

## Case Study

# Strong leadership is vital to school performance

## Palmerston Primary School

Barry, Wales, UK

### How has leadership training helped you set a clear vision and direction for your school across the curriculum?

“The leadership training was inspiring and motivating. It provided clear strategies to support and coach teachers, and a systematic approach to monitoring and observing lessons. I can now confidently analyse data, assess pupil progress and organise teaching groups. I am able to model best practice to staff through regular masterclasses and support them further when carrying out learning walks.”

### What is the value of regular practice in your school during masterclasses and face-to-face feedback?

“The masterclasses help fine tune small, but precise, elements of a lesson, and are manageable for staff to follow. The follow-up observations are more focused and feedback specifically relates to the purpose of the masterclass. Staff say that the masterclasses are a great opportunity to clarify concepts before teaching. They practise on each other rather than on the children! Initially, this concept was very new and there was some self-consciousness, but over time this has become much easier. Staff are extremely supportive in helping one another to improve their teaching practice.”

### How has regular observation and face-to-face feedback improved the quality of teaching and learning?

“It has enabled staff to focus on specific skills that I then focus on during observations. An honest and open dialogue has resulted in a complete shift in the culture within school.”

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LA: **Barry**

Age Group: **3 - 11**



### What positive impact have you seen on pupil learning as a result of the on-going professional development in school?

“Improved confidence and quality of teaching from staff has brought a better pace to lessons. This has had a knock-on effect on coverage and feedback strategies being used. Staff are better prepared and more proficient in teaching different elements of lessons. There has been less downtime and more energy spent on responding to pupils learning by using assessment for learning effectively, as opposed to thinking about what comes next!”

### Is there anything you would like to add?

“Ensuring a clear timetable in advance has been really important, giving a clear structure to session leaders. There have been occasions where staff absence or meetings have meant rescheduling. This can be tricky but once a routine has been established it has become easier to follow and is now ‘normal’ practice within our school.”