

## **Outstanding Teaching Intervention Programme: case study 1**

St John Bosco Arts College is a Catholic Salesian School for girls aged 11 to 19, in the north end of the Liverpool. The College is located in an area of high social and economic deprivation, with most of our students living in areas in the top 1% of significant social deprivation in the country. Around 90% of students are of the Roman Catholic faith.

The College was granted specialist school status for visual and performing arts in September 2004 and since 2005 has been working as part of the Alt Valley Collaborative with four other high schools and two special schools and more recently moving towards a super collaborative in 2008. It is a host site for the Bosco City Learning Centre.

The College is proud of its emphasis on education, training and support for the whole child. Central to this is the Salesian ethos, which is core to everything we do, and has ensured that "every member of the College community has the opportunity to flourish and fulfil their potential with hope and confidence." (OFSTED report April 2007)

### **Details of the Training that we would like to be recognised**

*Outstanding Teaching* is a modular programme of training that has been delivered in our school over the last two years. The course has been delivered by Andy Griffith (Director of *Motivated and Loving It (MALIT)*). The course has been developed in association with *Osiris Educational*).

The training experience has included two whole school INSET days (85 staff) and two groups of ten teachers have worked through three *Outstanding Teaching* Modules over each of the past two academic years. These modules (*e.g. Questioning and the art of challenge, Engaging Learners and Creativity – developing ours to unlock theirs!*) are delivered in three hour sessions, they are followed by a lesson observation a week later. The aim of the lesson observation is to encourage the teacher to demonstrate their skills within the area of focus. After the observation one to one feedback is given by the trainer (this takes place within 48 hours of the observation). Two of the three sessions are videoed and DVDs of these recordings are given to the teacher concerned. These are owned by the teacher but extracts can be shared with other staff (put on the training section of the staff network) if they are willing to share this.

At the end of the training programme teachers receive a certificate.

*Outstanding Teaching* will go into its third year with the school from September 2009. We intend to use it to embed a peer observation system in the school. These observations will be built around the levels for each of the units. Just as *Outstanding Teaching* has helped us to move our staff's attitude to being observed and training we are confident that it will help us embed a peer observation culture across departments.

## **Our reasons for using the Intervention programme are:**

Our latest Ofsted report (April 2008) described Saint John Bosco Performing Arts College as a “Good school with outstanding features”. We see the Outstanding Teaching course as part of a range of strategies that we are using to become an Outstanding school.

### **1. School culture**

Headteacher, Anne Pontifex, described the observation culture 5 years ago at -1 out of 10. She feels that *Outstanding Teaching* has helped break down staff resistance about being observed. She now rates the observation culture as 9 out of 10.

*“I used to think that sending people out on a one day course was a good idea, I don’t think that anymore.” Anne Pontifex*

*Outstanding Teaching* has Assessment for Learning built into it. Our staff are living assessment for learning every day now! This means that we are using it in a meaningful way not in a cosmetic way. Staff involved in the programme have formally and informally feedback their learning of the big concepts on the course such as “The Pit”, “Mindset” and “Flow” to others within their departments. This has made a significant impact across the school.

### **2. Staff Empowerment and Confidence**

All *Outstanding Teaching* materials are left with the school on a *copyleft* basis. This means that we share ownership of resources such as power point presentations, course modules and videos of teachers. *Copylefting* gives us the flexibility to add and edit resources. In particular this is helpful in relation to the 1 to 5 scales for each module (4-5 represents Outstanding according to *Ofsted* criteria). Some of our staff are able to rewrite scales and even create more modules. This has been done alongside Andy Griffith who has helped us demystify what ‘Outstanding’ looks like.

We were able to run a tremendously successful INSET day led by staff that had been on the *Outstanding Teaching* programme. The subject of the day was assessment for learning where staff ran a series of workshops around the school demonstrating their understanding and expertise of different AfL practises.

Risk taking and creativity has massively increased in teaching across the school. The observational feedback is given confidentially to the teacher by the trainer. There is no senior management involvement in this programme. We feel that this is a strength of the programme as teachers are not being asked to demonstrate an outstanding lesson from the outset they are being asked to have a go at something different and blend this with their existing style of teaching. We feel that the programme has positively affected all the teachers involved. For some of the teachers the *Outstanding Teaching* programme has involved them changing their teaching style radically.

*“The Outstanding Teaching programme has been transformational for the teachers involved”.* Anne Pontifex

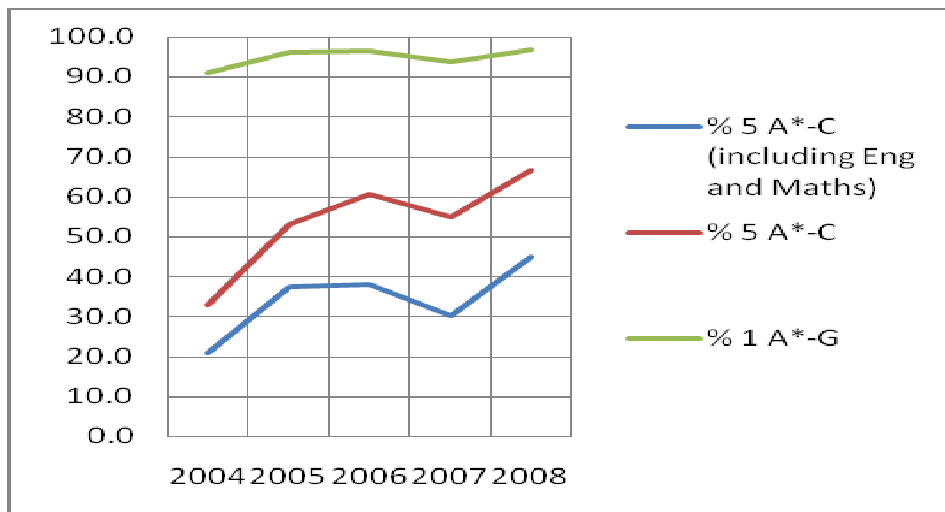
### 3. Impact on Pupils

#### Pupil Progress

#### KS4 Performance

#### GCSE 5 Year Trends

Year	Point Score
2003	285.1
2004	285.1
2005	366.3
2006	377.1
2007	328.1
2008	393



#### Pupil Feedback – a few quotes

“Before she (one of the programme) took part in the Outstanding Teacher programme our lessons were led by the teacher with class discussions and powerpoints. However, now she has a technique called “The Pit” where we are challenged and made to think for ourselves with multiple questions. Even 15 minutes after the lessons we are still talking and debating the topic we had just studied.” Year 12 student

“I think that the lessons we do in BTEC PE are now more interesting. We used our own ideas to help us learn new things. In our group we did a dance/rap/drama piece. I think this is a better way of learning than reading out of the text books because we were doing the movements to the actions (how joints move) and it was also fun.” Year 10 student

#### 4. The Outstanding Teaching Programme and BSF

Saint John Bosco Arts College will be moving to a new building by 2012. We see *Outstanding Teaching* as helping to prepare staff for new learning environments. We are learning to develop independent learners with strong senses of who they are and with the right mindset what they might achieve.

## **In conclusion**

*Outstanding Teaching* began as an INSET developed into a course and is becoming a culture within our school.

This training has challenged, empowered, demystified and inspired.

“I always thought I was quite a good teacher. The pupils responded well and engaged in the teaks I set them. They seemed to listen quietly. Being part of the *Outstanding Teaching* programme made me realise I was playing safe, I’d stopped taking risks – perhaps after 13 years of teaching I’d become complacent. I’d fallen into the trap of spoon feeding to help students pass exams.

I found that using humour, imagination and challenging questioning meant that students stayed motivated and fully engaged. Even when faced with “the pit” students were inspired to search for the ‘Eureka Moment’. Since being on this course I haven’t just radically changed my teaching, I have radically changed my thinking” Margaret Murphy (teacher on the programme).