

Salop Teaching School Alliance Case Study Outline

Project Title	Customised In-House CPD Programme
School/Organisation	Priory School
Date Project taking place	Spring/Summer 2013
Aim of Project	<p>To deliver a customised in-house CPD programme focusing on engaging T&L as identified in our SIP and targeting needs identified in the annual staff questionnaire which focused around the area of time management and included:</p> <p>Effective use of Microsoft Outlook to aid forward planning</p> <p>Effective use of Microsoft Excel to aid data analysis</p> <p>IWB training to deliver engaging lessons and reduce planning time</p>
Project Details	<p>Our annual evaluation of CPD in July 2012 revealed that the most effective professional development in the eyes of teaching staff were the sessions that used the expertise within the school and were led by members of teaching staff who were not necessarily Senior Leaders. Simultaneously our annual Staff wellbeing questionnaire revealed that work/life balance was still a major issue with both teaching and support staff citing that their limitations with ICT meant time was not always used effectively. Consequently we planned a two pronged approach of sessions to address these issues both within the directed time structure of CPD for teaching staff (12 hours/year) and as additional voluntary sessions for all staff where appropriate.</p> <p>Six themes were identified in our SIP as enhancing every child's engagement, enjoyment and experience and developing consistently outstanding teaching and learning strategies. These were:</p> <ul style="list-style-type: none"> • Starting lessons • Differentiation • Reinforcement of key concepts through student engagement • Behaviour management that evidences students engagement in learning • Effective use of time • The use of questioning in lessons both its purpose and execution <p>.Two training sessions each of two hours were allocated to these themes with three 40 minute workshops delivered on each night. The sessions were led by a mix of Senior Leaders, SENCO and Lead Teachers in Maths, English and Science. All teaching staff were required to attend a minimum of two sessions and to support this every teacher had it as a performance management target. Each workshop was active with strategies that could be taken away and implemented in lessons.</p> <p>A further session was devoted to IWB training again led by the Leading</p>

	<p>Teachers in Maths and English who had been identified as outstanding practitioners in IWB use. As the Maths Department has different boards they received bespoke training from their Leading Teacher. All other staff were asked to sign up for an hour session at either beginner or advanced level which was delivered by the Leading Teacher in English.</p> <p>In the summer term as part of directed time teachers were allocated PPD (Personal Professional Development) time to ensure that they could reflect on their training and have time to embed it into their practice.</p> <p>During the same time period voluntary sessions of one hour were put on to address the training needs in ICT. Due to support staff changes there was no-one on the staff with the confidence or time to prepare and lead these sessions so we bought in a member of the SITs team to deliver six sessions: Excel beginner, Excel intermediate, Excel advanced, Outlook beginner, Outlook intermediate and Outlook advanced. All staff were given the opportunity to sign up for these sessions.</p>
<p>Who was involved? (collaborative partners)</p>	<p>Senior Leaders, Leading Teachers, SENCO, SITS</p>
<p>Outcomes</p>	<p>Attendance at the Teaching and Learning sessions was impressive. All teaching staff had to attend two sessions but many chose to attend all six as having been to the first one they found them useful and inspiring. Feedback was particularly positive when sessions were practical and gave staff simple ideas/techniques they could readily apply to their own lessons. It was also felt to be helpful that all resources/ideas were immediately available on the Staff Shared Area so that they could easily be picked up, amended and used within the next few days. The original intention had been that staff would have time within the four hours to attend two sessions and then work individually on applying the ideas to their lessons and by attending more sessions they lost this. Feedback requested more PPD time to facilitate reflection and planning so additional time was made available in the meeting structure in the summer term to ensure it happened. Lesson Observations, Learning Walks and student feedback within the self-evaluation process as well as OFSTED Inspectors' comments showed the impact in the classroom.</p> <p>A similar pattern occurred with the IWB training with the majority of staff who attended the Beginners session staying for the Advanced. Staff were enthused by what could be done and I quote " best training session ever..." was the common verbal feedback. Drop-in sessions in the following week showed staff already practising techniques.</p> <p>Attendance at the ICT sessions was disappointing, some staff who signed up did not attend. Timing could have been an issue with these sessions as they clashed with when teaching staff were focused on Year 11 and offering after school support which prevented them attending. It does raise the question of voluntary sessions...many of those who attended already knew the benefits of the software and wanted to use the features of the newer version that they were unaware of, but many of the staff who would have benefitted as they only have basic knowledge did not chose to attend despite them being the same staff who had identified time as an issue in the questionnaire. Following this we have instead used small slots of time within our meeting structure to demonstrate specific applications of ICT eg using the filter in assessment manager, as and when staff need them as a way of disseminating effective use.</p> <p>An outcome which cannot be overlooked is the personal development of</p>

	the staff leading the training sessions. These have often been younger members of staff and giving them this opportunity has not only increased their confidence and standing amongst other staff but has aided their career progression.
Project Evaluation/Impact Outcome How was the impact measured?	Due to the timing of the case study hard data in the form of the annual staff questionnaire and performance management outcomes is not yet available. Self-evaluation by Academic areas which includes lesson observations and student voice, as well as Learning Walks, SLT drop-ins and not least OFSTED have all reported that our aim of delivering consistently outstanding Teaching and Learning Strategies has been successful. In two areas we still need further focus: challenging questioning and differentiation ...this time with an change of emphasis to the more able student.
Intended dissemination of outcomes	Findings have been shared with key stakeholders
Next steps for project within the organisation	<ol style="list-style-type: none"> 1. Even without hard data to measure the impact of these sessions the feedback from staff and lesson observations has convinced us that it is an effective model of Whole School CPD as well as having the additional benefit of career progression for talented younger members of staff. The SIP for 2013 -2014 now includes a similar workshop based in-house programme of CPD some of which build further on sessions delivered this year and some of which are in response to the self-evaluation process this year. They include: <ul style="list-style-type: none"> • Challenging Questioning • The Planning Process • Dialogue and Consistency in Marking • Literacy and Numeracy in every class • Kagan techniques • Differentiation • Library Use 2. Continue to drip feed Use of ICT as and when appropriate – for example at the start of the Autumn term all staff will be shown how to access the school calendar within Outlook in a split screen with their own so that deadlines etc appear on their screen

Please note your case study will be placed on the Teaching School website therefore if any photographs are supplied we will assume permission has been obtained by the person being photographed or parents/carers.