

# Case study: Use of the additional professional learning grant in 2019/20

## Context and background

### The school

St Joseph's RC High School is an English-medium secondary school in Newport and is part of the EAS School Effectiveness and Improvement service for south east Wales. The school has 1,433 learners on roll plus: 14.5 per cent are eligible for free school meals (FSM); 16.7 per cent have additional learning needs (ALN); 21.9 per cent have English as an alternative language (EAL). The gender split in the school is 50.8 per cent boys and 49.2 per cent girls.

### Designated leaders and members of teaching staff

The leadership team includes six senior leaders including the headteacher as well as 47 members with teaching and learning responsibilities. St Joseph's has 87 members of staff of which 76 are full-time and 11 are part-time.

### Additional professional learning grant allocation

The school received £77,195 for the period between January 2019 and March 2020.

## How the additional grant was used

St Joseph's High School used the professional learning (PL) grant in several ways:

- to raise awareness of *Education in Wales: Our national mission*, ensure staff are fully prepared for the new curriculum and ensure that all staff are highly reflective practitioners
- to create a whole-school vision for continuous professional learning(CPL), develop a comprehensive and strategic CPL offer for all staff and to ensure that research informed all CPL
- work with the cluster schools to develop a consistent approach to curriculum reform, enquiry and sharing best practice
- undertake school to school work
- to develop a whole-school approach to recall, modelling, feedback and oracy
- to develop research-engaged staff and to engage all staff in enquiry
- to create a St Joseph High School approach to enquiry
- to work with external agencies.

## Impact of the grant on colleagues across the school

The impact of the additional PL grant is that it has enabled the school to:

- keep all staff up to date with curriculum reform and *Education in Wales: Our National Mission*
- explore and utilise the new professional standards for teaching and leadership
- work collaboratively with all staff to develop their practice
- support staff to become teacher-enquirers
- encourage all staff to become research-engaged
- work collaboratively with other schools
- work collaboratively with cluster schools
- offer opportunities for staff to be actively engaged in thoughtful discussion related to pedagogy
- offer staff opportunities to create their own career path
- provide time for staff to work within areas of learning and experience (AoLEs)
- provide time for staff to work with learners to develop the new curriculum.

The results from the schools as learning organisations (SLO) survey have also informed the school that there is a consistent positive attitude relating to staff involvement in their own and others' development and that they feel supported by the senior leadership team (SLT).

## Impact of the grant on learners

As a result of the PL key performance indicators (KPIs) for Key Stage 4 and sixth form have improved.

The training and coaching delivered on recall strategies such as 'Big Sheet' and modelling has resulted in nearly all results significantly exceeding or being in line with modelled expectations.

In addition, there was a 14 per cent increase in the number of learners achieving five or more A\*–A grades based on feedback and findings of the more able and talented (MAT) school to school project. Moreover, the capped point score was 26.3 points above modelled expectations indicating that there is suitable challenge and support for all learners.

## Lessons learned about professional learning for application to the school

- Time is a key factor to ensure that all staff and the cluster have time to collaboratively plan for the new curriculum.
- Keeping all stakeholders informed of changes is imperative.
- Time is needed to strategically plan for CPL in line with school development plan and staff's personal needs.
- Careful, strategic planning for change is required.
- 3-year learning and teaching plan has been developed in line with the school's priorities.
- Detailed curriculum plan has been developed.

## Lessons learned about professional learning to share with other schools

- Careful, strategic planning for change is required.
- Strategically plan all INSET days and meetings.
- All key documents need to be aligned.
- Detailed actions required such as a three-year learning and teaching plan.
- Detailed curriculum plan is required.
- A comprehensive and personalised CPL offer is required to support and develop all staff.
- School to school working is vital.
- Working collaboratively with the cluster ensures consistency.
- Involve all stakeholders in the process.
- Keep all stakeholders up to date with key messages relating to reform.