TRANSCRIPT: Research 1

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We've been lucky in this school in that we've had a senior management team who have been very encouraging for us to try quite innovative techniques and new tools as well. But we want to make sure that if we're going to use them that they're going to work, so we've used research into some of these new tools to see whether they've really worked or not.

One of the main benefits for staff is about reflective practice. It's natural for teachers to think about what went well, what didn't go well but they've had time using the research, to do that in a more rigorous way.

When you start research you have to make sure that you have a clear focus and that your methodology is sound in order to get valid results. Also making sure the staff or the pupils who you're going to be involved with are motivated and engaged and interested in what you are doing because without that, the research is going to be extremely difficult. They have to be on your side.

I have been very supported in using research at this school through senior management but also through my colleagues. Support is really useful when someone is starting a research project to discuss their methodology, to make sure there's a clear sequence of steps and to look at the ethics, but also in terms of a sounding board for issues that will arise within the research. Getting feedback from colleagues has been really useful to see whether the approaches have supported pupils' progress.

Schools are very busy places and time can often be a factor in the way of doing research, so when we've started new research with a particular focus, it's been more useful to work with small groups first and to develop from there. So, for instance, the REACh approach has resulted in quite a lot of changes in our practice. That started from a small research group of six pupils within one class that we started to use these methods with, but it has developed quite substantially and is now a major part of our curriculum within the lower school and we've extended it up to key stage 3 and higher.