

**Say goodbye to quick fixes.
Say hello to transformational
teaching and learning.**

Impact Report 2014:

SSAT's Teacher Effectiveness Enhancement Programme (TEEP)

About the TEEP model

SSAT's Teacher Effectiveness Enhancement Programme (TEEP) is a professional development programme which builds on schools' existing work to improve the classroom practice of teachers - whatever their starting point. The programme focuses on improving teachers' understanding of what effective teaching and learning behaviours are and gives them the skills to encourage these in the classroom. Built on research, the training is led by outstanding teachers. Participants deepen their understanding and enhance their practice through the activities, taking on the role of the learner to understand how effective learner behaviours can be explicitly taught and modelled in the classroom.

This impact report explores some of the short and long term benefits reported by schools that have undertaken whole-school TEEP - a training model introduced to schools in 2010 that provides the environment for the most rapid impact for the most cost-effective investment.

Ofsted said:

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

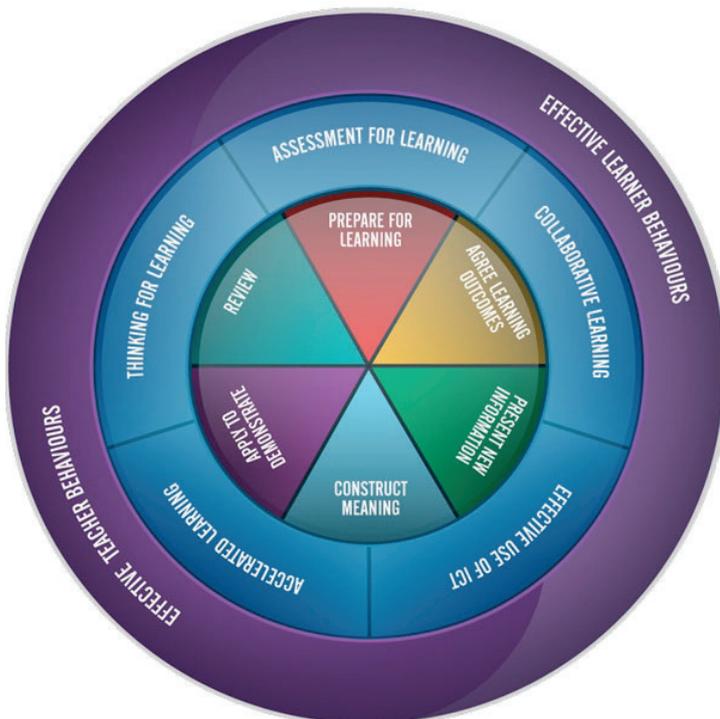
Ofsted report, May 2014

All TEEP schools in the period 2010-2013 experienced a 9.3% increase in 5 A*-C (EM), compared to the national average of 5.5%

Foundations in evidence and research

TEEP provides a quality-assured pedagogical framework for teachers to work to, into which we feed the latest research into the practice that enables deep student learning, to help teachers work at the top of their game - whatever their starting point.

With the buy-in of senior leadership to ensure the model is embedded and constantly developing, TEEP builds on your existing work to provide a clear direction for continuous progress. SSAT trainers provide the support mechanisms to enable all this to happen.



Constant development through evaluation

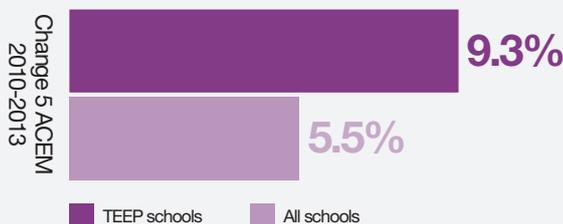
It is important to SSAT that all our training programmes are monitored, quality assured and evaluated in many ways. This report focuses primarily on the impact measures highlighted below:

- evaluation methodologies
- end-of-course evaluations
- lead trainer feedback, triangulated between school, trainers and SSAT
- follow up quality assurance call to SLT lead after day 2 of training
- presentations of impact to date
- external academic evaluation: we are currently in year three of a four-year randomised controlled trial with the Education Endowment Foundation (EEF) and the University of York
- official KS4 attainment (inc English and maths) and progress data
- Ofsted reports, and shifts over time
- individual school feedback on:
 - % good or better observations
 - teacher retention rates
 - attendance
- individual teacher feedback on impact on practice
- case studies from participant schools.

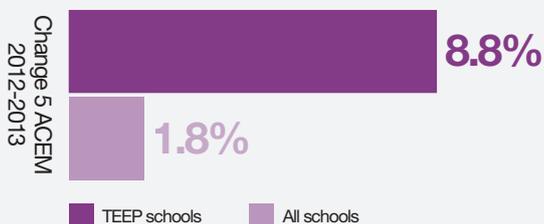
Putting national averages in the shade: Analysis of school data over time

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

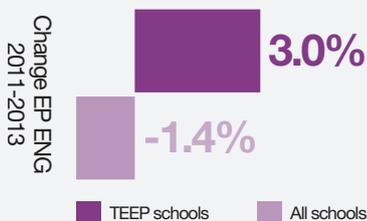
TEEP schools that received their training in 2012/2013 experienced a one-year increase of 8.8% in 5 A*-C (EM) compared to the national average of 1.8%



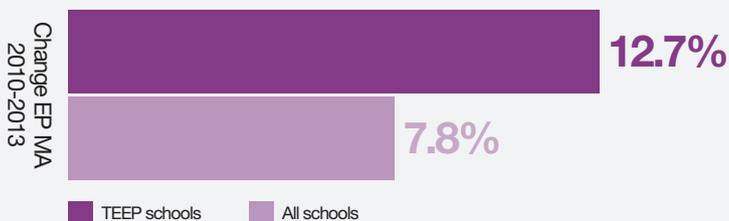
Schools engaging in whole school TEEP have seen a greater increase in 5 A*-C (EM) over and above other schools.



Schools have seen a rapid increase in attainment of 5 A*-C (EM) in year one, followed by steady increases in subsequent years.



TEEP schools reported an increase in students achieving expected levels of progress in English of 3%, compared to a national decline of 1.4% - a 4.4% variance of impact.



TEEP schools reported an increase in students achieving expected levels of progress in maths of 12.7%, compared to a national figure of 7.8% over a 3 year period.

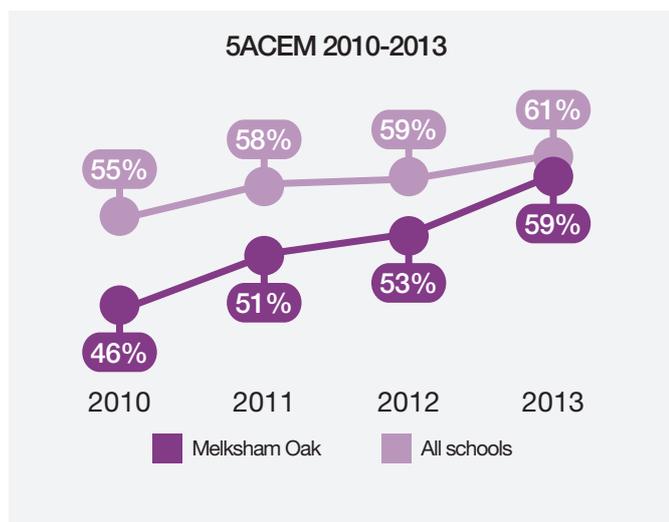
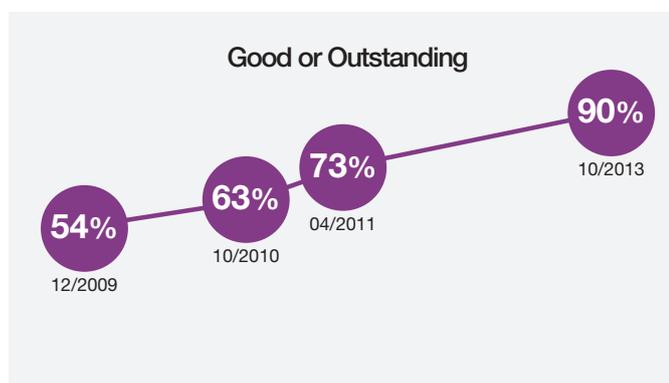
Standards of teaching significantly improve in the short term and are sustained over time. This is illustrated below by a mixture of qualitative and quantitative data from a sample of TEEP-trained schools examining attainment, closing the gap, lesson observations, Ofsted gradings of overall school effectiveness and individual feedback.

Case study: Melksham Oak Community School

Melksham Oak Community School experienced whole-school TEEP in November 2011 and has since developed both level 2 and level 3 TEEP-trained staff (see page 8 for explanation of TEEP training levels). It is now established as a TEEP Training School as a result.

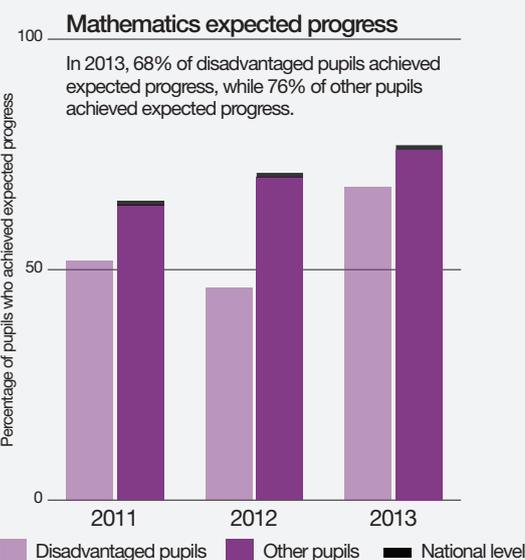
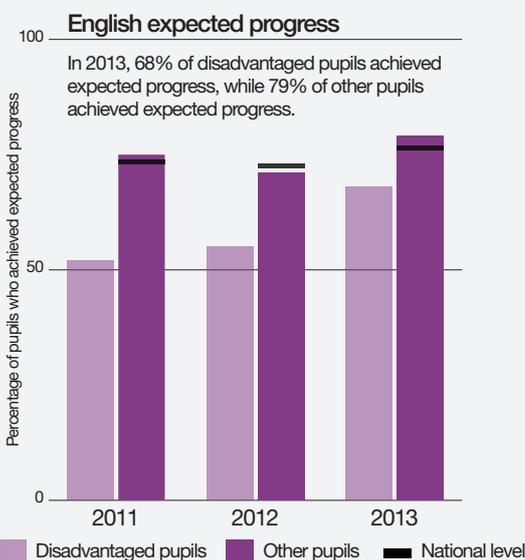
Melksham Oak Community School reported an increase of 36% lessons judged good or outstanding over a four-year period. Lesson observations were made by SLT, Ofsted and LA staff.

Although not strictly relevant due to the changes in 'gap' from FSM to pupil premium, Melksham Oak have a relatively small gap currently between their disadvantaged and other students. Their current gap of 8% in maths and 11% in English compares favourably with their pre-TEEP gap in 2011, of 16% and 27% respectively.



Here we can see an increase of 8% in 5 A*-C (EM) following TEEP training, bringing the school closer to national average attainment.

Closing the Gap



Case study: RSA Arrow Vale Academy

'The rapid progress made by students of all abilities and in all year groups shows that the quality of teaching is 'outstanding'.'
Ofsted, May 2014

The school says...

'The biggest impact I've seen this year with our staff using the TEEP model is the confidence with which colleagues are planning engaging and challenging lessons. The TEEP framework allows staff to plan lessons that cater for all learners' needs, with the appropriate pace and challenge for them to move on in each lesson. This has resulted in our students enjoying their learning more and being better motivated because they know how to succeed. Consequently, student behaviour is much improved as they have seen the improvements in teaching & learning.'

Steve Phillips, AST

Andy Gibson, Deputy Headteacher, attributes their improved Ofsted reports to the effect of TEEP:

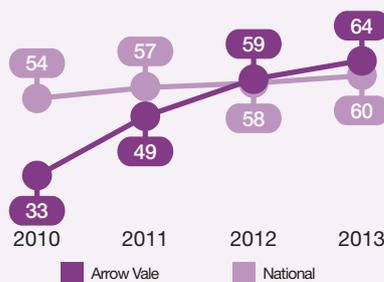
December 2009 – Ofsted grade four 'unsatisfactory – notice to improve'.

March 2011 – the school receives Ofsted grade three - 'satisfactory' ('required to improve' in the old Ofsted framework). Ofsted said: 'The quality of teaching has improved through better planning of lessons', and 'The management of teaching and learning judged as 'good', despite other categories being 'satisfactory/required to improve'.

September 2012 – the school receives Ofsted grade two - 'good'. Ofsted said: 'Teachers have a common language for teaching and learning', and 'Teaching is good and has resulted in students' progress improving rapidly.'

In 2010 the results at Arrow Vale were below floor target with only 50% of the teaching across the school judged as good or better. A new principal, Guy Shears, led the changes required to ensure school improvement. One of those changes was the introduction of TEEP - from September 2012, all teachers were trained to TEEP level 1.

Four year trend - 5 A*C (EM) 2010-2013



From this group a cohort of six teachers went on to TEEP level 2 - where they completed further training in the 3Cs model of consulting, collaborating and coaching - to embed and develop TEEP across the school. Furthermore, two members of staff were selected to complete TEEP level 3 training in July 2013 to

create a sustainable teaching and learning model within the school.

The results have risen significantly since 2010, with 64% of students achieving 5 A*-C (EM) in 2013, and a value-added 'significantly above' on RAISE online for all groups of students (December 2013). The quality of teaching and learning has increased to 91% good or better in a year when ten of the 45 full-time teachers are NQTs.

The initial impact of TEEP has been sustained through rigorous quality assurance; peer coaching led by level 2-trained colleagues; a common TEEP PowerPoint used across the school; a TEEP website developed by Arrow Vale staff as a base to share resources; compulsory TEEP level 1 training for all new staff; and regular, high-quality CPD.

'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.'

Ofsted, May 2014

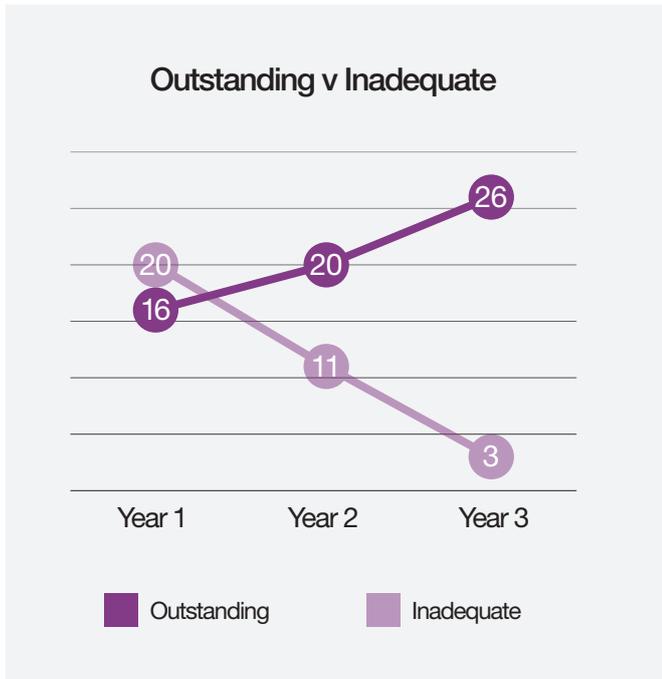
Impact of TEEP at RSA Arrow Vale Academy

% of lessons good or better

Academic year 2010-11	50%
Academic year 2011-12	76%
Autumn 2012	74%
Spring/Summer 2013	97% (after completion of TEEP level 1)
Autumn 2013	91% (including 10 NQTs)
Mock Ofsted – Jan 2014	90%
In May 2014 Ofsted judged teaching and learning as 'outstanding'.	

Improvements in lesson observations

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 in March 2014, they were delighted to shift to 93% of teaching judged as at least good, including 33% outstanding.

Barr's Hill School and Community College

From November 2013 to Easter 2014 the percentage of teaching judged to be good or outstanding increased from 78% to 87%, after having undertaken TEEP training between October 2013 and March 2014.

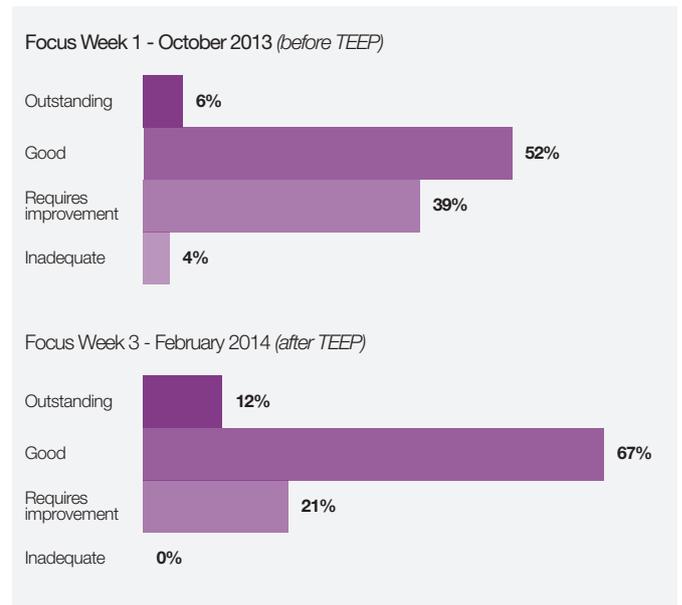
'I think one of the key learning points for me was the significance of helping colleagues to see that small changes can have a huge impact and how this involves changing habits. In this sense, TEEP has made us all question, and then re-question, all the parts of

our lessons in a way that pushes us to vary activities constantly, and to develop new skills (as well as review and refresh existing ones) in ourselves as well as in the pupils. TEEP has helped us to re-find things we already knew but that sometimes we allow to become buried in the burdens and bureaucracy that can take over in the daily life of school.'

Claire Hannis, Assistant Headteacher – Learning & Teaching

Hartdown Academy

Hartdown Academy saw a shift in good and outstanding lessons following TEEP training.



'The March 2014 Ofsted inspection report says that teaching and learning are well led. The school uses its own practitioners and links with a variety of professional and commercial organisations. Staff acknowledge the access they have to high-quality professional development.'

Elizabeth Bradshaw, AST performing arts and Sarah Morgan, AST maths

If we examine a small sample of TEEP schools and the impact TEEP training has had on improved lesson observations, we can identify some impressive results. From this sample of TEEP schools, there is an average uplift of 27% on teaching and learning observations, taking into account the range of school contexts and starting points.

School	Lessons observed as good or outstanding		Timescale	Percentage uplift
	Pre-TEEP	Post-TEEP		
All Saints Academy, Dunstable	50%	60%	1 year	10%
All Saints CoE, Plymouth	50%	70%	1 year	20%
Barr's Hill	78%	87%	6 months	9%
Freebrough Academy	32%	93%	3 years	61%
Hartsdown Academy	58%	79%	1 year	21%
Melksham Oak	63%	90%	3 years	27%
RSA Arrow Vale	50%	91%	3 years	41%

Improvements in Ofsted gradings of schools' overall effectiveness - TEEP schools

- St Laurence's CE Primary School (formerly Foleshill School) moved from 'special measures' in September 2011 to 'good' in January 2013.
- Melksham Oak moved from 'inadequate' in 2009 to 'good' in September 2012 (whole school experienced TEEP in 2011).
- All Hallows Catholic College moved from 'special measures' in 2005 to 'good' in June 2008 to 'outstanding' in April 2011 (All Hallows were the first to pilot whole school TEEP in 2007/8 and are now the TEEP Champion school leading schools nationally, instrumental in driving TEEP forwards).
- RSA Arrow Vale Academy newly opened in September 2012 and moved to 'outstanding' in all categories in May 2014. The academy attributes much of its success with teaching and learning to the implementation of the TEEP pedagogical framework.

'Leaders' drive to improve and sustain high-quality teaching is relentless' Ofsted, 2014

'A high degree of consistent practice was observed with a large proportion of outstanding teaching' Ofsted, 2014.

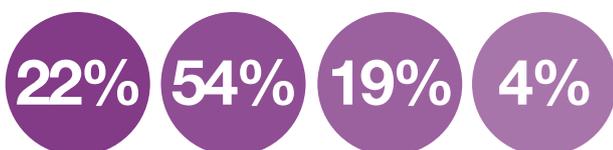
Individual feedback

100 teachers answered a survey looking into their perceptions 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?

91% 'agree' or 'strongly agree'

Have you seen student progress/attainment improve?



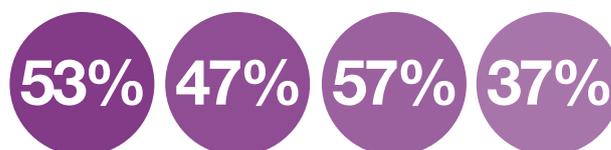
Yes, improved progress at KS3/improved GCSE results

Yes, I believe so (although no formal data yet)

Not yet/ too soon to tell

No

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



They are developing more independent learning skills and becoming more autonomous

They have increased confidence/pride in their work

They can work more collaboratively

They can demonstrate higher order thinking skills

**‘Learning is more
engaging, interesting
and most of all fun and
enjoyable’**

Delegate feedback

Overall summary

By creating a culture of continuous improvement in schools, teaching and teachers will improve. Every teacher can be better, so we must provide the required support and professional development. The TEEP pedagogical framework provides this, enabling teachers to become more consistent in and beyond the classroom; to apply educational research; and to become more reflective on how they can improve. TEEP provides a flexible structure 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 in core subjects, dramatically improves teaching standards and consistency measured through lesson observation and Ofsted, and raises the bar for schools irrespective of their starting point.

In a recent section 8 Ofsted report from St Thomas More Catholic School, Bilston, the impact of TEEP is clearly evident and summarises the potential that can be unleashed;

‘The headteacher, school leaders and the governing body acted quickly to address the issues for improvement identified in the recent inspection. School leaders are taking appropriate and effective action to improve the quality of teaching and learning and to increase the rate of students’ progress. The introduction of the Teacher Effectiveness Enhancement Programme (TEEP) has significantly helped to improve the quality of teaching. Students said that teachers now make it clear what is to be learnt and how they are going to learn it. One student said, “I am much more confident to say if I do not get the work. We are no longer talked at or expected to copy from text books all the time”. Students

said that they now get better feedback that helps them improve their work through the ‘Directed Improvement and Reflection Time’ (DIRT). As a consequence, school leaders have judged that 82 percent of teaching is now ‘good’ or better.’

More than this, TEEP has a profound impact on the culture and values of a school as shown by the qualitative data, creating a common language of learning, a shared vision and a revitalised motivation for teaching and learning with students at the centre.

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.

Quick fixes are not the answer to transform the learning behaviours of both teachers and students.

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

Prices are dependent on numbers of staff and the training model you choose, but can start from as little as £200 per person.

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