



Y RHWYDWAITH
YMCHWIL IECHYD
MEWN YSGOLION

THE SCHOOL
HEALTH RESEARCH
NETWORK

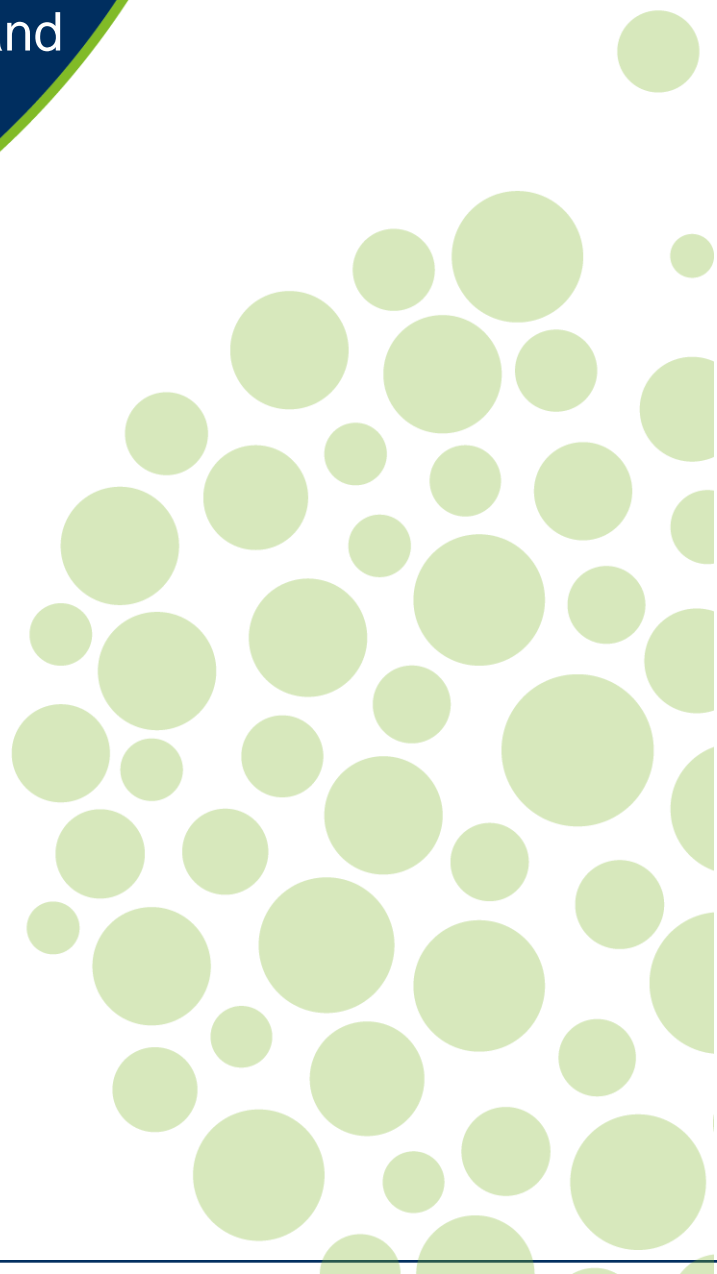
shrn.org.uk

The School Health Research Network (SHRN)

Case Study:

Whitmore High School: Where SHRN, Health and Well-being and Meaningful Connections Shape the School Community

March 2025



RhwYdwaith Ysgolion Cymru
sŷn Hybu Iechyd a Lles
Welsh Network of Health and
Well-being Promoting Schools



Centre for Development, Evaluation, Complexity
and Implementation in Public Health Improvement
A Public Health Research Centre of Excellence



GIG
CYMRU
NHS
WALES | Iechyd Cyhoeddus
Cymru
Public Health
Wales



CANCER
RESEARCH
UK



Llywodraeth Cymru
Welsh Government



CARDIFF
UNIVERSITY
PRIFYSGOL
CAERDYDD

Authors

Henriette Bertheux, Maria Boffey, Maria Prosser and Charlotte Wooders.

To read author biographies, please refer to the final section of the case study.

Acknowledgements

SHRN would like to acknowledge and thank Henriette Bertheux and Maria Prosser, Whitmore High School, for their invaluable support and contribution to the development and writing of this case study.

Please note:

This case study is a way of sharing school practices. It draws on the experiences of this particular school that they found beneficial in their context. The effectiveness of these approaches may vary, and they have not been independently verified or evaluated by SHRN.



Whitmore High School: Where SHRN, Health and Well-being and Meaningful Connections Shape the School Community

Contents	Page
1. Case Study Overview	4
2. About Whitmore High School	4
3. Fostering a Culture of Health and Well-being: Identifying Key Priorities using SHRN Data	5
4. Targeted Actions: Using SHRN Data to Drive Support for Learners	5
5. A Holistic Approach: Effective Interventions That Have Made a Difference	8
6. Measuring Success: The Impact of their Health and Well-being Data Led Approach	9
7. Continuous Improvement: Using SHRN Data to Drive Progress	11
8. Looking Ahead: The Next Steps for Whitmore High	12
9. Conclusion	13
10. Learn More	13
11. Share Your SHRN Story!	13
12. Extra Resources	14

1. Case Study Overview

Through the use of their [School Health Research Network \(SHRN\)](#) data and targeted interventions, [Whitmore High School](#) has made positive strides in enhancing learner health and well-being.

By analysing SHRN data, the school identified key areas for improvement and implemented specific strategies to address them. These targeted interventions have led to improvements in learner health and well-being, demonstrating the school's commitment to placing health and well-being at the forefront of its mission. As a result, learners are better equipped to thrive both in school and beyond, ensuring they have the best possible opportunity for success.

2. About Whitmore High School

Whitmore High School is located in Barry, in the Vale of Glamorgan. The school caters to students aged 11 to 19 and has approximately 1,082 pupils on roll.

Whitmore High School's philosophy is based on the '[four purposes](#)' in [Curriculum for Wales](#) that develop the whole child and form '*The Whitmore Values*.' Staff ensure learners are valued, listened to, and treated as individuals. The school fosters a culture of encouragement and mutual respect, promoting positive relationships and social development. The inclusive ethos supports all learners, with additional provisions for those needing extra help. Activities and clubs help learners thrive and develop new skills. The headteacher and leaders have created a strong team, emphasising high quality teaching and learning.

Whitmore High School

Source: [Estyn School Inspection Report 2022](#)

3. Fostering a Culture of Health and Well-being: Identifying Key Priorities using SHRN Data

The priority identified through their [school level SHRN data](#) was centred on improving and maintaining the mental health and well-being of learners. For example, SHRN's insights supported the school in focusing their attention on learner fulfilment, school connectedness¹, and overall life satisfaction.

Whitmore High School aimed to create a robust support system where learner-teacher relationships, school connectedness, and overall life satisfaction were prioritised. By leveraging their SHRN data, Whitmore High School used evidence - informed approaches to develop their School Improvement Plan (SIP) and curriculum overseen by the school's Senior Leadership team, to address these areas, ensuring that all learners felt supported, engaged, and understood.

Furthermore, they found increased value in using [The SHRN School Environment Questionnaire \(SEQ\)](#) in conjunction with their school level SHRN data, to ensure that their School Improvement Plan aligned with the wider issues across schools in Wales and supported them in identifying key priorities. The SEQ allowed the school to carry out an in-depth exploration of the connections between their school policies and practices and their impact on learner health and well-being outcomes.

The school also benefited from a close and supportive working relationship with their local [Welsh Network of Health and Well-being Promoting Schools](#) (WNHWPS) Co-ordinator (HSC) via monthly newsletters and termly Vale of Glamorgan school meetings. The HSC provides resources and information from a range of external agencies for further support. For example, the SHRN data identified the need for vaping awareness and information for their Year 8 learners. The HSC shared [new vaping resources guidance](#) and arranged an educational session for the learners delivered by the [Public Health Wales](#) Smoking and Vaping lead for Cardiff and the Vale.

4. Targeted Actions: Using SHRN Data to Drive Support for Learners

The school prioritised their bespoke SHRN data as its core framework using it as the foundation for understanding learner needs. To supplement their approach, they also utilised their PASS individual learner data as a supplementary tool, allowing the pastoral team to refine their priorities and identify individuals' learners requiring additional support.

¹ A sense of belonging and attachment that learners feel towards their school community, including relationships with teachers, peers, and other school staff.

The SHRN and PASS surveys complemented each other, providing a comprehensive view of learner well-being and attitudes. The SHRN survey focuses on health aspects like mental health and well-being, and physical activity, while the PASS survey measures learners' attitudes towards themselves and their school experience. Together, they offered valuable insights that helped the school develop targeted interventions, enhance support systems, and inform policies to create a more supportive and effective learning environment.

By analysing their core SHRN data the school was able to pinpoint specific areas requiring attention and action. This data-driven evidence-based approach has been central to refining their health and well-being strategy, enabling them to provide tailored support to learners across all year groups

Key Actions:

- **Weekly Check-Ins for Targeted Support:** The pastoral team met weekly to identify learners who need support based on their SHRN data and supplementary PASS data. These learners were then referred to the school's health and well-being team for appropriate support and intervention.
- **Personalised PSE Lessons Based on SHRN Data:** Personal, Social, and Education (PSE) lessons were informed and designed via the SHRN data. The school tailored schemes of work to address concerns such as healthy eating, vaping, and sleep, based on their SHRN school level data. These topics were used as starter conversations in lessons, allowing learners to engage with real statistics from the findings. This helped learners better understand the importance of their school participating in the [SHRN survey](#) and [wider SHRN network](#), and what issues required addressing within their school community.
- **Empowering the Learners:** The learners played a key role in analysing SHRN data to identify prevalent issues. Learners generated ideas for raising awareness and created initiatives to tackle these challenges. For example, the school council reviewed their PSE lessons using their SHRN data (e.g. utilising vaping and breakfast data for the relevant school years). Additionally, staff and learners worked with the school's [Equality Council](#) to co-produce lessons focusing on improving the mental well-being of LGBTQ+ students.
- **Proactive Care, and Parent and Carer Engagement:** The school focused on building strong relationships with parents and carers. A shared spreadsheet allowed staff to log and track weekly phone calls to parents and carers, ensuring communication is consistent and targeted. Pastoral staff were given dedicated time to complete at least one phone call per term with parents and carers to discuss learner health and well-being.

- **Class Rationales to Tailor Learning:** All staff completed class rationales² to understand the specific needs of their learners. These rationales were updated each term and reviewed by heads of department and SLT. They formed the basis for differentiation in the classroom. The school used a consistent lesson structure — “*I do, we do, you do*” — to promote independence and resilience among learners. This approach is aligned with the school’s [trauma-informed practices](#), ensuring the classroom environment supports learners’ mental health and emotional health and well-being.
- **Specialist Learning Provisions:** For learners who find accessing mainstream classes or the curriculum challenging, Whitmore High offered various provisions, including an autism base (as pictured below), a hub support base for Emotionally Based School Avoidance (EBSA) learners and those who struggled with mainstream lessons (as pictured below), an Additional Learning Needs (ALN) classroom, and outdoor teaching facilities. This ensured all learners can access learning in an environment that met their needs.



² Class rationales include information about all learners’ current and expected attainment as well as providing adapted teaching strategies to support each pupil within each class. Adaptive teaching includes support for ALN (Additional Learning Needs) learners, EAL (English as Additional Language) learners, FSM (Free School Meal) learners, MAT (More Able and Talented) learners and support for well-being. These strategies are drawn from a range of sources including pupils’ Individual Development Plans and one-page profiles. Class rationale documents are quality assured by leaders at the school to evaluate the planned strategies.



- Investing in Staff Development:** Staff health and well-being and development is integral to the school's approach in terms of valuing and supporting their staff. All staff were encouraged to participate in internal Continued Professional Development (CPD) programs, including "*Visionary Teachers*", "*Leading Aspirational Learning*" (MLL), and "*Practice with Purpose*" – led by SLT. CPD is a priority in the School Improvement Plan, fostering consistency in teaching practices and enhancing staff health and well-being. This, in turn, has led to improvements in learner behaviour and overall health and well-being.

5. A Holistic Approach: Effective Interventions That Have Made a Difference

By utilising SHRN data, Whitmore High School offered a variety of interventions to support learner health and well-being, ensuring that each learner's needs are addressed in a way that aligns with their unique circumstances:

- Year 7 Health and Well-being Groups:** Two 12-week health and well-being groups were offered to Year 7 learners, introducing health and well-being and calming strategies. These groups also included six weeks of outdoor health and well-being sessions, in partnership with the [Vale of Glamorgan Play Team](#). During [Children's Mental Health Week](#), external agencies such as the school nurse and [Barnardo's](#) counsellor were invited to speak with learners about mental health services.



- **Stress Busters Programme:** This 8-week group program was open to all year groups but aimed at Year 10, 11, 12 and 13 learners, focusing on exam stress and providing coping techniques. Year 10 learners were the primary participants (as identified through SHRN data), but the school offered a drop-in session for learners during form time to check in on progress.
- **One-to-One Health and Well-being Sessions:** Tailored to meet the needs of individual learners, these sessions covered a wide range of topics, such as sleep, food and mood, emotions, friendships, worry, and self-esteem. Sessions were offered on a 1:1 basis once a week. Learners could self-refer and/or were identified via staff based on referrals from heads of year, external professional agencies and parent/carer enquiries.
- **Mini Check-ins for Support:** For learners who didn't require a full 1-hour session, the school offered shorter health and well-being check-ins. These check-ins addressed specific needs, such as exam stress or emotional challenges. Again, learners could self-refer or were identified by staff.
- **Breakfast Club and Health and Well-being Food:** Funded by local supermarkets, the school ran a breakfast club every morning from 8:00 to 8:30 am, providing learners with a nutritious start to their day. Health and well-being food (fruit, cereal, toast, eggs etc) was also available throughout the school day for any learners who needed access to food or drink.
- **Transition Initiatives with a Health and Well-being Focus:** The school identified pupils who required additional support, early via the PASS survey and key priority areas through communication with primary schools, offering enhanced transition packages, extra visits, and access to specialist provisions. Prior to Year 7, staff met with parents and carers, and form tutors engaged proactively at the start of the year. Initiatives such as [Young Sports Ambassadors](#) led sports sessions at local primary schools and Year 12 pupils ran literacy interventions for Year 6 to further aid the school transition process.

6. Measuring Success: The Impact of their Health and Well-being Data Led Approach

The actions taken have had a measurable and positive impact on learners' health and well-being and overall school outcomes. The school has reported results in several key areas:

- **Increased Engagement and Satisfaction:** SHRN data revealed that their learners feel more connected to their teachers, with many reporting that their ideas are taken seriously, as detailed below in the graphs taken from the schools SHRN report

2023/2024. This aligns with the school's goals of nurturing strong teacher-learner relationships.

Fig. 13 Whitmore High School: Students who "agree" or "strongly agree" that teachers care about them as a person

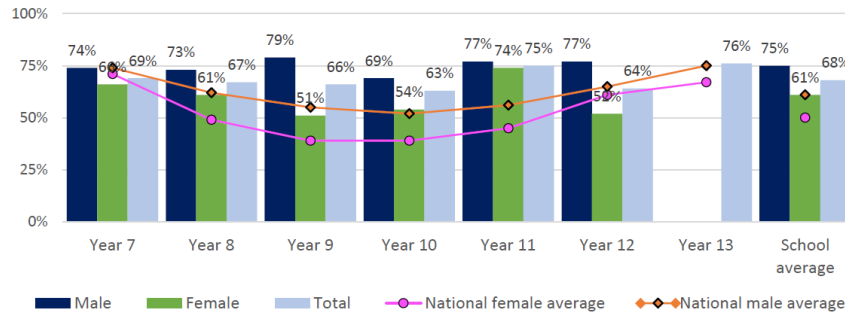


Fig. 14 Whitmore High School: Students who "agree" or "strongly agree" that their ideas are treated seriously in school

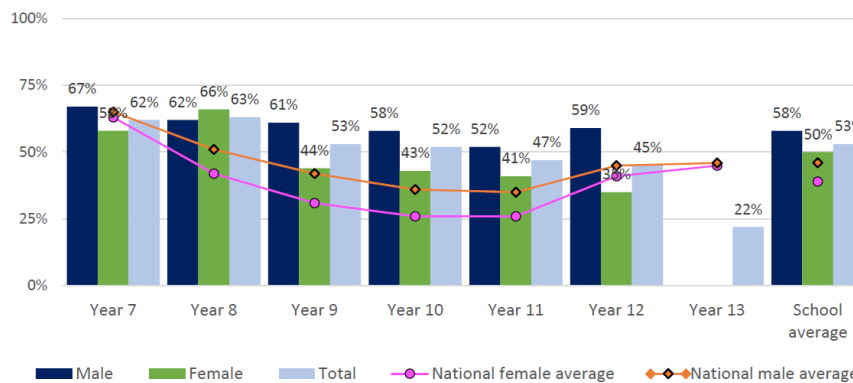
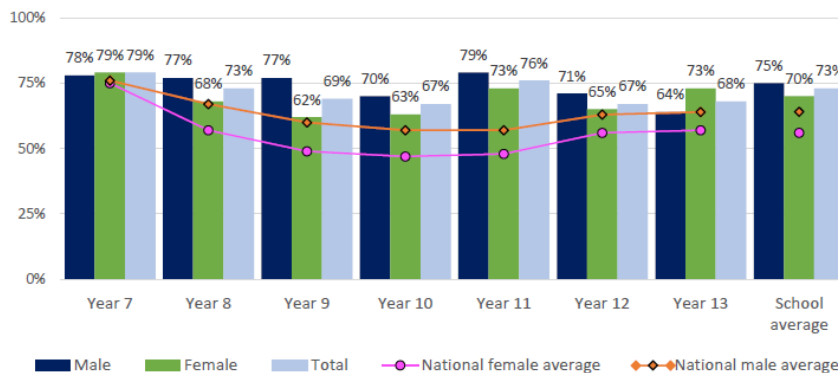


Fig. 16 Whitmore High School: Students who "agree" or "strongly agree" that there is support at school for students who feel unhappy, worried or unable to cope



- **Improved Attendance:** Post Covid 2019 pandemic, the school's attendance has significantly improved, and its figures are now notably higher than many schools across Wales. This improvement can most likely be attributed to the strong sense of belonging and community that learners feel at Whitmore High School.
- **Positive Behaviour and Academic Outcomes:** Through consistent teaching practices and a [trauma-informed approach](#), the school has seen improvements in learner behaviour and a noticeable increase in their resilience. These changes have contributed to improved academic outcomes across the school.
- **Effective Mental Health Support:** Health and well-being interventions have proven effective, with learners reporting increased satisfaction with the support they are receiving. Feedback from learners and parents and carers has shown a high level of satisfaction with the services provided, with many learners feeling more confident in managing their mental health and academic pressures. Feedback was captured through their SHRN and PASS data, along with pupil voice³ collected at the start and end of one-to-one interventions. Learners' completed evaluations at the end of all interventions, and Breakfast Club learners provided feedback each half term. Additionally, whole-school feedback is gathered with 800 responses recently collected, on the school's health and well-being provision.

7. Continuous Improvement: Using SHRN Data to Drive Progress

SHRN data and the support of the SHRN network plays a crucial role in monitoring and evaluating the ongoing health and well-being of learners at Whitmore High School. By regularly reviewing their data, the school was able to track trends and identify areas for improvement. SHRN data provides a benchmark for measuring progress, allowing the school to compare findings across time and assess the effectiveness of interventions.

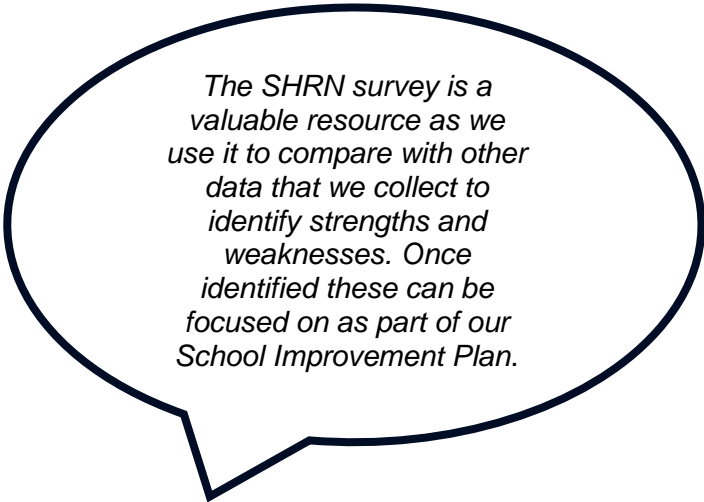
The pastoral team used the SHRN data as their foundational evidence, with supplementary information from PASS and other feedback mechanisms (such as learner and parent and carers surveys) to ensure that the actions taken were making a tangible difference. Data tracking via provision mapping⁴ allowed the school to monitor the impact of interventions over time. Additionally, the school reviewed feedback from learners, staff,

³ A whole-school commitment to listening to the views, wishes and experiences of all children and young people.

⁴All provisions and interventions are tracked and monitored via provision mapper. This is an online system that includes notes on all meetings, phone calls, interventions suggested and is completed for all learners, to provide heads of year a complete chronology of the support provided for learners. It also enables the school to review the impact of each intervention.

and external agencies through multi-agency meetings, ensuring a holistic view of learner health and well-being. If progress was not made, the school was quick to adapt and seek support from external specialists or local authorities, for example [In Reach](#), school nurse, [Strive Team](#), [Vale of Glamorgan Youth Service](#), [Youth Well-being Team](#), School Based Councillors, [Platform](#), [Vale Play Team](#) and others. They have also worked closely with their [WNHWPS](#) Healthy School Co-ordinator Team, who were vital in supporting a range of health and well-being strategies.

Here's what Henriette Bertheux, Associate Assistant Headteacher had to say about how SHRN has supported their health and well-being practice in the school:



The SHRN survey is a valuable resource as we use it to compare with other data that we collect to identify strengths and weaknesses. Once identified these can be focused on as part of our School Improvement Plan.

8. Looking Ahead: The Next Steps for Whitmore High

While Whitmore High School has made significant progress, it remains committed to continuing its work in supporting learner health and well-being. Their next steps include:

- **Ongoing SHRN Data Reviews:** The school will continue to monitor and embed their future school-level SHRN data and the [regional and national SHRN data](#) to track progress and adjust strategies as necessary, ensuring health and well-being remains central to the school's mission.
- **Sharing SHRN Data to Support with School Transitions:** The school plans to work with local primary schools to share and gather data on learner health and well-being to support the process of transition from primary to secondary stage.
- **Sustaining Support:** The school will continue to prioritise the health and well-being of its learners, maintaining high levels of support and engagement.

- **Enhancing Inclusivity:** Further development of provisions will focus on inclusivity, ensuring all learners feel represented and supported.
- **Staff Development:** Ongoing professional learning will be prioritised, with staff being upskilled to better support learners' health and well-being and promote best practices in the classroom.
- **Strengthening Family Relationships:** The school will continue to maintain strong relationships with parents and carers, providing clear communication and ensuring that support is readily accessible.

9. Conclusion

The school's ethos is deeply rooted in nurturing the health and well-being of both learners and staff, recognising that these elements are interconnected. Whitmore High School's approach to health and well-being is both comprehensive and proactive, with a strong emphasis on building meaningful relationships, cultivating a sense of belonging, and ensuring that every learner feels prepared to face any challenges that may arise.

SHRN data has played a pivotal role in shaping and refining Whitmore High School's strategies for enhancing learner health and well-being. By regularly analysing and responding to the insights provided by SHRN evidence and data, the school was able to pinpoint specific areas where support was needed, ensuring targeted interventions that addressed the bespoke needs of their learners. This data-driven approach allowed the school to foster an environment where every learner can thrive, socially and emotionally, as it continuously adapted to the evolving needs of the school community.

10. Learn More

For more information on supporting the health and well-being of your learners, please contact your local [WNHWPS](#) Co-ordinator.

11. Share Your SHRN Success Story!

Sharing your SHRN story is a powerful way to demonstrate your expertise and the positive impact your initiatives have had on learners' health and well-being.

SHRN welcomes case studies from both SHRN primary and secondary schools to showcase and share their use of SHRN Student Health and Well-being Data and Reports, and the value of evidence informed practice.

Discover how you can inspire others by sharing your SHRN journey with us. Your story could be the spark that ignites change and innovation in our community.

Read more about how you can share your story [here](#).

To read more inspiring case studies, visit our [website](#).

12. Extra Resources

Learn more about [The SHRN Student Health and Well-being Survey](#) and [The SHRN School Environment Questionnaire \(SEQ\)](#)

For more insights, read the SHRN [Blog](#).

To find out more email our SHRN Engagement Manager, [Charlotte Wooders](#).

About the Authors

Henriette Bertheux, Associate Assistant Headteacher, Whitmore High School

Henriette joined what was then Barry Comprehensive School in 2017 as a History Teacher. She became Head of History in 2018 and Head of PSE in 2021. She became Associate Assistant Headteacher in 2023 working with the Assistant Head of Teaching and Learning to ensure all cross curricular themes in the Curriculum for Wales are implemented. Through her work with PSE and cross curricular themes she has become responsible for ensuring the mental health and well-being of all pupils is considered in the schemes of work in all departments. She works closely with the well-being team to track data from SHRN and PASS as well as pupil voice to identify priorities for the curriculum.

[Maria Boffey](#), SHRN Knowledge Exchange and External Affairs Manager

Maria's role in the SHRN Network is to manage its development by way of knowledge exchange, external affairs and communications, ensuring it meets the needs of schools, researchers, and key health and educational stakeholders. She provides support to schools,

whilst developing the strategic national and regional partnerships. Her passion for supporting the well-being of children has been a constant throughout her career, spending over 20 years within the third sector leading on a wide range of national programmes to support improved practice and policy outcomes for looked after children. She has also been a School Governor since 2007 in special, primary and secondary school settings. Maria has also worked on a number of research studies with Cardiff University, DECIPHer and CASCADE, as well as being an author of numerous well-being publications.

Maria Prosser, Deputy Headteacher, Whitmore High School

Maria joined the Vale of Glamorgan Local Authority as an Assistant Headteacher in 2021. She was responsible for opening and developing the first secondary Autism Base in the Local Authority. Previously, she opened three bases in Cardiff Local Authority and was an Assistant Headteacher for Inclusion and Well-being at Llanishen High School. Her role at Whitmore High School began as Assistant Headteacher for Inclusion and Well-being in addition to running the Autism Base. She became Deputy Headteacher at Whitmore High School in 2023 and subsequently Head of School. Maria is passionate about inclusion being part of the strategic vision in secondary schools.

Charlotte Wooders, SHRN Engagement Manager

Charlotte is responsible for supporting the delivery of the SHRN engagement strategy. This involves working collaboratively with SHRN partners, including schools across Wales, Public Health Wales, and the Welsh Government. Her role includes organising knowledge exchange activities and communications to ensure SHRN partners can share ideas and expertise. She works closely with schools to highlight the impact of SHRN and promote evidence-based practices to enhance learner health and well-being.



Y RHWYDWAITH
YMCHWIL IECHYD
MEWN YSGOLION

THE SCHOOL
HEALTH RESEARCH
NETWORK

The School Health Research Network (SHRN)
SPARK
Maindy Road
Cardiff
CF24 4HQ

 shrn.org.uk

 SHRN@cardiff.ac.uk

 [The School Health Research Network](https://www.linkedin.com/company/the-school-health-research-network)

 [@shrnwales.bsky.social](https://www.bsky.social/@shrnwales)

 [SHRN Wales](https://www.youtube.com/channel/UC...)

All rights reserved.

To protect confidentiality, all photos are posed by models.

First published by SHRN © 2025