

Thomas Perry is an educational effectiveness and improvement researcher and lecturer. He leads and teaches on the educational leadership Master's programmes at the University of Birmingham and is an associate research manager at the Centre for the Use of Research and Evidence in Education (CUREE). Tom works to support school and system leaders at all levels to improve schools through research- and evidence-informed policy and practice.

Tom's research has a particular focus on evaluation and monitoring, evidence-informed policy and practice, quantitative methods and secondary data analysis. Topics which Tom has examined in-depth through his work include school value-added ('Progress') measures, teacher evaluation, professional development and learning programmes, and school effects on wider ('non-cognitive') outcomes. His work has been cited by widely and internationally including by UNESCO, the Young Lives International Study, FFT Education Datalab and featured in national news media.

Employment

| | | |
|---------------------------|---|---------------------------------------|
| September 2018 to Present | ▪ Lecturer and Programme Leader , MA School Improvement and Educational Leadership, MEd Educational Leadership | University of Birmingham |
| | ▪ Associate Research Manager - Analysis, research design and advisory work across numerous research, evaluation and CPD projects | CUREE |
| Dec 2016 to Aug 2018 | ▪ Teaching Fellow - MA School Improvement and Educational Leadership Programme | University of Birmingham |
| Oct 2016 to Aug 2018 | ▪ Research Manager - Working on and managing several research projects including line management | CUREE |
| Jan 2016 to June 2016 | ▪ Research Fellow - EEF Research Fellow – IRIS-Connect Pilot Evaluation | University of Birmingham |
| July 2014 to July 2016 | ▪ Research Associate - Research work on several research projects, primarily data extraction and analysis | Durham University |
| Oct 2013 to Nov 2016 | ▪ Visiting Lecturer - MA School Improvement and Educational Leadership Programme | University of Birmingham |
| Sep 2008 to Aug 2012 | ▪ KS2 classroom teacher - KS2 Classroom teacher including some private tuition teaching maths to pupils age 7 to 18. | Sandwell and Dudley Local Authorities |

Tom's current affiliations and memberships include:

- Associate Analyst, *Department for Education* (Quantitative Research and Secondary Data Analysis specialism)
- EEF Evaluation Panel Member, Consortium Team Leader and Peer Reviewer
- Fellow, *Higher Education Academy*
- Professional Affiliate, *Chartered College of Teaching*
- Accredited researcher, *Office for National Statistics (ONS)*
- Board member, *University of Birmingham Education Leadership Academy*
- Member, *British Educational Research Association* and *Educational Effectiveness and Improvement SIG*
- Editorial board member, *Educational Review*.

Academic Qualifications

| | | | |
|--------------------------|-----------|---|---|
| University of Birmingham | 2012-2016 | PhD Education PGCARMS (Advanced Research Methods and Skills) | Advanced module marks: distinction (2), merit (2) |
| University of Warwick | 2007-2008 | PGCE (Secondary Business Education) | Pass with MA credits |
| University of Leicester | 2003-2007 | MSc Economics | Distinction |
| | | BSc Economics | 1 st Class Honours |

Selected Research Projects and Funding Overview

| <i>Date</i> | <i>Project</i> | <i>Value</i> | <i>Role*</i> |
|-------------|--|--------------|--------------|
| 2018-20 | Paul Hamlyn Foundation (PHF) Teacher Development Fund | £114k | CI |
| 2017-19 | DfE School Strategic Improvement Fund (SSIF) – Evaluation lead working to develop monitoring and evaluation approaches across seven SSIF programmes. | £274.8k | RM |
| 2017-18 | The National Gallery - City Year Project Evaluation | £6.3k | RM |
| 2017-18 | Paul Hamlyn Foundation (PHF) Teacher Development Fund Pilot | £157.0k | CI |
| 2017-18 | IDB Review of International Teacher Evaluation Systems | \$40k | RM |
| 2017-18 | Wellcome Subject-Specific CPD Rapid Evidence Review | £60.1k | CI |
| 2017 | Review of STEM Learning’s Impact Toolkit | £2.3k | RM |
| 2016-18 | Education International, Teacher Professional Identities Comparative Review | €35.7k | CI |
| 2016-17 | Year 4 of British Film Institute Into Film 5-19 Programme Evaluation | £25.2k | CI |
| 2016-17 | STEM Learning ENTHUSE Partnership Programme (EPP) Evaluation | £16.3k | RM |
| 2016-18 | DfE Workload Challenge Data Management R&D - Research Consultancy | £5.3k | RM |
| 2015-16 | EEF Pilot Evaluation of IRIS-Connect | £62k | CI |
| 2014-16 | Pupil Attitudes to Learning and School Study | | PI |
| 2012-16 | ESRC PhD Studentship with enhanced Advanced Quantitative Methods stipend <i>Thesis Title: The Validity, Interpretation and Use of School Value-Added Measures</i> | £40.5k | PI |

*PI= Principal Investigator, RM=Research Manager, CI = Co-investigator

Teaching Experience

Higher Education Teaching, University of Birmingham, 2013 – Present

- **Programme Leader, MA School Improvement and Educational Leadership** (2018-Present)
- **Teaching Fellow and Visiting Lecturer, MA School Improvement and Educational Leadership** (2013-18)
- **MA Social Research:** I have had numerous short-term positions on the Social Research Methods module.
- **Doctoral Supervision:** I am currently co-supervisor of two EdD students and one PhD student.

School Teaching Experience 2007-2012

- **2008 - 2012 - Primary teacher specialising in teaching Key Stage 2**
- **2007-2008 - PGCE teaching practice (Secondary Business Education) and Young Enterprise volunteer**

Selected Invited Talks and Conference Organisation

- **Invited keynote** at the NASM Conference - Schools for Equity 28th June 2019
- **Invited keynote and chair** of InsideGovernment ‘Adapting to Progress and Attainment 8 in Schools’ conference. I led discussions between representatives of Ofsted, NAHT, NFER and executive and senior school leaders.
- I have given numerous talks and delivered training to teachers and leaders on the use of research, data and evidence.

Knowledge Exchange and Academic Citizenship

- I worked with other UoB colleagues in a Partnership with the Chartered College of Teaching to develop and pilot online research training for CCT members. The learning units promoted teacher engagement with UoB research with the potential to implement findings from the research in classroom practice and practitioner research.
- I have reviewed for British Educational Research Journal, Review of Education, the Journal of Professional Capital and Community, Education 3-13, and Harvard Education Press.
- As a PhD student, I helped organise three Doctoral Research Conferences, one as conference committee co-chair. For three years, I was the chairperson for the conference’s main panel debate.
- I provided an expert witness statement about the validity, use and interpretation of Progress 8 performance data for a 2019 Employment Tribunal case by the Teachers’ Regulation Agency investigating examination malpractice.

Publications

Journal Articles

- MORRIS, R. & PERRY, T. (2019). Private schools for free? Parents' reasons for choosing a new Free School for their child. *Cambridge Journal of Education*, 1-18.
- PERRY, T. (2018). 'Phantom' Compositional Effects in English School Value-Added Measures: The Consequences of Random Baseline Measurement Error. *Research Papers in Education*. <https://doi.org/10.1080/02671522.2018.1424926>. Available via Birmingham research portal ([link](#))
- PERRY, T., DAVIES, P. & QIU, T. (2017). Great Grade Expectations? The Role of Pupil Expectations in Target Setting. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2017.10.010>. Available via personal website ([link](#))
- PERRY, T. (2017). Inter-method reliability of school effectiveness measures: a comparison of value-added and regression discontinuity estimates. *School Effectiveness and School Improvement*. Available: <http://dx.doi.org/10.1080/09243453.2016.1203799>
- MORRIS, R. & PERRY, T. (2017). Reframing the English Grammar Schools Debate. *Educational Review*. <http://dx.doi.org/10.1080/00131911.2016.1184132>. Available via Birmingham research portal ([link](#))
- PERRY, T. (2016). English Value-Added Measures: Examining the Limitations of School Performance Measurement. *British Educational Research Journal*. Available: <http://dx.doi.org/10.1002/berj.3247>
- PERRY, T. (2016). The validity, interpretation and use of school value-added measures (Ph.D. thesis, University of Birmingham, School of Education). Available: <http://etheses.bham.ac.uk/6773/>

Selected Reports

- CUREE (2019). Teacher Development Fund: Embedding learning through the arts in the primary curriculum. Paul Hamlyn Foundation. Retrieved from <https://www.phf.org.uk/publications/teacher-development-fund-pilot-programme-2016-18-evaluation/>
- CORDINGLEY, P., CRISP, B., JOHNS, P., PERRY, T., CAMPBELL, C., & BELL, M. (2019) Constructing Teachers' Professional Identities. Retrieved from <https://ei-ie.org/en/detail/16177/teachers%E2%80%99-professional-development-and-conditions-vital-signs-for-student-well-being-and-progress>
- PERRY, T., CORDINGLEY, P., JOHNS, P., & BRADBURY, M. (2018) International Review of Teacher Evaluation Systems: Executive Summary, Main Report, Technical Report and System Case Studies. Prepared for the Inter-American Development Bank (IDB).
- KING, M., AGBOOLA, K., PERRY, T. and BRADBURY, M. (2018) Workload Challenge: KS5 data research report. DfE: London (Report from Hatcham College)
- CORDINGLEY, P., GREANY, T., CRISP, B., SELEZNYOV, S., BRADBURY, M., & PERRY, T. (2018). Developing Great Subject Teaching: Rapid Evidence Review of Subject-Specific Continuing Professional Development in the UK. Wellcome Trust. Retrieved from <http://www.curee.co.uk/node/5032>
- CUREE (2018). Teacher Development Fund: Year 1 Pilot Evaluation Report. Paul Hamlyn Foundation. Retrieved from <https://www.phf.org.uk/publications/teacher-development-fund-year-1-pilot-evaluation/>
- CUREE (2017). External Evaluation of the ENTHUSE Partnership Programme (EPP) - Final Report, STEM Learning. Retrieved from: <https://www.stem.org.uk/sites/default/files/pages/downloads/ENTHUSE-partnerships-programme-final-report.pdf>
- DAVIES, P., PERRY, T. & KIRKMAN, J. (2017). IRIS Connect: Developing classroom dialogue and formative feedback through collective video reflection Evaluation report and executive summary. Retrieved from https://educationendowmentfoundation.org.uk/public/files/EEF_Project_Report_IRIS.pdf
- CUREE (2016). Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation – Year 1. Retrieved from <https://www.phf.org.uk/publications/teacher-development-fund-year-1-pilot-evaluation/>
- PERRY, T. (2013). Graydin Evaluation Report, Project Oracle, University of Birmingham.

Published Book Chapters

- ROGERS, K. I. & PERRY, T. (2015). Exploring the Impact of Sentencing Factors on Sentencing Domestic Burglary. Exploring Sentencing Practice in England and Wales. England: Palgrave.

Selected Media Impact

- PERRY, T. (2018). School progress measures are a missed opportunity for a fairer and more informative approach. Social Sciences Birmingham Blog. Available: <https://blog.bham.ac.uk/socialsciencesbirmingham/2018/05/25/school-progress-measures-are-a-missed-opportunity-for-a-fairer-and-more-informative-approach/>

- BBC RADIO (2018). Expert interview for BBC Radio 4 More or Less programme for a feature on school progress measures. Available: <https://www.bbc.co.uk/programmes/p067kzbn> (from 12:50)
- TES (2018). Schools with low results least likely to prioritise subject-related CPD, report finds. Available: <https://www.tes.com/news/school-news/breaking-news/schools-low-results-least-likely-prioritise-subject-related-cpd> (TES article based on CUREE and UCL, Developing Great Subject Teaching review)
- ROBERTSON, A. (2018). How Progress 8 disguises grammar school pupils' true performance. News Report - Schools Week. Available: <https://schoolsweek.co.uk/how-progress-8-disguises-grammar-school-pupils-true-attainment/> (Schools Week article reporting the findings of my research)
- PERRY, T. (2018). Progress 8 is biased towards grammar schools – here's the solution. Expert Piece - Schools Week. Available: <https://schoolsweek.co.uk/progress-8-is-biased-towards-grammar-schools-heres-the-solution/>
- SANDERSON, D (2018). Education undervalued in Scotland, teachers say. The Times. 3rd January 2018. Available: <https://www.thetimes.co.uk/edition/scotland/education-undervalued-in-scotland-teachers-say-hrz8znnbk> (Times article based on survey results from CUREE international teacher professionalism comparative research)
- PERRY, T. (2017). How much confidence should we place in a progress measure? SSAT Blog. Available: <https://www.ssatuk.co.uk/blog/confidence-progress/>
- PERRY, T. (2017). Why new school performance tables tell us very little about school performance, The Conversation. Available: <https://theconversation.com/why-new-school-performance-tables-tell-us-very-little-about-school-performance-71235>
- PERRY, T. and MORRIS, R. (2016). Time for an honest debate about grammar schools. The Conversation. Available: <https://theconversation.com/time-for-an-honest-debate-about-grammar-schools-62370>

Selected Conference Papers and Presentations

- PERRY, T. & BRADBURY, M. (2018) Evaluating English Teacher Evaluation: How does teacher evaluation policy in England compare to international policy, practice and evidence? British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- CORDINGLEY, P., CRISP, B., PERRY, T. & BRADBURY, M. (2018) Subject-specific and generic CPD in the UK: what this means to schools serving vulnerable communities. British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- CRISP, B., CORDINGLEY, P. & PERRY, T. (2018) Continuing Professional Development & Learning and national construction of teachers' professional identities: an international perspective. British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- PERRY, T. & CRISP, B. (2017) Embedding Learning through the Arts in the Curriculum: Lessons from the Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation. British Educational Research Association Conference, Brighton. 5th to 7th September 2017.
- DAVIES, P., PERRY, T. & BRADY, J. (2017) Using video clubs to developing teachers' thinking and practice in feedback and dialogic teaching. 17th Biennial EARLI Conference, Tampere, Finland. 29th August to 2nd September 2017.
- PERRY, T. (2016). School Effects on Pupil Attitudes to Learning and Schools: Value-added and Regression Discontinuity Estimates. 29th ICSEI Congress 2016. Glasgow, Scotland.
- PERRY, T. (2015). Measures of school effectiveness: a test of inter-method reliability. 16th Biennial EARLI Conference 2015. Limassol, Cyprus.
- PERRY, T. (2014). Value-added and Accountability: Fit for Purpose?, British Educational Research Association Conference, London. 16th -19th September 2014.
- PERRY, T. (2014). Measuring School Effectiveness: An Introduction. In: BARRIE, R., MORRIS, R., PERRY, T. & HAND, M., eds. Education Doctoral Research Conference, 2013 University of Birmingham. School of Education, University of Birmingham. (Presentation and Conference Proceedings Paper)