



RIS Case Study: Bohunt School, Hampshire

Bohunt School is a non-selective, mixed academy for ages 11-18, and is part of the Bohunt Education Trust. Researchers in Schools placed Dr Thomas Rae at Bohunt School in 2016. The Director of Education at Bohunt Education Trust, Phil Avery, said of the impact of the programme:

The advantage of Researchers in Schools is that schools can take control of school improvement in their own context. [The RIS programme] gives a structure to use research to benefit your school and students. It is empowering. Tom has raised the profile of evidence-informed practice and is able to show how it directly impacts on students.

On Bohunt School's RIS participant, Tom Rae, Phil said:

Tom is now the trust-wide lead for research and evaluation. He is having an impact on thousands of students, not just in his own science department...

...The way Tom works is powerful. He is changing the culture of his school and working on high tariff projects – literacy, the power of the outdoors and pedagogical innovation.



Phil Avery
Director of Education, Bohunt Education Trust

How has Tom impacted his school as a RIS participant?



Dr Thomas Rae (Physics teacher, 2016 cohort)

PhD thesis: 'Moments of Parton Distribution Amplitudes and Structure Functions for the Light Mesons from Lattice QCD', University of Southampton

Tom's **Uni Pathways** course was 'Nature's Building Blocks: Quarks and the Need for Colour'. The course **introduced pupils to particle physics and the Large Hadron Collider (LHC) experiments in CERN, Geneva**. Pupils learned the fundamental terminology and concepts of particle physics, including the Standard Model. **They read a selection of scientific publications, and presented their findings as a scientific poster.**

Tom used his Research Leader in Education Day to **run a journal club to encourage faculty members to engage with education research**. He conducted a Research & Development Project which **investigated the barriers to teachers becoming more engaged with education research**, assessing the impact of the journal club on staff engagement. **He selected research articles and helped staff to analyse the material**. Tom also conducted research into metacognition, which enabled him to **better target revision for GCSE and A-Level pupils**.

Tom's Feedback

"RIS acts as a bridge from one career to the next. I get to borrow skills from both of my careers and bring them together to help drive the school forward. One of the nice things about RIS was being with people of similar backgrounds. The Summer Training at the start was crucial in creating a community. I'm not sure that I'd be a teacher if it wasn't for the RIS programme, and now I can't see myself doing anything else!"

What is Uni Pathways?

In their first year of the programme, all participants deliver Uni Pathways: a university-style intervention for high-potential Year 9 students to improve their understanding of university and high-level academic study.



Participants design and deliver seven tutorials based on their PhD thesis and pupils write a final assignment which is graded using university grades.

I have learned a lot, not just about genetic engineering but also practical skills like presenting, that I know I will use in the future. Also, I learned a lot about what I will study and how I will study in university.



I have learnt about what it is like to study at university. I now know how to write and reference an essay and present something to an audience.

Feedback from Tom's pupils