

The Griffith and Burns Outstanding Teaching Intervention

- A quality of teaching proven to consistently raise teachers' performance by one Ofsted level
- A school-based intervention with sustainable gains and direct outcomes
- A programme designed to create long-term, measurable impact



Mark Burns and Andy Griffith

Evaluated by the University of Wolverhampton

Professor Mick Waters and the University of Wolverhampton held a study on the effectiveness of the Outstanding Teaching Intervention. Their findings showed a long-lasting effect on the teaching practice and culture across both primary and secondary schools. Individual teachers reported feeling revitalised, empowered and enthused again about teaching, which had huge benefits for the students.

What is the Outstanding Teaching Intervention?

- An intensive training programme for teaching staff and the senior leadership team. Training takes place in school, during the school day, over one or two terms during the school year
- Draws on the best educational pedagogy
- Aims to raise the standard of teaching in the cohort by at least one full Ofsted level
- Calibrated to the current Ofsted criteria for teacher quality
- Delivered by carefully selected and quality-assured trainers

What are the benefits?

- Raising standards of learning
- Increasing teacher confidence
- Improving pupil enjoyment and engagement in lessons
- Leaving a sustainable impact across the school
- You can use your Pupil Premium spending knowing that the Outstanding Teaching Intervention is a pedagogically proven process

How effective is the Outstanding Teaching Intervention approach?

In more than 300 cohorts, involving more than 2,500 teachers, only one practitioner failed to improve as judged by senior leaders in their school. The Wolverhampton University study (2012) showed that 95% of participants improved by one Ofsted level in practice. There are currently 34 schools who have improved their Ofsted rating as a result of OTI. A CUREE designed evidence gathering is used all the way through the intervention to ensure impact is monitored.

Victoria Junior School

March 2016
Outstanding Teaching Intervention

October 2016
Ofsted Good

July 2014
**Ofsted Requires
Improvement**

"Teaching is good because teachers are well trained and plan interesting work which motivates pupils to work hard and make good progress."

Burley St Matthias CE Primary School

January 2016
Outstanding Teaching Intervention

April 2016
Ofsted Good

November 2013
**Ofsted Requires
Improvement**

"Training and professional development for staff are strong, enabling teachers to improve their practice. As a result, pupils' outcomes are improving."

St Ignatius College

July 2015
Outstanding Teaching Intervention

March 2016
Ofsted Good

January 2014
**Ofsted Requires
Improvement**

"The standard of teaching, learning and assessment is maintained and enhanced through a strong programme of ongoing, individualised support. Development opportunities are combined with accurate monitoring systems and staff are increasingly leading their own professional development."

Scaling up the programme

The Outstanding Teaching Intervention is designed so that it can be 'scaled up' to include MATs, TSAs, Clusters and any other interested groups of schools. Good and outstanding teachers can be developed throughout the schools to deliver the programme. This is a bespoke process.

How long does the programme take?

The cohort (of 10-12 teachers in secondary schools/colleges or 5 teachers in a primary school) is taken through the programme over one or two terms. For greater impact, schools can choose to continue this work with further cohorts to follow in future terms or school years.

What can you do to make the Outstanding Teaching Intervention most effective for your school?

The Outstanding Teaching Intervention has the potential to transform your school; however, there are several things you can do to ensure its success.

- Choose your cohort well – consider experience, discipline and openness to change. For your first intervention, think about the individuals who will infect the rest of the school. Unlike other programmes, OTI is suitable for all teachers.
- Trust is essential to the success of the intervention. Training and observations must be confidential.
- Always try and provide a training space which is quiet, well equipped and can take the participants away from their other professional duties.

What difference does it make to the individual teacher?

The Outstanding Teaching Intervention has been designed to accelerate the process of individual change; 95% of teachers do improve their teaching by at least one Ofsted level.

"The strategies breathed a fresh approach into my teaching and helped to create an environment which will nurture independent minds so that pupils take far greater responsibility for their learning."
Sally March, Head of History, Broad Oak Sports College

"As a result of better teaching and more engaged children, progress and attainment in KS1 has improved year on year and our results are now at or above the national average."
Martin Lumb, Head Teacher, Hunslet Carr Primary School

Do you want to raise the teaching standards of your teachers in your school?

Call **01790 755 783** to discuss the programme, request further details or book a call with an Outstanding Teaching school – a school that has completed the programme.

You can also email your interest or questions to OTI@osiriseducational.co.uk or visit osiriseducational.co.uk

How does it work?

Before training takes place you will be assigned an Outstanding Teaching expert trainer who will discuss your school's needs and expectations in detail. They will also advise you on how to select a cohort of suitable teachers.



The trainer will meet with your senior leadership team and cohort of teachers to agree protocol and Service Level Agreements.



There are three modules of training. These three modules will be held in your school, around the school day in order to maximise impact and minimise disruption:

Engagement concentrates on how to engage and motivate students.

Feedback helps teachers develop the skills to give more useful feedback that will improve learning and train the learners to assess themselves and their peers.

Challenge demonstrates how to challenge and stretch learners to ensure they are making great progress.



After each module, each member of the cohort will be observed and filmed applying the learning acquired in each module to their own teaching practice.



A video feedback session will take place usually between one and two weeks afterwards. These sessions offer instant pointers as well as reinforcing what has been learnt.



Each member of the cohort will be given written feedback, which will consist of lesson commentary to include their strengths as well as areas that need further development. This provides an excellent personal point of reference.



At the end of the Intervention the school holds a teacher evaluation and celebration event. This includes the senior management team and the cohort, and the invitation can also be extended to other schools, governors or other interested parties. This is an opportunity to share learning and insights and to celebrate the success of the programme.

