



# Estyn Case Studies

Developing an effective culture for learning | Estyn (gov.wales)

A whole-school approach to securing high standards of teaching and learning |  
Estyn (gov.wales)

# Changing the Culture



**2019**

- No learning walks allowed
- Performance Management observations done by line manager – not able to be discussed with SLT
- All boys school culture

# Teaching first



## Three key truths

- All teachers want to be good
- Great teaching does not have to be complicated
- The teachers you've got are the teachers you've got

## Our teaching model

At Whitmore High School the teacher is in control of the learning intentions. They make learning expectations explicitly clear through direct instruction.



## Why it works

- Research backed
- Teachers understand how to be successful
- Easy to improve elements of the lessons
- Constantly... positively checked

Overall, as a result of outstanding provision within the majority of subjects, many pupils make rapid and secure progress.

Most teachers use a consistent, research-driven 'direct instruction' teaching approach. This consistency is having a beneficial impact on pupil progress and classroom culture.

Nearly all teachers know their pupils well and use information to adapt their teaching to the context of each class. They foster positive working relationships with pupils and manage their classrooms effectively.

Most teachers have strong subject knowledge and teach with enthusiasm.

In many cases, teachers use a variety of highly effective questioning strategies to check pupils' understanding and develop their thinking.

Many teachers use a wide range of assessment methods skilfully.

# We then focused on the behaviour of pupils – linked teaching



## Three key truths

- You can only put in a behaviour system when teachers are teaching consistently good lessons
- A behaviour system needs to be aligned to key values
- Senior leaders must model expectations at all times

Our behaviour model is a centralised system based on core values. It is completely aligned to the teaching model.

Modelling → shouting out → not showing respect

Questioning → Not giving an answer → not showing resilience

Independence → Not on task → not working hard/not showing resilience

## Why it works

- Consistent
- Clear
- Teachers feel supported
- Fits with the teaching and learning

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Whitmore High School pupils develop successfully into responsible and caring citizens because of the strong ethos created by 'the Whitmore Values'. Staff model these values consistently in their interactions with pupils and, as a consequence, there is a high level of mutual respect and trust between all members of the school community.

In the majority of lessons, behaviour is exemplary.

Many pupils apply themselves diligently in lessons and show tenacity and resilience. They work independently of the teacher and take responsibility for their learning and progress.

# School as a learning organisation



## Key three truths

- The best motivator is self-actualisation (desire to become the most that one can be)
- Professional development has to have credibility
- The new curriculum focuses on all change being evidence based

## Professional development at Whitmore High School

- 13 members of staff completing their Masters with Cardiff Met
- 1 member of staff completing a professional doctorate with Cardiff Met
- WHS is a lead school for ITT training with Cardiff Met
- 14 members of staff are teaching and learning coaches
- 6 members of staff have been subject lead practitioners for CSC
- 16 schools have visited since inspection. Currently supporting a school in Wrexham.

## Why it works

- Cost for Masters and Doctorate would be £67,000 - Links with Cardiff Met, CSC, Welsh Government.
- Staff value being developed
- All research is used

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There is a vibrant culture of professional learning in the school, which is enhanced by its participation in initial teacher training.

Staff receive valuable opportunities to develop their professional knowledge through participation in gaining further relevant qualifications.

Leaders offer particular staff the advantageous opportunity to become 'coaches'. They are given training to help them work with colleagues and bring about improvements in specific aspects of their teaching.

Professional learning has a strong impact on the quality and consistency of teaching.





## **Further information**

[Developing an effective culture for learning | Estyn \(gov.wales\)](#)

[A whole-school approach to securing high standards of teaching and learning | Estyn \(gov.wales\)](#)

Always happy to have people come to visit!

**Any questions?**