

TEEP Impact Report 2016

The SSAT Teacher Effectiveness Enhancement Programme (TEEP) is the leading evidence-based teaching and learning framework and training programme for schools at all phases, enhancing teaching at every level with proven impact on outcomes.

This report explores the qualitative and quantitative difference TEEP makes to schools over a period of time as well as its rapid short term impact, effect on teaching and learning, and how it informs the vision and values of senior leadership teams.

TEEP is a flexible model. TEEP meets the needs of all teachers, schools, teaching school alliances and multi-academy trusts.

TEEP works.

‘The introduction of the Teacher Effectiveness Enhancement Programme (TEEP) has significantly helped to improve the quality of teaching.’

Ofsted

SSAT provide the support and community through which TEEP helps raise standards in teaching and learning, and ensures these improvements are sustainable.

There are three levels of TEEP training:

TEEP Level 1

Application of effective teaching to produce effective learning in the classroom. All staff will take part in this level of training to ensure consistency of approach across school(s).

TEEP Level 2

A sustainable and scalable model of improvement in teaching and learning standards across a school. A select group of staff will take part who will embed and develop TEEP practice, supported by SSAT.

TEEP Level 3

Outward-facing support and exemplification of effective learning through effective teaching. Identified staff will take part and will go on to train others, including staff in other schools.

TEEP is a model underpinned and built on the latest research, classroom practice and with deep student learning at its heart – not a quick fix or yet another initiative. This impact report will show you how TEEP can deliver tangible short and long term results.

Research methods approach

TEEP is evaluated in a variety of ways using a mixed methods approach:

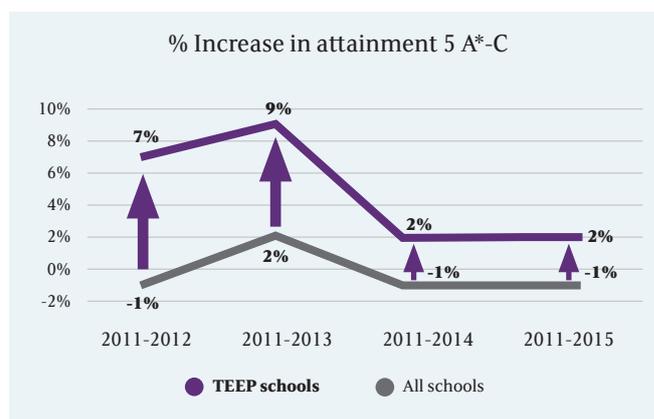
- » End of course evaluations
- » Lead trainer feedback triangulated between school, trainers and SSAT
- » Follow up QA call after training to school SLT lead
- » Level 2 presentations of impact to date
- » Independent evaluations e.g. currently in CUREE evaluation (Centre for Use of Research Evidence in Education)
- » Case studies
- » Use of Educational Outcomes data tracked over time, looking at GCSE attainment 5A*-C including EM and progress levels English and mathematics
- » Data dashboard
- » Individual school feedback
- » Lesson observations
- » Ofsted reports where appropriate and shifts over time
- » Survey: individual teacher feedback covering specific impact on practice

Analysis of school data over different periods of time

The following analysis looks at schools who have received TEEP training and their progress over time compared to national picture. The following key findings clearly show the positive impact of TEEP in the short as well as long term. While SSAT recognises that impact can never be down to just one thing, all schools have indicated that TEEP has been the catalyst and driving factor for school improvement in teaching and learning.

This report examines schools with a broad range of TEEP experience, from those who have embedded TEEP as part of the fabric of the school, to those who are starting to develop teaching and learning through the lens of TEEP. Key measures included in this report are 5 A*-C including English and mathematics, levels of progress English and mathematics, closing the gap, Ofsted judgements and the everyday experiences of teachers and school leaders.

Note that data in the last two years reflects the inclusion of all schools involved in the TEEP EEF programme, which targeted schools with significant numbers of vulnerable students.



2011-2012

All TEEP schools saw an increase of 7% A* - C including English and maths. This is against a backdrop of a national decline in attainment of 1%. TEEP schools then saw a net increase against national averages of 8%.

2011-2013

This rise continues when we consider the trend from 2011-2013, with TEEP schools noting an 9% increase in attainment of 5 A*-C including English and maths, against a backdrop of a national increase of 2%, showing a net increase for TEEP schools of 7%.

Most useful training since PGCE – so many ideas and you come away with clear steps for improvement, not pages and pages of info to sift through.

TEEP School

2011-2014

In their third year of TEEP, we see these rises embedded in these schools with a moderate increase in attainment of 5 A*-C including English and maths of 2%, but against a national backdrop of -1%. This shows a net increase for TEEP schools of 3% above all other schools.

2011-2015

This net increase in attainment against national averages continues with a net increase for TEEP schools maintained at 3% above national averages.

First year of training and beyond

Many schools experience an initial spike in attainment of 5 A*-C including English and maths in their first year, which may be due to the re-invigorating effect of the training and the subsequent focus on high quality teaching and learning.

Schools such as Excelsior Academy for example, saw a 4% increase in attainment of 5 A*-C including English and maths in their first year following training, against a national picture of 2% gains in attainment.

In their second year, as TEEP became more embedded into the everyday policies and practices of the school, Excelsior attained an additional increase of 3% A*-C including English and maths giving a rise of 7% over 2 years, against a national average of -2%.

Embedding TEEP

Against a backdrop of wide-scale changes in the education landscape, schools where TEEP is embedded into the teaching and learning culture, demonstrate some significant increases in attainment of 5 A*-C in the years following training:

2014-2015

St Augustine's catholic College: an increase of 8% 5A*-C including English and maths

The John of Gaunt School: an increase of 7% 5A*-C including English and maths

Baxter College: an increase of 5% 5A*-C including English and maths

Lister Community School: an increase of 10% 5A*-C including English and maths

Swindon Academy: an increase of 13% 5A*-C including English and maths

Equally impressive is an all TEEP school increase of over 2.5% in attainment from 2014-2015 against the national picture of 0%.

Expected Progress English and maths

Once TEEP is embedded across a school, we see significant gains in the levels of Expected Progress in English over 2 and 3 years:

2012-2015

All TEEP schools: increase in EP English = average of 8%

All other schools: increase in EP English = average of 3%

All TEEP schools: increase in EP maths = average of 0%

All other schools: increase in EP maths = average of -2%

2013-2015

All TEEP schools: increase in EP English = average of 8%

All other schools: increase in EP English = average of 1%

Over the same period, these TEEP schools were in line with national averages for EP maths.

Closing the gap

Over the three year period 2012-2015, we see some significant improvements in closing the attainment gap for 5 A*-C including English and maths between disadvantaged and non-disadvantaged learners in schools where TEEP has become embedded practice.

2012-2015

All TEEP schools: ACEM gap = average 5% improvement in closing the gap over 3 years.

All other schools: ACEM gap = average 1% decline in closing the gap over 3 years.

Some notable TEEP schools 2012-2015

What must be borne in mind is the actual gap and the relationship to existing standards of attainment. Some examples from TEEP schools are below.

School	5 ACEM	5 ACEM gap this school	5 ACEM gap all schools
Lister Community School	64%	-15%	-28%
Sarah Bonnell School	66%	-4%	-28%
Swindon Academy	53%	-3%	-28%
Woolwich Polytechnic School	72%	-7%	-28%

Case studies

All Hallows Catholic College, Macclesfield (TEEP Champion School)

At All Hallows there is an unrelenting focus on teaching and learning. TEEP became the driver for improvement in all that they do. When they reviewed the college policy on uniform, for example, they referred to dressing for success as part of the 'prepare for learning' stage of the learning cycle. All their training is delivered TEEP style, plus all parents meetings, and they have even got governors using such methodologies in their meetings! Their students confidently presented at the SSAT National Conference to over 200 teachers about how they learn. For them, it is just what they do, and they don't recognise another way. It is all focused on deep learning, deep pedagogy and consistency of high standards. When you walk into the college, you know they are a TEEP school and are rightly proud of that.

TEEP has been instrumental in their journey to 'outstanding' and in sustaining their progress, having now been graded outstanding in their last 2 inspections.

TEEP provides them with a powerful shared language and effective planning tool for teaching and learning in the college. It has been fully embraced by both teachers and learners and has been a real driver for improvement.

They have a happy, committed, passionate staff and students who all follow the TEEP methodology and are confident learners.

In December 2014 Ofsted judged the college to be outstanding in all categories:

'Teaching is of a consistently high quality'

'A relentless focus on improving teaching and learning'

'Students' attitude towards learning is outstanding... enthusiastic learners and keen to do as well as they can'

'The leadership of teaching is outstanding, due to rigorous monitoring of performance linked to a comprehensive professional development programme for staff'



All Hallows is now a National Teaching School with TEEP at its heart supporting schools locally and nationally.

Freebrough Academy

When Freebrough Academy opened as a sponsored academy in September 2010, lesson observations found 32% of lessons to be judged as good or better.

The academy undertook TEEP training between October 2012 and February 2013, and by March 2014, they were delighted to shift to 93% of teaching judged as at least good, including 33% outstanding, with no inadequate teaching.

The school was judged as 'requires improvement' in March 2013, and in January 2015 was graded 'good' by Ofsted.

Freebrough Academy now continue their journey to outstanding with a focus on improving the quality of learning in lessons. The school are currently trialling the Learner Effectiveness Enhancement Programme (LEEP) with a focus on developing effective learner behaviours. The aim of this programme is to extend the levels of metacognition around student learning both from a teacher and learner level and ultimately to engage student leaders in delivering LEEP training to their peers.

	2010	2014
5A*-C+E+M	30% (NA 57%) Gap 27%	50% (NA 55%) Gap 5%
Attendance	89.9%	94.6%
Persistent Absence (15%)	20%	5.2%
Permanent exclusion	8	0
FT exclusion	13.5% 574 days	6.9% 73 days

Faculty performance	2010	2014
English	35% A*-C	82% A*-C
	24% 3LP	85% 3LP
History	11.3% A*-C	93% A*-C
Geography	48% A*-C	69.1% A*-C
RS	46% A*-C	60.6% A*-C
Design & Technology	31.4% A*-C	50% A*-C
PE	52% A*-C	100% A*-C

Bridgemary School

In October 2014 Bridgemary School had a deadline of 18 months to turn the school around. TEEP was introduced in January 2015. During the training, the school felt the trainers not only introduced them to the TEEP framework, the phases of learning and the underpinning elements and behaviours, but to a whole new ethos of thinking around teaching, an ethos that would become well embedded into the culture of the school, a culture of:

- » Taking risks in teaching.
- » Collaborating with other staff and sharing practice not only with people in their own departments but across the school and with pride. It was no longer the culture that because a painstaking 5 hours had been spent to make a resource/to do a lesson it is hidden away, but quite the opposite. If it worked with the young people in the school, then it was shared!
- » A sense of team spirit, for example, it gave staff the confidence to do teambuilding sessions before every staff training – a great way to de-stress and get together in a fun way.

‘TEEP has taught me to be constantly innovating; creating new resources and ways of teaching. This has enabled my teaching to develop and move forward and as a result, I have become a better teacher.’ *Maria Nicholl*

Ofsted returned in February 2016 and judged the school as ‘good’ in all areas. In their report, Ofsted commented:

‘Staff have benefited from a wide range of bespoke training and support.’

‘They have worked with passion and commitment since the last inspection to improve their teaching. Leaders have ensured staff have opportunities to share and develop their practice and to support each other to improve. Staff have embraced these opportunities and risen to the challenge.’



As one new teacher to the school explained to the inspector, ‘coming here has made me feel like I want to teach again’.

In a passionate response to Ofsted validating TEEP in her school, TEEP lead Beccy Mountford blogged:

‘This blog is dedicated to those teachers who sit at training events and listen intently to people delivering their wonderful ideas, but think to themselves, “yeah right, it won’t work at our school, they don’t know our school, they don’t know what we are up against”. This is a blog about a journey from despair to elation... it is written to help teachers who need a little bit of hope... change can happen, I have witnessed it first-hand.’

‘... the introduction of TEEP – this is the one I want to talk the most about... I have been involved in my day to day role of having the pleasure to help embed TEEP, so I can talk a lot about it and I really feel it has had one of the biggest impacts in getting us to reach our goal.’

‘(Level 2 staff) kept the TEEP buzz alive, raised the aspirations of our young people and kept staff morale high.’

Our TEEP experience to date was best summed up by Chris Jones, one of our TEEP 2 team.

He explained TEEP as ‘2014 BT versus 2015 AT This means how we were in 2014 before TEEP (BT) versus how we are now in 2015 after TEEP (AT). It really was like that. TEEP woke us up, made us feel like NQTs again and gave us a new confidence. It changed our whole ethos and it made us fall in love with teaching again. We went from 43%+ good lessons to over 80%+ good lessons and climbing.’

‘I truly believe success builds success, the next part of our journey is now to come, change can happen, you just need a little bit of hope...’ *Beccy Mountford*

Lydiard Park Academy

The SSAT Teacher Effectiveness Enhancement Programme (TEEP) provided an exciting opportunity to reinvigorate staff, put lessons back onto a more pupil-centred footing and provide staff and pupils with a common language for learning that would allow us to develop more rapidly as a learning community.

‘The beauty of TEEP is it reminds you of the best practice that you’ve possibly met but forgotten – and then challenges you to make it your new standard.’

All staff completed the level 1 training in the summer of 2013 and since then the TEEP journey has continued with cross-faculty TEEP teams (TEEP Learning Communities), fresh approaches to teaching and learning, a greater staff sharing of good practice, and lessons that are now more engaging and varied for pupils.

Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths	2012	2013	2014	2015
School	55%	61%	66%	67%
LA	52.7%	56.4%	53.1%	53%
England - all schools	59.4%	59.2%	53.4%	53.8%

Case studies (continued)

The Macclesfield Academy

The academy began their TEEP journey in June 2014. Teachers have stated that there has been impact on the students they teach. TEEP invokes student motivation and engagement together with enjoyment of the subject. Examples of impact on students are that they:

- » Are challenged and therefore engrossed in what is going on in the lesson.
- » Engage in more discussion, debate, and listening related to learning.
- » Engage with each other and their teacher so the atmosphere in the classrooms is lively and buzzing with energy.
- » Develop the processes of metacognition and begin to transfer their skills to other areas or subjects.
- » Develop a deeper understanding as knowledge becomes more secure.
- » Respond positively to being given greater autonomy and becoming independent learners.

Achieving 5+ A*-C GCSEs (or equivalent) including English and maths	2014	2015
School	42%	60%
LA	61.5%	63.3%
England - all schools	53.4%	53.8%

The 2015 school performance table shows that their overall value added score compared to those in the other Cheshire East schools is the highest. This puts the school in the top sixth of schools in the country.

In January 2014 they were inspected by Ofsted with 72% of teaching judged as good or better. Since the TEEP training and through internal observation they now judge 97% of teaching to be good or better of which 41% is outstanding.

Sarah Bonnell School

Sarah Bonnell School's staff were TEEP trained in 2012 and have been embedding TEEP when planning and delivering teaching and learning ever since. All teaching staff are TEEP trained and there are opportunities to further develop this through TEEP level 2 and level 3, which gives the school the resources and expertise to be able to deliver this training in-house.

At Sarah Bonnell all curriculum areas strive to promote a love for learning through a range of lessons that challenge and excite all of their learners built on activities that recognise individual learning and inspire creativity.

As already identified, Sarah Bonnell School's performance in closing the gap is exceptional, with currently 4% gap on ACEM results of 66% overall. This is against the national picture of 57% ACEM with a gap of -28% between disadvantaged and non-disadvantaged learners.

Below is an extract from the SSAT Educational Outcomes tool, which every SSAT member school has access to.

CLOSING THE GAPS 2015**	Sarah Bonnell School			All maintained schools			School gap compared with national
	Disadvantaged	Others	Gap	Disadvantaged	Others	Gap	
% of pupils	61%	39%		27%	73%		
5ACEM	64%	69%	-4	37%	65%	-28	-24
Capped APS	335.5	349.7	14.2	262.6	331.7	69.1	-54.9
English Baccalaureate	35%	42%	-7%	11%	29%	-18%	-11%
Best 8 value-added	1028.2	1028.2	0.0	976.3	1008.8	-32.5	-32.5
Exp progress Eng	87%	92%	-5	59%	76%	-17.00	-12.0
Exp progress Maths	70%	68%	2	50%	73%	-23.00	-25.0

A sample of improvements in Ofsted gradings of schools' overall effectiveness – TEEP schools

All Hallows Catholic College moved from 'special measures' in 2005 to 'good' in June 2008 to 'outstanding' in April 2011 and outstanding again in all areas in December 2014. (All Hallows were the first to pilot whole school TEEP in 2007/8 and are now the TEEP Champion school leading schools nationally and are instrumental in driving TEEP forwards).

Freebrough Academy was judged as 'requires improvement' in March 2013, and in January 2015 was graded 'good' by Ofsted.

The Taunton Academy: in 2014 Ofsted graded 92% of lessons as 'good' or better with no 'inadequate' teaching, compared to 60% good or better and 20% inadequate in 2013.

St. Edmunds Catholic School in Portsmouth moved from 'good' in December 2012 to 'outstanding' in February 2016.

Sirius Academy West in Hull moved from 'good' in November 2011 to 'outstanding' in all areas in April 2014.

Bridgemary School in Gosport moved from 'special measures' in October 2014 to 'good' in February 2016.

TEEP school reports include Ofsted saying:

'Teachers are systematic in helping students to learn. Consequently, students reinforce their learning regularly and develop greater understanding and new skills, which they then can apply to their work. They intervene very appropriately to help those students who are in need of extra support and check their progress regularly in order to accelerate their learning.'

'Leaders' drive to improve and sustain high-quality teaching is relentless.'

'A high degree of consistent practice was observed with a large proportion of outstanding teaching.'

'The introduction of the Teacher Effectiveness Enhancement Programme (TEEP) has significantly helped to improve the quality of teaching.'



Application following training

100 teachers answered a survey looking into their perception of their own practice following TEEP training. Some of the results are below:

As a result of your TEEP training, do you believe your teaching has improved?



'agree' or 'strongly agree'

Have you seen student progress/attainment improve?



What positive benefits do you see for learners, from TEEP?



The final word

If we create a culture of continuous improvement in schools, then by its very nature, teaching and teachers will improve, which means that learners and learning improves.

All teachers can improve the learning that happens in the classroom, and every teacher can be better, but this requires every teacher receiving the support they need. The TEEP framework provides this support for **every** teacher, to become more consistent in and beyond the classroom, to apply the findings from educational research, to share the successes of others in the TEEP community, and to become more reflective on how they can improve.

TEEP provides the framework to enable teachers to recognise and validate great teaching and learning.

As we can see from the quantitative data, TEEP enables more rapid progress for learners, dramatically improves teaching standards and consistency measured through outcomes and Ofsted, and raises the bar for schools irrespective of their starting point.

More than this, TEEP has a profound impact on the culture and values of a school as shown by the qualitative data, by creating a common language of learning, a shared vision focused on learning, and a revitalised motivation for teaching and learning with teachers and students reporting lessons being fun and engaging.

TEEP clearly has both short and longer term impact on individuals and whole schools. It leads to a sustainable model based on deep learning, effective pedagogy and a relentless focus on teaching and learning.

In short, TEEP works.

To find out more about how the TEEP programme could transform your school, please email teep@ssatuk.co.uk or visit ssatuk.co.uk/teep.

There are three levels of training, tiered to enable schools to train all teachers in the model (level 1); to sustain and scale the training by developing a specialist cohort of TEEP-trained teachers (level 2), and – by invitation – the chance for individuals to ‘intern’ with an experienced trainer and attend a three-day event to learn the skills of an official TEEP trainer (level 3) – giving schools the ability to train their own new staff.

The whole school model provides schools with three days’ level 1 training, including SLT (two consecutive PD days followed by one day approximately six weeks later), with a further two days’ level 2 training for a group of staff who will take TEEP forward in the school.

Start your whole school journey to improved teaching and learning today, with the support of SSAT.

Disclaimer

It must be acknowledged that KS4 qualifications and their eligibility for performance tables underwent a radical reform between 2012 and 2015 which has affected comparability at school-level from one year to the next. However, our analysis references the performance of individual schools to the changing picture nationally and is still, we believe, an accurate reflection of improvements in attainment.