

Sarah Bonnell School and TEEP

Our students are the drivers of their own destiny

In the summer of 2011, Ofsted visited Sarah Bonnell School and graded teaching and learning as 'satisfactory'. The school focused on how to move teaching and learning forward from this judgement. A lot of research went into models of development including the TEEP framework. After visiting a school to see TEEP in practise it was clear that this cohesive approach would be the model that could work for us. What appealed was the structure of how TEEP was implemented was flexible and could be adapted to suit us.

Across lessons we aspired to create a common language, share a framework that would support good to outstanding teaching and learning and put teachers in the seats of learning. We saw that the high-quality training provided as part of TEEP would be engaging for a wide range of teachers in different stages of their careers.

A rejuvenated passion for teaching and learning across the school was immediately evident after the first two days of TEEP training. There was an explicit focus on teaching and learning and sharing good practise with a desire shown by staff to be involved in developments and an eagerness to be up-skilled. There was a 12% increase in lessons being graded 'good' or more following the training.

We have already seen a number of changes since TEEP has been used within the school. Teachers are facilitating exciting learning journeys and our students are more actively engaged in the process of teaching and learning. There is a 'buzz' in classrooms and students enjoy the thrill of discovering, exploring and leading their own learning. Professional dialogues around teaching and learning are more commonplace both formally and informally through collaborative planning and mini-bites sharing events.

In order to embed TEEP and promote developments at a grass-roots level, a group of twenty staff were trained at TEEP Level 2. From that came the creation of four Leader of Learning positions. Each of these roles has a different teaching and learning focus from action-research to running CPD.

'CPD Wednesdays' were launched. These entail a TEEP related briefing in the morning and - following an early finish for students - staff develop professional initiatives in the afternoon. These can be through working parties, collaborative planning, TEEP meets, or workshops. 86% of staff feel the holding of CPD Wednesday's has been a positive initiative. This has been recognised as a 'core strength' of our school by our schools improvement officer.

TEEP is a common language in the school and we use TEEP lesson plans to support planning – there is even a TEEP screensaver on school computers.

We hope to continue to grow in strength by extending the group of staff who are TEEP level 2 trained over the coming year, by establishing a cross-curricular Teaching and Learning Group, through the development of a Teaching and Learning Lab for staff to research and plan, and by providing more opportunities for new staff to collaboratively plan.

As everyone was involved in TEEP training it has supported us to develop the teaching staff. We have two members of staff trained at TEEP Level 3 giving us the flexibility to continue to train in-house ensuring all new teaching staff are inducted to TEEP as 'The Sarah Bonnell Way'. Everyone recognises and understands that teaching and learning is our bread and butter. The rate of development made by teachers at Sarah Bonnell has been rapid.

The greatest success at Sarah Bonnell is the outstanding achievement – our trend in results have gone up 10% in three years and we are continuing to close the gap.

Ciara McGuane, Professional Learning Lead