



OSSETT SCHOOL

& SIXTH FORM COLLEGE

A Specialist Technology and Sports College

RESEARCH ENGAGED SCHOOLS

EVIDENCE IN SUPPORT OF APPLICATION

1. Values, leadership and culture

1.1 *Is research / enquiry at the heart of the organisation?*

- Professional learning and development lies at the heart of our drive to secure continuous whole school improvement. Action based research forms an important and integral part of our policy for Continuous Professional Learning and Development and takes many and varied forms.

Links between Performance Management, Professional Learning, Professional Recognition and Accreditation, and Whole School Improvement are firmly embedded.

- Research / enquiry is implicit throughout our School Development Plan in relation to the monitoring, review and evaluation cycle (**copy attached**).

Explicit reference to research / enquiry is made in section 4 of the SDP which relates to Leadership and Management:

Section 4a – ‘To support the principles of ‘Leadership at all levels’, succession planning, sustainable and transformational leadership... Engagement with the programmes will enable colleagues to develop innovative thinking and practice in relation to the requirements of the 21st Century school... Participants will contribute directly to the aim of being recognised as a centre of innovation with a national reputation’.

Section 4f – ‘To continue our role as a TLA lead centre... Action research projects on teaching and learning are maintained... 100% of staff (teachers) to have completed a TLA presentation’.

- There is a strong commitment to promoting and developing the school as a learning organisation with students and staff learning together. This involves working in partnership with a range of organisations at local, regional and national levels (e.g. Local Authority, Universities, National College, Youth Sports Trust, Training and Development Agency, General Teaching Council, Specialist Schools and Academies Trust).
- There is strong support from Governors and the Senior Leadership Team. Administrative support is provided by a number of associate staff working in our administration, finance and personnel teams (e.g. Business Manager, Finance Manager, Human Resources Administrator, Leadership Team PA).
- On 4 November 2009, the school hosted a visit by HMI as part of an Ofsted survey into effective professional development in twenty four case study schools across the country. In his verbal feedback at the end of the visit, HMI stated, ‘It is clear that there is a strong culture of professional learning and development in the school’.
In his report in November 2008, the Investors in People assessor stated, ‘People welcomed the opportunity to be involved in the development of school plans for the future, they had a series of planning and training sessions, meetings built into their regular programmes and many informal ways of sharing and cascading information gathered through learning events or activities... Learning, training and continuous professional development were integral parts of the planning process leading to staff members being fully aware of the needs of the school in meeting the requirements placed on it by a variety of stakeholders. The approach to

continuous development of teaching and learning techniques together with influences being brought to bear on the curriculum by Government Office ensured they had tried and tested processes to reflect on practices and performance...The school had a comprehensive set of CPD procedures which captured all eventualities; it was an example of good practice and a credit to the organisation'.

In their report in January 2007, Ofsted inspectors stated, 'There is a strong commitment to developing the skills of staff. Professional development is seen as a crucial tool in improving the way teachers teach and managers manage. The result is a workforce that strives to better itself: this can only be a good thing for the students'.

1.2 Is school culture supportive?

- The Governors and Senior Leadership Team have a firm understanding and appreciation of the benefits and impact of action based research for individuals, teams, and the whole organisation, and ultimately the learning and development of the students. Two Assistant Headteachers have specific responsibility for professional learning and they organise support sessions for staff who are engaged with action based research projects.
In relation to time, a combination of non-contact time, exam release time, time off timetable, time on INSET days and twilight sessions is utilised to support colleagues with their work. Colleagues who require additional time are able to make a request for this via the normal school systems and/or through direct requests to the Senior Leadership Team.
The school has a dedicated centre for CPD work, incorporating a meeting space for seminars, a staff library / quiet area, and access to ICT facilities.
Financial support is also given to staff for action based research activity.
Teacher Learning Academy enrolments are fully funded by the school, whilst Masters level work is usually funded at 50% of the total cost.
- Sharing of learning, both internally and with colleagues at other institutions, forms an extremely important element in our work. It is one of the core dimensions of the Teacher Learning Academy, and is embedded within the requirements of University Masters programmes which we support. Learning is shared through the formal meetings structure and professional learning and development sessions, and also through informal professional learning dialogue which has become more prevalent since first engaging with the Teacher Learning Academy in 2006. Projects are also shared on the school's internal staff shared network.
- The professional learning of staff and action based research are detailed on the school's website as part of the roles and responsibilities of Assistant Headteachers, Martin Beedle and Michaela Sill. This information can be accessed at www.ossett.wakefield.sch.uk ---→ staff.
- Involvement in action based research is formally recognised at the annual staff celebration event at which colleagues receive certificates and awards, both internal and external, for their work. Praise and recognition are also given by senior leaders through formal staff meetings, internal email contact, and personal engagement. It also features in the Headteacher's report to Governors.

1.3 How does research contribute to learning?

- Action based research in the school is founded on the notion of developing practitioners who are constantly reflecting upon, analysing and evaluating their practice in whatever role they undertake. Staff are constantly reminded of three key questions to consider: 'What's in it for me?' 'What's in it for my team / the whole school?' and, ultimately, 'What's in it for the students?'
- In undertaking action based research projects, the staff inevitably share their work with students, and often utilise their experiences, opinions and comments as part of the evaluation of their developmental work. This actively engages the students in the learning process, thereby improving their knowledge, understanding and skills in relation to the research process.
- In undertaking their research, staff focus on developing an aspect of their practice which is designed to bring about improvements in the teaching and learning process, or leadership of student learning and development.
It is imperative that staff make the connections between their own learning and that of the students.

1.4 How do senior leaders demonstrate active support?

- See section 1.2 on time and resources (bullet point 1)
- See section 1.2 on recognition (bullet point 4)
- Nine members of the Senior Leadership Team have gained recognition for their professional learning at various stages of the Teacher Learning Academy across a wide range of foci. One is currently seeking recognition through an action based research project on post 16 developments, and our Business Manager is currently engaged in the National College's Diploma in School Business Management programme. One of the Assistant Headteachers is working towards a Masters qualification.
- Senior Leaders use the outcomes of action based research, both internal and external, to inform the decision making process. Colleagues are asked to disseminate the outcomes of their research through the formal meetings structure, and some are invited to share their findings at Senior Leader Team meetings. Leaders and representatives of 'Focus Groups' are required to share the outcomes of their work with the Senior Leadership team and at full staff meetings / INSET days / twilight sessions. Senior Leaders act as coaches for colleagues undertaking action based research which is often linked to leadership development programmes or leadership of learning. Published research outcomes from other organisations / institutions is often utilised to inform the decision making process.
- Examples of action based research undertaken in the school are often referred to formally by senior leaders when undertaking keynote addresses or workshops at local, regional and national conferences, and also informally in discussions with other senior leaders from within and beyond the locality.

1.5 How is commitment to research/enquiry evident in the school?

- The important links between Performance Management, Professional Learning, Professional Recognition and Accreditation, and Whole School Improvement are constantly stressed with staff. This forms part of the Performance Management review process and is embedded within the system and related documentation. Staff are encouraged and supported to undertake research / enquiry as part of the process. This is revisited each year as part of the 'launch' of the new Performance Management Cycle. Certificates acknowledging the school's involvement with partner organisations are displayed prominently outside the Headteacher's office. Posters / documentation relating to access to action based research sites are displayed in the CPD Centre (e.g. the GTC's Research for Teachers, and CUREE's Communicating with teachers about research). Staff receive regular updates and information relating to action based research via the school's internal email system.
- Outcomes are shared with staff in a number of different ways – via the formal meetings structure, internal communications (email and hard copy), INSET days and twilight sessions.
- Engaging in action based research and developing an enquiry approach has enhanced the school's provision for professional learning. It has facilitated the sharing of learning in a much more overt way and helped to promote reflective practitioners. Informal as well as formal coaching and mentoring has developed, and professional learning conversations about teaching and learning take place more readily. It is helping to support our principle of 'leadership (of learning) at all levels', opening up extended opportunities for staff to be involved in leadership development activities, thereby supporting the principles of sustainable and transformational leadership, and assisting with succession planning. There is a greater awareness, and mutual understanding of the impact of staff learning on student learning and development.
- Anonymised copies of documentation related to action based research projects undertaken by colleagues are made available to visitors to the school, and findings are incorporated into powerpoint presentations as appropriate. The school regularly hosts visitors from a variety of educational institutions and settings, and is keen to share the outcomes of engagement with action research.
- Results of action based research projects are available to view on the staff shared area of the school network.
- Staff have been involved in discussions about their action based research work with high profile visitors and have enthused about its impact on themselves and on student learning and

development. Students have also been involved in the process, articulating the way in which staff learning has impacted on their own learning and development.

Examples of recent high profile visits have included (details of programmes attached)

29 September 2009 - focus on the GTC Teacher Learning Academy and Professional Networks:

Sara Morgan, Head of Professional Learning at the GTC; Jane Hough, Professional Networks Facilitator at the GTC; Anne Munt-Davies, Professional Lead for the TLA, Cambridge Education.

26 June 2009 – focus on the GTC Teacher Learning Academy and its impact:

Barry Sheerman, MP, chair of the Select Committee for Children, Families and Schools; Sarah Stephens, Director of Policy at the GTC.

27 November 2008 – focus on developing a culture of professional learning:

Study visit by five representatives from the Indonesian Government Ministry of Education

2. Support systems

2.1 *How is time made available?*

- See Section 1.2 bullet point 1 – time and resources
- Occasionally staff request some time for study leave. Such requests are dealt with on an individual basis and are usually linked to exam release time or time in lieu of undertaking work ‘above and beyond’ the norm.
- Time is often incorporated into INSET days / twilights and also the formal meetings structure as and when appropriate and possible. Staff are encouraged to work collaboratively on their action research / enquiry based projects, whilst also acknowledging that individual time and space is equally important.
- Staff attend a wide range of professional learning conferences, courses and events to support their developmental and improvement work. These can range from parts of days to full days and longer periods of time depending on the activity and its purpose. The school supports as much of this activity as it can pending financial priorities and scrutiny of the required documentation which is submitted by way of a request from staff to attend such activities. Professional dialogue between the prospective participant and their Performance Management Reviewer / Line Manager / member of the Senior Leadership Team has to take place in advance of any such request, and again by way of impact evaluation following attendance / participation.
- Staff are also able to draw on the expertise and experience of their peers in relation to such activity.
- The school supports part / full day release for colleagues as and when necessary according to the requirements of the course / programme in which they are participating.
- Secondment opportunities, both internal and external, are supported by the school as and when appropriate and in relation to school priorities and needs.
- Staff are encouraged to take up associate leadership roles, and to lead specific ‘Focus Groups’ within the school to enhance their professional and career development, and to support capacity building. Participants will often lead a specific area of work connected to whole school development and improvement. Time is found for colleagues to undertake this important work.

2.2 *What access do you have to other resources from the school?*

- See Section 1.2 bullet point 1 – time and resources
- The school has two librarians - one responsible for the management of the Learning Resource Centre (LRC), and the other responsible for the Independent Learning Centre (ILC). Both are available to support colleagues with their research / enquiry work and keep staff informed of new resources and materials as they become available.

Images of the ILC can be viewed as part of a virtual tour of the school on the school’s website by visiting www.ossett.wakefield.sch.uk (the virtual tour is still developing).

Information, books and other resources housed in the CPD Centre, including the staff library, are maintained by the Assistant Headteachers responsible for professional learning and development.

Colleagues undertaking University based programmes and courses usually have access to library support.

All staff have direct access to Wakefield's library services.

- All staff are furnished with a laptop with access to the Internet, internal email, the school network, the VTLE and a wide range of software. They also have access via networked PC's in various locations across the school including the work area in the staff room, the CPD Centre, Learning Resource Centres and curriculum areas.
Staff have access to a dedicated team of ICT technicians in the school, the school's web manager, and Assistant Headteacher responsible for New Technologies.
All classrooms, the seminar room in the CPD Centre, the main school hall, and the Ibase Centre, which is used for meetings and conferences, are equipped with data projection facilities.
- Staff undertaking University based programmes and courses usually have access to ICT facilities and support at the respective HEI.
- The two Assistant Headteachers responsible for professional learning and development provide specific support for staff engaged in action research / enquiry based work.
- Colleagues involved in HEI programmes (ITT, PPD) have a dedicated link tutor who liaises with the school about the course in general, and specific aspects of participants' work. The school also liaises with respective HEI administrators. Trainee teachers often have a university curriculum based tutor who visits the school and liaises with their school based mentor.
- Administrative support is provided in school by a range of colleagues within the administration, finance and personnel teams.
- Colleagues are able to access statistical support from the data team in school, and their counterparts at the LA and HEIs.

2.3 What mentoring support is available?

- Mentoring support is available from within the school. Staff are able to utilise a range of colleagues. This includes two members of the Senior Leadership Team who act as Professional Mentors / Consultants; other members of the SLT; Middle Leaders; and any colleague who has been involved in similar research / enquiry work – whoever is best placed to support that member of staff with their work.
- Mentoring support is available from colleagues across the Education Ossett Community Trust (partner schools, LA, HEI, and business partners), those in post 16 partner organisations, and National Support School partners as and when appropriate according to specific needs and requirements related to collaborative activities.
- Support is also available from HEI tutors who are working with colleagues on Masters level research / enquiry, and also consultants, advisers, tutors and course leaders from other partner institutions / organisations (e.g. Wakefield LA, SSAT, National College, GTC, TDA).
- Staff are able to access on line / telephone mentoring support from a variety of organisations as indicated above.
- Peer mentoring and coaching support is available through the support groups which colleagues are engaged with in a variety of contexts both within and beyond the immediate school community.
- Mentoring and coaching form an important and integral part of the TLA, and also ITT, NQT Induction, and leadership development programmes organised in conjunction with a range of partner providers.

2.4 What other ways do people gain access to research findings and expertise?

- The school's librarians and Assistant Headteachers responsible for professional learning pass on information to colleagues on a regular basis.
- Staff across the school are adept at sharing up to date information, including research, about a range of issues related to professional learning to support their continuing professional development.
Assistant Headteacher Martin Beedle receives regular electronic news updates from a range of organisations (e.g. DCSF, SSAT, National College, TDA, GTC, CUREE, Optimus Publishing) which are forwarded to colleagues via the internal email system. He keeps staff informed of useful websites related to research including NFER.
- The school subscribes to a wide range of educational journals and magazines and staff are able to access these and books in the CPD Centre. The CPD library is well stocked with a range of

educational books and publications to support colleagues in different roles, and at different stages of career development.

- As indicated in section 2.1, staff attend a wide range of educational courses, conferences, events, workshops and seminars organised by a range of external providers. They also attend in house sessions delivered by our own staff and colleagues from other schools and institutions.
- Assistant Headteacher Martin Beedle is proactive in seeking out opportunities for professional learning of all staff through personal contact with colleagues in other schools, partner organisations and professional networks at local, regional and national levels.
- He has attended the past two National Teacher Research Panel Conferences and receives regular updates from the group. He has disseminated information and distributed research publications obtained at the conferences to colleagues.
He receives regular updates from NTRP, TTRB and CUREE which are passed on to colleagues, and their materials are displayed in the CPD Centre for staff information and use.

3. Research activity

3.1 *What is the system for encouraging research engagement?*

- Action research / enquiry based professional learning is an entitlement for all staff and all colleagues are encouraged and supported to engage in such activity to bring about constant improvements in their practice. As indicated in section 1.1, it is directly linked to individual, team and school development planning in order to support the drive for continuous whole school improvement.
Staff are required to set out their case in relation to expectations and intended outcomes and impact.
- Monitoring, review and evaluation forms an integral and important part of the process. Staff work with their Performance Management reviewer, line manager, senior leader link and are required to share the outcomes of their work through various fora.
- The results of action research are utilised to inform the practice of colleagues and the decision making process.

3.2 *How do research areas reflect the interests of the organisation?*

- Action research / enquiry are directly linked to school improvement plans as indicated in sections 1.1 and 3.1.
- There are direct links between Performance Management, Professional Learning and Development, Professional Recognition and Accreditation, and Whole School Improvement.
- Engagement in research / enquiry is informed by the school development planning, monitoring, review and evaluation cycle as indicated in section 1.1.
- There is a focus on linking and embedding our specialisms of Technology and Sport in the ethos of the school. This is reflected throughout the School Development Plan. Research / enquiry form integral elements in our development and improvement plans with specific colleagues assigned to undertake this work. This forms part of their Performance Management objectives and involves working in partnership with a variety of organisations who help to support us in this work.

3.3 *Main research activities in the last three years*

- **Focus on action research / enquiry related to the GTC Teacher Learning Academy (TLA) (www.teacherlearningacademy.org.uk)**
The school is an accredited TLA Centre for Support and Verification.
Engagement with the TLA began in 2006. Around 70% of teachers at various stages of career development (NQT to Headteacher) have now gained recognition for their professional learning through the TLA at stages 1, 2 and 3 using a variety of foci for their action research presentations (see examples below). Several have linked their TLA presentations with innovation projects and leadership foci related to SSAT and National College programmes respectively. Others have utilised their Masters level action research work to gain recognition with the TLA at stages 2 and 3.

Some have linked all three of these together, e.g. one took the focus of her innovation project from the SSAT Developing Leaders for Tomorrow programme to gain credit points towards a Masters degree with Warwick University, and also recognition with the TLA at stage 3. Sara Morgan, Head of Professional Learning at the GTC, has described the school as a 'flagship' for the TLA, whilst Keith Bartley, Chief Executive of the GTC, has described the school's work as 'trailblazing'.

The school has two trained TLA Leaders and five verifiers, two of whom are also involved in moderation of presentations. As a TLA Centre the school is able to verify its own stage 1, and external stage 1, 2 and 3 presentations from colleagues at other schools. The TLA Leaders provide support for colleagues from within and beyond the school. They are both involved in promoting and developing the TLA at local, regional and national levels. One has recently been appointed as a regional consultant leader, whilst the other is engaged in work as a part time trainer / consultant. Both work directly with TLA colleagues at the GTC and Cambridge Education, the logistics partner of the GTC.

The six core dimensions which underpin the TLA provide an effective vehicle for action research /enquiry based professional learning activity:

- Engaging with the knowledge base
- Coaching and mentoring
- Planning the learning
- Carrying out the plan
- Sharing and influencing
- Evaluating learning and impact

Examples of presentations undertaken by colleagues include:

- effective mentoring skills to support trainee teachers and NQTs
- developing links with an African school
- promoting thinking skills across the curriculum through the Leading in Learning National Strategy
- effective KS2/3 transition in MFL
- developing schemes of work in ... (a range of curriculum areas)
- effective behaviour management techniques to promote engagement
- strategies for developing Assessment for Learning
- personal learning tasks to promote effective home learning
- developing the VTLE to support teaching and learning
- developing a new reading scheme for KS3
- effective strategies for promoting learning with a low ability GCSE group
- effective coaching of associate staff
- making effective use of a paired placement in ITT
- developing practical experiences for students with SLD in Science
- National Support School intervention work
- developing literacy across the curriculum
- the implementation of a vertical tutoring system to promote effective learning – two of our Assistant Headteachers were involved in this initiative and a summary of their work appears below in the form of an abstract (overview) and the learning breakthrough, both of which are requirements of a TLA Stage 3 presentation:

Abstract.

This presentation records work completed as part of the NCSL Leadership Pathways Programme. It showcases the work undertaken in a whole school leadership change project, the move from a Horizontal Pastoral System to a Vertical Tutoring System. The Leadership Pathways Programme is a self-directed, modular programme that provides personalised leadership learning. The Programme is flexible and lasts for one year.

Leadership Pathways is a programme aimed at senior leaders or those aspiring to a senior leadership position in the next 1-2 years. It requires participants who have significant experience in school leadership roles and who will have an opportunity to undertake a whole school leadership change project. Leadership Pathways also requires applicants who have previous involvement in successful change management, who have the motivation to direct own leadership learning, who are currently based in school, who have identified and willing to work in partnership with an in-school coach to further leadership learning and who have the support of senior school leaders to undertake the programme.

With much being made of system re-design in schools and vertical tutoring being one of the vehicles for educational change, the Headteacher and the Senior Leadership Team, were keen to explore and consider the benefits, possible obstacles and implications for the school of such a system.

Subsequently I have been involved in sharing our research, consultation and implementation procedures with colleagues from other schools as it has become widely recognised that we conducted this in the most thorough manner possible.

The Learning Breakthrough.

Impact of the learning breakthrough.

Once I had completed the research, consulted with all stakeholders and planned how to implement a change this big the actual setting up of the new Community System had to begin. Every decision had to be thought through to try to ensure that at no point would we be changing things for the sake of it, or changing something that did not need changing. From September 2008 every student in from Year 7 – Year 11 will be in a tutor group that on average has 6/7 students less than in previous years. Every Tutor now has between 20 and 25 students in their Tutor Group. A dedicated team of Intervention staff have been created in Maths, English, Science & Technology. These staff are available to support students during Tutor time as they have not been assigned a Tutor Group. IT rooms are available during Tutor Time as when looking at the rooming I was able to free them up so more access is available. Students have the opportunity to lead activities in Tutor Time, and regular inter-community events take place and will continue to take place on a regular basis. Assemblies have been planned for the year and take into account the need for Community assemblies and Year assemblies. Flexible support staff can focus on different Year groups whenever they need more purposeful support. Learning Conversations are taking place once a term between Tutors and Tutees these are now recorded electronically and are available for students and parents to see via the VTLE. My original question asked if “I could lead a change to Vertical Tutoring which will ensure every student has the support they need at the times they most need it”? The foundations are now in place and I envisage that in future years students will benefit from having deeper support whilst at Ossett School. My Leadership Pathways Celebration event was the first occasion I was able to showcase the work done and really brought home the amount of time and effort that had gone into this change project. (Appendix f)

- In order to provide opportunities for associate (support) staff to gain similar recognition to teaching staff, we have utilised the TLA framework, processes and criteria to create the Ossett School Associate Staff Learning Academy. Twelve colleagues have gained recognition in this way. Eight of them did so as a result of their involvement in a TDA funded Effective Practices in CPD project during 2007-08. Our project was entitled, ‘Supporting learning and teaching through the 3 P’s (Pedagogy, Personalisation, People)’ which focused on improving associate staff practice in the STEM subjects, working in collaboration with early career teachers. The project was led by three senior leaders. Other members of the associate staff team are currently working on action research projects which will lead to recognition.
- During 2006-08 the school acted as the lead school for a TDA funded cluster project as part of the Partnership Development Schools programme. This involved a cluster of five schools from across three LA areas working in partnership with HEI providers and other organisations (e.g. NCETM) to improve the quality of provision and capacity in Mathematics ITT. The project was identified as an example of effective practice by the TDA, a summary of which can be found on the TDA website at www.tda.gov.uk ---> partnership. A number of colleagues involved in the project gained recognition with the TLA.
- The school featured as an anonymised case study in an intervention study undertaken jointly by CfBT and the Institute of Education, ‘From self evaluation to school improvement – the importance of effective staff development’. The case study focused on the Leading in Learning initiative in which we were involved. Several colleagues made successful presentations to the TLA as a result of their work on this. The study can be accessed on the TDA website at www.tda.gov.uk --> CPD Zone --> Resources for CPD leaders and headteachers --> CPD Leadership --> What is CPD leadership? --> Further reading and guidance
- The school’s involvement with the TLA has been recognised through a range of articles which have appeared in various publications written by / featuring Martin Beedle, Assistant Headteacher:

- 'Engaging with the TLA – recognition all the way !!' – article written for the TLA termly newsletter published on 18 December 2009
 - 'Making an impact' – TLA case study in SecEd magazine (March 26 (2009))
 - article on the TLA in an ASCL publication, 'Raising Standards through effective CPD' (February 2009)
 - 'Keeping it local', GTC Teaching Magazine Issue 15 (Summer 2008)
 - 'Professional Development Framework from the TLA' – article in ASCL Leader magazine (June 2008)
 - 'Teachers share their thoughts on the TLA', CPD Update (April 2008)
- The school has contributed to press releases, reviews and evaluations of the TLA:
 - Martin Beedle telephone interview with consultant from Capgemini Consulting about future developments of the TLA (December 2009)
 - Martin Beedle and Martin Shevill (Headteacher) – contributed to GTC press release, 'Cambridge Education partners GTC to support growth of Teacher Learning Academy' (published on GTC website 14 July 2008 (www.gtce.org.uk) and TLA website (www.teacherlearningacademy.org.uk))
 - Martin Beedle contributed to NFER Research Project on the TLA commissioned by the GTC (26 March 2007)

3.4 How is ethical practice ensured?

- Staff adhere to the 'Ethical guidelines for educational research' adopted by the GTC Teacher Learning Academy which form part of the TLA Leader training materials (Martin Beedle, Assistant Headteacher undertakes TLA Leader training on behalf of Cambridge Education, the logistics partner of the GTC TLA).
- Staff undertaking action based research / enquiry are directed to these guidelines prior to commencing their work.
- Staff undertaking TLA / ASLA presentations have to show how they intend to, and how they have, considered ethical issues as an integral part of their presentations.
- Ethical practice forms an important part of briefing / support sessions related to TLA / ASLA presentations delivered by the Assistant Headteachers.
- University tutors brief colleagues about ethical issues as part of their Masters level work and specific materials are given to participants on such programmes.
- Parental permission is always sought when students are involved in action research / enquiry undertaken by staff.
- Staff adhere to the Data Protection Act, and the Copyright, Designs and Patents Act as a matter of course when undertaking action research / enquiry.

3.5 How is quality of process and outcomes assured?

- Quality Assurance of TLA / ASLA presentations is agreed and undertaken by the two Assistant Headteachers responsible for professional learning.
- University based work is quality assured by the respective tutors working with staff.
- The two Assistant Headteachers work closely with colleagues from the GTC TLA and universities as part of the quality assurance procedures related to action research / enquiry.
- Staff utilise the experience and knowledge of a range of staff, both internal and external, in relation to the drafting of their work.

4. Impact

4.1 How does the organisation show its commitment to sharing results?

- Action research / enquiry based work is shared by using the school's ICT network – staff are encouraged to publish their work in this manner, and also share their learning through the formal meetings structure, INSET days, and twilight sessions.
- Several colleagues have contributed to articles published in educational journals and newsletters, particularly in relation to the GTC TLA. This has included the Headteacher, Assistant Headteacher and

colleagues in the early stages of career development (e.g. SecEd Magazine). Some colleagues have contributed to subject association publications (e.g. the Geographical Association, Historical Association).

- Several colleagues have been invited to deliver keynote addresses and workshops at local, regional and national conferences, including those organised by major national educational organisations such as the DCSF, TDA, GTC, NCLCS (formerly NCSL), SSAT, Youth Sports Trust.

4.2 What opportunities are there for sharing results outside the school?

- See Sections 3.3 and 4.1 above for details of this.
- Staff involved in local, regional and national programmes share their learning with colleagues from other schools and educational organisations.
- Several colleagues are involved in on line professional networks as a result of their professional learning activity (e.g. NCLCS, SSAT, GTC TLA).

4.3 How has your school contributed to external research-related partnerships, networks, events or publications?

- The school is a member of the Education Ossett Community Trust, a partnership consisting of 9 schools within Ossett (1 Secondary, 1 Special, and 7 Primary), Leeds Metropolitan and Liverpool John Moores Universities, Wakefield LA, and four local businesses. The 'banner' headline for the Trust is 'First Class Entitlement for All'.

4 Headteachers from Trust member schools were involved in a study visit to the USA in March 2009, and a several senior leaders will be involved in a similar visit to Australia in March 2010, both organised by the Youth Sports Trust.

The Trust has been held up as an example of good practice, and senior leaders from the Trust schools have made presentations at national conferences. The Trust features on two DVDs which are being used to promote awareness of the benefits of Trust status across the country.

A workshop on the impact of the Trust was delivered by Martin Beedle at the regional TDA Conference held on 8 December 2009 in Leeds which was attended by delegates from schools, LA's, universities and other educational organisations (see [powerpoint presentation attached](#)).

- As indicated in previous sections above, the school has been engaged with the GTC Teacher Learning Academy since 2006, and has made a significant contribution to its development at local, regional and national levels. Martin Beedle, Assistant Headteacher, undertook a part time secondment working as a consultant / adviser for the GTC in 2007-08 to promote and develop the TLA across Yorkshire and Humberside. This involved delivering INSET sessions for schools, working with other consultants / advisers to deliver TLA Leader and Verifier training, Headteacher briefings and network meetings, and offering support and guidance to individuals and schools. In December 2008 he was invited to deliver a keynote address at the GTC's TLA Centre Readiness Event as part of the national 'roll out' (see [powerpoint presentation attached](#)). He has also briefed the GTC Council members about the benefits of the TLA. He is continuing to work directly with colleagues at the GTC and Cambridge Education to promote TLA activity.

He is currently undertaking a part time secondment with Wakefield LA as part of the 'Leading the New Professionalism' team, and has secured official TLA Support Partner status for the LA.

5. Sustainability

5.1 How many staff have been involved in research in the last three years?

- All staff, around 190 in total, are engaged in research / enquiry as part of the Performance Management process. Around 90% have been involved in 'official' research / enquiry as part of formal programmes with local, regional and national partner organisations, and through TLA / ASLA activity they have undertaken or are currently undertaking.

Around 70% of teaching staff have gained recognition through the GTC TLA, and others are currently working on presentations.

5.2 Which members of your organisation have been involved as researchers?

- Teaching staff are involved in a variety of action research / enquiry projects through in - school, Trust, LA, university, TLA, SSAT, NCLCS, National Support School activities.
- Associate (support) staff are involved in a range of role specific professional learning activities, and those leading to further qualifications, e.g. Masters level, Foundation Degree, D and C SBM, HLTA, SWIS, Middle Leader, NVQ, SEN Core / Optional units.

- We are continuing to develop Student Voice and Leadership in a variety of ways, including student observers in lessons.
In November a conference entitled, 'Powerful Student Voice', was held at Woolley Hall, Wakefield involving representatives from the Education Ossett Community Trust member schools, one of our National Support School partners, and two schools in Scarborough. The conference focused on ways of developing student voice, leadership and council activity in a variety of ways in the different phases of education.
- In the past two years parents have been involved in research into a couple of major initiatives – the implementation of vertical tutoring and the move towards Trust status. Parents are encouraged to become involved in the work of the school through the regular Parents' Forum meetings and through access to the VTLE.
- Governors are constantly involved in researching into a wide range of issues as part of their statutory duties. The school draws on specialist knowledge and skills of Governors who are fully involved in the decision making process through Full Governors meetings and committees.
A team of governors was involved in researching into the relative merits of Trust status as part of the consultation phase.

5.3 *How do you encourage people to become involved for the first time?*

- Staff are constantly encouraged to undertake research / enquiry based activity as an integral part of their continuing professional and career development. It is directly linked to the Performance Management process. This is revisited at the start of each new academic year prior to the start of the new Performance Management Cycle.
- New staff are encouraged to engage with research / enquiry as part of the induction programme and are directed to relevant web sites and work undertaken by colleagues.
- NQTs have a dedicated mentor assigned to support them throughout the statutory induction period. Action research / enquiry based learning forms an integral part of their induction programme linked directly to their objectives.
Other new staff have a buddy assigned to them.
- Incentives are offered to colleagues in terms of assistance with funding, time and support (see section 1).
- Staff are supported to attend a variety of professional learning activities and events, both internal and external, in support of their performance management objectives and other developmental work.
- Action research / enquiry is firmly embedded within the professional learning culture of the school. Staff are constantly reminded of the opportunities which are available to undertake this work, and are updated with information on a regular basis. They are fully aware of the support structures, processes and mechanisms available.

5.4 *How sustainable is your organisation's research engagement in the next three years?*

- Research / enquiry forms an important and integral part of the School Development Plan and is fully embedded within the Performance Management process. They are mutually supportive and inextricably linked to the drive for continuous whole school improvement.
- All staff are involved in research / enquiry based activity in some way whatever their roles and responsibilities, ranging from new starters to the most experienced.
- Funding to support research / enquiry activity is planned carefully and constantly monitored, reviewed and evaluated to ensure it is deployed effectively in order to secure best value.
- Sustainability forms an important element in the planning process and incorporates 'risk assessment' in relation to contingency.
- Members of the Senior Leadership Team are vital in promoting, encouraging and supporting a research / enquiry based approach amongst colleagues. They set the lead in relation to Performance Management and its links with Professional Learning and Development, Professional Recognition and Accreditation, and Whole School Improvement.

5.5 *How do you intend to build your school's research skills, capacity and impact in the next three years?*

- Staff are fully involved in the consultation process with regard to the School Development Plan (SDP), the latest version of which was recently implemented (2009-12).
- All the elements of the SDP are fully costed in terms of funding, time and resource allocation.

- Training plans (individual, team and whole school) form an important and integral part of the Performance Management process and annual planning cycle.
- Expectations and evaluations form an important requirement in relation to professional learning activities. This includes sharing and dissemination of learning as widely as possible.
- The Education Ossett Community Trust will form an important vehicle for cross phase research / enquiry. A Trust Collaborative Professional Learning and Development Planning Group has been established to plan, organise and deliver professional learning activities across the member schools.