

# Real transformation: celebrating success through the Teacher Effectiveness Enhancement Programme (TEEP)

June 2015 edition



## Welcome to the third edition of the TEEP EEF newsletter.

We are delighted to have reached the end of the third year of this project funded by the Education Endowment Foundation (EEF) and to share the brave and incredible journeys of all of the schools involved.

This newsletter is evidence of the long-lasting effectiveness of the programme, with the schools that have started this academic year (phase 3) already seeing results. It is clear that TEEP is not a quick fix for schools; indeed, a commitment to the programme is key to their successes.

We have seen the impact of TEEP in changes to the classroom environment, in teaching and learning policies and, perhaps most important, in the approach and attitudes of learners across all phases. What is abundantly clear is that TEEP works. The TEEP model enables all those responsible for driving progress in



TEEP's greatest success has been the 'buzz' among staff for collaborative planning, sharing ideas, rediscovering old favourites and being prepared to take risks.

All Saints Academy



learning to work together in planning, evaluating and raising standards in teaching and learning.

Sustainability is 'baked in' to the programme. Enthusiastic and committed level 2 and level 3 practitioners are ensuring that schools cater for new entrants to the profession and the individual school, as well as providing the voice that recognises and extends the wealth of expertise already in schools.

Of course, ever mindful of accountability measures, we must not forget the impressive quantifiable improvements made by TEEP schools.

RSA Academy Arrow Vale (trained in phase 1) have seen the percentage of lessons judged as 'good' or better rise from 76% to 96%, and is recognised as 'outstanding' by Ofsted. Similarly the Samuel Lister Academy (trained in phase 2), have seen 12% more students gaining five or more good GCSEs and the academy being ranked in the top five of schools in Bradford for GCSE results. Freebrough Academy have also experienced remarkable gains in attainment, with 82% of learners gaining A\*-C in English, a rise of 27% on the previous year, undoubtedly supporting their Ofsted judgement

of 'good' in January 2015 from a previous 'requires improvement'.

This year saw the development of the TEEP Ambassador programme, with several EEF schools being invited to join. TEEP Ambassador School status recognises schools that can demonstrate a significant improvement in the quality of teaching and learning since beginning their TEEP training, as well as implementation of the TEEP framework across the organisation.

Each school faces its own challenges, but whatever the context, TEEP inspires, invigorates and motivates teachers to make teaching and learning more effective. We wish continued and even greater success to all the schools involved in TEEP

**Anne-Marie Duguid**  
Head of Teaching and Learning,  
SSAT

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## Phase 1 schools (TEEP trained 2012-13)



### RSA Academy Arrow Vale

Noel Linington, Curriculum Leader for Art,  
Lead Practitioner TEEP coaching and CPD

There has been a notable movement towards student-centered learning and student-led learning through our TEEP programme. The students are more engaged during lessons and have adopted a real thirst for learning.

The following table indicates a five-year trend in improvements in teaching (TEEP training started in October 2012):

%	Outstanding	Good	RI	Inadequate	Good or better	Average
2010-11	11	49	35	5	60	2.33
2011-12	25	51	19	5	76	2.03
2012-13	26	65	7	2	91	1.88
2013-14	33	59	7	1	92	1.79
2014-15	48	48	4	0	96	1.65

Arrow Vale places 15th in the DfE list of 55 comparable schools. This is all the more impressive when consideration is given to schools with similar numbers of disadvantaged students who placed 24th/42nd/49th/50th/54th respectively.

We achieved 'outstanding' in the latest Ofsted inspection (May 2014). The Ofsted report noted the following:

- students say how much they value the high-quality teaching they receive and their teachers' willingness to give them extra help and encouragement to prepare them for their examinations
- teachers plan tasks very well so that students of all abilities, including the least and most able, are able to achieve success and enjoy their learning
- the rapid progress made by students of all abilities and in all year groups shows that the quality of teaching is outstanding. During the inspection a high degree of consistent practice was observed and a large proportion of outstanding teaching, including classes taught by newly qualified teachers
- teachers know their students very well and ensure that they plan tasks that are well matched to their students' individual needs. There is a clear focus on providing the challenge that will stretch those of highest ability
- there is a high level of student engagement, with all able to make a contribution because plenty of opportunity is provided for students to discuss their learning with others. Students are required to think carefully, and challenged to justify their response by skilful questioning
- teaching in the sixth form is good and is now beginning to have an impact on raising standards for students which, earlier in their school careers, were low. Students are challenged to take responsibility for their own progress, setting themselves targets and evaluating their progress towards them.

The initial impact of TEEP was on the percentage of lessons that were judged as 'good' or better which improved from 76% to 91%. We did a lot of work on the 'construct' stage of the cycle to clarify for staff and develop the climate for experimentation without fear of mistakes from the pupils. This has got better and better and pupils are now taking a more exploratory approach to learning.

TEEP has empowered teachers and students to fully engage with learning through creative and innovative lessons that are student centred.

The school has continued to keep TEEP at the heart of training for all staff, and we ensure that all new teachers are trained to TEEP level 1 each year. The impact of this sustained TEEP professional development has been that the percentage of 'outstanding' lessons has improved from 25% to 48%.

TEEP has been embedded within the school through the use of:

- a standardised colour-coded PowerPoint that outlines the different learning stages within the cycle
- a regularly updated website that outlines the TEEP learning cycle and provides a wide range of strategies that can be used for each stage of the cycle
- regular CPD that highlights different areas of the TEEP learning cycle.

All new staff are given TEEP training by the school's TEEP level 3 trained staff. This takes place at the start of each school year to maintain a consistency in class delivery standards. A strong CPD programme also regularly revisits different areas of the TEEP learning cycle and in the summer terms will include whole-school coaching with a specific focus on areas of development that include the underpinning elements of TEEP.

New strategies are continually trialled, and once perfected, shared on a regular basis through a teaching and learning 'show and tell' format in fortnightly staff briefings.

A new coaching format has been developed to meet the time restrictions and demands and needs of the staff. It uses the TEEP principles but in the form of speed coaching, supported by a coaching journal. Ten-minute sessions, after co-teaching and co-planning based on notes made by coach and coachee, allow for a concentrated and focused discussion.



Teachers who were previously graded as 'requires improvement' have either improved or moved on. The use of TEEP level 2 trained staff as coaches has shifted from a '3 to 2' focus, to colleagues regularly judged as grade 2 requesting coaching to help them move to 'outstanding'. The impact of this can be seen in the significant recent increase in the percentage of 'outstanding' lessons.

TEEP has also helped staff to become more creative in the delivery of their lessons, using a wide variety of different strategies and ideas. Staff have been more inclined to take risks and this has resulted in more engaging lessons and a real culture for learning.

### Red House Academy Mark Cooney, Vice Principal

Since we completed our initial TEEP training in autumn 2012 we have seen significant improvement in the quality of teaching across the academy. This is the major repercussion from our work with TEEP. We started as an academy that Ofsted judged to be inadequate for teaching in March 2012 but have since had two full Ofsted teams validate our school as 'good'. The last of these visits was in January 2014 and our internal evidence is that teaching remains 'good', with over 80% of lessons judged 'good' or better. Our focus now is on how to move to 'outstanding'.

A real success has been in seeing some teachers who are very experienced significantly improving their practice by engaging with new ideas and reflecting on their own work.

One of the biggest challenges we have had since completing our training two years ago is, as with most schools, staffing changes. But the stronger focus on pedagogy resulting from our work with TEEP means that new members of staff are quickly imbued with our high expectations in planning and assessment and colleagues use weekly departmental time to share their effective practice.

In addition, we now have a member of staff who is a TEEP trainer and this has meant that refresher sessions

## Phase 1 schools

have been possible. Since October 2014, all new staff are given an insight into TEEP during a full training day. The response from new staff was excellent and they have requested further opportunities to work together on TEEP. As a result of TEEP and other work we have undertaken, we have seen a real increase in collaboration between staff and a sharper focus on staff wanting to develop their practice.

To support us in further embedding TEEP in the academy, we are undertaking the Lead Practitioner programme with a group of staff from summer 2015. Our aim is that these colleagues will then undertake projects to embed aspects of TEEP and to support other colleagues in developing further. Our intention is to build capacity to sustain our work with TEEP over the next few years.

Our last Ofsted inspection recognised the progress that we had made and the part TEEP had played in this. As well as the 'good' grade for teaching we also achieved a 'good' for behaviour and safety and the report stated that 'in classes, students show good attitudes to their learning'. We recognise that in order to move to 'outstanding' for this area we need to develop our students so that they become increasingly independent and resilient learners. This area will be a key focus of our TEEP work in the coming year.

TEEP is a key factor in helping us to develop towards becoming an 'outstanding' academy.

### Freebrough Academy Donna Butcher, Assistant Principal

In 2013, Ofsted rated our quality of teaching, and the academy as a whole, as 'requires improvement'. We wanted to improve our overall rating and identified a target to improve the consistency and quality of our

TEEP has transformed the quality of teaching and learning across the academy, leading to significant improvements in outcomes for all our young people.

teaching. This led us to the TEEP programme, which has had a major impact on our academy.

Since the launch of TEEP, the monitoring, review and evaluation of teaching and learning demonstrates that there has been significant improvement in the

quality of teaching across the academy. Lessons judged as 'good' or better have risen from 49% to 90%, with 40% 'outstanding'. The Ofsted judgement for the quality of teaching has gone from 'requiring improvement' in March 2013 to 'good' in January 2015.

Through regular and close analysis of progress data, we have seen a significant improvement in progress across year groups in a wide range of subjects, including English and mathematics. There is strong and consistent evidence in pupils' work to demonstrate that they now achieve well.

All staff have been trained to at least level 1 in TEEP including two trainee teachers and three learning support assistants. Many of the level 2 staff are part of the coaching team to support other colleagues in developing their practice from 'requires improvement' to 'good' and from 'good' to 'outstanding'. TEEP is fully embedded into the planning and delivery of lessons. Teams of staff have led CPD sessions and TEEP refresher sessions to sustain the impact of TEEP. As a TEEP Ambassador School, we have held two events for schools across the Tees Valley to share effective practice in the classroom.

For teaching staff, TEEP has provided a common language shared by staff and students about teaching and learning. There is a consistent approach to teaching and learning across the academy and a range of opportunities for staff to share effective practice within their own faculty teams and across the school. Every member of staff regularly contributes to the 'TEEP of the week', published in the staff bulletin. When the academy opened in 2010, 21% of lessons were judged as 'inadequate'; there have been no inadequate judgments of lessons since TEEP was launched.

It is fair to say that we have exceeded our initial goal of significantly improving the quality of teaching across all faculties. In addition, we have developed a culture where staff enthusiastically share resources and ideas within and across faculties so that there is consistency and innovation for all learners. Improvements in outcomes are evident for all pupils regardless of age or prior attainment, and attainment gaps across different subject areas are closing rapidly. We continue to raise the profile of TEEP among staff and students so that it is embedded in everyday practice. All teaching and learning, whether in lessons or in CPD, uses the TEEP approach.

Our challenge is to continue to develop the quality of teaching so that all is at least 'good' including that by staff new to the academy and new to the profession. The sustainable model of the TEEP programme has ensured that our level 2 and level 3 TEEP teachers are equipped to provide training and support for all staff and to give them the opportunity to experience TEEP and embed it in their practice.



For the future, we plan to use the structure of TEEP to develop a similar programme for developing the quality of learner habits and behaviours through a Learner Effectiveness Enhancement Programme (LEEP).

### Kingsley Academy Mrs Jinga Surani, Vice Principal

Kingsley Academy is an 11-18 mixed community that was rated 'good' by Ofsted in 2011. Our progress to 'outstanding' requires us to provide more opportunities across the curriculum to improve teaching and learning; this was the reason we embarked on the TEEP journey.

The major impact on our students and their approach to learning is that students are using the language of TEEP; it has become fully embedded in our academy. In terms of quantitative evaluations, our 2014 exam data shows an increase in attainment and progress from the year before, particularly in the areas of English, which was a key focus for us in particular to become an 'outstanding' school, with an increase from 35% to 50% of students gaining a grade C or better.

Importantly, all new staff, including new appointments and supply, are trained in the TEEP framework, to maintain the consistent high-quality teaching. This currently stands at over 70% of lessons judged as 'good' or better. Our CPD programme has regular TEEP top-up sessions to support all staff.

To embed TEEP in the upcoming term we will be training up some of our outstanding TEEP practitioners to be TEEP coaches and therefore support staff with developing their practice. We are also honing in on building stretch and challenge into lessons and

incorporating better use of assessment for learning (AfL), underpinned by the TEEP framework.

Regular TEEP teaching and learning masterclass sessions in our briefings share good practice with all academy staff, embedding and developing this further with additional staff training opportunities. The greatest success for us has been the fact that observation data has been maintained at a high level despite some staffing changes.

The challenge now is to implement and maintain further development of our level 2 and level 3 TEEP. Ideally, the plan would be to have a level 2 or 3 trained TEEP practitioner within each department.

### St Laurence's CE Primary School Antony Dewis, Leader of Learning for Maths/ year 6 teacher

Since the initial training and the subsequent CPD sessions coupled with the speed learning events that our school has hosted, the application and impact of TEEP is evident throughout the school. More and more teachers are taking on board the principles and are reflecting on the most effective way to approach a learning activity. The use of real-life, contextualised learning has given our pupils opportunities to learn about subjects in the most creative of ways, ranging from designing, building and creating islands to investigating the disappearance of the prized class bear.

We are seeing more child-led learning, involving high levels of collaboration and increased confidence in the way the children are able to talk. not just about what they have been learning, but **why** they are learning about

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a particular subject and **how** they are learning about it. Through this increased collaboration our children are highly motivated and show a good level of keenness towards their learning. It's clear that children at St Laurence's enjoy learning in our school.

Lesson observations in September 2012 told us that 65% of lessons were 'good' or better. In our most recent round of observations in March 2015, 24% of lessons were graded 'outstanding', 65% 'good' and 12% required improvement. Therefore, 89% of lessons were 'good' or better with a huge improvement in the amount of 'outstanding' lesson observations.

Ofsted confirmed both our observations and our performance data in March 2015, stating:

- *'Pupils of all abilities make good overall progress in reading, writing and mathematics, and standards are rising'.*

In year 5 the percentage of children working at ARE in reading is currently +7% up on last year, in writing it is +10% and in maths it is +10%.

- *'Good progress continues throughout key stage 1 as staff build well on the improved outcomes from early years. As a result, standards at the end of year 2 are rising and in 2014 they were above average overall'.*

The percentage of children in year achieving level 4+ in reading, writing and maths increased from 70.5% in 2013 to 75% in 2014 and is on track to be 86% this year.

- *'Standards are also rising in year 6'.*

In 2014, the proportion of pupils reaching the higher levels in reading, writing and mathematics was below the national average. These proportions are improving as pupils systematically catch up on learning they missed earlier in their school lives, when teaching and learning were not as good. Pupils' work shows that more are now working at the higher levels than in the past and are increasingly well prepared for the next stage of education.

- *'Current pupils are making good progress and are on track to achieve well in the 2015 national tests'.*

We expect maths level 4+ to increase by +7.7%, reading level 4+ to increase by 2.7%, writing level 5+ to increase by 3.9%.

- *'Where teaching has been 'good' or better, groups of children (pupil premium) have made at least expected progress, in some occasions, better than expected progress'.*

One of our main priorities, once we came out of special measures, was to ensure that the impact of TEEP was sustained, and that it would evolve to suit our school. TEEP provided the framework for the staff and children to experience learning at its best. The next step was to enhance practice further and gain a deeper understanding of the cycle and to have it engrained throughout our practice.

Using the TEEP cycle as a format for lesson planning meant learning was finely focused. Our TEEP level 2 group devised and developed a TEEP handbook that broke up each section of the cycle, including ideas to use for each of the phases. Holding a series of four CPD sessions to introduce the culture of coaching and mentoring and supporting this with coaching pairs ensured we had a system that was highly effective in both supporting and challenging staff to fulfil their potential.

*Confidence in the way our pupils talk, share and present work has rocketed since the introduction of TEEP.*

Our greatest successes since developing and implementing TEEP have been a growing culture of collaboration across the school and the change in learning attitudes in our pupils.

The pupils are better focused to talk, at length, with what they have been learning, why, and how. Even our most vulnerable children show good levels of understanding and articulation. This has led to better learning experiences and better outcomes of their learning.

We are determined to keep the momentum going despite the changes in the education landscape. As a school we are fully immersed in TEEP and are developing our own TEEP level 3 trainer from the staff to enable us to train new staff and refresh and invigorate our current staff.

## Phase 2 schools (TEEP trained 2013-14)



### The Priory Witham Academy John Wiles, Assistant Headteacher

At our academy's launch of TEEP, staff were initially a little sceptical about the benefits the programme could bring. However, 18 months on, the quality of teaching and learning is now consistently above 80% 'good' or better. Staff have really embraced the methodology and are now very keen to experiment with the many techniques the TEEP model offers. Many teachers have found a new lease of professional life through the tangible impact TEEP is having on their classroom practice, and ultimately student results.

Meetings, training sessions and other more everyday occurrences were designed with TEEP in mind and this allowed us to model expectations in the classroom. Staff knew that TEEP was here to stay and so gained the confidence to experiment. All staff were willing to share their thoughts and feelings and a new support process was born.

*We are fully behind the TEEP concept and our only regret is not implementing it sooner.*

It has not been plain sailing though. Some departments embraced TEEP more rapidly than others, which meant that its application was not as consistent as we would have hoped. However, as it becomes more and more embedded across the academy and the departments needing support continue to receive it, the journey does become easier.

We found that a key factor in creating consistency of approach was to ensure that new staff are fully on board with the concept and receive the regular and targeted support they need.

### Hartdown Academy Liz Bradshaw, Lead Practitioner/ AST Teaching and Learning

In Hartdown Academy's 2014 Ofsted inspections, we were rated as a 'good' school.

TEEP provided a teaching and learning framework to work from that has had a profound impact on the quality of teaching. The difference in lesson observation has been marked:

- KS3 increased from 52% to 65% 'good' and 0% to 10% 'outstanding' compared to the previous year.
- KS4 increased from 45% to 75% 'good' and 5% to 15% 'outstanding' compared to the previous year.

All teaching staff have taken part in level 1 training and so have a solid understanding of the TEEP model as well as a number of strategies to implement it in their classroom. To ensure students understand more about the TEEP model and its impact on their learning, we display the TEEP cycle in every classroom, and have covered it in assemblies and tutor time. Students now appreciate the common language of learning and the strategies used in the classroom to both engage and inspire them.

An increase from 42% to 54% in students achieving 5 A\*-C (inc English and maths) in one year

Samuel Lister Academy

## Phase 2 schools

We have 12 very active TEEP champions, in a variety of subjects, who have completed level 2 training: their role is to further develop TEEP practice across the academy. 'Focus weeks' with a teaching and learning emphasis have proved successful. For example, focus week 2



Teaching is good. The level of challenge for all students, including the most able, is high. Teachers plan their lessons so that students can learn well.

Ofsted, 2014



TEEP has supported the development of our staff by introducing the sharing

of resources and giving staff the confidence to try new ideas. All teachers of one particular class are working on challenging the most able through focusing particularly on 'construct' and 'review' phases of the cycle.

Some of our biggest successes with TEEP have been the maths and MFL departments embracing the TEEP cycle and all the 'pies' being evident on their flips and PowerPoints. Lessons are no longer dry.

We are planning the training for our new staff at level 1, recruiting more staff at level 2 and to continue the development of student voice and subject specific resources.

Overall, the TEEP programme is providing us with an effective framework to work from. It has been a great journey both for our staff and our students.

### Samuel Lister Academy

Andy Brankin, Lead Professional, Humanities

TEEP has helped to transform the way our teachers plan and present learning to their students. Student engagement has grown across the school as groups are given the opportunity to work collaboratively in a variety of different ways. Work scrutiny shows that students are making progress over time as they demonstrate their learning and this is especially so with teaching that is inspired by TEEP principles.

Samuel Lister Academy was rated as 'requires improvement' by Ofsted in February 2014, with the inconsistency in the quality of teaching being a contributing factor. This led us to TEEP – and we definitely have no regrets!

In terms of hard evidence, GCSE results show that TEEP is helping to improve attainment and achievement. In 2013, 42% of students achieved 5 A\*-C, including English and maths. In 2014 this figure had risen to 54%. In both 2013 and 2014, value added progress measures indicate that our results were significantly higher than the national average. Recent league tables show that the academy was placed in the top five schools for GCSE achievement in Bradford in 2014. Data from the DfE also shows that we were in fourth position out of the 55 schools within a 75 mile radius that have similar students based on their KS2 data.

The vast majority of staff have engaged fully with TEEP as a programme for developing teaching and learning. All lessons are now planned using the cycle, and the underpinning principles help to give rigour and focus to teaching. Teaching and learning are now key elements of departmental meetings as middle leaders spread good practice across their departments.

The most recent inspection visit by the Bradford Partnership, in autumn 2014, found that 'good' or 'outstanding' teaching has increased to 75%.



TEEP has brought teaching and learning to the forefront of everything that the academy does, driving forward improvements in progress and achievement.

TEEP is at the heart of our school's teaching and learning ethos.

Planners and lesson planning sheets make specific reference to the cycle and all staff are expected to plan with TEEP at the forefront of their teaching. All students are made explicitly aware of what each teacher is aiming to do in every lesson and the part that they are required to play.

Lesson observations by senior leaders, middle leaders and external verifiers indicate that teaching and learning is improving as we move through our TEEP journey. Learning walks and work scrutiny indicate that TEEP is embedded in lessons on a day-to-day basis and it is that which is driving students' progress.

All teachers can access their choice of training during development time and then work in cross department triads or pairs to practice their new techniques and ideas. In order to share the excellent resources and ideas they were all developing, all staff submit one resource or idea every term with a short précis indicating why it has been effective for them. These ideas are then shared on the academy's TEEP site and there is a weekly showcasing of the best ideas and a termly marketplace event.

More recently, one member of staff was trained to TEEP level 3 and has supported the training of new staff in the academy. TEEP leaders have been empowered to share their good practice outside their departments through CPD. This will be developed further as each of these teachers has also been trained as a level 2 TEEP coach, delivering teaching and learning coaching for all staff from Easter 2015.

TEEP is a driving force in developing effective teaching and learning. It has worked in a variety of ways for teachers at different stages and places in their careers. For those struggling to deliver consistently good teaching and learning it has provided a strong framework that they can work in, secure in the knowledge that similar structure are in place in classrooms across the academy. For those staff who were already delivering 'good' and 'outstanding' lessons, it has allowed them to think more deeply about their practice and use the flexibility within the system to ensure that students are engaged and thinking deeply at all times. TEEP has driven teaching and learning to the top of the agenda ensuring 'good' and 'outstanding' lessons; leading to improved progress for all.

### Barr's Hill School and Community College

Claire Hannis, Assistant Headteacher

While Barr's Hill had improved upon its 2010 inspection rating of 'satisfactory' to a rating of 'good' in the 2012 Ofsted inspection, improvements in the quality of teaching were required for us to achieve 'outstanding'. This is, in part, what led us to the TEEP programme.

Since we embarked on the TEEP journey, we have continued to review and refine our approaches to learning and teaching in our pursuit of excellence. Importantly, TEEP is not another strategy to employ, but is instead a flexible framework that allows us to dovetail existing programmes with increased effectiveness.

Redesigning the school lesson planning proforma, aligned with TEEP principles, in consultation with all staff has helped to ensure colleagues are constantly encouraged to revisit their pedagogical beliefs with immediate impact on the classroom experience. The impact of our evolving TEEP programme includes:

- ongoing development of learning and teaching based on solid foundations
- consistency for staff and students
- communication using the common language of learning
- collaboration, cooperation and effective sharing of practice.



We believe TEEP has been involved in the 80% of teaching now being 'good' or 'outstanding'. Student progress and attainment are improving and student voice is showing increased evidence of learner engagement and enjoyment. We are confident that TEEP has both short-term and longer-term gains on individuals and the whole school.

With all staff completing level 1 TEEP training and a cohort of 10 staff then completing their level 2 TEEP training we now have three staff who have progressed to level 3 training status. This enables us to have the capacity to deliver TEEP to all our new staff.

During the autumn term, we opted for our support staff to complete the specialised TEEP TA training which was very well received, meaning that all our TAs, associate teachers and HLTAs now have a comprehensive understanding of TEEP. Additionally, all stakeholders have been made aware of and have a full understanding of the whole school approach to teaching and learning supported by the TEEP programme.



TEEP is not a quick fix – it is a model for translating effective pedagogical approaches into effective classroom practice. We are adamant that it must underpin everything we do.

Sharing resources has been a central feature of our in-house staff development programme, C4TEEP, and we have a wealth of materials ready for staff to dip into in our regularly updated C4TEEP toolkit which is housed on the intranet and school VLE.

We have also developed a co-collaborative coaching approach that has been calendared as part of the CPD cycle and staff use their directed time to work on pertinent school priority areas, again linked to C4TEEP as the central vehicle for learning and teaching at Barr's Hill.

In fact, 98% of the staff evaluations rate our TEEP Inset as at least good, with 59% rating it as outstanding.

## Phase 2 schools



### All Saints C of E Academy Plymouth

Kevin Lemin, Assistant Principal

All Saints C of E Academy Plymouth had been rated as 'requires improvement' by Ofsted, and opened as an academy school and business and enterprise college in September 2010. Student achievement was identified as a key focus for school improvement and TEEP was a key support for this target.

Since the TEEP training we have seen improvements in student independent learning, and a greater readiness to engage in higher-order thinking. Classrooms are equipped with 'learning walls' which teachers use in strategies including:

- the TEEP cycle graphic
- Bloom's revised taxonomy
- 5Ws and H (Who?, What?, When?, Where?, Why? and How?)
- C3B4ME (See Three Before Me)
- TAPS (total, alone, pair, share) to encourage grouping for purpose
- 'no hands up' rule
- DeBono's thinking hats.

TEEP has significantly extended teachers' repertoire and their confidence to take more risks in the classroom. We have embedded and are sustaining TEEP by making it a key driver in our monitoring of standards. Our qualitative approach to monitoring includes learning walks which show clear evidence of teachers using the core techniques we have adopted from TEEP across all year groups, to great effect.

TEEP has helped us to develop as a whole staff by keeping a focus on self-reflection and monitoring of learning. There is a school-wide expectation that all

departments maintain their TEEP portfolio of resources and techniques, to which all in the department contribute.

Our ongoing programme for staff training has focused on key aspects of the TEEP cycle such as preparing for learning and review of learning. In this, TEEP champions have shared their successes in these aspects with all staff in twilight CPD sessions, and provided banks of resources and approaches. Teachers have shared their practice in swapshops.



TEEP gets students thinking for themselves; they are more engaged and active in their learning and are developing ever greater levels of independence.

Our next major challenge is to achieve consistency in the quality of written feedback, and to develop structures to ensure that



written feedback is rigorous, effective and manageable by teachers with hugely variable marking loads. The key to this is the development of creative and effective approaches to peer and self-assessment.

TEEP puts the creativity back into learning: it's about planned, intelligent teaching with high levels of challenge.

### New Charter Academy

Nicola Kennerley, Senior Vice Principal, Learning and Teaching

With our academy rated as 'requires improvement' by Ofsted in its 2013 inspection, TEEP sounded like just what we needed to improve our teaching and therefore our rating as a school.

TEEP training led to a marked improvement in attainment, particularly in English and maths, which increased to 57% (the highest figure ever for the academy). Science results have also massively improved; results show that in core science 74% gained A\*-C compared with 59% nationally.

What's the link with TEEP? Analysis of lesson observation data shows that where lessons are judged to be 'good' or better, these include opportunities for students to engage with the TEEP learning cycle, in particular the 'construct new meaning' and 'apply to demonstrate understanding' phases, independent from the teacher. Student voice confirms that more time is spent working independently.

TEEP has improved the quality of teaching and learning, with 20% more lessons judged 'good' or better and student behaviour dramatically improving. However, we are not complacent: there is still more to do.

TEEP's flexible framework has allowed us to introduce strategies such as the '5 Rs' (readiness, resourcefulness, resilience, responsibility, reflection) which led to vast improvements in the learning behaviour of year 7 and 8 students. This success confirmed our decision to roll this out to all students.

We have seen an increase in the number of students and staff involved in the student learning leader project:

- 34 KS3 students were actively involved in working alongside members of staff, discussing learning and teaching, co-constructing lessons, observing lessons and giving feedback.
- 8 members of staff are currently involved, with more staff committed to joining this academic year.
- 70 KS3 students were also involved in teaching new year 7 students about learning and teaching and TEEP in the academy during transition days, ensuring that the programme is inclusive of everyone in the school.

Lesson observation data shows that the best lessons include probing questions, which are appearing more and more frequently in lessons. Teachers now direct questions and then probe for extended answers, challenging students' opinions. Questions raise new areas of understanding, which pupils take joy in answering.

One of our staff members said that students enjoy the 'constructing new meaning' tasks, where there is no right or wrong answer, because it reduces the pressure on them. It breaks up and scaffolds their learning, making certain topics more accessible.

In order to embed TEEP within the academy and sustain the impact, we have three staff trained to level 3, which



TEEP has enabled the academy to develop a bedrock for teaching and learning expectations across the school – there is now a common understanding and language.

we aim to increase, and we are currently identifying more staff for TEEP level 2 training in the summer term of 2015. TEEP related questions have been included in part of our recruitment process and new staff are required to commit to extra training in order to complete level 1 and start training over the summer months. We

also want to maintain TEEP training with the students, so we have made TEEP training a permanent feature of induction days with new year 7 pupils.

Training sessions are often TEEP focused and we have a group of staff carrying out TEEP focused action research projects as part of their performance management. This 'teacher as researcher' group will grow year-on-year and go on to develop our thinking around effective learner behaviours. In the summer term, we are introducing 'open door' fortnight where staff are invited to observe each other's TEEP-orientated lessons and share good practice. We are currently in the process of introducing regular four-weekly 'TEEP Peeps'. Further training on the social networking tool, Yammer, and regular sessions to upload and look at other departments' resources within department time has been planned for this half-term.

We have many successes to choose from: the greatest has been the improvements in the teaching and learning and the shift in ethos – teachers now collaborate and share ideas much more than before.

### Strood Academy

Charli Napier, Assistant Principal

As a rapidly improving academy, we knew that there were still challenges ahead of us in terms of delivering high challenge, low-threat learning consistently across the academy.

TEEP training gave us a valuable kick-start to greater creativity in planning and resourcing lessons. Since the TEEP training we have noticed a readiness to start learning at the start of lessons as teachers are more inventive when it comes to capturing students' interest in the 'prepare for learning' section. Students have enjoyed some more interesting ways of constructing meaning, such as forensics activity in a drama lesson, and 'missing lines' activities in English.

We have a teaching and learning team, through which we have carried out a variety of activities. Our TEEPMeets (TeachMeets) have been very well received by staff. In evaluations, staff have commented on enjoying sharing good practice and have used many of the strategies in their own lessons. We have also used the coaching team to support teachers and develop their practice.

This improvement in collaboration and the range of strategies implemented has been borne out through



One of our greatest successes of the programme is being able to have a shared language when we talk about teaching and learning – it has changed the way we communicate.



## Phase 2 schools

lesson observation: for example, in a recent review all post-16 lessons that were graded 'outstanding' had followed the TEEP cycle.

We issue a termly TEEP newsletter to all staff sharing TEEP learning opportunities that have happened in lessons.

Effective use of ICT is evident in our TEEP resource folder on the academy portal which has many different resources that can be adapted for all subjects. These are filed under the different headings of the TEEP cycle for ease of access by staff. The resources are readily available on our portal.

Our plans for the future include streamlining our teaching and learning team to offer specific, bespoke support for all staff. We will continue to challenge staff to take risks in the classroom, to be inventive when planning lessons and to shift ownership of the learning towards our students. As we are still at the beginning of our TEEP journey, we welcome the support and guidance from the TEEP community.

### The Marsh Academy

Emily Tongue, Vice Principal

Rated as a 'good' school by Ofsted in 2014, we knew that consistency of high-quality teaching was needed across all subjects to enable us to achieve 'outstanding'; which is what led us to TEEP.

Some of the most gratifying aspects of the post-TEEP school life have been a marked improvement in students' ownership of their learning, a rise in student attendance

Staff morale is at an all-time high, in part due to TEEP recognising, valuing and celebrating the wealth and diversity of good practice in our school.

for revision classes (our highest ever attendance rate) and an increase in collaborative learning.

A knock-on effect is that 5 A\*-C, including English and maths, is 4% higher than last year – with one of our more challenging cohorts.

Teaching staff have risen to the challenge with a huge increase on previous years' lesson observation grades. Now 87% of teaching is 'good' or better and inadequate teaching has disappeared this year.

We are building a much greater collaborative ethos in the academy too, thanks to TEEP-orientated CPD and a triangulated support programme.

TEEP is integrated not only into teaching and learning but also in staff briefings (with a healthy competitive element), in all our primary liaison work conducted by our level 3 trained staff, and even TEEP lanyards, posters and keyrings.

The TEEP programme goes beyond the teachers and students at our school. We ensure that parents, support staff and new staff are all part of the TEEP programme. It plays a part in the entire school, which makes it as effective as possible.

### The Taunton Academy

Varry Madgin, AST for Science - ICT for Learning

Our academy, like many, has been on something of an improvement journey, key to which has been TEEP. In our 2013 Ofsted report, the quality of our teaching was rated as 'inadequate' and Ofsted stated, 'teachers' questioning does not always challenge students... work in lessons is not adjusted to fully meet the needs of students of different abilities'. Skipping forward to the 2014 report, Ofsted stated:

*'The quality of teaching is improving, with increasing examples of good teaching, due to robust systems for checking students' progress and relevant support and training for staff.... In the most effective lessons, teachers are skilled at assessing students' different starting points and leading students all to higher levels of understanding.'*

We still have some work to do but TEEP has helped and will continue to help us to improve the quality of our teaching and learning.

Following TEEP, lessons are now being planned in more depth and are therefore meeting students' needs more effectively, increasing engagement and leading to fewer behaviour incidents. Students are, on the whole, taking more responsibility for their learning and are certainly on track to becoming more independent learners.

Significantly, Ofsted confirmed our lesson observations with significant increases in lessons judged to be 'good' or better from the previous year. Ofsted graded 92% of lessons as 'good' or better and found no inadequate teaching in the academy, compared to 2013 where 20% of lessons were judged 'inadequate' and only 60% 'good' or better.

Our CPD is now delivered on a drip-feed basis, with twilight sessions every three weeks focused on our key areas of development and constructed around the TEEP model for delivery. We also have an all-staff meeting devoted to CPD every six weeks. CPD sessions,



directly linked to school improvement priorities, use the underpinning elements of the TEEP model.

We have staff members delivering 'TEEP Peeps' every Wednesday morning during staff briefing and we have an 'Open door' week every term, during which staff are encouraged to visit each others classrooms and share best practice.

All new staff members are trained to TEEP level 1 within their first term, and we plan to make TEEP training compulsory before starting any new position. Three members of staff are completing their level 3 TEEP training and will then train any members of staff who have not yet completed TEEP level 1 (e.g. new staff, those returning from leave, etc).

Since basing our Inset delivery on the TEEP model we are finding that staff are more engaged with the CPD; they feel their ideas are being taken into consideration and so are more likely to implement the strategies in their classrooms.

Staff morale had greatly improved as a result of TEEP, which was noted by Ofsted, who said 'Staff morale is high and questionnaires completed by staff are positive'.

This has been one of the greatest successes; the improvement in morale for both staff and students. Staff are planning more effectively to meet the needs of students, students are therefore more engaged and experiencing greater success in the classroom. This has, in turn, led to less stressed staff and students and better working relationships.

### Mortimer Community College

Paul Walsh, Assistant Headteacher

Rated a 'good' school by Ofsted in 2012, Mortimer Community College has experienced a high turnover of staff in recent years. We have countered this issue with level 2 TEEP trained staff, who provide a wealth of professional development twilights for staff across the school.

TEEP effectively enhances outcomes for both students and staff.

The series of activities has allowed staff to tailor their further development, depending on their area of need. This CPD has had a big impact, with potential for long-lasting effects.

In the year TEEP was embarked upon at the school, 95% of teachers were rated 'good' or 'outstanding'. The data suggests this has had a positive impact on learner outcomes:

- closing the gap attainment improved from sig- to national average
- % 5 A\*-G remains at sig+ and is above national average
- English APS (average points score) progressed from sig- to national average
- mathematics APS is up from 2013 level
- science value added has improved on 2013.

Our next step is to consider how to further use our excellent practitioners at level 2 TEEP to their greatest effect, evaluating the impact on the students' approaches to learning.

## Phase 3 schools (TEEP trained 2014-15)



### St Edmund's Catholic School

Joe Were, English Teacher and Teaching Champion

Having been graded 4 by Ofsted in 2011, we have worked very hard on school improvement with a particular emphasis on teaching and learning. In 2012 the school was graded as 'good'. Harnessing the TEEP model in September 2014 has given us fresh impetus and we are now integrating it across school.

The key to improving behaviour and standards has been engaging, dynamic lessons which captivate pupils. Although TEEP wasn't introduced until 2014, it has provided teachers with both excellent ideas and an overarching philosophy so that we have a shared vision of what 'good' and 'outstanding' learning looks like.

TEEP gave staff ideas that could be immediately implemented within the classroom. One of the key aspects was that these ideas placed the emphasis on the pupils taking ownership of their learning. Right from the opening weeks of term we could start to see the benefits of increased engagement.

Seeing teachers who once struggled to work with pupils now have success in class through using the strategies introduced to them by the TEEP model is the greatest impact of our TEEP journey to date.

Teachers are using a variety of approaches in classes (DeBono hats, learning eggs, plenary wheels) which encourage pupils to look at learning from a different angle.

Barriers to learning are relished and tackled rather than avoided, and this has helped to build resilience in learning. Combined with our three teaching champions, who share successes and briefings weekly with all staff, we have an excellent system for improvement.

Our level 2 trained staff have relished the opportunity to further their own practice. Working alongside the teaching champions, they have developed a coaching and mentoring programme for all staff that builds on the foundations set in place with TEEP.

### Northampton Academy

Jane Smith, Assistant Principal of Teaching & Learning

Northampton Academy's two assistant principals responsible for teaching and learning completed the two-day level 1 TEEP training in the first term of employment. We found the experience was outstanding. Rather than reinventing the wheel, TEEP provided a framework to enable staff to structure pupils' learning experience. Having such a consistent approach to pedagogy was exactly what we were looking for.

The TEEP level 1 training reinvigorated staff and got them talking about teaching and learning. 'Catch me TEEPing' days, 'TEEP Peeps' and a 'TEEP Christmas Fair' further maintained the momentum, and ensured staff were keen and enthusiastic to engage in the second round. A developing ethos of sharing good practice and an 'open door' culture have helped us to embed TEEP throughout the academy.

TEEP has been shared with pupils through assemblies, and student voice has identified some of its key learning experiences. Students enjoy the common, consistent lesson structure and are now more actively engaged in their learning than before. The TEEP learning cycle is evident in most lessons: staff are using it to plan lessons, focusing on the learning that will take place and how best to tailor this to each student's needs.

To sustain the impact of TEEP, we have ran a 'TEEP Bring And Brag Fair' and even created the 'TEEPster Bunny'!

We are excited to see how our TEEP level 2 trained staff will build on these developments and drive the continued development and impact of TEEP, including new strategies to enthuse staff and showcase the depth and breadth of expertise we have in our academy.

TEEP is a solid framework, delivering learning in a common format. It's easily applicable, doesn't reinvent the wheel and supports good practice.

We now have a culture of professional development built on peer observation, staff

sharing good practice and learning from each other. The quality of teaching and learning has improved as a whole and become the key focus across the academy.

### All Saints' Academy Cheltenham

Rob Nicklin, Assistant Principal of English

Our current principal joined the academy in September 2014, when the Ofsted rating was 'requires improvement'. Within the academy, there were inconsistencies in the quality of teaching and learning – with too many staff playing it safe, and many lessons lacking pace, challenge and expectation. As a result, student engagement ranged from passive compliance to open disruption.

We are fortunate that our teaching staff are not given to cynicism and are open to change, and that strong leadership drives our vision and values. So the immediate impact of All Saints' TEEP training was positive, and staff were enthusiastic. The TEEP framework gave us a common language to discuss teaching and learning and a greater sense of shared practice that maintains learning as a key focus.

The 'TEEP effect' is plain to see in the school environment, with the TEEP learning cycle displayed in all classrooms and adopted across the board as a key planning tool. In order to ensure that progress in teaching

TEEP placed the emphasis on pupils taking ownership of their learning

St Edmund's Catholic School



and learning is maintained, a standing agenda item in each department identifies the key area of the TEEP learning cycle they will focus on. We are continuing to develop more ways for staff to share their ideas about teaching and learning such as TeachMeets and briefing time dedicated to teaching and learning discussion.

We have written a teaching and learning policy that has TEEP at the heart of it, as well as a 'Ready to learn' policy that identifies key learner behaviours and clarifies expectations. The aim is to have fully engaged students who understand what they need to do to make progress in all subject areas at all stages.

In our view, TEEP is a great way to get teachers buzzing about what they do well!

Ofsted's inspection report in November 2014 gave the academy a rating of 'good'. A key element of this we believe is the vision and direction of leadership being shared by all staff – and TEEP has supported us in doing this.

Our aim is to see the quality of teaching and learning increase to at least of 85% of lessons being 'good' or 'outstanding' and to develop further the teaching and learning networks with the academy with TEEP at their core.

We will continue to develop our level 2 staff as the very heart of the coaching programme across the curriculum. The flexibility of the learning cycle and the commonality of the language means that conversations about teaching and learning are much more effective. This, coupled with the renewed approach to monitoring, makes teachers more accepting of feedback on their quality of teaching and learning, using the TEEP vocabulary.

TEEP's greatest success has been the 'buzz' among staff for collaborative planning, sharing ideas, rediscovering old favourites and being prepared to take risks.





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