



Empowering Staff Through Purposeful CPD

Brief Summary for School Leaders

This case study from Crown Hills Community College, Leicester, demonstrates how professional development can balance whole-school priorities with meaningful individual growth. Its 'Growing Greatness' approach is structured around three connected pillars: curriculum, whole-school improvement and the needs of the individual. Staff can access formal programmes, external learning, research, peer collaboration and coaching. Crucially, the school protects directed time for professional growth, signalling that development is part of the work rather than an additional demand. The model moves away from generic delivery towards purposeful pathways that prepare both staff and leaders for the school's future direction.



Lead Well.

Key Messages

1. Effective CPD balances shared priorities with individual needs: Crown Hills retains clarity about curriculum and school improvement while recognising that staff have different starting points, roles and development goals.
2. Protected time turns professional growth into a genuine priority: Staff are given directed time to read, collaborate, practise and pursue relevant development. This demonstrates trust and makes meaningful engagement more realistic.
3. Professional learning should be active and sustained: Coaching, peer dialogue, research and regular classroom interaction support staff to test and refine practice. Development is treated as an ongoing process rather than a one-off session.
4. CPD should prepare the school for what comes next: The development plan informs longer-term workforce planning. Staff build the expertise to enact future priorities, while leaders develop the capacity to lead change effectively.

Implications for school leaders

Connect the CPD programme explicitly to the school development plan, curriculum priorities and intended pupil outcomes.

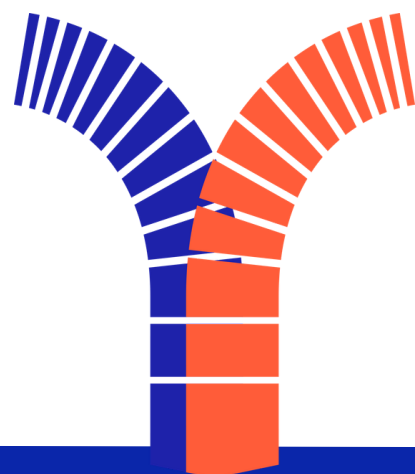
Use staff voice to identify individual needs, gaps and barriers to professional growth. Protect time for research, collaboration, rehearsal, coaching and reflection—not only content delivery.

Create varied pathways that are relevant to different roles, subjects, phases and career stages.

Evaluate changes in knowledge, practice, staff experience and pupil outcomes rather than relying on attendance or satisfaction.

Leadership reflection question

Does our CPD model give staff the clarity, agency, time and support needed to turn professional learning into sustained improvements in practice?





SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900

info@youthsporttrust.org

www.youthsporttrust.org

[@YouthSportTrust](#)

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