

Lecturer, Educational Effectiveness and Improvement, University of Birmingham

Thomas Perry leads the educational leadership Master's programmes at the University of Birmingham, is Head of Research and Knowledge Transfer for the Department for Teacher Education, and is an associate researcher 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.

Thomas' research has a particular focus on evaluation and monitoring, quantitative methods and secondary data analysis, and research synthesis and review. Topics which he 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 on school accountability has led to several high-impact papers (see below), an interview on BBC Radio 4, and has been cited 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 (SIEL), MEd Educational Leadership	University of Birmingham
	▪ Head of Research and Knowledge Transfer , Department for Teacher Education (from Jan 2020)	
	▪ Associate Research Manager - Analysis, research design and advisory work across numerous research, evaluation and CPD projects	CUREE
Oct 2016 to Aug 2018	▪ Teaching Fellow - MA School Improvement and Educational Leadership Programme (from Dec 2016)	University of Birmingham
	▪ Research Manager - Working on and managing numerous research projects including line management	CUREE
Oct 2013 to Nov 2016	▪ Research Fellow - EEF Research Fellow – (January-June 2016)	University of Birmingham
	▪ Visiting Lecturer - MA SIEL (Oct 2013 – Nov 2016)	
	▪ Research Associate – Ad hoc work on several projects (July 2014- 2016)	Durham University
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>
2020	Aimhigher West Midlands – Evaluation of Maths Outreach Support	£10k	PI
2019-20	Exclusion of autistic children and young people: understanding causes and developing and disseminating a local-authority level model of best practice.	£99.4k	CI
2019-21	United Arab Emirates Social and Emotional Learning (SEL) Pedagogies – leading on evaluation design and quantitative analysis	£709k	CI
2019-20	Educational Disadvantage: Towards an Interdisciplinary Understanding	£12.3k	CI
2019-20	Migrant children with SEND – exploring schools’ data and information needs	£9k	CI
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), *MEd Educational Leadership, including the development of the new Higher Degree Apprenticeship Route* (2019-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 lead supervisor of two and co-supervise five PhD/EdD students.

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.
- 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

- PERRY, T., DAVIES, P., & BRADY, J. (Under Review). Using video clubs to develop teachers' thinking and practice in oral feedback and dialogic teaching. *Cambridge Journal of Education*.
- DAVIES, P., DIAMOND, C. & PERRY, T., (2019). Implications of autonomy and networks for costs and inclusion: Comparing patterns of school spending under different governance systems. *Educational Management Administration & Leadership*. <https://doi.org/10.1177/1741143219888738>.
- 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. <https://doi.org/10.1080/0305764X.2019.1571561>
- 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>.
- 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>.
- 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>.
- PERRY, T. (2016). English Value-Added Measures: Examining the Limitations of School Performance Measurement. *British Educational Research Journal*. <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) Retrieved from <https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports>
- 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.

Book Chapters

MORRIS, R., PERRY, T. & ASQUITH, S. (In Press) The Opportunities and Challenges of Leaders Using Evidence in Education. In Gorard, S. (Ed.) Getting evidence into education. London: Routledge

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

ALLEN-KINROSS, P. (2020). MAT savings slammed as mythical in new report. News Report – Edition 201 Schools Week. Available: <https://schoolsweek.co.uk/mat-savings-slammed-as-mythical-in-new-report/>

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>

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/>

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>

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 Presentations

PERRY, T. (2020) Policy and Teacher Identity. In HENRY, M. (Chair), Teachers' Professional Identity: Policies, Professional Learning and Leadership. Symposium presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.

PERRY, T. (2020) Using Pupil Attitudes to Learning and School Data for School Self-Evaluation. Poster presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.

PERRY, T., CRISP, B., JOHNS, P. & HARRISON, R. (2019) Formative Evaluation at Scale: Evidence of and for Improvement from 7 Strategic School Improvement Fund (SSIF) Programmes. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.

WRIGLEY, T., LECKIE, G. & PERRY, T. (2019) Symposium: Accountability in crisis - holding the judges to account. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.

JOHNS, P., CORDINGLEY, P., CRISP, B. & PERRY, T. (2019) Constructing teachers' professional identities: an international perspective on the role of professional formation and development. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.

JØRGENSEN, C., PERRY, T., DOBSON, G. & CINOTTI, A. (2019) Migrant Children with SEND – What Information is Needed to Best Support Them in Schools and How Can It Be Collected? European Conference for Educational Research, Hamburg, Germany. 3rd to 6th September 2019

- 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)