

## **Bring it on - a goal to become outstanding realised**

St. Anne's Catholic School and Sixth Form College, Southampton

***'During the inspection, staff were much more confident in delivering a typical lesson as opposed to an 'Ofsted outstanding lesson' because TEEP encourages you to think about learning over a sequence of lessons. This meant there was an almost tangible 'bring it on' attitude to the inspection - one colleague even inviting an inspector in to their lesson to see them teach as they passed by their classroom.'***

As a school that had been rated as Good by Ofsted for a number of years, St Anne's were looking for a programme that would help them make the step from Good to Outstanding, which in March 2016 became a reality - through the efforts of all at the school and their involvement in TEEP (Teacher Effectiveness Enhancement Programme).

They were looking for a way to develop their CPD so that it could enable all of the staff, no matter how experienced or capable in their practice, to identify ways in which they could continue to develop their teaching and learning. After carrying out some research, they decided that TEEP would enable all staff to participate in the same programme, but that it also provided the ability for staff to differentiate their professional development by deciding what elements of TEEP were right for them to focus on.

St. Anne's was one of the first schools to benefit from the increasingly popular 'Early Adopters Model', where an advanced group of up to 25 staff begin their TEEP training ahead of the rest of their colleagues. They had a commitment by SLT that this would be their single focus for teaching and learning (rather than a shorter term focus on multiple aspects of teaching which added to CPD targets as the year progressed). The initial group were enthusiastic and passionate from the first day of their training and any initial concerns, for example whether it might be a time consuming way to plan lessons, were dispelled after the second day of training and staff gained in confidence and felt reassured that TEEP would be beneficial for them and their students.

The advance party group has become an innovative group of level 2 trained staff who have contributed to the whole school development of TEEP and review of key developmental processes in school such as lesson observation and the CPD programme. They have helped to ensure that there is a sustainable start to the TEEP journey through their enthusiasm, commitment and support for colleagues, which also helped to reduce apprehension amongst the rest of the staff before they started their level 1 training.

The freedom to take risks and learn from them was welcomed by all staff, as well as the knowledge that TEEP would be their single teaching and learning focus. The ability to select from a range of teaching and learning strategies allowed them to plan what would benefit their learners and meant they felt, and were, more creative and empowered in their teaching.

Staff have been really proactive in seeking developmental feedback after lesson observations and drop ins. Rather than in the past, the concern was about the judgement assigned to a particular observation, staff are now much more focussed on how to continuously improve their teaching and will then seek opportunities to act on feedback given. This has been evident in a number of cases, for example, when CPD sessions or peer observations have been highlighted as a particular strategy to support an area for development, and staff have taken the opportunity to arrange this within the same day as their feedback, showing how committed they are to continually improving their teaching.

As a school St Anne's felt the consistent of the language of learning was a very important aspect of TEEP, which they wanted to embed and that this should be shared by all staff who have any input into the teaching and learning

of the pupils. Following on from the teachers training, they then arranged for the TEEP TA one day course for their teaching assistants and cover supervisors to ensure there was an awareness of this consistent language of learning across the school.

To continue to embed TEEP the level 2 group over the last year have contributed to the review of the overall CPD programme, lesson observation process, school development planning process and also how objectives are set and tracked for appraisals. This focus on integrating TEEP throughout the systems and procedures in school has been led by staff who include classroom teachers, middle and senior leaders. This has, and will, facilitate continued commitment from staff as TEEP is not a 'bolt-on' strategy, but an integral part of teaching and learning at St. Anne's. The next step for school is to have some staff trained at level 3 to become qualified TEEP trainers.

Now that all staff have been trained, there has been more collaboration between staff on developing their teaching and less fear of sharing. Attendance at the voluntary in-school CPD programme has increased, as has the number of staff who are willing to lead or contribute to the delivery of sessions. School is proud that this means they can say their CPD programme is led 'by staff for staff' and also continues to build upon that collaborative culture that TEEP inspires.

In summarising the school's biggest achievement/success since starting TEEP, Rosie Gould, the Deputy Head who has led the implementation of TEEP, says they include (although not limited to):

- Outstanding rating from Ofsted – a proud whole school achievement,
- Improved collaboration between staff,
- Increased confidence – staff are much more likely to invite people into their classrooms to see them teach,
- Greater attendance to voluntary CPD,
- Staff at all levels contributing passionately to whole school processes

***TEEP gave the opportunity to refine our good, but sometimes inconsistent, practice. Those small but important tweaks took us to Outstanding! (Rosie Gould, Deputy Headteacher)***

Comments from March 2016 Outstanding Ofsted report include:

- "Teachers **know their pupils' strengths and weaknesses** well and **have very high expectations.**"
- Staff use their **specialist subject knowledge** to good effect..."
- [Staff] design and deliver **stimulating and engaging** lessons."
- "Teachers' **planning is effective** and ensures that **little time is wasted** in lessons."
- "**Teachers and teaching assistants work closely together** as a highly effective team..."
- "Teachers skilfully promote learning by using **thought-provoking resources** together with **good questioning** to ensure high levels of challenge and engagement."
- "Teachers ensure that the **most-able pupils are regularly challenged...**"
- "...[Teachers] **model good answers** and **provide detailed feedback** to demonstrate how sixth formers can improve their performance..."
- "Teachers **modify their teaching in response to any misconceptions** highlighted by learners' answers to test questions."
- "All subjects are **promoting improvements in literacy** through a strong focus on grammar and the accurate use of **subject-specific vocabulary.**"
- "During lessons, pupils are **regularly encouraged to contribute to class discussions...**"