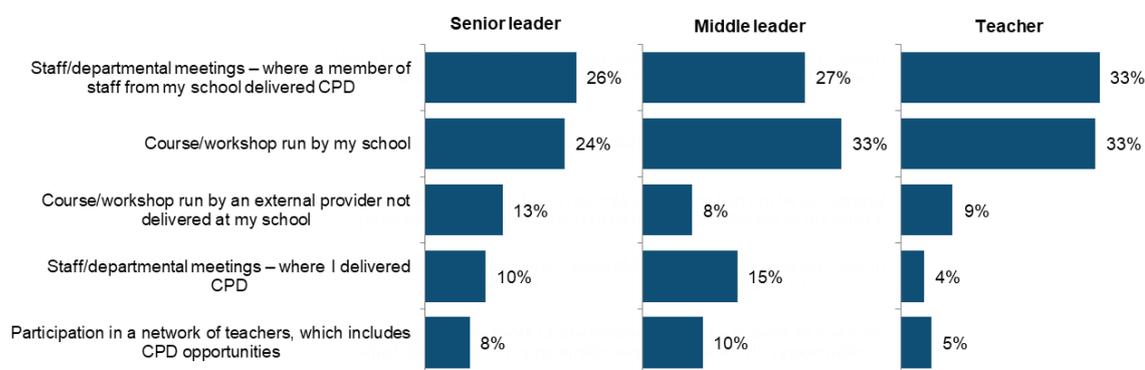
research to inform my practice' within secondary schools whereas 'collaboration with other teachers outside of staff meetings' was more common in special schools.

Figure 19 Method of delivery of CPD instances undertaken by phase. Base: primary=2,397, secondary=5,137, special=239.



Differences were also observed by role (Figure 20), with a higher proportion of CPD undertaken by senior leaders that was external in focus, either through them attending a course/workshop away from the school or participating in a teacher network. A higher proportion of teachers undertook CPD delivered by another member of staff during a staff/departmental meeting. These differences follow a similar pattern to those observed in the first year of the Challenge.

Figure 20 Method of delivery of CPD undertaken by role. Base: senior leader=1,031, middle leader=2,052, teacher=4,690.

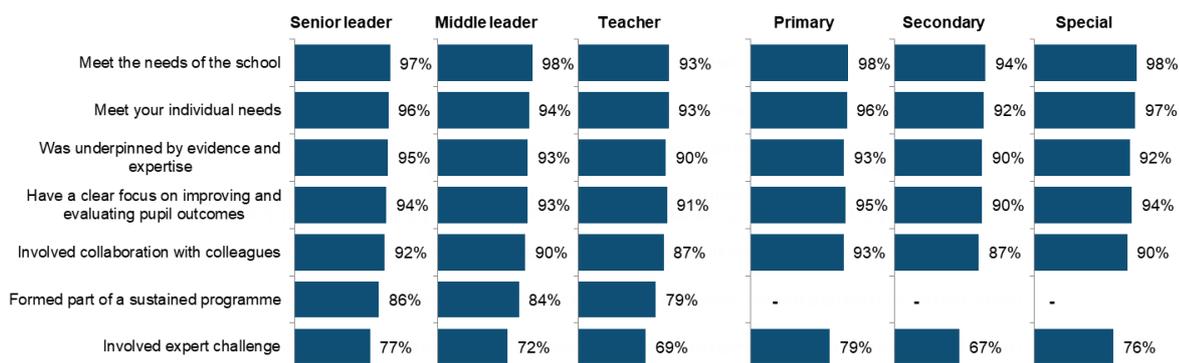


CPD meeting high quality indicators

Senior leaders were most likely to report that the CPD instances they took part in were underpinned by evidence, involved expert challenge and met their own needs when compared with middle leaders and teachers (Figure 21); this finding was also observed last year. A higher proportion of CPD undertaken by primary school respondents met six of the seven high quality indicators (the exception being forming part of a sustained programme) compared with secondary school respondents. Special schools were also more likely to report that the CPD instances they undertook met their individual needs, the needs of the school and involved expert challenge compared with secondary schools.



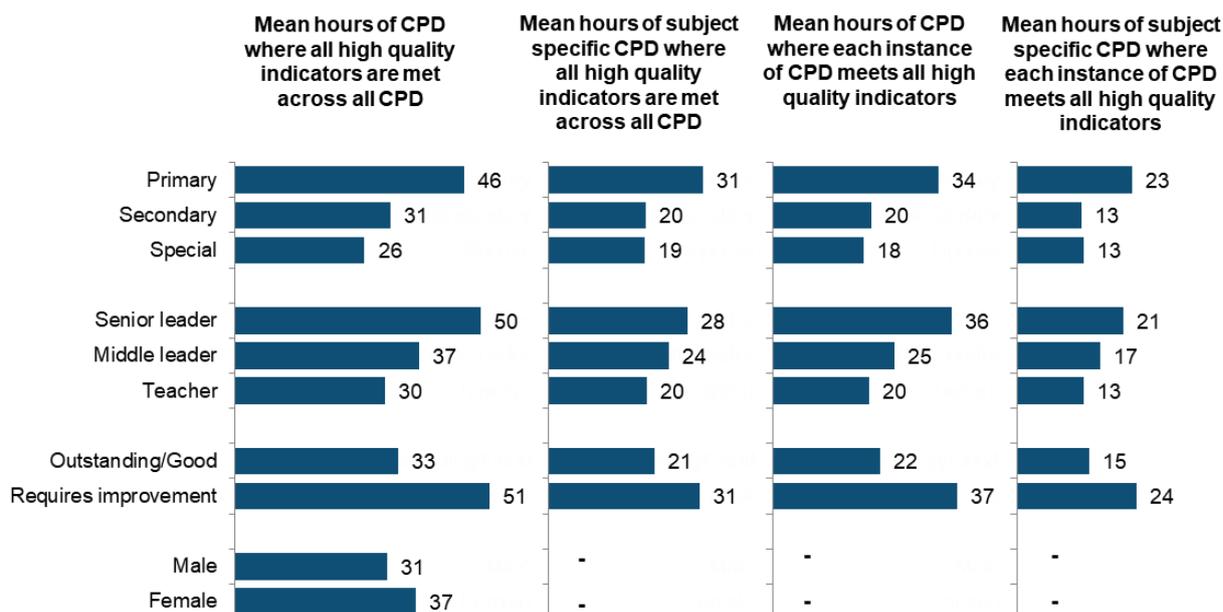
Figure 21 Proportion of CPD instances undertaken which fulfilled criteria within DfE’s Standard by phase and role. (A dash represents no statistically significant difference).



Progress towards meeting the CPD Challenge criteria

Across all four metrics, respondents from primary schools, on average, undertook more hours of CPD across all metrics in comparison with secondary and special schools (Figure 22). Senior leaders and respondents from schools rated as Requiring Improvement also undertook more hours of CPD meeting all four metrics. Finally, females undertook more CPD meeting the first metric than males.

Figure 22: Mean number of hours of CPD undertaken against the four metrics by phase, role, Ofsted rating and gender. (A dash represents no statistically significant difference)



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