

Outstanding Teaching Intervention **Impact Studies**

Outstanding Teaching Intervention

 01790 756 731  [osiriseducational.co.uk](https://www.osiriseducational.co.uk)

Impact Studies

The Osiris OTI Programme (Outstanding Teaching Intervention) has made a dramatic difference to an increasing number of schools.

The unrelenting focus on improving teaching in the classroom is not only highly innovative, but also proving to be a blueprint for the way CPD can be undertaken.

Captured in the following pages are case studies and testimonies from a selection of schools that have participated.

Whilst we expected most teachers to improve a level in their teaching, we have also seen many schools go up a level in their OfSTED grade and that those schools attribute their improvement directly to OTI.

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To find out more about the programme or request an updated list of case studies please call **01790 756 731**

Outstanding Teaching provides:

- ✓ A new way to improve teaching in your school
- ✓ Clarity for all
- ✓ Direct impact in the classroom
- ✓ Dramatic results in just 10-12 weeks

Case Study

St Sampson's High School

St Sampson's

School Stats:

Pupils on Roll: 694

Town: Saint Sampson

LEA: Guernsey

Problem

Guernsey Education Department Validation Report: Teaching and assessment quality graded as "less than proficient"

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 1

Teachers: 18

Completed in: February 2015

Impact

"Many teachers have completed the OTI and in these classes, the positive impact of their professional learning on learners' experiences is clear".

Validation report May 2015



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Overview

In 2011 the Guernsey Education Department Validation Report stated that teaching and assessment standards at St Sampson's were less than proficient, contributing to student underachievement.

"Inconsistency in the quality [of teaching and assessment] means that they are currently less than proficient".

Conclusions made by the report included:

"Overall standards are not high enough, as many students do not achieve the results of which they are capable".

"Students rely heavily on instructions from their teacher and, as a result, do not develop the skills and strategies they need to achieve success in their learning".

"Teachers over-direct lessons and give students too little opportunity to collaborate with each other, to work things out for themselves and to practise the higher thinking skills".

"Staff do not set clear or demanding enough expectations of what students should accomplish....as a consequence students often do not know well enough what they need to do to improve".

The school undertook the Outstanding Teaching Intervention in 2014 with the first cohort being completed in February 2015.

The 2015 report

St Sampson's was revisited by the Guernsey Education department following the completion of the OTI.

As a result, Teaching for Effective Learning is now rated as being very good. The school has also been rated as "good" for Improvements in Performance and Learners' Experiences

- ✓ "There is good evidence to suggest the school's work in implementing the OTI, in developing Teaching and Learning Communities and working

St Sampson's High School

groups, and in encouraging 'growth mindsets' is impacting meaningfully on young people's experience in classes through a more varied menu of teaching approaches, and greater consistency of high quality feedback. This supports more enabling, capacity-building dialogue in classes and fosters a 'can do' attitude amongst young people".

- ✓ "Many teachers have completed the OTI and in these classes, the positive impact of their professional learning on learners' experiences is clear. The school is in the process of extending this successful programme further by teachers acting as trainers for their colleagues".

Moving Forwards

Since the OTI, 3 teachers who completed the programme are taking part in a 'Train the Trainer' Cohort. The training they are receiving will allow them to train other teachers around them to ensure the benefits are felt throughout not only the school but potentially also across the Island.

“Almost all staff prompted young people to think more deeply about their learning through targeted, more challenging and supplementary questions”

Guernsey Education Department

Outstanding Teaching provides:

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Case Study

Rainford High

Technology College

Rainford High

Technology College Stats:

Pupils on Roll: 1419

Town: St Helens

LEA: St Helens

FSM: 7.6%

Teachers (FTE): 83

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 3 (2 more in place)

Teachers: 50

Completed in: December 2013

Impact

"The outstanding teacher programme, leading to chartered teacher status for those teachers who excel on the course, is enabling senior leaders to capitalise on this group's skills and expertise to help develop other teachers' practice. This strategy is leading to improved classroom performance across the college".

Ofsted Report Mar 2015



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Ofsted Results



Overview

Rainford High Technology College

Ian Young (Principal)

A new approach needed

I became Principal of Rainford High in September 2012 and found a staffroom of teachers who had been, on the whole, disempowered and disengaged by poor leadership failing to give clear and supportive direction in order to deliver quality teaching and learning. Having seen the impact of this Osiris programme in my previous school, I was determined to use it as a core tool to improve the quality of teaching and learning at Rainford High.

The programme

The role of the trainer was vital in gaining the trust of the staff. High-quality investment in teachers allows them to deliver good results. I feel the OTI programme conveys to staff that they are delivering good results and they are being invested in. Positive feedback for OTI was made by every member of staff from NQT's to the very experienced.

Impact

- ✓ 'Best 8' Value Added score increased to 1014 from 989
- ✓ Raised staff confidence in their ability to lead teaching and learning
- ✓ A vision and heartbeat of teaching and learning created through staff being part of the OTI process
- ✓ OTI raised the profile and helped create a shared language that focused curriculum areas on discussing teaching and learning and sharing great practice
- ✓ The OFSTED judgement of "Good" in March 2015 having been "Requires Improvement" at the previous inspection.

Ofsted

The school was inspected for the third time in three years in March this year. We achieved a good rating for all areas but the judgement on teaching, in many ways, was the most pleasing. Although there is still much to do, the report highlighted the school's focus and drive in both the leadership and teaching judgement. The OFSTED Report identifies the positive work and impact that OTI has had on our school.

The report clearly identifies that there is still much work to do but in 12 months Rainford High has moved teaching and learning from a learning lottery to a school with mainly good lessons.

Vision

The OTI programme is supporting Rainford High by helping staff understand how they can make a difference to the learning and progress of our young people so that we will aim to be an outstanding school in the next 18 months.

“Teachers employ skilful questioning techniques, that make students think hard about the ideas they are studying and so deepen their understanding.”

Ofsted report March 2015

Outstanding Teaching provides:

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Case Study

Bedford High School

Bedford High School Stats:

Pupils on Roll: 934

Town: Leigh

LEA: Wigan

FSM: 22.5 %

Teachers (FTE): 49

“Teaching mojo was back”

Mr Clarke - Head of RE

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 2

Teachers: 20

Completed in: June 2013

Impact

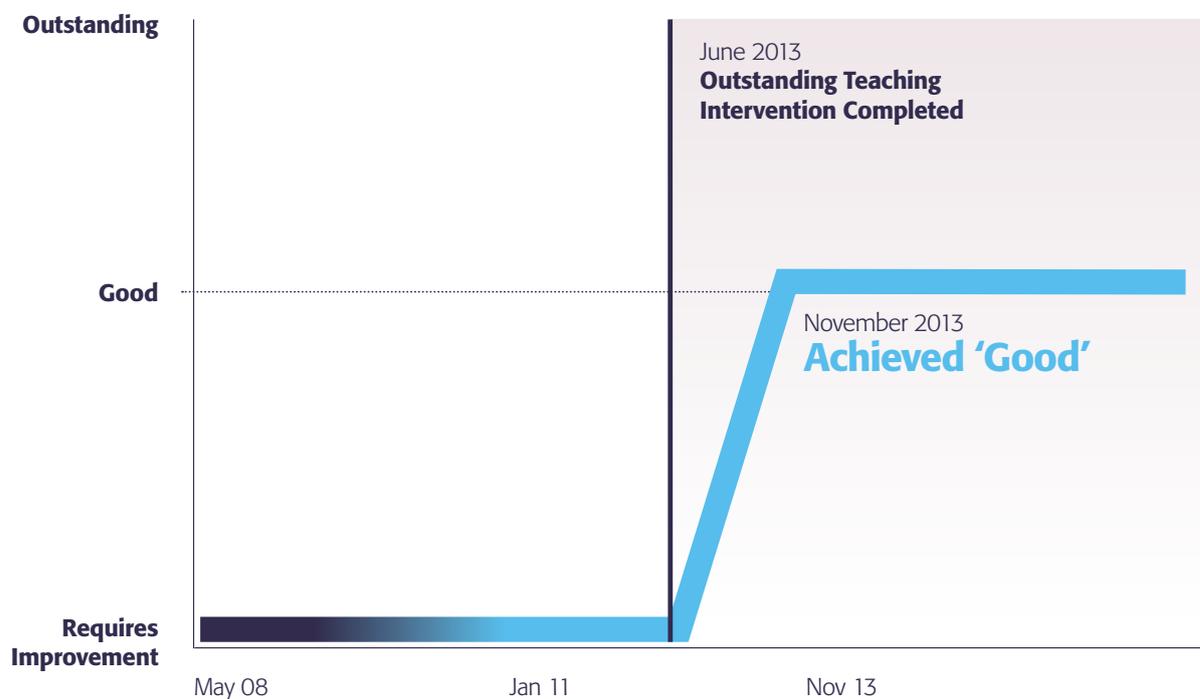
The positive effect of the programme was remarkable; staff were emboldened to experiment and were rewarded with exceptional outcomes. Improvements to staff motivation and morale were quickly noticed by the group and their colleagues.



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Ofsted Results



Overview

Bedford High School
Carmel Bones (OTI Trainer)

First Steps

Bedford High School is larger than average and has below average starting points, with a high proportion of students eligible for Pupil Premium. In 2011, Ofsted awarded the school a 3 for Teaching and Learning and internal observation rated only 54% of lessons as good and above. Many staff members were feeling demoralised and in need of motivation. The school took 'a leap of faith' and embarked upon the OTI programme in February 2013. A wide range of staff were approached and there was much apprehension, with one colleague admitting his 'cynical mindset' at the beginning.

Impact

"teaching mojo was back"

(Mr Clarke, Head of RE)

Bedford High School

The positive effect of the programme was remarkable; staff were emboldened to experiment and were rewarded with exceptional outcomes. Improvements to staff motivation and morale were quickly noticed by the group and their colleagues.

Ofsted

The school was inspected in November 2013 and achieved a 'Good' rating. The move forward was made possible by the culture of hard work that had been developed over the preceding months.

The judgement gave the school the long-awaited fillip to continue to strive towards 'Outstanding'.

The Future

The noted changes after the Outstanding Teaching Intervention were far-reaching; sharing of best practice was rife, and self-belief increased, as did teacher credibility. January 2014 saw the start of cohort 2, and this time there were more applicants than there were places. Bedford's learning journey continues, but the onward path is more clearly mapped out.

“The quality of teaching has improved since the previous inspection... In the large majority of lessons teaching is good and some teaching is outstanding”

Ofsted report Nov 2013



Outstanding Teaching provides:

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Case Study

Broad Oak Sports College

Broad Oak

Sports College Stats:

Pupils on Roll: 547

Town: Bury

LEA: Bury

FSM: 35.5 %

Teachers (FTE): 36

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 2

Teachers: 15

Completed in: March 2013

Impact

"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".

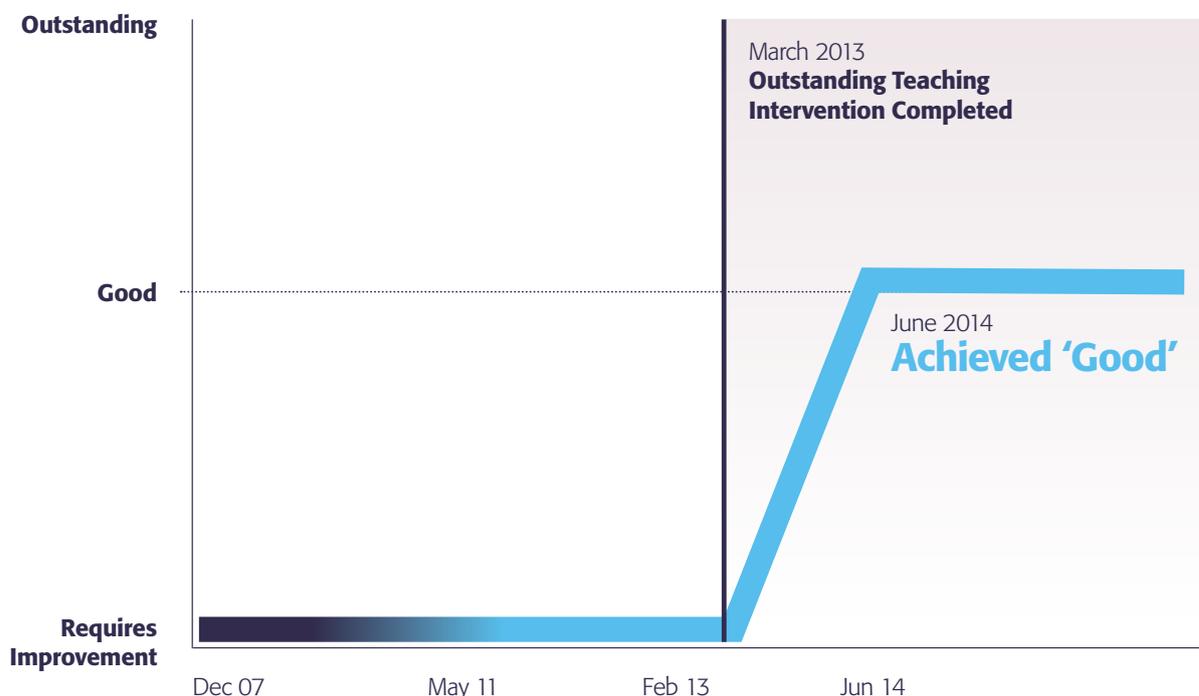
Sally March – Head of History



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Ofsted Results



Overview

Introduction

Broad Oak Sports College is a smaller than average 11–16 secondary school that faces a particular set of challenges: the school has a largely mobile population which annually experiences a large turnover of students, and the proportion of pupils eligible for Pupil Premium is double the national average. Deputy Head Chris Owen decided to embark on an OTI after being inspired at a launch day. He commented that: “the excitement generated by our discussions about teaching and learning was exactly the kind of experience that I wanted all of my colleagues to share”.

Impact

“The process ensured that there was rigorous self-analysis and critical reflection. On a personal level, I really feel that the impact so far has already been huge... 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

The cohorts were introduced to a variety of engaging and innovative tasks. By the end of the first session there was a real sense of enthusiasm in trialling some of the new ideas. Attainment in examinations has risen and exclusions have reduced dramatically as a result of the hard work put in.

“The principles underpinning the training require little change [to be made] for a big impact on student engagement, enjoyment and progress... The supportive coaching following lesson observations gave colleagues the confidence to ‘have a go’ at tweaking their practice and evaluating the impact on students. The group energy following training sessions was inspiring, and the sharing of best practice across the school was a natural outcome of this. The staffroom was buzzing with conversations about things people had tried and the impact on their classes and learning.”

Chris Owen – Deputy Head

Ofsted

The School was inspected by Ofsted in June 2014. The result was ‘Good’ in every category, providing validation of the hard work put in by the Staff and the OTI trainers.

- ✓ “Teachers have developed their skills and knowledge further so that there is now at least good progress for all groups of students”.
- ✓ “Students speak very highly of teachers’ skills”.

**“Standards are rising
and the progress
students make is
accelerating as a result
of higher expectations
and stronger teaching
since the last inspection”**

Ofsted report June 2014

Outstanding Teaching provides:

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Case Study

Divine Saviour RC Primary School

Divine Saviour RC

Primary School Stats:

Pupils on Roll: 218

Town: Abbots Langley

LEA: Hertfordshire

FSM: 4.9 %

Teachers (FTE): 10

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 1

Teachers: 5

Completed in: May 2013

Impact

“Training given to staff meets the needs of the school well, leading to significant improvements in the quality of teaching and pupils’ achievement”.

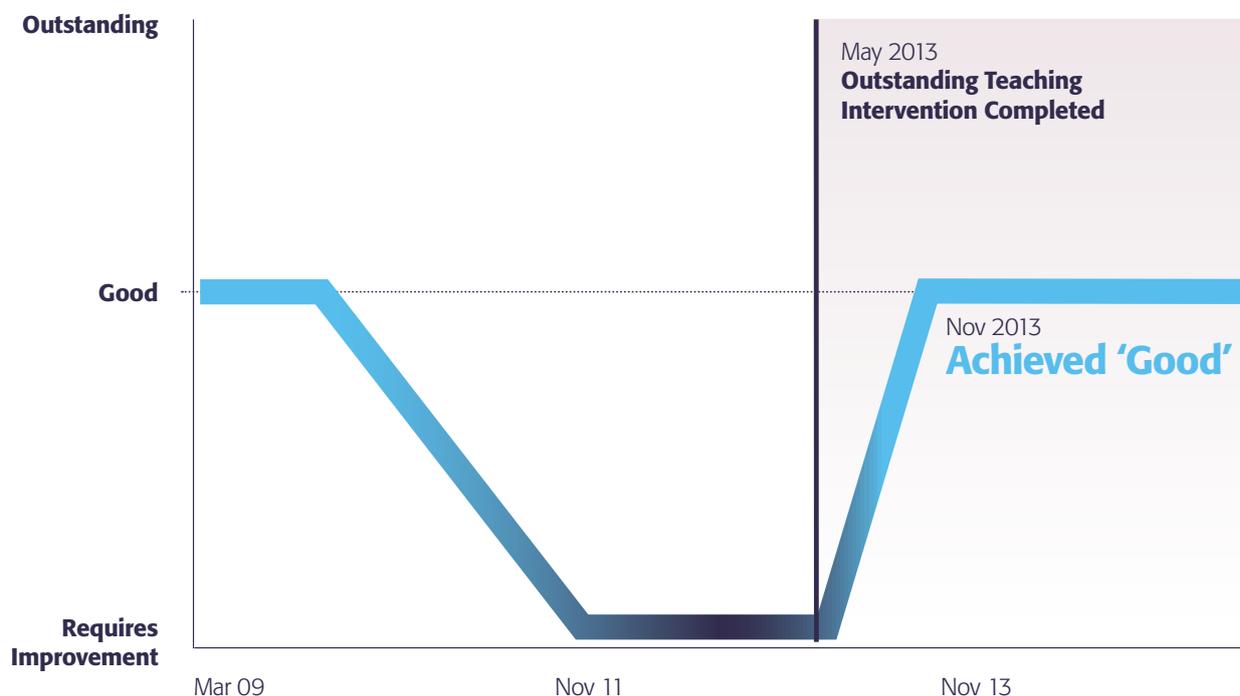
Ofsted report November 2013



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Ofsted Results



Overview

Divine Saviour RC Primary School

(Philip Gibbs, Headteacher)

A school in need of an Intervention

In 2011 the school had a satisfactory Ofsted inspection. Teaching was satisfactory in nearly all classes and good in only one or two. Morale was low with a feeling that teachers had lost enthusiasm and/or confidence. The school felt quality training input would be a positive investment so signed up for an OTI.

The programme

- Day courses focused on achieving a good standard in inspection and how to improve standards of teaching towards outstanding
- A targeted INSET day on Outstanding Teaching
- An OTI Programme consisting of three training days, three videoed observations and three feedback sessions for five teachers.

Divine Saviour RC Primary School

When Ofsted called

An Ofsted inspection in November 2013 confirmed that the school had progressed from 'satisfactory' to 'good' in all areas. Teaching had improved to good in all classes with some 'outstanding' teaching. The new strategies implemented by teachers led to a significant improvement in the progress of the pupils and the standard of their work.

- ✓ "Improvements in teaching are leading to accelerated progress and rising standards throughout the school"
- ✓ "The training given to staff to develop their skills is a key factor in improving the quality of teaching. Good use is made of outside expertise and partnerships with others"

Impact

"We are delighted with the impact that the Osiris training has made. Standards of teaching moved from 'satisfactory' in 2011 to 'good' with some outstanding practice as confirmed by Ofsted in 2013. Ofsted stated 'Leaders make sure training given to staff meets the needs of the school well, leading to significant improvements in the quality of teaching and pupils' achievement'. This has been money well spent since the impact has been so great on teacher standards and morale, and on pupil learning and achievement."

The positive outcomes of the training have resulted in this school recommending Osiris' training programmes to other schools in their area.

“Training given to staff meets the needs of the school well, leading to significant improvements in the quality of teaching and pupils’ achievement”

Ofsted report November 2013

Outstanding Teaching provides:

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Case Study

St John Bosco Arts College

St John Bosco

Arts College Stats:

Pupils on Roll: 846

Town: Croxteth

LEA: Liverpool

FSM: 34.3%

Teachers (FTE): 61

Problem

Ofsted Results: Good

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 3

Teachers: 30

Completed in: 2009

Impact

“Teachers demonstrate expert questioning of their students that checks their understanding and supports them very well in moving on at speed having secured much knowledge”.

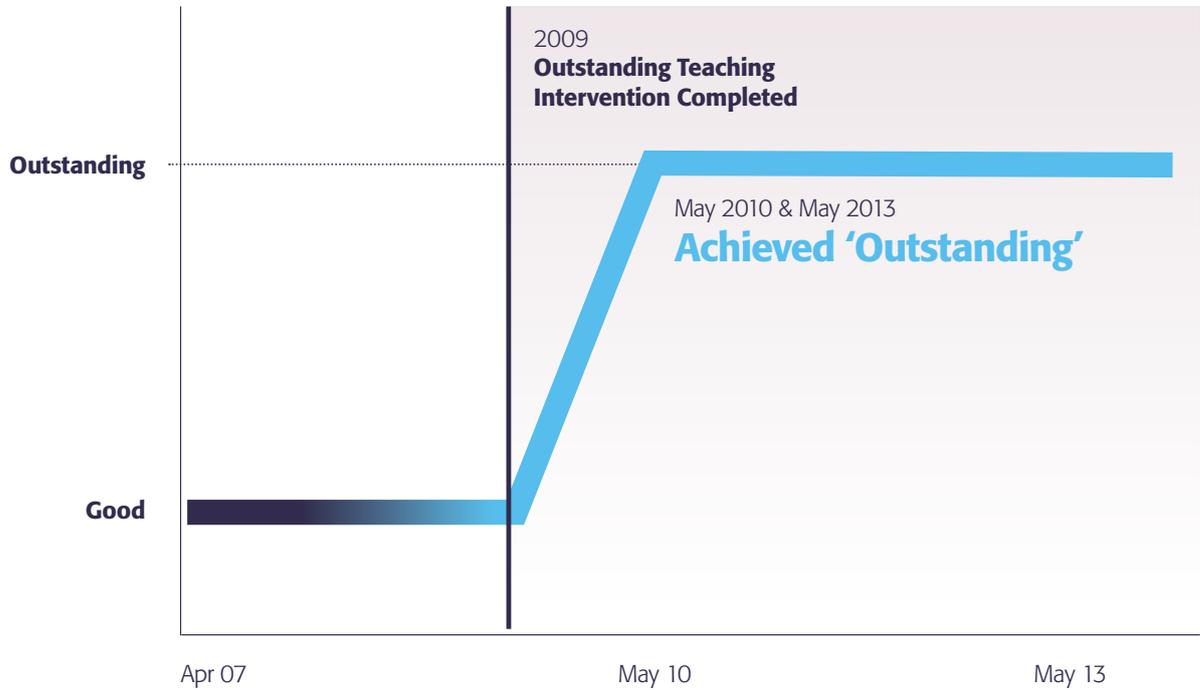
Ofsted report May 2010



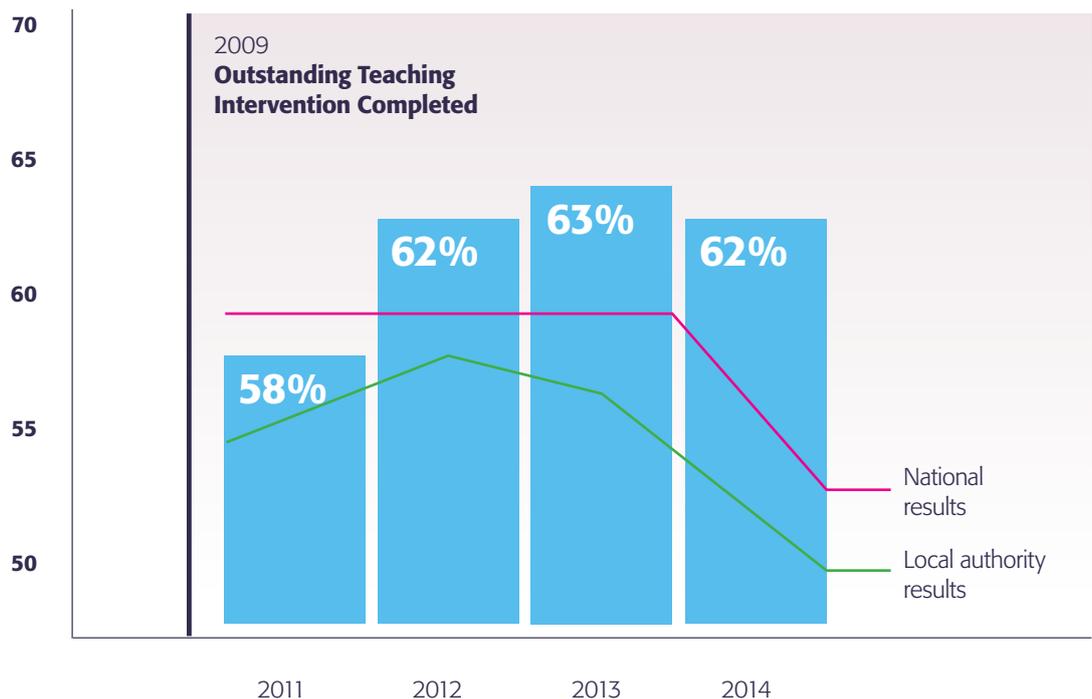
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Ofsted Results



GCSE Results GCSE pupils achieving 5 x A* to C



Overview

Hitting a plateau

St John Bosco Arts College is a single-sex secondary school in Liverpool offering 11-18 provision. The school had hit a plateau in terms of results and regarded improving teaching and learning as the next driver to move the school forwards. As the head teacher explained:

“If you haven’t got teaching and learning right in the classroom, then you’ll never move forward.”

Rated ‘Good’ by Ofsted in April 2007, the school was determined to raise its game and chose to undertake the OTI programme to achieve this aim.

Ofsted

Following the completion of 3 OTI cohorts in 2009, the school was given an ‘Outstanding’ rating in May 2010. This was followed by a second ‘Outstanding’ judgement in May 2013 where evidence of “continued improvement” in teaching was shown.

Improved Results

“I don’t know if [the school] would be where it is today without the... programme, but I don’t think so.”

The head teacher cited improvements in teaching observations, along with positive changes in student attendance and results, both of which she said had improved year-on-year for eight years, as evidence of impact.

Analysis revealed that the school’s GCSE results improved steadily in the period during which the school had been engaged with the Outstanding Teaching and Learning Programme. The proportion of students achieving five GCSEs including English and Maths grew from 41% in 2009 to its highest ever score of 64% in 2012. The school has maintained this level of results in both 2013 and 2014, while regional and national results have declined.

Partially Adapted from: Wolverhampton University (2012) ‘Evaluation and Review of the Outstanding Teaching Training Intervention Report’.

“Teachers demonstrate expert questioning of their students that checks their understanding and supports them very well in moving on at speed having secured much knowledge”

Ofsted report May 2013

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Case Study

Garfield Primary School

Garfield Primary

School Stats:

Pupils on Roll: 457

Town: New Southgate

LEA: Enfield

FSM: 25.5%

Teachers (FTE): 23

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 2

Completed in: February 2013

Impact

"Pupils make good progress as they proceed through the school. Overall attainment has improved since the previous inspection".

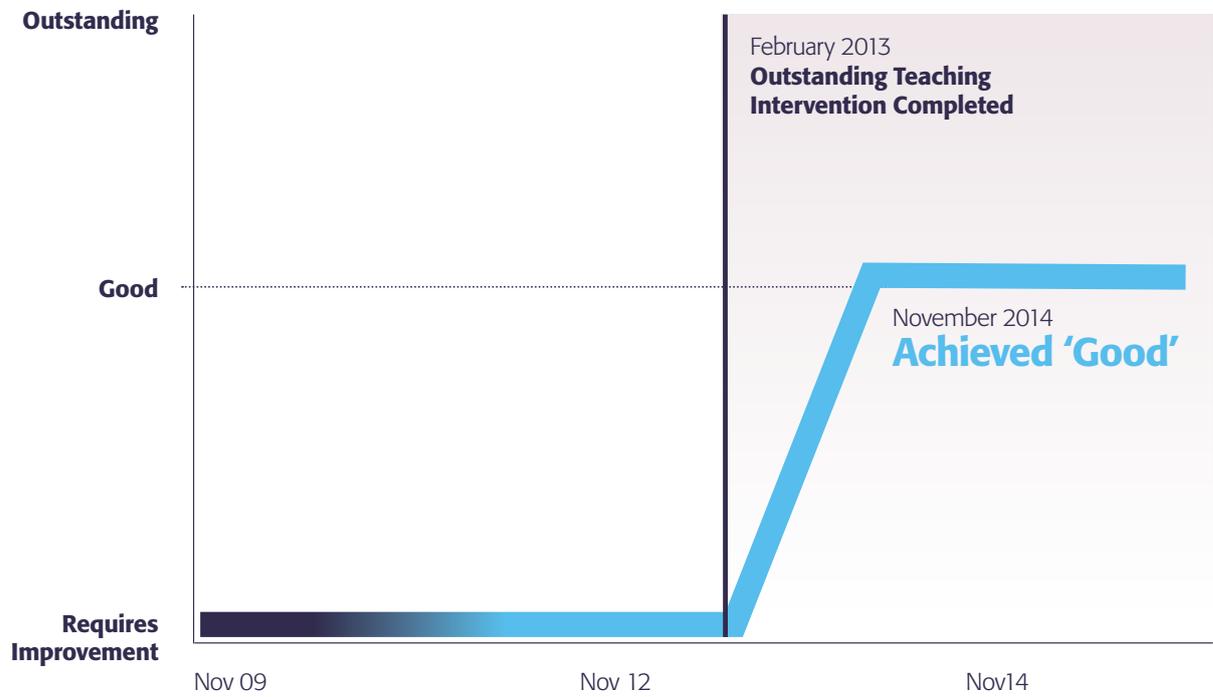
Ofsted report November 2014



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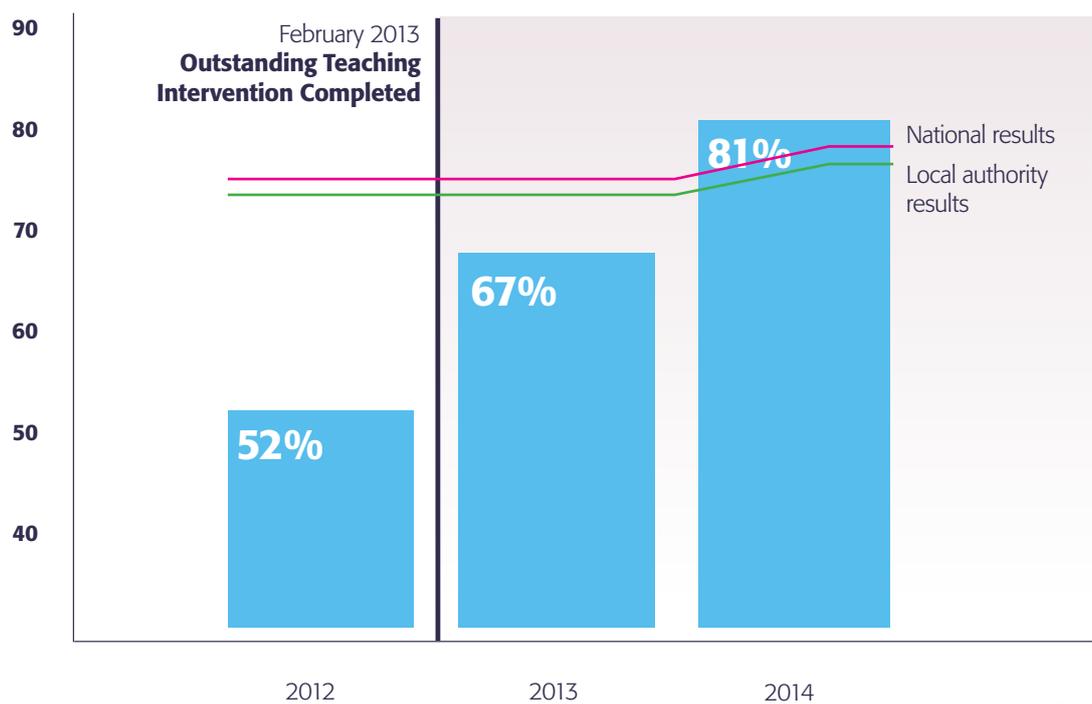
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Ofsted Results



KS2 Results

KS2 pupils achieved Level 4 or above in Reading, Writing and Maths



Overview

Starting Out

Garfield Primary School was judged as 'Requires Improvement' in November 2012. The inspectors noted that:

"The quality of teaching is not yet strong enough, especially in Key Stage 2, to allow pupils to make good progress."

The school had already embarked on their OTI journey when the inspection was carried out. The programme was completed by the 2nd cohort of 5 teachers in February 2013.

Results

Prior to completing their OTI, Garfield Primary School had KS2 results well below regional and national averages. The following year saw a dramatic improvement in results which continued into 2014, with the school now posting achievement figures above both regional and national averages.

Ofsted Return

Ofsted returned in November 2014 and found a school very different to the one they visited previously. The resulting report upgraded the school to 'Good' across all areas with the most dramatic improvements being shown in the quality of teaching.

- ✓ "Teaching is good. Teachers make learning interesting for pupils through imaginative, enjoyable activities. They work effectively with support staff to raise standards."
- ✓ "Current information shows a similar picture of rising achievement for pupils at the school. Pupils' work in this academic year indicates good progress is being sustained."

“Pupils make good progress as they proceed through the school. Overall attainment has improved since the previous inspection”

Ofsted report November 2014

Outstanding Teaching provides:

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Case Study

Bader Primary School

Bader Primary

School Stats:

Pupils on Roll: 334

Town: Stockton-on-Tees

LEA: Stockton-on-Tees

FSM: 31.7 %

Teachers (FTE): 36

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 1

Teachers: 5

Completed in: March 2014

Impact

“Teaching is good and has improved significantly”.

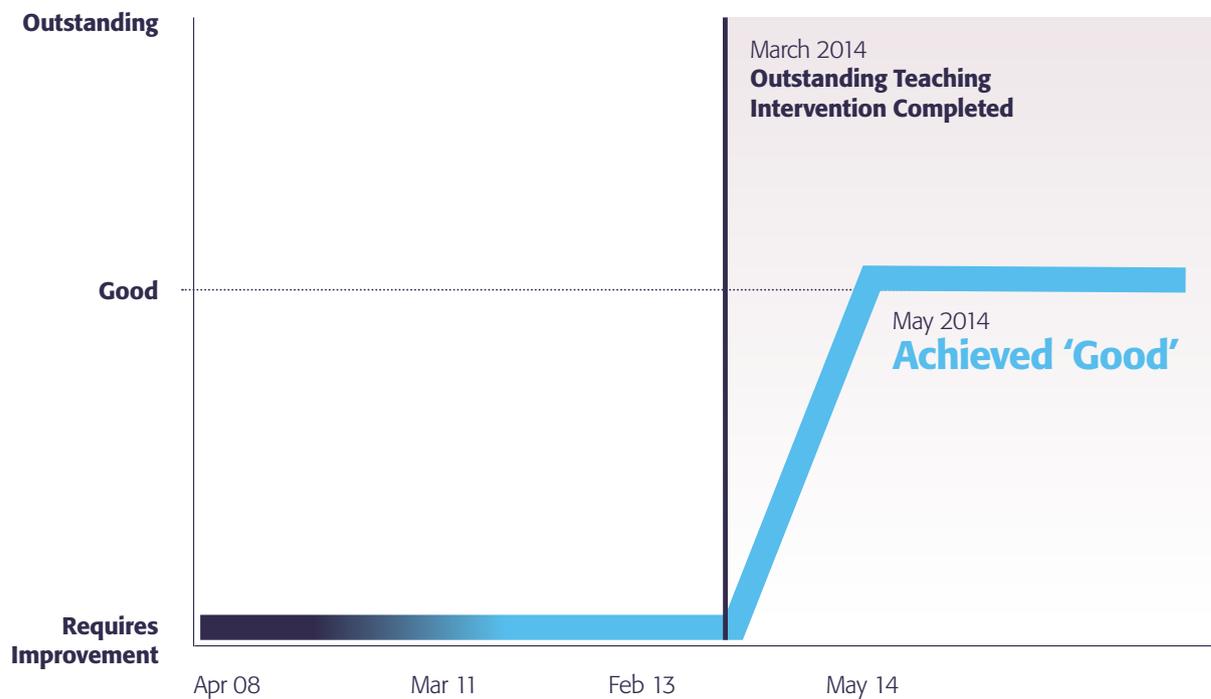
Ofsted report March 2014



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Ofsted Results



Overview

Improvement Required

Bader Primary School took the decision to complete the OTI programme in September 2013 following a 'Requires Improvement' judgement from Ofsted earlier in the year.

Following a period of reviews and extensive training, the first cohort of 5 teachers completed their OTI in March 2014.

The Outcome

In May 2014 Ofsted returned. The result was a resounding success for the trainers and teachers involved, with the school being upgraded to a 'Good' rating.

The inspectors commented that:

- ✓ "Pupils' achievement is good. From below average starting points, pupils in Year 6 reach standards that are above average in writing and mathematics and average in reading."
- ✓ "Teaching is typically good and some is outstanding."
- ✓ "The school's own records and other evidence gathered during the inspection show that good or better teaching is now the norm in all key stages. "
- ✓ "The marking of pupils' work and the feedback given to them about how to improve their work are of a high order, and pupils routinely respond appropriately to suggestions for improvement."
- ✓ "Where improvements are needed, teachers are able to improve their skills through effective professional development."

**“Teaching is good
and has improved
significantly”**

Ofsted report May 2014

Outstanding Teaching provides:

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Case Study

Stainburn School & Southfield Technology College

Stainburn School Stats:

Pupils on Roll: 821
Town: Workington
LEA: Cumbria
FSM: 11.7 %
Teachers (FTE): 53

Southfield Technology College Stats:

Pupils on Roll: 338
Town: Workington
LEA: Cumbria
FSM: 25.7 %
Teachers (FTE): 31

Problem

Ofsted Results: Special Measures

Solution

12 Week Outstanding Teaching Intervention
Cohorts completed: 1
Teachers: 10
Completed in:

Impact

“Standards are rising and the progress students make is accelerating as a result of higher expectations and stronger teaching since the last inspection”..

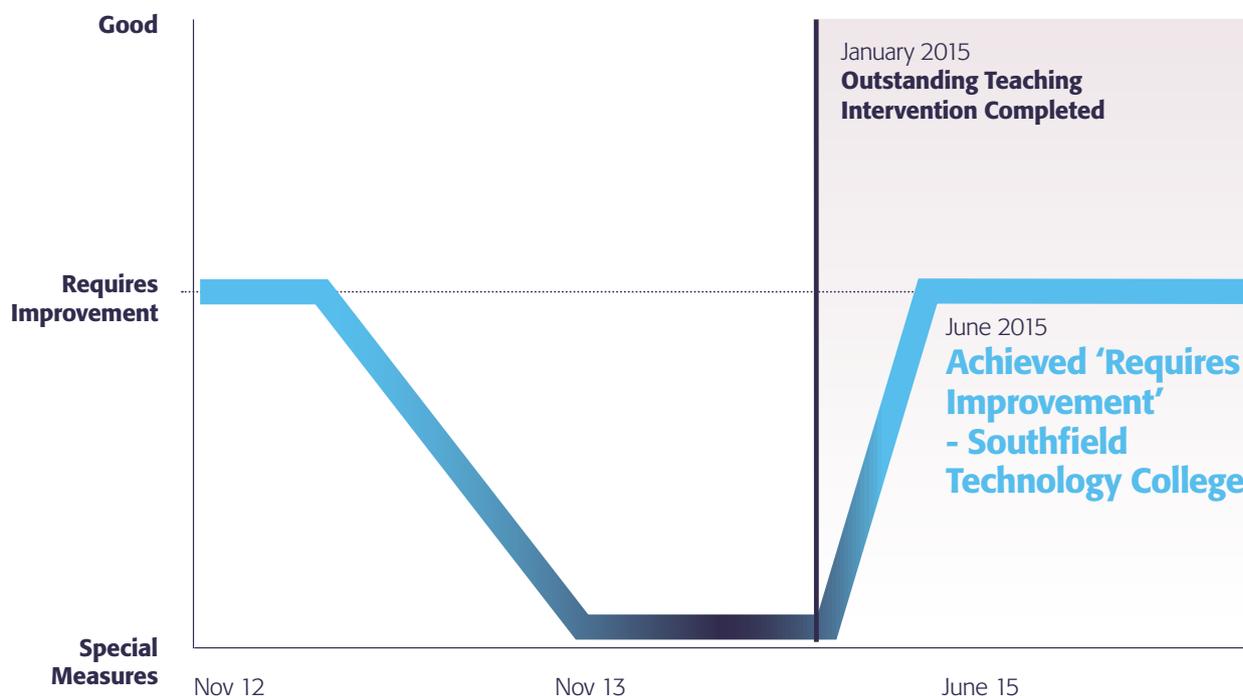
Ofsted report October 2014



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Ofsted Results



Overview

Slow Progress

Both Stainburn School & Science College and Southfield Technology College emerged from Ofsted inspections in November 2013 in Special Measures. It was commented that at Stainburn:

“There is not enough good teaching to move the school forward rapidly and enable students to reach higher standards and make faster progress”.

At Southfield the comments made included that:

“teaching has not managed to tackle the large pockets of underachievement that still exist and is inadequate”.

These results encouraged the joint leadership team to take up the Outstanding Teaching Intervention in April 2014.

Stainburn School and Science College & Southfield Technology College

The Intervention

“It was a very positive experience for me, despite initial reservations.

Really enjoyed it!”

Waine Davidson – Southfield Technology College

“Very valuable contribution to school improvement of teaching and learning. Participants all agree that their own practice has been enhanced by participation in the program in a variety of ways. They found the videoing experience harrowing and daunting on occasions but recognise the benefits of doing it regularly. All have improved their teaching, and students are making better progress as a result”.

John Bird - SLT

Inspection Time

Stainburn School was inspected again by Ofsted in October 2014. The result was an upgrade to ‘Requires Improvement’.

- ✓ “Teachers have developed their skills and knowledge further so that there is now at least good progress for all groups of students”.
- ✓ “Students speak very highly of teachers’ skills”.
- ✓ “Standards are rising and the progress students make is accelerating as a result of higher expectations and stronger teaching since the last inspection”.

Southfield was inspected in June 2015. The result was similar to that of Stainburn with the removal of special measures and vast improvements throughout the college.

- ✓ “Teaching has improved in all subjects and inadequacies have been eradicated”.

The Future

Both schools are heading into the future with renewed vigour as they merged in September to form Workington Academy. The second cohort have recently completed their intervention and are hoping to sustain the improvements made by the first group.

“Skills have been extended through good quality professional development”

Ofsted report June 2015

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Case Study

St John Rigby RC Sixth Form College

St John Rigby RC Sixth

Form College Stats:

Pupils on Roll: 1400

Town: Orrell

LEA: Wigan

FSM: 14.8 %

Teachers (FTE): 73.24

Problem

Embedding a culture and language of Teaching and Learning as a key strategic priority

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 3

Teachers: 34

Completed in: March 2015

Impact

“Universally praised by the first two cohorts as being one of the most powerful forms of CPD that they had ever experienced”.

Peter McGhee (Principal)



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Overview

Impact

Peter McGhee (Principal)

At St John Rigby College, following two highly successful OTI cohorts for volunteer teachers, we decided to operate a non-elective third cohort for all 12 of our Heads of Department.

Part of the reasoning behind this was that the College was moving to ungraded lesson observations with self-reflection facilitated by the videoing of the lesson. This change was due in no small part to the success of this model which underpins the OTI course. This was universally praised by the first two cohorts as being one of the most powerful forms of CPD that they had ever experienced.

In addition to the benefits of reflecting upon their own teaching, learning and assessment practices. Curriculum Managers experienced a range of different strategies and techniques that can be shared with their colleagues. The OTI programme ensured that the line managers conducting the new lesson observation procedures at SJR, had experienced the videoed observation and the subsequent feedback session from someone experienced and skilled in encouraging self-reflection and conducting such feedback.

The course helped our middle leaders to look at their own practices whilst simultaneously thinking about how to enhance their leadership of teaching, learning and assessment and the coaching/training of those in their department. It also provided an opportunity through each of the three modules to facilitate rich discussions into the core work of the College and of the middle leaders themselves; an opportunity that is very difficult to create within the normal cycle of activities.

Evaluations of the programme, including comments from some who were very cynical about being directed onto the programme, were extremely positive. Senior managers have been challenged to replicate the time for middle leaders to work together in this way on an annual basis.

The Future

- ✓ "Continued progress through the introduction of our own OTI programme established by the lead practitioners trained by Andy Griffith".
- ✓ "Establishing new lesson observation and CPD procedures introduced as a result of the OTI programme".
- ✓ "Continued improvements in student outcomes".



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- ✓ Clarity for all
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Case Study

Burton Borough School

Burton Borough

School Stats:

Pupils on Roll: 1001

Town: Newport

LEA: Newport

FSM: 5.9%

Teachers (FTE): 55

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 2

Teachers: 20

Completed in: April 2011

Impact

“Since the last inspection leaders and managers have focused on improving the quality of teaching and the work has paid off”.

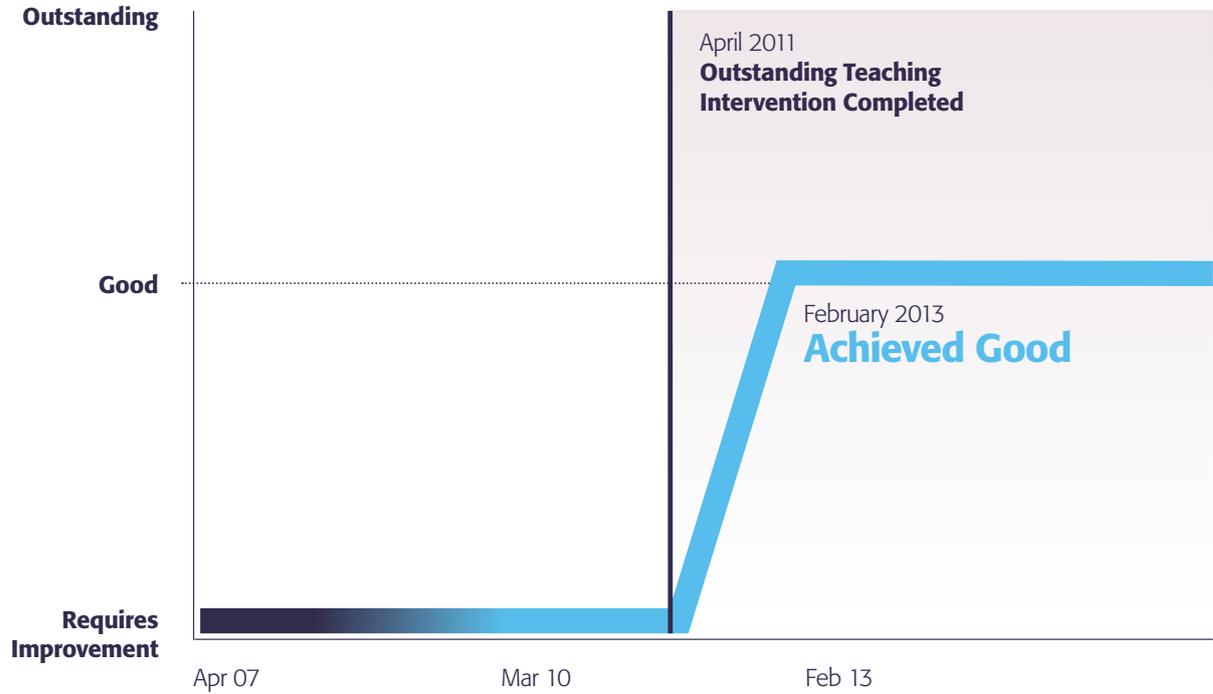
Ofsted report February 2013



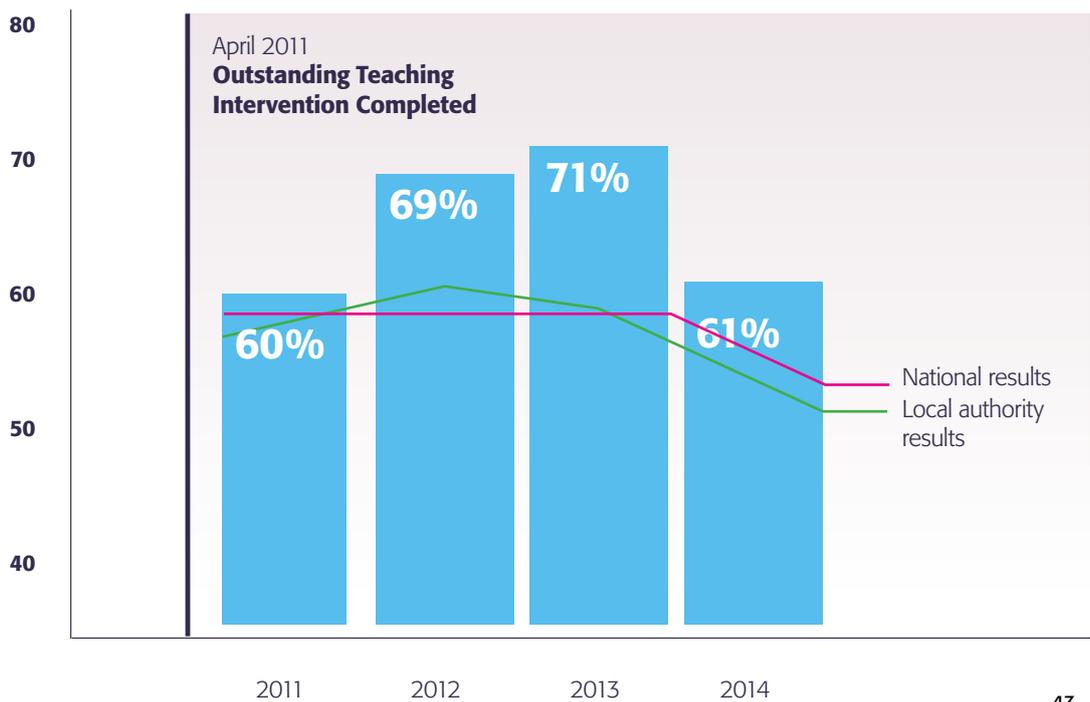
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Ofsted Results



GCSE Results GCSE pupils achieving 5 x A* to C



Burton Borough School

Ofsted and Beyond

In March 2010 Burton Borough School had been judged by Ofsted to be requiring improvement, the outcome being the same as the inspection before. GCSE results were hovering around the national average.

The school has completed 2 cohorts of the Outstanding Teaching Intervention, the 2nd being completed in April 2011. Since the OTI the number of GCSE pupils achieving 5 x A*-C has increased dramatically, beyond the regional and national averages.

In February 2013 the school received its most recent visit from Ofsted. The result showed the hard work had paid off with the awarding of a 'Good' rating.

The inspectors commented that:

- ✓ "Teaching has improved and is now good"
- ✓ "Since the last inspection leaders and managers have focused on improving the quality of teaching and this work has paid off"
- ✓ "A wide range of training has been delivered to improve the quality of teaching"
- ✓ "Well-tailored, individual support has been given to teachers to improve lessons"

“Since the last inspection leaders and managers have focused on improving the quality of teaching and this work has paid off”

Ofsted report February 2013

Outstanding Teaching provides:

- ✓ A new way to improve teaching in your school
- ✓ Clarity for all
- ✓ Direct impact in the classroom
- ✓ Dramatic results in just 10-12 weeks

Case Study

St Michael & All Angels RC Primary School

St Michael & All Angels

RC Primary School Stats:

Pupils on Roll: 383

Town: Liverpool

LEA: Knowsley

FSM: 35.6%

Teachers (FTE): 21

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 1

Completed in: Summer 2013

Impact

"A relentless focus on improving the quality of teaching has resulted in teaching of a consistently high quality".

Ofsted report October 2013



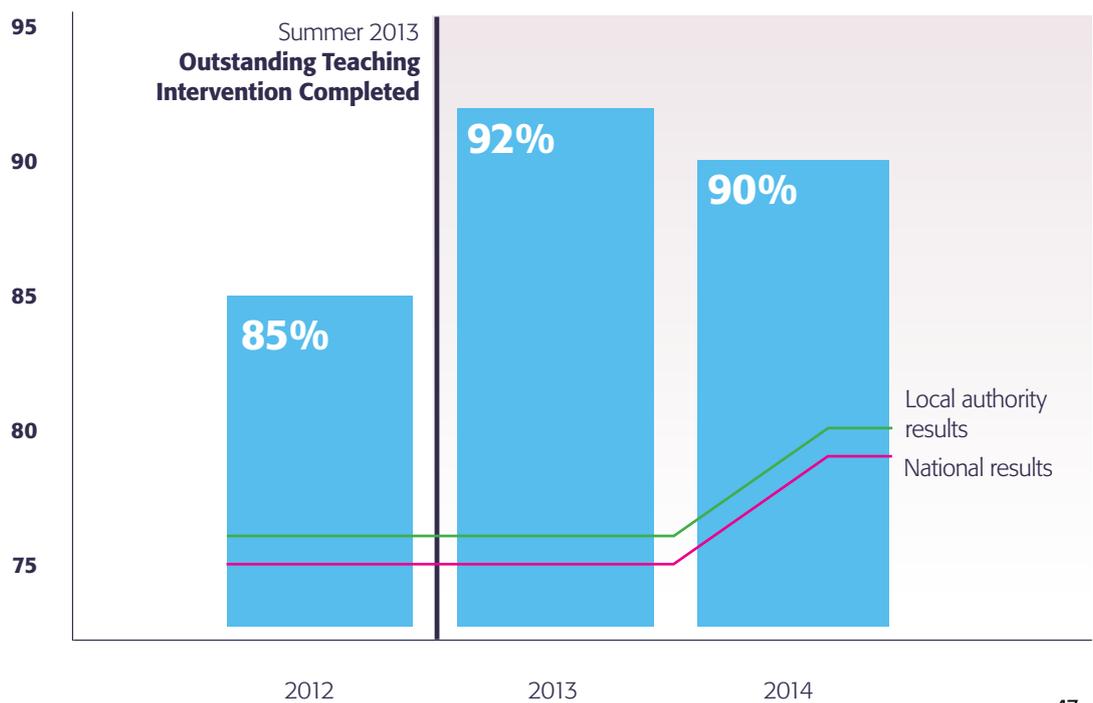
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Ofsted Results



KS2 Results KS2 pupils achieved Level 4 or above in Reading, Writing and Maths



St Michael & All Angels RC Primary School

St Michael & All Angels RC Primary School was given the rating 'Requires Improvement' in October 2011. This result followed on from the previous inspection in September 2008 with a similar outcome. The inspectors noted that:

"Although some teaching is inspirational, it is satisfactory overall."

The Intervention

The school completed their Outstanding Teaching Intervention in summer 2013 with improvements being made throughout.

Prior to completing their OTI, the School had KS2 results above regional and national averages. The programme was followed by further improvements in results in both 2013 and 2014 placing the school way above average.

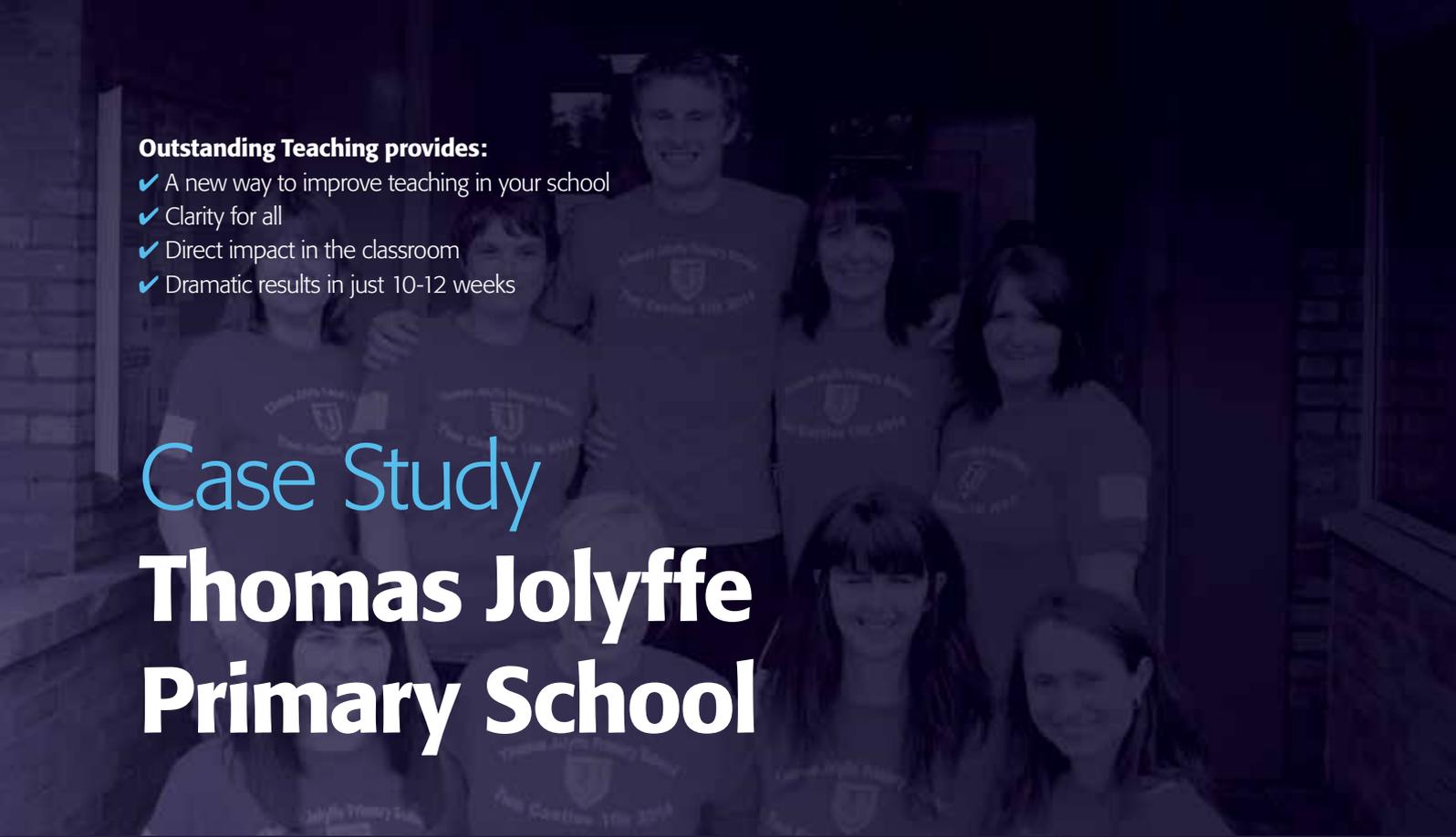
Ofsted Return

In October 2013 Ofsted inspectors returned to the school. The change to how it was viewed was dramatic, with an 'Outstanding' rating being attained across all areas.

- ✓ "A relentless focus on improving the quality of teaching has resulted in teaching of a consistently high quality. It is never less than good and a substantial proportion of it is outstanding."
- ✓ "As a result of effective changes to the approaches to teaching, rapid improvements have been made since the last inspection resulting in high levels of attainment being achieved. All Year 6 pupils make the expected progress in English and mathematics and the proportion of pupils who make more than average progress is higher than seen nationally."
- ✓ "Regular monitoring and evaluation of teaching supported by high quality additional training for teachers have resulted in significant improvements in the quality of teaching."
- ✓ "High quality teaching ensures that pupils learn well. It is never less than good and a substantial proportion is outstanding."

“High quality teaching ensures that pupils learn well. It is never less than good and a substantial portion is outstanding”

Ofsted report October 2013



Outstanding Teaching provides:

- ✓ A new way to improve teaching in your school
- ✓ Clarity for all
- ✓ Direct impact in the classroom
- ✓ Dramatic results in just 10-12 weeks

Case Study

Thomas Jolyffe Primary School

Thomas Jolyffe

Primary School Stats:

Pupils on Roll: 360

Town: Stratford-upon-Avon

LEA: Warwickshire

FSM: 12.8 %

Teachers (FTE): 18

Problem

Ofsted Results: Requires improvement

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 1

Teachers: 5

Completed in: February 2013

Impact

“The proportion of good and outstanding teaching is increasing well.”

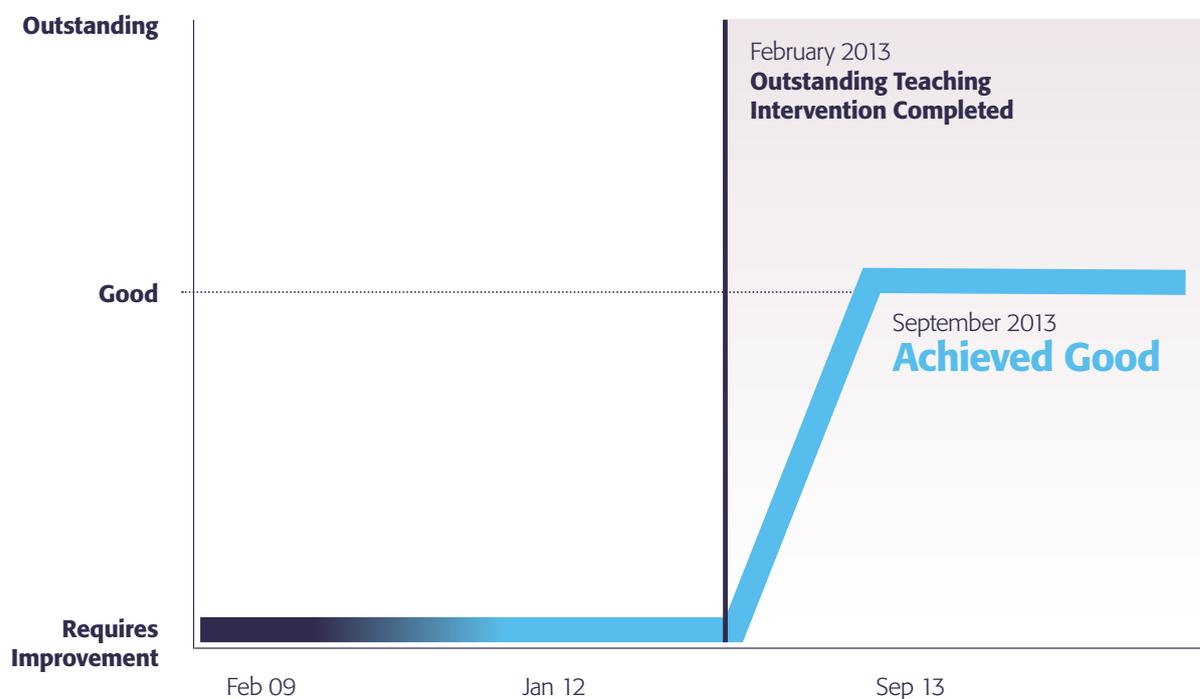
Ofsted report September 2013



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Ofsted Results



Overview

Ofsted

Prior to the latest Ofsted visit in September 2013, Thomas Jolyffe had been judged to be requiring improvement. Following the completion of the first cohort of their OTI in February 2013 the inspection carried out later in the year saw the school upgraded to 'Good'.

The inspectors commented that:

- ✓ "Pupils benefit from teaching which is typically good, with an increasing proportion that is outstanding."
- ✓ "Teaching is typically good and there are elements of outstanding practice where pupils' next steps in learning are well met."
- ✓ "The proportion of good and outstanding teaching is increasing well."
- ✓ "... a successful programme of training has ensured that most teaching is good, with an increasing proportion that is outstanding."

Outstanding Teaching provides:

- ✓ A new way to improve teaching in your school
- ✓ Clarity for all
- ✓ Direct impact in the classroom
- ✓ Dramatic results in just 10-12 weeks

Case Study

Ripon Cathedral CE School

Ripon Cathedral

CE Primary School Stats:

Pupils on Roll: 217

Town: Ripon

LEA: North Yorkshire

FSM: 9.2 %

Teachers (FTE): 10

Problem

Ofsted Results: Special Measures

Solution

12 Week Outstanding Teaching Intervention

Cohorts completed: 1

Teachers: 6

Completed in: November 2013

Impact

"The quality of teaching has improved since the previous full inspection."

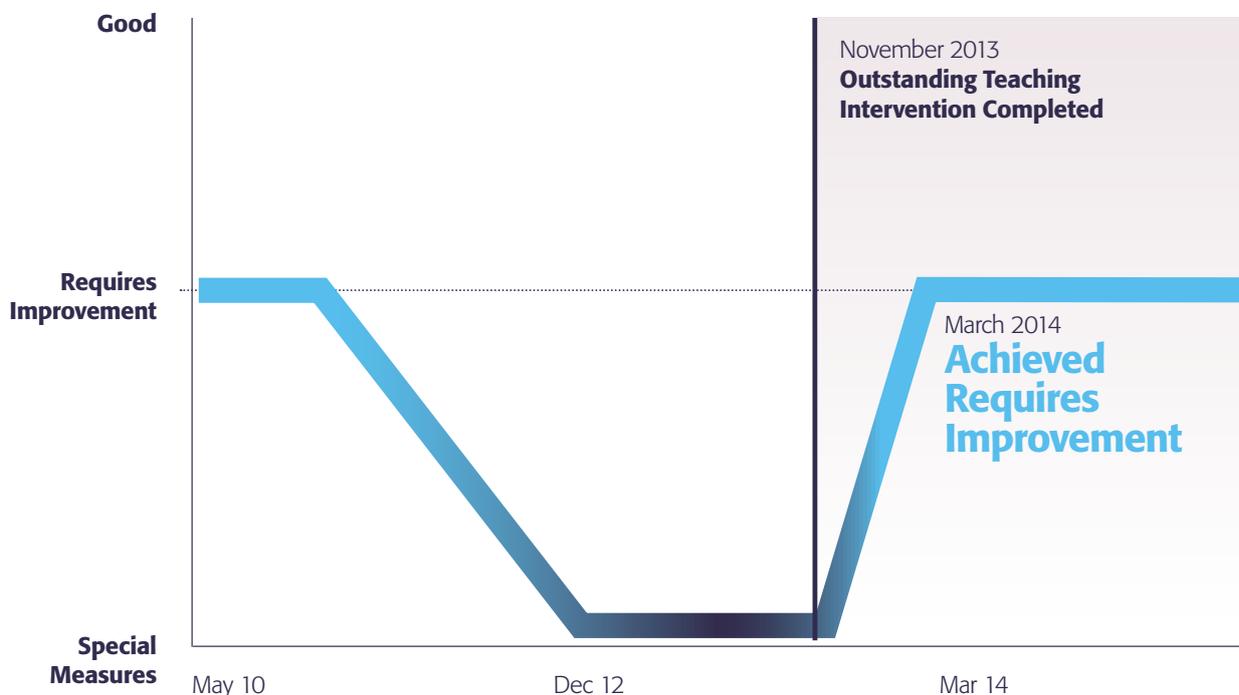
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Ofsted Results



Overview

At a low

In December 2012 Ripon Cathedral CE Primary School was judged to be ‘Inadequate’ by Ofsted inspectors. It was commented that

“Leaders, including governors, have not tackled the areas for improvement identified in the last inspection report. They have had little impact on the quality of teaching and pupils’ achievement. As a result, the school is not improving.”

Following this result the school chose the Outstanding Teaching Intervention to help improve. The first cohort of 6 teachers completed their OTI in November 2013 with marked improvements becoming evident.

“I have seen a significant improvement in the level of engagement”

Debbie Calvert - Ripon Cathedral CE Primary OTI delegate

Ripon Cathedral CE Primary School

Inspection Time

In March 2014 Ofsted made their first visit since the school completed their first OTI. The results showed distinct improvement over the previous inspection with the overall rating improving to 'Requires Improvement'.

The inspectors commented that:

- ✓ "The quality of teaching has improved since the previous full inspection."
- ✓ "Pupils are beginning to develop a love for learning. They arrive eager and well equipped to lessons. The school day gets off to a brisk start and pupils have something to do straight away."
- ✓ "The Headteacher has sourced and considered a range of support and advice well in his determination to move the school forward. As a result, some teaching is good and overall, the quality of teaching has improved recently."
- ✓ "School leaders have also brokered additional support from external sources to help improve the quality of teaching and leadership particularly."

**“Pupils are
beginning to
develop a love
for learning.
They arrive eager
and well equipped
for lessons”**

Ofsted report March 2014

Outstanding Teaching Intervention

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