

Children switched on to learning... The best feeling in the world!

Story Wood School and Children's Centre in Birmingham aims to provide an excellent education for all their children, so every child can reach their potential. Story Wood was looking for a cohesive and consistent school wide approach to teaching and learning, which would help them move on from being satisfactory to good. Now having heard those magic words from the Ofsted inspector 'this school is outstanding' they are convinced that their whole school approach with TEEP, helped them get there.

The immediate impact of the TEEP training was a buzz amongst staff, from having a concerted and positive impact focus on Teaching and Learning. Staff came away from training enthused, ready to try new ideas, to take risks, to share ideas because they all knew teaching could and should improve and they haven't looked back since.

Now several years later and through the hard work of all the staff, the school has a team of confident, reflective, passionate and creative practitioners. They talk about their continuing journey and learning from others, just like their children, who continue to develop their independence, their desire to learn and their resilience in the face of challenge.

An important step with any whole school programme is how you sustain and embed the impact, so it will be long lasting and continue to grow with both staff and school. Story Wood employed several strategies including:

- » Weekly staff meetings included a TEEP PEEP - someone sharing a new idea or resource they had developed.
- » Termly TEEP insets - ensuring teaching and learning is kept high on the radar, encouraging staff to improve and not become complacent.
- » TEEP triads - groups of three peer teachers - designed to support development without judgement or pressure. Achieved through visiting each other's classrooms and observing lessons and feeding back on 'what worked well and even better if..'
- » School to school support with a partner school who is starting their journey to improve.

The TEEP triads are loved by staff 'we all value having a chance to observe each other – and these opportunities diminish the more years you have been teaching, but we need to keep getting out of our classrooms so we can glean good ideas from each other colleagues'

Hannah Miller, Deputy Head and TEEP trainer, explains how TEEP provided a philosophy and framework to use as a springboard to develop both staff and departments – creating a common language and approach. Through her work as an SSAT TEEP trainer at other schools, it provides a personal chance to improve her own practice, thereby like all staff, continuing to strive to enhance the effectiveness of her own teaching.

Including providing the confidence when starting a new year with 'that tough class', to throw away what had been done before, and re envisage and recreate all the English lessons with her year group partner. 'The lessons were emotionally challenging, with the children needing much encouragement but the outcome was amazing. The best ever writing results for year six and more importantly, children who had previously not yet found the love of English, taking the time, effort and pride over their writing. That is the best feeling in the world!

So what does TEEP mean to Story Wood? 'it enabled our school to create a culture of motivated and inspired learners and educators'.

Interested in finding out more about the TEEP programme? Visit: ssatuk.co.uk/teep

Story Wood is hosting a TEEP open day on *25th May 2016* for anyone interested in finding out more about how TEEP can support their school.

Click here for more information.