

Inspiring leaders to
improve children's lives



National College
for School Leadership

Schools and academies

Research and development kitbag

Primary phase case studies

Resource

Contents

Page 3: Case study summaries: Primary phase

Page 5: Full Case studies: Primary phase

Page 6: *Portswood Primary School*

Page 10: *Corsham Primary School*

Page 15: *Ashley Down Infant School*

Case study summaries: Primary phase

Portswood Primary School

In this case study Dr. Keith Watson explores how a research based culture has led to outstanding teaching and learning.

Portswood Primary School is a Teaching School, National Support School, Artsmark Gold school winner and was the first primary school in the country to twice achieve the NACE Challenge Award for its provision for AGT pupils. Situated in Southampton, the school benefits from a rich cultural mix with over 20 languages spoken and a diverse socio-economic make up. The school strives to solve the problems that arise in the day-to-day teaching of the pupils in an ever changing, educational environment. The school has tackled a variety of educational problems and arrived at a range of different solutions and therefore achieved a well developed research culture, which has contributed to outstanding attainment and progress over a number of years.

A research mentality has been fostered with the staff team, which infuses all aspects of teaching and learning. The staff team encounter a problem, propose a solution, implement an idea and then interrogate their outcomes. The goal is 'systematic enquiry made public' with the 'public' being the teachers themselves. The more the research in the school the better the understanding of the pupils and learning which in turn leads to further growth as an educational institution. That is what, for Portswood, a research culture is all about and why it is integral to staff development and school improvement.

Corsham Primary School

The staff team at Corsham Primary School have provided a number of short case studies covering literacy, learning through play, global citizenship and assessment for learning.

Corsham Primary School is an outstanding school based on two sites in the Wiltshire town of Corsham. The school has achieved numerous awards. In 2010 it gained Artsmark Gold, the Inclusion Quality Mark, and Accredited School Status.

Case study 1: Read, Write, Inc is a well planned and structured approach to teaching phonics to support early reading development and emergent writing.

Case study 2: Huff and Puff is the promotion of sports and games activities in small groups. The resources are managed by a group of pupils known as 'Sports Leaders' and the pupils have a band system to enable them to borrow certain equipment to play sport or games with.

Case study 3: Global Citizenship and Awareness encourages the school community to think and learn with a global perspective in mind, and of course, widen the learning experiences for all of the school community as well as widening the physical and human resources and activities for learning within the classroom.

Case study 4: The implementation of different strategies to facilitate 'storytelling' and enhance effective narrative writing raises pupils' achievement and attainment in Writing. It uses different teaching and learning styles to engage all pupils at all levels as well as developing independent writing using 'Big Writing' to write independently and manage effective personal target setting.

Case study 5: Assessment for Learning underpins the cycle of teaching and learning. It creates opportunities for the pupils to become more autonomous for their own learning and develop their own learning style in turn promoting a love for lifelong learning. It facilitates a more tailored curriculum suited to the needs of the pupils and learner led lesson foci. Therefore the pupils are more engaged; learn effectively at their own level, confident and more communicative.

Ashley Down Infant School

Susie Weaver, Headteacher at Ashley Down Infant School in Bristol has provided a snapshot of the experience gained carrying out practitioner based enquiry. This tool follows her own research into the development of mathematic understanding in young children. This research was looking at recording of mathematical concepts and understanding, considering vocabulary and looking specifically at problem solving in mathematics. The framework gives real insight into the processes, challenges and outcomes of the enquiry. As a framework it can be used as tool for evaluating any practitioner led enquiry. We have included a blank version of this document in the final section of the kitbag.

Full Case studies: Primary phase

The following section contains the full case studies provided by primary schools across England who have successfully implemented research and development practice in order to drive up standards.

Portswood Primary – A culture of research

Background

Portswood Primary School is a National Support School, Artsmark Gold school winner and was the first primary school in the country to twice achieve the NACE Challenge Award for its provision for AGT pupils. Situated in Southampton, the school benefits from a rich cultural mix with over 20 languages spoken and a diverse socio-economic make up. The school was a former Beacon School and has a sustained track record of working with other schools to bring about improvement in learning for pupils across the city and beyond. The quality of teaching at the school has been graded as 'Outstanding' for a decade.

Central to these achievements has been the development of a research based mentality that leads teachers to operate as Action Researchers in their daily work. Approaching their teaching through a problem solving mindset the staff at the school constantly seek to adapt their teaching based upon feedback from the learning. This has been done through national research projects, accredited study, small scale action research on new initiatives and thorough use of case studies and evaluation. For Portswood:

'Research is best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data' Mouly, 1978.

The school strives to solve the problems that arise in the day-to-day teaching of the pupils in an ever-changing educational environment. Below are examples of how the school has tackled a variety of problems and arrived at a range of different solutions and therefore achieved a high level of research culture and in turn outstanding attainment and progress over a number of years.

Using National Research Projects for pedagogical improvements

Portswood was successful in bidding for a National Association for Gifted and Talented Youth 'Developing Expertise Award' in 2005-2006. The one year long project was entitled '*Hearing the voice of Gifted and Talented pupils through the use of Learning logs*'. The research was in part a response to the DFES call to "make children partners in their learning" (DFES: 2006:8) in "pacey, purposeful classrooms where teaching is personalised, aspirational and fun" (DFES: 2006:8). This work examined, through pupil questionnaires, diaries and interviews and teacher diaries and interviews, the most effective teaching strategies for AGT pupils in the school. The work led to:

- Presentations at 6 National AGT events
- An interview feature about the research in the National Teacher Research Panel engaging teacher expertise journal
- Becoming the Southampton LA lead trainer for AGT including creating a course which trained 35 Southampton schools using the research findings
- Becoming a research consultant for 4 AGT projects within the LA that were disseminated to all schools

Crucially for the school it led to improvements in teaching techniques across the school that became integral to the teaching at Portswood and thereafter all of the schools that have been supported through NSS work as well as numerous other schools in the area.

Researching key national issues

The school always keeps abreast of new initiatives in education and seeks to be involved in shaping the educational landscape. With the introduction of PPA in 2005 proposals were put

forward by the DfE on different methods to cover PPA. One method suggested was double class sized teaching although there had been no research into its effectiveness. The school therefore bid for a Best Practice Research Scholarship and was awarded a research grant to investigate the area. This led to a paper entitled, '*The effect of double class sized teaching*' which was also featured in the TES (8/7/05).

The work involved three teachers and two teaching assistants delivering a total of fifteen double class sized lessons. During the research process diaries were kept by the teachers and teaching assistants to record and reflect upon both the 'double sized group' teaching and the value of the PPA time created. A focus group interview was also used to consider the views of the teachers after the completion of all of the lessons as to their success and the feasibility of the use of PPA time on a wider scale. The key findings were that 'Double class sized teaching' is entirely possible. Sixty pupils, particularly in the juniors could be managed for a lesson, even an afternoon however the quality of learning suffered. The key issues that meant the quality of learning was lessened were 'Less direct teaching, a lower percentage of pupils targeted with questions and a lower amount of assessment and feedback in the lesson'.

The research therefore led to a rejection of the method and also aided Portswood in identifying key elements that needed to be in place for Outstanding teaching. Following the research the DfE did not again suggest this method of covering PPA!

Action research for improvements in teaching

Portswood actively promotes teachers as action researchers whether or not that is tied into formal study. The school has a national profile for AfL and has developed initiatives in this area. The Executive Headteacher made this the focus for her MA dissertation. One area of challenge for infant teachers is giving feedback to pupils when they struggle to be able to read teacher comments. Alongside out partnership school, St. Mary's CE Primary, a group of teachers carried out a research project where they developed a range of symbols that represented key feedback for Year 1 pupils. These included a picture of an ear to indicate that the pupil should use their sounds, a finger for finger spaces and a key because the word written was a 'key' word. The symbols were explained to the pupils, displayed in the classroom and used in marking but also as targets for the pupils, sometimes identified as targets by the pupils themselves. There has been clear impact upon pupil writing from the use of these symbols and the project has been written up as a case study for dissemination to Southampton schools via the Teaching School Research and Development website.

The school also actively promotes a research base mentality with Teaching Assistants. Currently in Year 1 a TA is seeking to adapt the ELS programme to better suit the needs of the cohort. She has gathered a baseline of evidence for the pupils on entry to the 12 week programme and she will compare their progress with previous cohorts who followed the scheme more rigidly. The outcomes will inform how the programme will be taught next time. There are many more examples of this approach in the school such as a TA in Year R carrying out research for her Foundation degree where she created a cave in the outdoor area to stimulate boys writing. She then presented the findings to the infant department at a Professional Development Meeting.

Examples of research based mentality

Evaluation is integral to school improvement and the school is always concerned with the measure of worth. Extensive use of questionnaires such as for feedback on teaching from pupils and feedback from parents on a range of issues inform decision making. Subject Leaders also carry out pupil interviews and questionnaires to understand more about their areas which ensures a culture of basing actions upon data that has been collected and analysed. All assessment data is rigorously interrogated to ascertain what it means for the school in terms of future adaptations.

The LA also recognised the schools ability in this area and commissioned the school to act as the research consultant on a project they ran on 'The impact of TLCs in Southampton Primary Schools' following a launch event by Professor Dylan William. In the future the school will offer support for other schools in carrying out their own research projects.

Professional Tutor Role

Central to all of this work at Portswood has been the role of Professional Tutor which has existed since 2001 and has now evolved into a Director of Teaching and Learning role. The role was set up to provide intensive coaching and support to all teachers closely linked to pedagogy. The governors of the school financed an Educational Doctorate at Southampton University for the Professional Tutor to ensure the role was carried out to a high academic standard with an expectation that research would be a feature of the work of the role. The doctorate itself was completed in 2004 and the findings were presented at the 2005 BERA conference and published in *Management in Education* (MIE, 2005). The doctorate examined the emergence of assistant headship. Through the use of job descriptions, questionnaires, interviews and a case study the functions that assistant heads are performing in primary schools was examined and their opinions, attitudes and beliefs about their work were considered. The research found that three types of Assistant headship had emerged and also provided a detailed case study of the Professional Tutor role. The research continues to inform the schools understanding of school leadership and regularly informs the support provided to other schools.

The outcome for the schools that there is an in-built research leader who brings expertise and focus to the research agenda, keeps staff up to date with relevant new research and encourages action research as a way of working.

Ethics, Reliability and Validity

In all of the research carried out at the school attention is paid to ethical considerations using the BERA guidelines including issues of confidentiality, anonymity and informed consent. Given the scale of some of the research carried it out it would be unwise to make grandiose claims that would rarely hold up to rigorous academic scrutiny. Nevertheless the research has been successful for the school and what begins in one area of the school is frequently generalised across the whole school such as the findings from Lesson Study research into writing paragraphs in Year 4 being used in other year groups. The findings make sense in our situation and we suggest, at times, that there may be some 'reliability' in other school situations (Bassey q. in Bell, 1999, p12). Although we always give the proviso, 'Research it for yourselves'!

Conclusion

At Portswood the development of a research mentality is well established with the staff. This successful way of working has only transferred to formal qualifications on a limited scale although this may change with closer links to ITT through the Teaching School work. What matters for the staff however is how we '*can teach more effectively*' and hence how the pupils can learn more deeply. The staff encounter a problem, propose a solution, implement an idea and then interrogate their outcomes. The goal is 'systematic enquiry made public' (Stenhouse, 1980, p1) with the 'public' being our teachers. It is a series of mini case studies that can then be applied more fully across the school where appropriate. In this sense it is "*illuminating the general by looking at the particular*" (Dunscombe, 1998, p30). The more we research the 'particular' in our school, the better we understand our pupils and the more we grow as an educational institution. That is what, for Portswood, a research culture is all about and why it is integral to staff development and school improvement.

Bibliography

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Corsham Primary School: A selection of case studies

Read, Write, Inc.

Read, Write, Inc. is a well planned and structured approach to teaching phonics to support early reading development and emergent writing.

Case study

It is a programme that can be implemented with the whole class or with the use of a TA (Teaching Assistant) facilitating intervention groups. The programme focuses on: red and green words, phonics and letter patterns, as well as sentence structure and writing.

Key learning

- Pupils are engaged in letter sounds and phonological awareness of words and the sounds that make up words
- Pupils develop a greater phonological awareness of letter sounds and are able to use this in spelling known and unknown words
- Pupils read with greater confidence, fluency and accuracy
- Pupils write with greater confidence, fluency and accuracy

Background

The Phonics programme was established and set up to assist in raising standards in Reading initially at Key Stage One. This involved training for all teams within the school including: Teachers, TA and Lunchtime Play workers. The Parents of the school were also informed of the new approach to learning to read and write and how to use the letter sounds. The Read, Write, Inc. programme is now established and assessments of the pupils' learning takes place every six weeks. The assessment data is used to analyse the pupils' progress.

Key

- Training ALL staff Teams
- The logistics of how to facilitate the programme to enhance Literacy curriculum learning
- How to assess and when
- The use of the assessment data

Solutions

- Allocate time to train the staff with a specialist teacher
- Consult the teaching staff for ideas of how to organise and structure the timetabling of the programme
- Once ALL staff teams are trained, they are able to facilitate regular assessments
- ALL staff are able to use the assessment data to inform the next stages of learning

Next steps

- To continually monitor and assess the pupils' reading and writing attainment and progress. As well as ensure that there is a well structured programme to follow in Key Stage Two.

Huff and Puff

Huff and Puff is the promotion of sports and games activities in small groups. The resources are managed by a group of pupils known as 'Sports Leaders' and the pupils have a band system to enable them to borrow certain equipment to play sport or games with.

Case study

It encourages: social interaction with others, build self esteem, develops physical ability and agility, manages and promotes good behaviour, increases concentration and offers support for less experienced staff such as Lunchtime Play workers. Lunchtime behaviour is managed effectively and this means that the pupils are ready to learn immediately after lunchtimes.

Key learning

- Pupils are engaged in very well structured play
- Pupils are well managed at Lunchtimes
- Pupils behaviour is managed positively and effectively
- Pupils are more responsible and autonomous
- Pupils are more confident and happy with themselves and each other

Background

Huff and Puff games and play equipment have been used to manage and support positive behaviour management at Lunchtimes. The pupils are engaged with playing games and are physically active. The Lunchtime Team feel very well supported and therefore this improves behaviour management at lunchtimes. Sports Leaders are pupils who have applied for the role and responsibility to promote sport and support sporting events within the school.

Key

- Training ALL staff Teams
- The logistics of how to facilitate the Huff and Puff programme
- Training Sports Leaders to manage the Huff and Puff resources

Solutions

- Allocate time to train the staff with a specialist teacher
- Consult the Sports Leaders on how to organise the resources
- Train the Lunchtime Team in supporting games using the Huff and Puff equipment

Next steps

- To continually monitor and assess the effectiveness of the Huff and Puff resources by regularly consulting with the lunchtime team for updates on the pupils' behaviour.

Further information

- Mrs Fiona Allen, Executive Head teacher, Corsham Primary School, Wiltshire

Global Citizenship and Awareness

Global Citizenship and Awareness encourages the school community to think and learn with a global perspective in mind, and of course, widen the learning experiences for all of the school community as well as widening the physical and human resources and activities for learning within the classroom.

Case study

Activities such as: Multicultural Weeks focusing on different countries and their cultures. Having links with different school with a range of demographics encouraging pupils to think about the wider world around them and to develop an appreciation of other children's circumstance that may differ from their own. The promotion of the United Nations' Convention for Children produced in cohesion with governments and UNICEF does this very successfully.

Key learning

- Pupils learn about their wider and global community
- Pupils are aware of different cultures
- Pupils have a greater awareness and empathy of others with culturally diverse backgrounds
- Pupils are participating in a culturally enriched curriculum

Background

As a school, we have achieved the International School Award - organising and leading seven international activities throughout the school. This involved looking at the curriculum and ensuring that opportunities for global citizenship were embedded into the curriculum. The International School award was achieved in June 2011.

Key

- Consulting ALL teams for ways to facilitate Global Citizenship and raise awareness
- Seeking opportunities for guest visitors of other cultures to visit the school
- Establishing links with international schools

Solutions

- Allocate time to train the staff with a specialist teacher
- Consult the teaching staff for ideas of how to organise and structure the timetabling of the programme
- Consult the School Council for ideas of how to facilitate different themed days

Next steps

- To continue to raise and maintain the profile of Global Citizenship.

Further information

- Mrs Fiona Allen, Executive Head teacher, Corsham Primary School, Wiltshire

Storytelling and Writing

The implementation of different strategies to facilitate 'storytelling' and enhance effective narrative writing raises pupils' achievement and attainment in Writing. It uses different teaching and learning styles to engage all pupils at all levels as well as developing independent writing using 'Big Writing' to write independently and manage effective personal target setting.

Case study

It is a programme that can be implemented with the whole class or with the use of a TA (Teaching Assistant) facilitating intervention groups. The programme focuses on using speaking and listening skills to promote the use of storytelling language and structures.

Key learning

- Pupils are using speaking and listening skills
- Pupils are immersed in storytelling language
- Pupils are able to use signs and symbols to assist in memorising storytelling language
- Pupils write stories more fluently

Background

Different strategies and structures have been implemented to promote Writing. These strategies cater for a range of learning styles and aid the acquisition of storytelling language that promotes and develops effective writing.

Key

- Training ALL staff Teams
- The logistics of how to facilitate the programme to enhance Literacy curriculum learning
- Monitoring the use and effectiveness of the different strategies

Solutions

- Allocate time to train the staff with a specialist teacher
- Consult and support the teaching staff
- Conference the pupils to discuss the effectiveness of the strategies

Next steps

- To continually monitor and assess the pupils' writing attainment and progress.

Further information

- Mrs Fiona Allen, Executive Head teacher, Corsham Primary School, Wiltshire

AFL

Assessment for Learning underpins the cycle of teaching and learning. It creates opportunities for the pupils to become more autonomous for their own learning and develop their own learning style in turn promoting a love for lifelong learning. It facilitates a more tailored curriculum suited to the needs of the pupils and learner led lesson foci. Therefore the pupils are more engaged; learn effectively at their own level, confident and more communicative.

Case study

Assessment for Learning has allowed the teaching staff and pupils to become more in control and to let the learning lead the teaching. Pupils are more aware of their targets as well as next steps of learning therefore encouraging more autonomy for their own learning. The teaching staff are very much more aware of where the pupils are with regard to personal targets and learning is a lot more focused.

Key learning

- Pupils are more engaged in their lessons
- Pupils take more responsibility for their own learning
- Pupils are aware of their own personal targets and know the next steps to achieve
- The teaching staff are able to plan and facilitate learning that is closely matched to the learners' needs

Background

There are a variety of *Assessment for Learning* tools that enhance and promote learning. The cycle of learning that relies on Assessment for Learning allows pupils to become more involved in their own learning and teaching staff to know exactly where and what the pupils are achieving and attaining.

Key

- Training ALL staff Teams
- The logistics of how to facilitate Assessment for Learning tools
- Encouraging the pupils to become more autonomous

Solutions

- Allocate time to train the staff with a specialist teacher
- Consult the teaching staff for ideas of how to organise and structure of Assessment for Learning
- Create a '*Learning*' culture and '*Growth*' mindset for All

Next steps

- To monitor and assess the impact of Assessment for Learning tools.

Further information

- Mrs Fiona Allen, Executive Head teacher, Corsham Primary School, Wiltshire

Ashley Down Infant School

<p>Knowledge capture interview questions checklist Susie Weaver</p>
<p>Question</p>
<p>Background to the role</p>
<p>How would you describe the main purpose of your Practitioner Enquiry? Looking at the development of mathematic understanding in young children. This research was looking at recording of mathematical concepts and understanding, considering vocabulary and looking specifically at problem solving in mathematics.</p>
<p>What were the key tasks of your research? (How do you carry them out and what were the priorities?)</p> <ul style="list-style-type: none"> • Establish focus for the research • Develop the research approaches with school colleagues • Link with other professionals to sit the research in context of broader research
<p>What would you say were the main 'deliverables' of your research? A clear understanding of the importance of supporting children to develop mathematical vocabulary. Sound practice in relation to supporting early years learners to explore mathematical images. Common understanding of problem solving approaches through lesson study research.</p>
<p>What would you say were the main termly activities of your research? Observations, discussion, reflection and evaluation. Linking with other colleagues within and beyond school.</p>
<p>What were your key outputs / deadlines?</p> <ul style="list-style-type: none"> • Lesson study observations • Evaluative learning and teaching sessions • In school observations by link college tutor • Feedback from Lesson study approach within the term through in-house CPD
<p>How was this research different from other practitioner enquiry you've been engaged in? The Lesson Study model ensured a clear, consistent and robust approach Linking this research and development into broader research with link college colleague ensured breadth of research.</p>
<p>What do you think is the most important skill or ability required for you to carry out this research? A clear but open-ended focus – allowing the research to have some specific aspects, but also ensuring scope for the research learning to develop with an element of creative flow.</p>
<p>What were the main approaches and processes associated with your research? Lesson study approach. Build into whole school strategic plan. Planned into CPD cycle.</p>

<p>What special training or development have you undertaken to help you carry out the research?</p> <p>Whole school CPD in using a Lesson Study approach. Joint CPD looking at the development of mathematical understanding in the early years.</p>
<p>Who was your role model or mentor?</p> <p>Linked with colleague from the college.</p>
<p>Successes</p>
<p>Can you give examples of your main successes during the enquiry process?</p> <ul style="list-style-type: none"> • Staff development in lesson study approach • Children involved in active research • Publishing of children's ideas in academic book
<p>What have been your key contributions to the Academy's research programme?</p> <p>N/A</p>
<p>What do you feel worked well whilst you were engaged with the enquiry?</p> <ul style="list-style-type: none"> • Clear sense of purpose for the research • Linked with whole school strategic development
<p>What improvements have you initiated that you are proud of during and since the research?</p> <ul style="list-style-type: none"> • Robust approach to problem solving in mathematics • Talk a strong feature of mathematics • Continued use of blank paper
<p>Why do you think you were successful?</p> <ul style="list-style-type: none"> • Collaborative approach to the development • Links beyond the school • Whole school involvement • Clear strategic plan links
<p>What makes for successful communication with the range of enquiry participants with whom you worked?</p> <p>Clear understanding of the research, but with a flexible, adaptable and responsive approach Email!</p>
<p>What can be learned about working in collaboration with research colleagues?</p> <ul style="list-style-type: none"> • Research colleagues bring an alternative perspective • Schools are busy places and need lots of warning for anything! • Children can be unpredictable but they will always amaze you

<p>What have been the key levers to ensure on-going engagement and collaboration?</p> <ul style="list-style-type: none"> • Commitment from all parties • Regular review • Evolving and taking the research through to the next phase
<p>Challenges (specific examples)</p>
<p>Can you give examples of the key issues you have faced while engaged in Practitioner Enquiry?</p> <p>Bringing everyone up to speed with the development of the project</p>
<p>What were the most difficult aspects or challenges of this work and how do you manage them?</p> <p>Always key to keep the outcomes for children at the forefront of the work.</p>
<p>Can you give examples of the main challenges and pitfalls you faced while engaged in the enquiry?</p> <p>Challenges- time. Linking the needs and planned outcomes of the research for all –the research colleagues in and out of school.</p>
<p>Can you give examples of what worked less well?</p> <p>Would have been better to evaluate specific practice around problem solving and talk in maths specifically, in order to effectively evaluate impact.</p>
<p>What was missing that contributed to that outcome?</p> <p>Initial examination prior to research</p>
<p>Any particular challenges associated with bringing the research to a close?</p> <p>On-going approaches and use of lesson study to focus on development of talk through mathematics</p>
<p>Have you made any mistakes that you have particularly learnt from?</p> <p>Not capturing specifically how things were approached prior to the research.</p>
<p>What would you do differently if you had the opportunity to do this kind of research again?</p> <ul style="list-style-type: none"> • Involve other external partners • Keep further records throughout the process
<p>What were the factors which contributed to something not turning out as expected?</p> <p>The research evolved and developed into a broader area of research- this was positive. Initially, it was in-school research with author colleague from the college researching children developing early mathematical understanding, coupled with a school strategic priority of developing an understanding of talk and problem solving in maths.</p> <p>This developed into practitioner led sessions and conferences, in addition to the planned published educational text.</p>
<p>How could you have been helped to better know/understand/work with other colleagues that might have assisted you to research more effectively?</p> <p>Possibly further research into other educational literature</p>

<p>Working in partnership and collaboration is fundamental part of this work – what have been the challenges and what has it taken to be successful in this?</p> <ul style="list-style-type: none"> • Keeping effective communication going throughout • Dedicating time to this is valuable
<p>What would you do differently if you had the opportunity to do this again?</p> <ul style="list-style-type: none"> • A different research focus • Another colleague to lead for experience
<p>Impact (specific examples)</p> <p>Think of a couple of examples where there has been a real impact on your learning and in the classroom.</p> <ul style="list-style-type: none"> • Knowledge and understanding of Lesson Study approach • Use of blank paper for maths problem solving and exploration
<p>What did you need in order to measure or to know this?</p> <ul style="list-style-type: none"> • Revisit Lesson Study approach • Delivery of session for other practitioners
<p>Did your work impact on any other areas in the Academy of Federation or more widely? If so, what are these areas?</p> <p>N/A</p>
<p>What impact did communications within the Academy have on your ability to do this research? Can they be improved?</p> <p>N/A</p>
<p>What did you put in place to ensure you met your outcomes?</p> <ul style="list-style-type: none"> • Time built into CPD for staff • Revisiting • Evaluation • On-going communication
<p>How did you measure and report this success?</p> <ul style="list-style-type: none"> • Reviewing and evaluating project with research • On going links with research practitioners • Lesson study key feature of school CPD • Revisiting of mathematics talk through problem solving
<p>Contacts</p>

<p>Which colleagues have been most useful during the research programme?</p> <ul style="list-style-type: none"> • Children • Colleague from college link
<p>Who is/are the most important contacts / relationships for you while you've been researching?</p> <ul style="list-style-type: none"> • Teaching staff • College links • Pupils
<p>Who were the main external contacts for your research? What aspect of your enquiry required you to use these contacts?</p> <p>N/A</p>
<p>Which Academy online communities do you contribute to?</p> <p>N/A</p>
<p>Any networks you belong to that supported your research?</p> <ul style="list-style-type: none"> • University networks • Publishing networks
<p>How and where do you record the information about your contacts?</p> <p>Emails</p>
<p>Knowledge Management</p>
<p>Where is information stored which is related to the key areas of your research?</p> <ul style="list-style-type: none"> • Data stick and emails • Staff share
<p>Where do you keep archived information?</p> <ul style="list-style-type: none"> • PC • Staff share
<p>Who can access it when the programme has ended?</p> <ul style="list-style-type: none"> • All staff in setting
<p>Are security details needed?</p>
<p>Where is it stored?</p>
<p>Are there any explanatory notes?</p>

Where do you keep your contact information which was in relation to your research? (Does this information identify why you approached them?)
Where do you go to for information and theoretical understanding[people, books, other resources]
Any 'bibles' that you use?
How can the Academy gather and make better use of the knowledge gained and held by Enquiring Practitioners?
What knowledge and information did you have to find out for yourself?
People and teams
Who knows what you discovered from your research? <ul style="list-style-type: none"> • Staff team • Pupils- at pupil outcome level • Any educational practitioners who buy published book by college colleague
Who needs to know your research findings? <ul style="list-style-type: none"> • Any early years practitioners who are interested in early mathematical development • Colleagues interested in developing the use of lesson study approaches
What other teams or individuals helped you carry out your research? <ul style="list-style-type: none"> • Colleague from the college • Pupils • All teaching staff
What is the main thing your colleagues / team appreciated about the way you collaborated? <ul style="list-style-type: none"> • Adopting a research based approach • Time to develop the lesson study project • Links to whole school strategic approach • Links with external partners • Clear and meaningful outcome – published text
What can the Academy learn about engaging and motivating staff in the final months of the programme? N/A

<p>What was successful about engaging learning leaders as managers of group projects?</p> <p>People gained ownership over developing research within their classes</p>
<p>Your Knowledge & Contribution</p>
<p>What are the most important insights, or 'golden nuggets', that this research has provided for you?</p> <ul style="list-style-type: none"> • Ensure clear outcomes • Use a clear methodology • Involve the whole school community • Be responsive, flexible and adaptive • Link with external practitioners • Celebrate outcomes
<p>What do you hope/envisage others will see as the significance of this research?</p> <ul style="list-style-type: none"> • Ensuring early years research is valued and shared • Linking school-based research with external research
<p>What do you wish you had known when you started the enquiry?</p> <p>The scope and capacity of the project</p>
<p>What have you learnt in the role of researcher that you wish you'd known before?</p> <ul style="list-style-type: none"> • The involvement in external research can be easy and rewarding • Record as much as you can as the project develops
<p>What have you learnt about bringing coherence to the wide range of research activities driven by a variety of needs?</p> <ul style="list-style-type: none"> • Ensure there are clear joint outcomes (in addition to any additional outcomes for colleagues) • Keep outcomes as focus
<p>What have you learnt about keeping a focus on the outcomes?</p> <ul style="list-style-type: none"> • Revisit regularly and keep at the forefront • Evaluate as a matter of course
<p>What can other teams learn from your experience of how the programme leader achieved buy in from participants?</p> <ul style="list-style-type: none"> • Ensure discussion at the outset • Clear aims and outcomes do not need to be at the expense of creative and evolving research
<p>What examples do you have of effective processes and templates relating to your activity that could be shared across Academy?</p>

What can we learn from best practice in peer to peer and Academy to Academy collaborations?
What does the Academy need to learn about school leaders' role as directors of research programmes? And how might we learn these lessons?
What can other teams learn from this programme about how effective communications were developed?
How successful were leaders in gaining buy in? All members of the school community had ownership and clear role – this was essential for the success of the project.
How could this be shared with other teams in the Academy? N/A
What have you learned about researching in this way? That strategic priorities can be enhanced by linking beyond the organization
What can other teams learn from this programme about how effective communications were established and maintained? Links with external colleagues are hugely valuable
What does the Academy need to learn about peer to peer, cross-Federation and wider collaborations with a wide range of stakeholders? And how might we learn these lessons. N/A
Looking Forward
What essential knowledge might someone embarking on Practitioner Enquiry need to acquire to be successful? <ul style="list-style-type: none"> • Knowledge of what they are researching • Knowledge of how things are at the start, during and end of the enquiry
What advice / useful tips would you give an Enquirer? <ul style="list-style-type: none"> • Have a clear aim • Link with a range of colleagues • Ensure purposeful and meaningful outcome • Celebrate and share end products • Embed lessons in on-going development work
If you could design an ideal induction session for this way of researching, what would you include? <ul style="list-style-type: none"> • Time to explore research question • Discussion about outcomes and aims • Clear research approach • Commitment and ownership activities

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- Helping to identify and develop the next generation of leaders
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