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# Estyn

*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## The impact of the continuing professional development programme on teachers, schools and the raising of pupils' achievement

Summer 2006 - Spring 2007



BUDDSODDWR MEWN POBL  
INVESTOR IN PEOPLE



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- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LEAs;
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## Introduction

- 1 The Welsh Assembly Government asked Estyn, as part of the 2006-2007 remit, for advice on the impact of the 2005-2008 programme of continuing professional development bursaries on participating teachers, their schools and the raising of pupils' standards of achievement. The bursaries are administered by the General Teaching Council for Wales (GTCW) on behalf of the Welsh Assembly Government. This report builds on the advice Estyn has given to the Welsh Assembly Government from monitoring the pilot phase (July 2001 – March 2004).
- 2 To gather the evidence for this report, inspectors looked at the outcomes of completed continuing professional development projects from 2005-2006 and at the emerging outcomes from continuing professional development projects started in 2006-2007. Each inspector tracked a specific category of continuing professional development funding. Inspectors visited a sample of primary, secondary and special schools across Wales, including Welsh-medium schools. They interviewed over 50 teachers, and where appropriate headteachers, continuing professional development co-ordinators and research mentors. Inspectors also looked at the teachers' application forms and reports, portfolios of evidence showing how teachers applied new knowledge and skills and examples of pupils' work which provide evidence of improvement.

## Background

- 3 In The Learning Country<sup>1</sup>, the Welsh Assembly Government stated its vision, “to establish Wales as an outstanding place in which to teach and develop professionally, as well as to learn”. To this end, the Welsh Assembly Government intends, “to provide a distinctive ‘Made in Wales’<sup>2</sup> framework of continuous development for teachers ...”, which is, “evidence-based, locally supported and capable of commanding international recognition. It must range from initial teacher training through to development opportunities for heads and aspiring heads”.
- 4 In The Learning Country 2<sup>3</sup>, the Welsh Assembly Government proposes that “Practitioners must continue to learn from each other by sharing experience and best practice...Working with our partners we will look at how training programmes and development opportunities can produce practitioners who can more easily operate in school settings, further education and work-based learning, and remove barriers to flexible deployment and exchange”.
- 5 Since 2001, the GTCW has administered, on behalf the Welsh Assembly Government, a programme of funded continuing professional development for teachers in mid-career. Originally a three year pilot programme, it became permanent from 1 April 2004. The GTCW now administers the programme on a three-yearly cycle. The current programme runs from 1 April 2005 to 31 March 2008. Estyn’s advice will inform the programme cycle from April 2008 to March 2011.
- 6 The Welsh Assembly Government has made the following funding available to support the continuing professional development programme between April 2005 and March 2008:
  - 2005-2006: £2 million;
  - 2006-2007: £2.86 million; and
  - 2007-2008: £2.86 million.

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<sup>1</sup> The Learning Country – A Paving Document – Chapter 5: Progress and Practitioners, pp 43 - 45

<sup>2</sup> ‘Made in Wales’ in this context refers to the development of a set of continuing professional development programmes designed to support teacher in Wales that are distinct from programmes elsewhere in the UK. For example, the Welsh Assembly Government funds a three-year programme for teachers entering the profession in Wales, whereas the Department for Children, Families and Schools (DCFS) funds the induction year only.

<sup>3</sup> The Learning Country 2 – Delivering the Promise – Chapter 6: Supporting Practitioners pp38 -39

- 7 Teachers can apply for the following categories of continuing professional development funding in the 2006-2007 funding year. The Group Bursary was introduced as a pilot from April 2006.

<b>Funding category</b>	<b>Amount</b>	<b>Activity</b>
Professional Development Bursary	Up to £600 (visits outside of Europe up to £1000)	Development activity of the teacher's choice, including within and outside of the UK
Teacher Research Scholarship	Up to £2,500	To undertake action research on an area relevant to the individual's classroom, school or department
Teacher Sabbatical	Up to £5,000	To enable a teacher to take a prolonged period of study or develop transferable skills in a different environment
Professional Network	Up to £8,000	To enable a group of teachers to work together on a regular basis
The Group Bursary	Up to £3,600 (between three and six teachers in one group)	To allow teachers to work collaboratively to develop classroom practice of those teachers within the group

- 8 The GTCW's statistics for the programme show that over the last five years the most popular development areas of completed projects are early years, ICT, management skills, thinking skills and teaching and learning methodologies. The figures also show that heads of department and curriculum leaders apply for funding more than any other group of teachers in mid-career<sup>4</sup>.
- 9 The GTCW commissioned an independent evaluation of the pilot phase of the continuing professional development funding programme. During this period Estyn also monitored the outcomes of the programme at the request of the Welsh Assembly Government<sup>5</sup>. As a result of its own evaluations and the information provided by Estyn, the GTCW made changes to the way it administers the programme. These changes make it easier for teachers to apply for funding and helped them to focus on the intended impact of the professional development on themselves, their school and pupils' standards of achievement. The changes also made it easier for the GTCW to assure the quality of the programme.

<sup>4</sup> The General Teaching Council for Wales, Press Release, 06.02.07 [www.gtcw.org.uk](http://www.gtcw.org.uk)

<sup>5</sup> Estyn presented its findings as advice to the Welsh Assembly Government. This advice was not published.

- 10 The GTCW uses its website to provide guidance to headteachers, teachers and mentors about:
- how to apply for a bursary (including exemplars of completed application forms);
  - the role of headteachers in quality assuring the outcomes of certain bursaries;
  - the role of mentors in supporting teachers with action research or on supporting teachers on sabbatical; and
  - what is entailed in action research.
- 11 The GTCW also provides information about where else in Wales teachers are working on similar professional development projects. It also disseminates effective practice through other means, such as its professional journal 'Teaching Wales' and its own and other organisations' conferences.



## Main findings

- 12 The continuing professional development fund is effective in widening the professional development opportunities for teachers who do not receive other Welsh Assembly Government funding, such as funding for induction or the Leadership Programme for Serving Headteachers (LPSH). The range of categories on offer caters well for teachers' different learning needs and styles. The chance provided by the funding for teachers to identify and pursue their own development needs has a positive and powerful effect on most teachers. They feel valued and it re-invigorates the way they work and teach in school.
- 13 Overall, the continuing professional development fund has a good effect on schools. Many teachers link their professional development projects effectively to their own performance management objectives or to objectives in the school development plan or post-inspection action plan. The impact of the professional development projects is greatest where senior staff provide teachers with good opportunities to lead developments and share the outcomes of their work.
- 14 While there have been significant improvements since the pilot phase, generally, teachers do not measure the impact of the continuing professional development activities on raising pupils' standards effectively. In the best cases, teachers plan, monitor and evaluate systematically the effect of new ideas they introduce in their lessons on pupils' learning. However, too many teachers still do not monitor and evaluate the impact on pupils' learning rigorously enough to know whether pupils' learning has improved.
- 15 All categories of funding provide value for money. The professional development bursary, including international visits, and the teacher research scholarships have the most impact on teachers and schools. This is because, in most cases, the professional development takes place within a short period of time, providing an impetus for the development project. However, while the teacher sabbaticals and professional networks have a good impact on teachers' personal development, in many cases they have more limited impact on schools.
- 16 The group bursary, introduced as a pilot from April 2006, has a good impact overall on teachers and the school. Working in a group within one school provides impetus and support for teachers' learning. Other teachers may become directly, or indirectly, involved, which helps to create a 'learning culture' in the wider school.
- 17 Increasingly, headteachers encourage teachers to apply to the continuing professional development fund to provide opportunities for teachers that they cannot prioritise through school budgets. In a few cases, these teachers' applications are not successful because they do not fully meet the criteria. This has a demoralising effect on the teachers concerned.
- 18 There is no category of funding currently available for teachers and other practitioners to apply together for professional development to develop their understanding of each other's working practices and cultures, and how they can work together effectively for the benefit of pupils. This hinders progress in developing multi-agency working.

## Recommendations

### **The Welsh Assembly Government should:**

- R1 help teachers in all funding categories to:
- improve the way they set targets for intended outcomes;
  - monitor progress; and
  - collect evidence systematically to evaluate the impact of their professional development on the raising of pupils' standards of achievement;
- R2 continue to fund the group bursary as a pilot for a further year with the aim of improving the quality of outcomes on schools and pupils' learning; and
- R3 consider introducing a new category of funding which allows practitioners from different sectors to work together to develop their knowledge and skills in multi-agency working.

## **The impact of the continuing professional development funding programme on teachers, schools and on raising pupils' achievements**

### **The impact on teachers**

- 19 The continuing professional development fund provides teachers who do not receive other Welsh Assembly Government funding, such as funding for induction or the Leadership Programme for Serving Headteachers (LPSH), with good opportunities to identify and to apply for funding to support individual professional development needs.
- 20 The funding provides teachers with good opportunities to develop new knowledge and skills and innovative approaches to teaching and learning. Teachers use a wide range of materials and resources, pursue action research, visit other schools to see effective practice and shadow colleagues within their own and other schools. They take up short placements in local education authorities (LEAs) or national bodies, or in industry or business, and work co-operatively with colleagues in or across other schools to develop new ways of working.
- 21 The range of categories of funding on offer caters well for teachers' different learning styles. Most teachers who apply for funding apply for professional development bursaries. With this funding, most teachers effectively address individual short-term needs, such as developing subject knowledge (see case study 1, appendix 1), teaching skills, managerial and leadership skills and developing their skills in ICT (see case study 2, appendix 1). Through the activities they undertake, most teachers develop their independent learning skills to a higher level. For example, they develop better action research skills.
- 22 Funding for teacher sabbaticals and teacher research scholarships provides teachers with good opportunities for more extended professional development. Most teachers who go on sabbatical benefit personally and professionally from the intensive learning experience and the time to reflect. They focus well on developing their knowledge and skills in a different environment and working culture. For example, in cases where teachers have worked for a long time in one school and undertake their sabbatical in a museum, they often benefit from working with a wider range of young people. They learn new teaching skills and they have good opportunities to experiment with a range of different teaching methods and resources. They learn how they can better use these ideas in their own teaching. Teachers, who may have gone straight from school to a career in teaching, benefit from experiencing a different work context. This also alerts them to other career opportunities in teaching, such as being an educational officer for a museum or for an orchestra.
- 23 The group bursary and the professional network bursary provide teachers with good opportunities to deepen their knowledge and understanding of strategic issues, for example wider school issues and local authority or national initiatives. Through working in a supportive group or network, teachers are able to share experiences, working practices and ideas. These groups may be made up of teachers at the same

stage in their career or at different points in their career. Overall, these 'communities of practice'<sup>6</sup> (see glossary) within schools and across schools are very effective in helping teachers develop new knowledge and skills that are directly relevant to their current work. This is particularly the case when the group or network meets regularly and is able to sustain the pace of learning.

- 24 When monitoring the pilot phase of the continuing professional development fund, inspectors often found that teachers applying for funding stated their aims and objectives for projects too broadly. Since then, teachers have greatly improved the way in which they plan their professional development projects. They state clearer objectives that are more realistic and more achievable in the time available. Teachers give better consideration at the planning stage to how they can apply their new knowledge. These skills are transferable and developing them helps many teachers to improve their overall effectiveness, and the effectiveness of others, in their work in school. For example, one teacher used the skills he learned in applying for a bursary to good effect at departmental level when the team identified an issue they wanted to improve. He helped them to set clear aims, objectives, intended outcomes and a timeframe in which to complete the work. They agreed the intervals at which they would monitor progress and how they would evaluate and review the outcomes. Many teachers who undertake research scholarships gain good research skills in contexts outside of the classroom, for example, managing change in whole school contexts.
- 25 The chance provided by the funding for teachers to identify their own professional development needs and undertake development in their chosen area has a positive and powerful impact on most teachers. They feel valued and it re-invigorates the way they teach and work in schools. In most cases, this opportunity renews their enthusiasm for working in the profession. Many teachers link the professional development project they undertake to their performance targets. In many cases, the professional development prepares them well for taking on wider responsibilities or leadership roles in schools.

### **The impact on schools**

- 26 Overall, the continuing professional development funding programme has a good effect on schools. Many teachers, particularly those funded through a professional network bursary, a group bursary or teacher research scholarship, link their professional development projects effectively to school objectives set out in the school development plan or to post-inspection action plans. Objectives in school development plans often include whole school initiatives, such as preparing to introduce the Foundation Phase, 14-19 Learning Pathways (see case study 3, appendix 1), the development of a Personal and Social Education (PSE) programme or developing self-evaluation strategies (see case study 4, appendix 1). As a result of undertaking these projects, teachers are able to help bring about improvements in practice across the school.

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<sup>6</sup> Lave, J and Wenger, E (1991), *Situated Learning: legitimate peripheral participation*, Cambridge University Press

- 27 The role of senior staff is very important in ensuring that there is an impact from the continuing professional development fund on the school. The impact on schools is greatest where senior staff find time at regular intervals to:
- discuss a project with the teacher informally;
  - support the collection of evidence;
  - provide opportunities for teachers to disseminate the outcome of their professional development; and
  - provide opportunities for the teacher to introduce new ideas into practice.
- 28 In the pilot phase of the continuing professional development fund, the funding for international visits did not represent good value for money. Almost all teachers who visited schools abroad benefited personally from seeing new ideas and the time to reflect, but few teachers put the new ideas into practice once they had returned to school. There are now better to outstanding outcomes from international visits because senior teachers have greater expectations of teachers to put their learning to good effect on their return to school. Most importantly, senior teachers increasingly provide teachers with good opportunities to lead developments in school.
- 29 During the pilot phase of the programme, inspectors found that few headteachers or teachers prioritised sharing the outcomes of a project with other teachers and practitioners. On the 2005-2006 and 2006-2007 programmes, headteachers and teachers are paying better attention to sharing the knowledge and outcomes of professional development that teachers gain through this funding. In many cases, headteachers now require teachers to share the outcomes of professional development at departmental, team or staff meetings. In the best cases, they support teachers to disseminate the outcomes of their work in the local authority and wider, for example, through the school web page or at regional and national conferences. These methods help to create a good climate for professional lifelong learning because they stimulate discussion among teachers about teaching and learning.
- 30 In the majority of cases, the continuing professional development fund has a good impact on schools when there are a number of teachers undertaking a variety of projects in the school. In these cases, teachers are able to support one another through discussion and by challenging each other's ideas. Teachers and other practitioners not involved in a project often experience different approaches to teaching and learning directly through working in classrooms with the teacher, or indirectly by their class acting as a control group in the project.
- 31 Only a small number of teachers apply for funding to support a sabbatical. This is often because the teacher will be away from the school for a period of six weeks. This requires substantial advance planning by the teacher and senior staff. For example, some schools are not able to cover the teacher's absence with one teacher. This can sometimes disrupt the pupils' learning experience.

- 32 In the best cases, teachers returning from sabbatical take the time during the sabbatical to plan how they will introduce what they have learned in school (see case study 5, appendix 1). Where they do not do this, they are not always able to put what they have learned into good effect immediately, because they have to re-establish themselves in school routines. This delay sometimes has an adverse impact on the school and pupils' learning.
- 33 The impact of professional networks across schools and within schools is too variable. Although teachers in the networks plan when they will meet at the beginning of the project, individual teachers cannot always attend meetings due to issues that arise in school on the day. It is often difficult for part-time teachers to attend meetings regularly. This slows the pace at which the network develops its work and it slows the pace at which teachers drive developments forward in the individual schools.
- 34 By contrast, the impact of the group bursary on schools is good. Teachers funded through a group bursary work within one school on a common professional development need. They are often better able to remain on schedule because they can be more flexible about meeting times as they are all on one site. As a result, they are able to make better progress in realising outcomes (see case study 6, appendix 1).
- 35 In many schools, the professional development needs that teachers and other practitioners identify cannot always be fully supported through school budgets. Increasingly, headteachers encourage teachers to apply for continuing professional development funding from the GTCW to provide these development opportunities. In most cases, these teachers are successful in applying for funding. However, in a few cases, teachers' applications are not successful because they do not fully meet the criteria and they have to look for another source of funding. This often has a demoralising effect on the teachers concerned.

### **The impact on raising pupils' levels of achievement**

- 36 When monitoring the pilot programme, inspectors found that across all funding categories the extent to which teachers were able to evidence the impact of their professional development on pupils' achievements was at best variable and at worst poor.
- 37 On the 2005-2006 and 2006-2007 programmes, teachers pay better attention to defining learning outcomes. However, the extent to which teachers check progress and gather evidence remains too variable. Evidence is often anecdotal or impressionistic. For example, teachers speak of pupils being 'more motivated', 'more enthusiastic' or 'improving'. Teachers do not use the planning set down in their application forms systematically enough to gather evidence of pupils' development at key points. As a result, they often do not know precisely how pupils' learning has improved.
- 38 In the most effective practice, teachers set clear baseline measurements and milestones against which to gather evidence and check progress. They record these from the outset in their application for funding and they refer to them at regular points

in a set time period. They gather a range of evidence of pupils' progress: pupils' scores, pupils' written work, and 'before' and 'after' photographic evidence in art and design and technology. In a few very good cases, teachers include pupils in evaluations by asking them to respond to questionnaires. In a few cases where teachers are working on whole-school policies, there are good examples of teachers including other teachers, governors, pupils, administrative staff and support staff to help them evaluate the impact on the pupils and the school.

## Conclusions

- 39 The continuing professional development fund is effective in widening the professional development opportunities for teachers. Teachers are satisfied that the categories of funding provide them with good opportunities to meet their own professional development needs. The teachers undertaking professional development through this funding provide good role models of lifelong learning for other teachers in schools.
- 40 More headteachers encourage all categories of staff in school to be involved in pupils' learning during school hours and beyond. They try to provide opportunities for teachers to work with other practitioners within schools, across phases and across sectors. Headteachers try to provide these chances by using a number of funding streams. However, there is no one funding stream available at present that allows different categories of practitioners, such as nursery nurses, learning support assistants, further education teachers or youth workers, to work together with teachers to improve multi-agency working. This hinders the development of all parties' understanding of each other's working practices and cultures and how they can work together effectively for the benefit of pupils.

## Appendix

### Case studies

#### **Case study 1: Developing subject knowledge**

This case study shows how a teacher used a professional development bursary to improve his knowledge and skills.

The teacher had studied physics as a second subject at university. He undertook a course to refresh and to improve his subject knowledge so that he could teach 'A' Level physics. This gave the school greater capacity to offer physics and greater flexibility in timetabling science options, thereby increasing pupils' choice of 'A' Level science subjects.

The ability to offer a shortage science subject at 'A' Level has also improved the teacher's future employability.

#### **Case study 2: developing subject knowledge and ICT skills**

This case study shows how a teacher used a professional development bursary to develop her skills in emergent music technology.

A teacher teaching 'A' Level and GCSE music noted that her pupils were motivated by aspects of the music syllabuses that dealt with incidental music for television and film. She attended a course to gain more information about resources and teaching strategies, especially regarding music technology and available software.

As a result of this professional development, the teacher has improved her own knowledge and she is better able to meet pupils' learning needs and to maintain the pupils' enthusiasm for the subject.

#### **Case study 3: improving attendance and behaviour of disaffected pupils**

This case study shows how a head of year in a secondary school used a professional development bursary to develop strategies to improve the attendance of disaffected pupils in key stage 4.

A newly appointed head of year used a professional development bursary to research ways in which other schools are tackling poor attendance among Year 10 and Year 11 pupils. He carried out research on the internet to find schools with curriculum in work-related settings. He visited a school in the local area which had started to broaden its curriculum as part of the 14-19 Learning Pathways initiative.

The head of year with his team has introduced:

- competition between pupils and classes with rewards sponsored by a national company for the best personal and class attendance;



- monthly monitoring of pupils whose attendance records are poor;
- meetings with pupils to provide extra help and support; and
- wider curriculum choice including courses which promote team and leadership skills, for example, the Duke of Edinburgh award.

In the first year these strategies have resulted in a 1% rise in attendance among disaffected pupils and better behaviour. This meets the objective in the school development plan to improve attendance among Year 10 disaffected pupils.

The head of year will evaluate the effect of the strategies on pupils' standards of achievement by analysing coursework completion statistics and GCSE results.

#### **Case study 4: learning from an international context to improve self-evaluation skills**

This case study shows how a group of teachers used professional development bursaries to improve their skills in leading learning.

In one local authority, teachers from a proactive group of schools applied for individual funding to visit schools in Boston, USA. They wanted to look at particular strategies for self-evaluation. They had heard about the effectiveness of 'learning walks'. (See glossary.) They wanted to learn whether the 'walks' would be a useful way of helping them to improve self-evaluation in their own schools and in other schools across the local authority. Improving self-evaluation is a target in all the schools' development plans. It is also a local education authority and national target.

At the beginning of the project, the lead teachers set very clear aims for the intended outcomes. These were:

- to improve self-evaluation processes;
- to involve all staff in the process; and
- to develop self-evaluation skills amongst all staff.

On their return from Boston, the lead teachers in each school organised for 'learning walks' to take place in their own and other schools in the group. They provided clear criteria against which to record observations. They included not only teachers, but learning assistants, governors, administrative staff and pupils in the process. They developed portfolios of evidence which show how those taking part have developed their evaluation skills. They documented the outcomes of the 'learning walks' to show areas of common agreement, good ideas observers had seen, the way forward for the individual school and the outcomes for the group of schools.

The impact for these schools is that:

- there has been an improvement in the self-evaluation skills of many staff;

- the pupils who took part developed better evaluation skills; and
- the culture amongst staff in the schools is now more open. There is a greater degree of sharing of good practice and of identifying areas needing improvement.

The schools disseminated their findings well by giving presentations at 'The Education Show' in Cardiff in 2006. They also gave presentations to other headteachers in the local education authority and to schools in Swansea in 2007.

### **Case study 5: a sabbatical at a botanic garden to learn about sustainable development**

This case study shows how a headteacher of a primary school used a teacher sabbatical bursary to improve his knowledge of sustainable development and to introduce improvements to his school.

The headteachers and staff had identified in the school development plan a need for the school to develop pupils' understanding of sustainable development. This objective was also linked to the headteacher's personal performance objectives.

The headteacher took a four week sabbatical at a botanic garden. He focussed on learning about plants and the interaction of wildlife with the plants. The headteacher kept in touch with the school throughout the sabbatical. He asked the pupils to carry out small pieces of research, which he used to make resources for the garden's educational department.

The headteacher shared his experience and learning with the teachers at staff meetings. On his return to school, he timetabled time to work with pupils and to increase their knowledge about sustainability. The headteacher, teachers and pupils have developed the nature reserve in the school grounds. As a result of their involvement, a few pupils have developed their own vegetable patches at home. The impact for the school is that:

- the headteacher, teachers and pupils have met the school development plan objective of increasing their knowledge and understanding about sustainability;
- the headteacher, teachers and pupils have jointly developed the nature area in the school grounds and it is now a focal point for learning; and
- the headteacher has learned about the benefit of networking and community involvement in schools. He has developed good partnerships with local businesses. This brings the wider world into the school and helps the pupils to see how the things they learn about are applied in a different context.

### **Case study 6: teachers working together as a group to improve pupils' levels of basic skills**

This case study shows how a group of teachers in a secondary school used a group bursary to improve pupils' levels of basic skills, particularly in literacy and numeracy.

The group reviewed the existing evidence about the basic skills of pupils in key stages 3 and 4 and post-16. The group then decided what further information they needed to improve the baseline data. They looked at what other schools and further education colleges were doing in relation to this.

The group shared what they were doing with other teachers in the school, the pupils and their parents. To make sure that other teachers in the school had a good understanding of basic skills issues, the group asked them to take the diagnostic tests before the pupils. They enlisted the help of learning coaches (see glossary) to carry out the diagnostic tests with the pupils. From these tests, the school was able to set targets for the pupils against which they could measure improvement at a later date. The learning coaches helped pupils to understand the importance of good basic skills and they built up the pupils' confidence through tutorial sessions. The group explained what they were doing to the parents at parents' consultations and they included e-assessment scores for literacy and numeracy in pupils' reports.

The outcomes of this work are that:

- the teachers in the group improved their own understanding of basic skills;
- the teachers raised the profile of basic skills among other teachers, pupils and their parents; and
- the work has had an impact on raising pupils' standards of achievement in basic skills.

## Glossary

**Communities of practice:** this refers to groups of people working in the same field who come together to develop their professional learning.

**Learning walks:** This refers to an observation process which teachers undertake in their own or other schools. Teachers identify an issue they want to improve, for example, pupil achievement in a subject area. They develop a set of criteria through which to focus their observations. Following their observations, the teachers come together to discuss what they have seen. They talk about the strengths of what they have seen and how they can improve. They prioritise the areas they decide they need to improve and they develop a series of actions to carry out that improvement. They repeat the 'learning walk' at a later date to see whether there has been an improvement.

**Learning coaches:** the concept of the 'learning coach' is set out in 'Learning Pathways, Guidance II, National Assembly for Wales Circular Number 17/2006. This document defines a learning coach as someone who supports "the learner in the learning related aspects of the whole Learning Pathway with a focus on maximising the young person's ability to learn".