

# The Value of Continuing Professional Development

---

How can we retain and develop our teachers at a time of budget cuts whilst continuing to raise standards in schools?

# Contents

---

Page 3	<b>Acknowledgements</b>
Page 4	<b>Foreword</b> Iain Simper, Chief Executive Officer, Peterborough Learning Partnership
Page 5	<b>Teacher recruitment</b> Where are the gaps?
Page 7	<b>Teacher retention</b> How are staff being developed?
Page 9	<b>Impact on standards</b> Is CPD making a difference?
Page 11	<b>Budget challenges</b> What does the future hold?
Page 13	<b>Peterborough Learning Partnership</b>
Page 15	<b>The final word</b> Professor David Hargreaves, Emeritus Fellow, Wolfson College Cambridge

# Acknowledgements

---

Report sponsors Peterborough Learning Partnership would like to thank the following schools and teachers who were interviewed for this report in December 2015 and January 2016:

Alderman Jacobs Primary School, Peterborough  
Cathy Carlisle, Headteacher

Fulbridge Academy, Peterborough  
Iain Erskine, Principal

Hampton Hargate Primary School, Peterborough  
Andy Lyons, Headteacher

Hampton Vale Primary School, Peterborough  
Anne Neary, Headteacher & Kirsty Bedford, Year Two Teacher

Ken Stimpson School, Peterborough  
Richard Lord, Principal

Long Sutton Community Primary School  
Bill Lord, Headteacher

Malcolm Sargent Primary School, Stamford  
Tristan Revell, Principal

Middleton Primary School, Peterborough  
Kathy Fountain, Headteacher

Nene Valley Primary School, Peterborough  
Becky Marrs, Deputy Headteacher

Paston Ridings Primary School, Peterborough  
Joanna Cook, Headteacher

Ramsey Community Junior School  
Patsy Peres, Executive Headteacher

Southfields Primary School, Peterborough  
Catherine Rizzo, Assistant Headteacher

Spalding Primary School  
Jan Grimble, Head of School

St Peter's School, Huntingdon  
Christopher Bennet, Headteacher

The Beeches Primary School, Peterborough  
Nicola Kinsey, EYFS Team Leader

Watergall Primary School, Peterborough  
Lorraine White, Headteacher & Becky Thompson, Deputy Headteacher

## Foreword

Has there ever been a more testing time to be a teacher? As someone who has worked in the sector for 18 years I would argue not – indeed never.

The national picture, which is being borne out in many parts of Cambridgeshire and surrounding areas, shows that despite more teachers being needed to support the rapid increase in pupil numbers, more and more teachers are leaving the profession and severe gaps are emerging in terms of basic numbers of teachers to fill roles and especially in core subjects.

The well-publicised pressures around funding, resourcing and workload are rife as the sector as a whole experiences uncertainty and change.

As a former teacher, and now Chief Executive Officer at Peterborough Learning Partnership, my focus is on providing an effective framework that supports hundreds of teachers in our city and beyond in their Continuing Professional Development (CPD).

The question posed in the title of the report, ‘How can we retain and develop our teachers at a time of budget cuts whilst continuing to raise standards in schools?’, has been chosen not to provide an eye-catching headline – but to raise awareness amongst those who matter about the very real threats facing our schools at this time.

If we can’t recruit new teachers, then we must do everything in our power to retain the teachers we do have, and therefore investing in their development for the benefit of children and our schools must be considered an even higher priority.

### This report shows that:

- Many schools in Cambridgeshire and surrounding areas are experiencing **considerable difficulties in attracting new teachers**.
- For those newcomers who are entering the profession there is concern that they are **not effectively prepared for a career in teaching**.
- Alongside some innovative approaches to ‘growing our own’, **CPD is increasingly being used as a recruitment and retention tool** as more schools realise the importance of demonstrating commitment to teacher progression.
- There is direct, evidence-based correlation between **investment in CPD provision and subsequent school, teacher and pupil performance**.
- Schools are genuinely worried that their **commitment to investing in CPD will be tested to the maximum** with further budget cuts.

So what is the future for CPD? It is heartening that the Secretary of State for Education’s White Paper, *Educational Excellence Everywhere*, acknowledges the difficulties that schools face in choosing and funding high-quality CPD and commits to a ‘gold standard’ for effective CPD going forward.

Peterborough Learning Partnership is committed to developing communities that create successful learning and leadership, confident individuals and responsible citizens. We see ourselves as a key part of a wider system providing knowledge, insight and innovation in the field of CPD in the region.

Our aim is to provide benefit to all children and young people by developing, delivering, commissioning and evaluating a wide range of learning and development opportunities for schools, supporting all members and partners in raising aspirations and standards, ultimately creating better outcomes for all.

Our leadership in the field of CPD and supporting school improvement is key to our mission.

---

**Iain Simper,**  
Chief Executive Officer, Peterborough Learning Partnership

---

## Teacher recruitment – Where are the gaps?

A national crisis in teacher numbers is ‘looming’. This was the message at the start of 2016 from the six unions representing teachers and school leaders in England and Wales. The Association of Teachers and Lecturers claimed that 160,000 more teachers would be needed over the next three years to cope with a rapid increase in pupil numbers, yet the National Union of Teachers said teachers “are already leaving in droves and new graduates looking elsewhere for a career”.

With the current national rhetoric around teacher recruitment – and against the backdrop of the Government’s *Your Future: Their Future* campaign – it is almost impossible to separate the issue facing schools around attracting new teachers from the need to retain and develop existing teachers. And the national picture is being replicated in Cambridgeshire and surrounding areas. Whilst regional initiatives such as Teach Peterborough are emerging to support recruitment, many Headteachers interviewed for this report expressed dismay in their attempts to fill key roles within their schools.

Patsy Peres, Executive Headteacher at Ramsey Community Junior School, said recruitment was “generally very difficult”. Speaking in January 2016, she said: “I had three vacancies last term and I was lucky to be able to fill them. With one of the vacancies I persuaded the supply teacher to stay for the term – but I had to pay extra to convince him. The issues here are our location as a quiet Fenland town, the general lack of teachers in the market thanks to an all-time low in morale for the profession, and the fact that to attract great teachers you need to pay great money – and we don’t have any.”



**“There have been times when we’ve gone as close as 10 days to the start of term without recruitment being resolved”**

Bill Lord, Headteacher, Long Sutton Community Primary School

A similar picture was presented at Long Sutton Community Primary School, where Bill Lord is the Headteacher. He revealed: “The last four times we have advertised for a Headteacher we only had two applicants in each round. Last summer we recruited two NQTs, who are brilliant, but we only had three applicants. So we have challenges

at all levels. We have never been left without a body, but there have been times where we’ve gone as close as 10 days to the start of term without having recruitment resolved. It’s also difficult when we have advertised for specific roles and found teachers to join, but they are then offered more money to stay where they are or given retention points.”

Unsurprisingly, there are challenges for many in recruiting teachers to core subjects. “We struggle to recruit in English, maths and science – and, although we have the staff now, two years ago we couldn’t find a maths teacher for love nor money,” said Richard Lord, Principal at Ken Stimpson School. “Generally it is not a buyer’s market for schools in terms of teacher recruitment.” Christopher Bennet, Headteacher at St Peter’s School, added: “We are also experiencing issues with recruiting economics, psychology and modern foreign language specialists. If we can’t get the teachers we need, the implication is we will have to cut out areas of the curriculum and clearly we want to avoid that.”

Others appear frustrated with the quality of candidates coming into the profession. “The biggest problem we have is around the calibre of NQTs applying for jobs, especially those coming directly from university or college,” said Jan Grimble, Head of School at Spalding Primary School. “We will ask applicants to ‘teach’ as part of the interview process, and the approach to teaching and behaviour management has all too often been appalling. They also have poor knowledge on assessment. The whole work ethic of those coming from university or college is missing – they don’t seem to realise it’s not a 9am–3pm job – and there is a disconnect between the approach taken by teacher training providers and what the teaching profession actually is and needs now. We are therefore taking an approach of developing more of our own talent. For example, if we have an NQT they will start work with us in July before term starts so they are aware of our expectations.”

That approach to ‘growing our own’ is being taken by schools throughout Cambridgeshire and the surrounding areas. The emergence of school-centred initial teacher training programmes (SCITTs), more targeted regional and university partnerships, and directly encouraging teaching assistants, students or graduates on placements and even former pupils to qualify as teachers are all becoming more commonplace. And offers of CPD are also being used as a recruitment tool as schools realise the importance of commitment to teacher progression.

“Thankfully, recruitment has not been an issue for our school – and nobody has left us for three years – so in that sense we are in a good position,” explained Andy Lyons, Headteacher at Hampton Hargate Primary School. “CPD is very much a driver to support staff retention here. On the whole, our staff are young and it is important that we give them the opportunity to extend their knowledge and professional development, which they are happy to take up.”



**“CPD is very much a driver to support staff retention – it’s important we give them the opportunity to extend their knowledge”**

Andy Lyons, Headteacher, Hampton Hargate Primary School

Tristan Revell, Principal at Malcolm Sargent Primary School, said: “We’re really successful at recruiting new teachers and invest heavily in our senior team training and mentoring them to build a successful team of teachers. It does mean we have a fairly high turnover as often our teachers are with us for their first job. We have a high proportion of young teachers and far fewer that have been around for a long time.”

Being recognised as innovative is also important for staff confidence, said Anne Neary, Headteacher at Hampton Vale Primary School: “You cannot have attainment and achievement without well-supported children and staff who are confident and developed enough to be innovative and evaluative”. Long Sutton Community Primary School’s Bill Lord added: “Both myself and my Assistant Headteacher came to our posts having been local authority advisors so we totally get the need to train staff up – the sense of being valued is so important.”

Generally, Headteachers interviewed for this report have highlighted a shortage of people wanting to join the teaching profession or, if they are in it, wanting to stay in it. Schools are therefore becoming more transparent with candidates in their approach to recruitment. Lorraine White, Headteacher at Watergall Primary School, said: “We are very honest with candidates about the job and the school, but also are very clear on our ethos and values and how we support staff. Our staff survey shows that although teachers do find the job challenging they want to stay. They buy-in to what the school is trying to achieve for the children and often actively choose the school because of our values. We try to offer practical solutions for supporting them with the stresses that go with the job.”

## ‘CPD and Me’

### The Newcomer

“I became a NQT in 2015 having previously worked outside of the teaching profession, including being involved in the development of the CompareTheMarket brand. I began my CPD immediately, and did six sessions with Peterborough Learning Partnership including ‘The Outstanding Lesson’ and ‘The Skilled Practitioner’, together with some other sessions run by the local authority on literacy and numeracy. I am now a Year Two class teacher, alongside two more experienced teachers, and am the joint lead on science. CPD has had a huge impact on my career so far. I am massively appreciative of the development I’ve had. The skillset it has given me, particularly in developing my curriculum knowledge, has been amazing. And bouncing ideas around with other NQTs has been so helpful. I did my PGCE previously and, as good as that was, it doesn’t come close to the CPD I’ve had, the networks I’ve created as a result, and ultimately being able to bring that back to the classroom. All in all, I feel very fortunate to have had the CPD investment but also to work with an experienced team here at the school, receiving constant support, mentoring and observations from the senior leadership team. CPD is absolutely vital for any NQT – but it has to be relevant. It isn’t always easy to create time for development, there are time pressures and time constraints, so there always needs to be a practical outcome from any training.”

Kirsty Bedford is a Year Two Teacher at Hampton Vale Primary School in Peterborough

## Teacher retention – How are staff being developed?

**Headteachers interviewed for this report have highlighted a multi-layered approach to developing their staff, with many recently introducing innovative cross-school approaches drawing on new technology. In all cases, the school improvement plan is the driver for decisions around individual teacher development.**

Joanna Cook, Headteacher at Paston Ridings Primary School, said CPD was “absolutely vital in terms of school improvement. My main initial focus on my appointment was about our responsibilities as teachers, leaders, teaching assistants etc for the children followed by work to develop trust and build relationships. Specific CPD then followed to support a variety of staff. Differentiated CPD sessions, where our teachers who are moving towards ‘good’ having particular needs, are best met in smaller group sessions and these are really working. Teachers are working very hard to keep up with day-to-day expectations and focusing on their classes. However, this leaves little time and capacity for focusing on areas of interest to a teacher which might be very motivating to learn about.”



**“We have really focused on and invested in CPD because we recognise it’s a critical component of succession planning”**

Christopher Bennet, Headteacher, St Peter’s School

At St Peter’s School, Headteacher Christopher Bennet has overseen a transformation around CPD since taking up the role in September 2014. “We have really focused on and invested in CPD because we recognise it’s a critical component of teacher retention and succession planning. We now have multiple layers of CPD provision in place within the school, from our school experience programme spanning ITT to NQT induction, then on to school development and subject enhancement programmes, and developing future leaders. We have seven dedicated coaches within the school, who receive additional non-contact time and support colleagues. A recent innovation – and far from commonplace – is through Iris Connect, which provides an opportunity for remote lesson observation. Our coaches view lessons as they are ongoing and support teachers by talking to them through an earpiece. For example, they might provide on-the-spot advice on effective questioning.”

Similar initiatives are in place at Ken Stimpson School. “We are currently utilising ‘Achieve Together’ courses where middle leaders work with senior leaders and we are also pushing ‘teaching trios’, whereby staff work together to steer particular issues which, at its best, includes sharing videos of each other’s lessons,” said Principal Richard Lord. “We create time, every Tuesday afternoon and one morning each week before school, for CPD sessions in addition to six dedicated training days throughout the year. These are decreasingly all-staff sessions and are personalised as much as possible.”

External knowledge sharing is also vital, Mr Lord continued: “We are part of the Peterborough Self-Improving Schools Network alongside Stanground Academy and Ormiston Bushfield Academy, both of which are linked to wider academy chains. This includes joint heads of subject meetings and joint training days which has brought about increased rigour and challenge. We believe that we have the skills and expertise to raise the quality of teaching and learning within school, and certainly across the city, but the challenge is getting teachers to collaborate more when they already feel stretched.”

Fulbridge Academy has established a range of external partnerships which are creating further opportunities for professional development. “We are not officially part of Cambridge Meridian Academies Trust, but we have done some work with them, with our five qualified Specialist Leaders in Education supporting schools for them through various kinds of CPD work. We are a Cambridge Primary Review Trust Alliance School and have strong links to the University of Cambridge and their literacy team with whom we have focused on literacy development, particularly oracy, reading and phonics for our teachers. We are also part of the Whole Education Network and Peterborough Learning Partnership. We invest quite extensively in CPD because the main way to improve teaching standards is through improving the quality of teaching and learning in the classroom. The quality of staff and their subject expertise are major factors in their effectiveness; the designation of a school – whether you are an academy or not for example – is not a significant factor in my opinion.”

Those schools which are part of a multi-academy trust highlighted the potential cost savings when buying in CPD support. One of these schools is Middleton Primary School, a member of the Jack Hunt Community Learning Trust. “We definitely find there is much better value for money when we procure CPD as a Trust,” said Headteacher Kathy Fountain. “For big teaching and learning needs we look to outsource straight away or we will collaborate with our network of other schools and partners in the Trust where there are opportunities

for collective learning. What is interesting is that with the changes in the curriculum even our most experienced teachers are needing to re-visit their key skills to give them the confidence to deliver.”

Five years ago there was funding available in Lincolnshire for schools with 200 pupils or under to have paid-for CPD. Long Sutton Community Primary School did not fit that criteria and so is not part of some of the local training networks which sprang from that. “Our approach is to access as many different suppliers as we can,” said Headteacher Bill Lord. “The driving force is team leaders sitting down with colleagues and finding that all-important combination of the needs of the school improvement plan and individual development needs. The other issue is if, for example, we have challenges with progress in maths we are not then going to send teachers on an arts course. We find it more productive, in the case of arts, to drive innovation through Artsmark and have one person championing that agenda and training other staff.”

There is no better approach to development than ‘networking’, according to Patsy Peres, Executive Headteacher at Ramsey Community Junior School. “The best place for teachers to learn best practice is from each other,” she said. “Practical experience, coaching, shadowing and talking to colleagues is where you really gain insight. We pair teachers to watch each other teach and share feedback. Every term I encourage my team to spend time with another teacher, and I visit other schools to meet heads.”

And the “ultimate benefit” of this time and cost investment is that more teachers stay in the profession. Tristan Revell, Principal at Malcolm Sargent Primary School, said: “It’s well reported that teachers are either departing the profession after training or after a short time in the job. The reality is often very different to how people imagine the job will be. Greater networking means these teachers will feel supported, and they can share their experiences and deal with them in a supportive environment.”

## ‘CPD and Me’

### The Early Years Specialist

“I joined The Beeches five years ago as an NQT and have undertaken many CPD courses to develop my knowledge and practice as a teacher. When I was a reception teacher I attended courses in early years based on mathematics, literacy and expressive arts to bring back ideas for the team. Last year was my first year in management and I undertook a NPQML course to learn strategies in management, coaching and mentoring a team. I believe CPD is important to keep up with current changes in the education system and society generally, and can be a great inspiration for teachers to bring back new ideas and try them out. It also inspires teachers to want to help children more, developing their ideas, and seeing that our efforts make a difference. I’ve used Peterborough Learning Partnership (PLP) where they have organised courses from a whole school approach. The initiatives have always been a fresh way to manage roles within teaching, such as how to support the children who become ‘stuck’ in their learning. This taught me new ways to tackle issues in a child-friendly manner and get the children to think for themselves rather than doing it for them. PLP’s CPD has benefitted my career by giving me new and fresh ideas to use within the classroom. Such CPD opportunities allow us to hear from other schools in the same position and network ideas between ourselves to gain a different perspective on something.”

Nicola Kinsey is EYFS Team Leader at The Beeches Primary School in Peterborough

## Impact on standards – Is CPD making a difference?

**“There is absolutely a correlation between our investment in CPD and the school’s performance,” said Jan Grimble, Head of School at Spalding Primary School, without pause for thought. “We were ‘requires improvement’ two years ago but are now ‘good, with some outstanding features’. Investing in our staff and working alongside other schools as part of a wider federation of schools has had a huge impact.”**

Many Headteachers interviewed for this report expressed similar conviction about the impact of investment in CPD on their school. “As a school, we achieved an ‘outstanding’ Ofsted rating in May 2015,” said Andy Lyons, Headteacher at Hampton Hargate Primary School. “If our staff had not undertaken CPD we would have had a much harder job to get there. It has therefore been a fundamental aspect of our path to get where we are today.” St Peter’s School’s Headteacher Christopher Bennet concurred: “CPD has definitely impacted on the quality of teaching and learning. When I arrived 22% was good or outstanding. Now we can say securely that we are at least 72%. Another example is that 90% of students who achieved a Level 2 in either numeracy or literacy at the end of Key Stage 2 now make expected progress in English and maths and we are experiencing similar journeys in a range of other subjects. A lot of this improvement can be tracked back to CPD.”

For others, CPD investment was considered a contributory factor to improvement. “We aim for 95-100% of our staff to consistently deliver good or better lessons – there are many other factors to achieving this, of course, but I see CPD as a critical one,” explained Iain Erskine, Principal at Fulbridge Academy. It is a similar story at Malcolm Sargent Primary School. “Our mentoring approach is definitely successful. Our new teachers get up to speed very quickly and Ofsted reports on NQTs are really good. Our school improvement partners also give great feedback. Our results back that up – for example, on the new Year Six grammar testing we performed well,” said Principal Tristan Revell.

Kathy Fountain, Headteacher at Middleton Primary School, added that “there has been no direct impact on results (as a result of investment in CPD for teachers) but it has definitely impacted on the quality of teaching”. She revealed: “There is a lot of churn in students at

our school and we have to keep pace with that whilst ensuring that our standards continue to rise. We need to find the right balance in supporting our more experienced staff and those early in their careers. Right now, for example, we are funding the development of two NQTs and a middle leader to become our EYFS lead.”

Investment in CPD is seen by many to create a different dynamic within school. “Yes, staff are working hard, but staff attendance has increased and there has been a huge appetite amongst staff as they are being invested in,” explained St Peter’s School’s Bennet. “This is evidenced through our self-referral scheme. We are now in our fourth round of development, and we are actually over-subscribed for some of the development programmes we are offering. Overall, we feel that staff are enjoying their jobs more.”

For Anne Neary at Hampton Vale Primary School, CPD was part of a bigger journey. “When I joined the school five years ago we needed to improve. After realising this, staff here worked hard to improve but it was a long slog and after a while they began to feel not good enough. It was important for them to get out there, and see and share good practice with other schools. When you are ‘Good’ there isn’t such a clear framework to become ‘Outstanding’. What is outstanding for your children and community? How do you find the magic? I think the external networks we have are helping us to have that insight. Through these networks we found Carol Dweck’s Growth Mindset work and really saw that was what would make the difference for our children. This has now been embedded in our school and it has changed learning behaviours, not just for the children but the staff too.”



**“We have spent in the region of £150,000 in CPD – there has been a correlation between this and our progression to ‘Good’”**

Anne Neary, Headteacher, Hampton Vale Primary School

And there has been a clear return on investment, Anne continued: “We have spent in the region of £150,000 on CPD in my time here. It’s been hugely beneficial for staff and definitely impacted on retention and recruitment. When we recruit we make it clear that we invest in people here. There has been a correlation between our investment in CPD and progression to ‘Good’.”

The challenges for many schools, however, are around time. Firstly, time to release teachers from their day-to-day jobs to undertake CPD in the first place. “Teachers are keen to do this but there is a definite pressure in terms of what the quality of supply will be like,” said Cathy Carlisle, Headteacher at Alderman Jacobs Primary School. “This often means more work to plan and prepare and more work on return because marking/feedback has not been sufficient, behaviour management not high enough, or children not achieving what has been left.” Malcolm Sargent’s Tristan Revell agreed: “At primary school particularly, the teacher is absolutely central to each class and the children are very invested in that person. For teachers to do external training you need to backfill with someone that knows the children and can add value in the class teacher’s absence – not always easy.”

Secondly, there is the issue of time to ensure that the learning from development programmes is being fed back into the school. Schools appear to be changing their practices to ensure that they are ‘closing

the loop’. “I am now in my fourth year of headship and I think we are getting better at developing a more holistic approach to CPD,” said Bill Lord, Headteacher at Long Sutton Community Primary School. “We are creating a returning ethos, so we will revisit what we have learned from our training 4-6 weeks later and maintain that cycle. We have made clear our expectations to staff on next steps from training. We are getting more attuned to it and have a more strategic approach to performance.”

Interviewees for this report have demonstrated that when there is sustained investment in individuals, and this in turn is fed back into the school’s operations, CPD really makes a difference on outcomes. “I would not be where I am today without CPD,” said Becky Thompson, Deputy Headteacher at Watergall Primary School. “The people I have worked with or met along the way have had the greatest impact, but going out on courses has helped develop my pedagogy and classroom practice.”

## ‘CPD and Me’

### The CPD Co-ordinator

“I personally feel that CPD is very important for the retention of teachers as staff feel more fulfilled in their roles and pupils benefit as a result. It has been crucial in helping me to develop as it has provided me with the key to open the door to professional and career progression, including the move into my current role. Peterborough Learning Partnership (PLP) initiatives have had a very large impact on me. Whether or not I’ve been able to attend the courses and events available to me, the very fact that there is a bank of ideas and knowledge available to all schools in one place is extremely useful. It’s not always easy to step away from your duties due to the impact that it has on the day-to-day running of the school – any staff shortage has the potential to create extra workload for others in such a busy environment. However, over the years, the wealth of opportunities afforded by PLP has given me a much bigger picture of the various aspects of the teaching profession. Alongside this, there are several links to other organisations on the PLP website that I’ve previously accessed which have developed my knowledge and understanding of the profession and helped me to develop personally, sparking inspiration for projects or initiatives within school. Moreover, one of the biggest benefits of attending some of the events provided by PLP has to be the opportunity to meet and network with others from local schools.”

Catherine Rizzo is Assistant Headteacher at Southfields Primary School in Peterborough

## Budget challenges – What does the future hold?

**Although there remain issues in making time available to undertake CPD alongside the day job, and innovation is required to ensure that learning outcomes are shared with colleagues to the benefit of the school, Headteachers interviewed for this report have demonstrated a clear commitment to the value of professional development.**

However, this commitment to CPD will be tested to the maximum with further budget cuts on the horizon. Schools in England will have less to spend per pupil over the next five years and, when the extra costs of teachers’ pensions, National Insurance contributions and salary increases are included, for some the real-term reduction in spend is expected to be 8-10%.



**“I am worried about what effect further budget cuts will have on CPD – we’re already one of the lowest funded areas in the country”**

Patsy Peres, Executive Headteacher, Ramsey Community Junior School

“I am worried about what effect further budget cuts will have on CPD – we’re already one of the lowest funded areas in the country,” said Patsy Peres, Executive Headteacher at Ramsey Community Junior School. “The Government needs to change attitudes to education. Teaching is not respected in this country, and the approach of highlighting schools or teaching as inadequate undermines the whole profession. The whole ethos is wrong. If the Government, community and parents respect schools and teaching, then their children will.”

Tristan Revell, Principal at Malcolm Sargent Primary School, agreed there was a need to address the bigger issues facing the profession: “Let people teach. Teacher training is better than ever, schools are better than ever, but the danger is that teaching is getting eroded. Budget cuts mean teachers are diluted into child minding and social work – picking up things that were previously done by the local authority which have now been cut.” Ken Stimpson School’s Principal Richard Lord admitted: “One teacher who left the profession last year told me she loved the school, and loved the children, but could no longer put up with the frequent change and negativity being created by Government.”

However, despite the fear of what further budget cuts will bring, Headteachers have reiterated their desire to make CPD a ‘must have’ within their school improvement plan. Anne Neary, Headteacher at Hampton Vale Primary School, said: “On paper there may not quite be the budgets available going forward, and that is why I am growing other income streams because I will not compromise people’s development. It’s incredibly important to look externally, regionally, nationally and internationally, as well as sharing good practice in-house. I know what our children need to thrive and I know that enabling staff to share good practice and innovation through networks of CPD pays dividends.”

“We don’t have a vast budget for CPD and I would rather cut something else,” said Christopher Bennet, Headteacher at St Peter’s School. “It is difficult to recruit in Cambridgeshire and development is key to retention. It demonstrates that we value their current contribution, and want to support their future contribution. The development, internally, of future leaders is critical to succession planning.” Watergall Primary School is another school which will “prioritise CPD with the money we’ve got”. Headteacher Lorraine White said: “The most important thing is having the right people with the right skills in school. We have a good mix of in-house training and with other schools but our main ethos is CPD needs to be done properly. If we don’t undertake CPD we become insular.”

Changes are anticipated, however, in terms of how schools approach their CPD. Iain Erskine, Principal at Fulbridge Academy, gave his perspective: “The future for CPD is likely to be a school’s ability to access it through wider networks. Peterborough Learning Partnership and Whole Education are excellent subscription tools, which give you access to quality people. In the future I believe that more and more CPD will be undertaken in-house, through the use of National, Specialist and Local Leaders of Education. This, I believe, will happen through schools grouping together like the multi-academy trust self-regulating and self-monitoring system. I am also glad there is a research strand within the Teaching School focus areas. It is vital that teachers research and are kept up-to-date with the CPD they are offered. You can’t fully understand developments in pedagogy if you are not actively involved in it all the time.”

At Long Sutton Community Primary School, Headteacher Bill Lord outlined a vision for “opportunities to develop more clusters of schools and clusters of expertise. In our case it would be very easy for us to lead an English cluster, but other elements like SPAG (spelling,

punctuation, arithmetic and grammar) or maths may become more important.” He continued: “Our governors are very happy that we have a slightly higher than average spend on CPD right now – it’s not easy to replace quality if good staff leave.”

Less may be more, said Andy Lyons, Headteacher at Hampton Hargate Primary School: “There are lesser known companies which bombard schools with information and sometimes it is difficult to pick out what will really benefit staff. More bespoke content for individuals would be helpful, as would more information on the expected outcomes from each course as this would support quick decision-making.”

So, to answer the big question, ‘How can we retain and develop our teachers at a time of budget cuts whilst continuing to raise standards in schools?’ Attention quickly returned to the need to address the fundamental challenges facing teachers.

Speaking in January 2016, Joanna Cook, Headteacher at Paston Ridings Primary School, said: “I believe the thing which will have most impact to help teachers prioritise their development will be greater clarity from Government in terms of assessment expectations at the end of this academic year which will reduce the pressure felt in schools. We are working towards the unknown which is not helpful.”

“The issue is definitely wider,” agreed Cathy Carlisle, Headteacher at Alderman Jacobs Primary School. “Services need to work more closely together to improve behaviour of children and parental understanding of how to manage children so that teachers feel that there is support. Workload is still large but NQTs are underprepared. Teacher training needs to prepare future teachers for the realities.”

Summing up, Jan Grimble, Head of School at Spalding Primary School, highlighted the much publicised ‘workload challenge’: “When I was teaching with a young family I could do the job. Now, I have teachers with young families looking to scale back their roles because they never see their children. The workload is so great and we need to take the pressure off our teachers. Stop throwing more exams and other tasks at Year 2 and Year 6 teachers especially. I have two classes with job shares, which I don’t particularly want, but it is the only way to keep staff. Ultimately the only way to improve education standards is to give teachers more time in their roles, which includes personal development.”

## ‘CPD and Me’

### The Senior Leader

“I started teaching 16 years ago. I completed my university degree and then my teacher training before going into KS2 initially and then Reception and KS1. I then spent four years working for the local authority as a Learning and Teaching Advisor, before returning to school three years ago as Deputy Head here. I have undertaken various CPD during my career and can definitely say that CPD has given me the opportunity to apply for the next step at different stages in my career. What has been most useful is when I’ve had the opportunity for training that is bespoke to me individually or the needs of the school. I am also CPD lead for the school. The school development plan provides a framework for the skills and knowledge we invest in during the academic year. Each member of staff has targets, and we ask them what they feel they need in terms of development to achieve them. Although we are a relatively small school with limited promotion opportunities, we give staff lots of opportunity to access external CPD, and do everything we can to provide on-the-job development. Going forward, it is important that there is an even greater emphasis on impact. So teachers who are going out and doing paid-for courses will be required to share that learning when they get back. That is not just down to the individual – schools have a responsibility to ensure there is a knock-on effect, so that ultimately everyone benefits.”

Becky Marrs is Deputy Headteacher at Nene Valley Primary School in Peterborough

## Peterborough Learning Partnership

“PLP is able to access trainers and organisations on a national scale – that is their biggest value. They bring well-established names to the table as well as wider contacts, for example SENDCo and school improvement partners.”

Christopher Bennet, Headteacher, St Peter’s School



**95%**  
of teachers agree that

“PLP is having impact on my school”

“PLP offers good value for money”

“We have accessed a variety of CPD opportunities through PLP, and the opportunities it brings to network with peers is extremely valuable. It’s important we don’t become too inward-looking in our approach and such networking really helps.”

Lorraine White, Headteacher, Watergall Primary School



**20,000+**

Learners supported by the teachers attending PLP courses

“PLP is an excellent local provider, and in our experience delivers good value for money on training given its reasonable costs. We have recently put staff through NQT mentoring and NPQML training and have been pleased on all fronts.”

Andy Lyons, Headteacher, Hampton Hargate Primary School



**£75,000**

Saving on CPD across PLP member schools

“We have used PLP to provide support for NQT, middle and senior leaders. The trainers are of a good quality and the impact on classroom practice is evident. Outcomes for children have improved significantly over the last two years.”

Cathy Carlisle, Headteacher, Alderman Jacobs Primary School



**77%**  
of teachers agree that

“PLP has developed my school’s professional skills and knowledge”

“A round trip to Lincoln from Stamford can mean teachers are out for a whole day. Peterborough is much nearer and the PLP events we have done have been good quality and teachers have provided good feedback.”

Tristan Revell, Principal, Malcolm Sargent Primary School



**72%**  
of teachers agree that

“PLP has helped my school make a positive impact on the achievements of young people”

“PLP gets more exciting, up to date, speakers. I get bombarded with emails from training providers based in London or Manchester but I just delete them. When you have good courses here, as we do with PLP, why look elsewhere?”

Jan Grimble, Head of School, Spalding Primary School



**87.5%**  
of teachers agree that

“PLP meets my school’s CPD needs”

“We have found PLP to be especially useful in supporting leadership development – if training fits the school development plan it tends to be funded.”

Kathy Fountain, Headteacher, Middleton Primary School



**£900**

Average saving on CPD for PLP member

“High-quality events like those run by PLP are key. For example, they hosted an event with a leading Ofsted inspector so it was useful to hear things from the horse’s mouth, so to speak. At the same time we are developing our NQTs through PLP.”

Bill Lord, Headteacher, Long Sutton Community Primary School



**80%**  
of teachers agree that

“PLP provides good support for individual staff career development”

## The final word

In the current world of teachers and teaching, the old adage of necessity being the mother of invention has never been more to the point. The basic premise of this report is that the issues of teacher recruitment and teacher retention can no longer be separated.

If schools want to recruit the best new teachers, they have to offer high-quality opportunities for professional and career development from the beginning – which was very rare indeed when current school leaders entered the profession.

This emerging conception of professional development is now understood as the key to school improvement. Yet combining good CPD with associated career development is very difficult for the individual school, and especially the smaller school.

One essential way forward is obvious: partnership between schools, as is being demonstrated by the contributors to this report. Partnerships take many different forms, but all have this in common: they are networks. Whilst most teachers work in one or more teams within their school, they are now becoming members of multiple networks constructed across schools.

At the heart of this is what has been called joint practice development (JPD) – teachers working jointly on one or more of their practices with the aim of improving that practice. Much of what is here reported about the work of PLP can be summarised as a massive investment in many forms of JPD.

But this revolution in harnessing the new CPD to teacher retention and school improvement is almost certainly in its early stages. Where will it go next? What will the pioneers be doing over the next few years?

I suggest two initiatives that are currently underdeveloped but I believe will eventually become the norm.

The first is taking the ideas of JPD among teachers – which have sprung out of felt need – to the student level, as a next step in networking for school improvement. In other words, students work in small groups for what may be termed joint learning development. These can be within or across schools and carefully linked to teacher JPD/CPD as learning networks. Such a powerful bridge between teacher learning and student learning is now in its infancy but could soon reach maturity.

The second development makes direct use of schools working in partnership clusters. It seeks to learn from a common practice in larger business firms, where the way to combine professional development with career development is to move the person around the firm. There is no easy equivalent in schools, but there can be one if a cluster of schools agrees to offer career paths between schools, either on a secondment or permanent basis.

In industry it is well known that the best way to move best practice is to move people. Is this an idea whose time is coming for schools and teachers too?

**Professor David Hargreaves**

Emeritus Fellow, Wolfson College Cambridge



**Peterborough  
Learning  
Partnership**

---

## Get In Touch:

**Peterborough Learning Partnership**

c/o Welbourne Children and Family Centre  
Goodwin Walk  
Werrington  
Peterborough  
PE4 6NR

T: **01733 864784**

E: **[enquiries@peterboroughlearning.org.uk](mailto:enquiries@peterboroughlearning.org.uk)**

W: **[www.peterboroughlearning.org.uk](http://www.peterboroughlearning.org.uk)**

---