A Redesigning Schooling case study

#4: The Baverstock Academy

Where teaching and learning applies to everyone, all the time
The Baverstock Academy’s teacher development programme gets to the heart of CPD, aiming to achieve outstanding results.

The Baverstock Academy in South Birmingham shows a remarkably broad and deep approach to the development of its teachers. Every teacher in the school, including the seven NQTs, has a role not just in developing their own expertise and value as a teacher but in their colleagues.

This case study shows how teachers working collaboratively and reflectively can better fulfil their aspirations as professionals, as well as improve student outcomes.

This 11-18 mixed academy with 1080 students is one of four SSAT Lead Practitioner Learning Centres and was the first training school for SSAT’s Teacher Effectiveness Enhancement Programme (TEEP). It has pioneered a number of approaches to teachers’ CPD, including teacher-led enquiry and joint practice development.

The idea is for Baverstock to become an outstanding school, says executive headteacher Thomas Marshall. ‘Every year, more of our students leave with grades that will open doors for them... We want new staff coming in to learn to become outstanding teachers.’

When he arrived in 2010, the school was already using TEEP and other routes to improving teaching and learning. It had been in notice to improve in the past and exam results were still needing to improve, as were the levels of progress from primary school. ‘In maths, only 24% were making three levels of progress.’ Exclusions were high, as were low levels of disruption. There had been a number of permanent exclusions and many fixed term exclusions. Since 2010 there have been no permanent exclusions and very few fixed term ones.

The focus, he explains, ‘has been on learning and success. Before, the school was spending money on sending children to Alton Towers. That doesn’t work. The culture now is that the reward is being successful. Peer pressure plays a part in a positive learning culture.

‘Over the three years we have seen students more and more want to improve their grades and achieve. Now we have a full breakfast club each morning. We are creating a period 6 on Wednesdays. Students choose to come to additional sessions at half term, after school, etc. Staff give up their own time to come in too.’

Baverstock uses many CPD programmes, most of them in-school and developed by academy staff, which teachers volunteer to join.
Some of Baverstock’s CPD programmes

Teacher Effectiveness Enhancement Programme (TEEP)
TEEP is a proven model focusing on effective learner and teacher behaviours to lay the foundations of outstanding teaching. Developing a portfolio encourages reflective practice and opportunities to share with other teachers. All Baverstock’s 90 teachers are TEEP trained to level 1, and 18 to levels 2 or 3.

Improving Teacher Programme (ITP)
The in-house ITP programme was designed in June 2012 in response to staff needs and the drive to increase the number and consistency of outstanding and good lessons. The course, open to all staff, has sessions on collaboration, reflection, observation and video analysis.

Baverstock’s Teaching and Learning programmes also include

- Work experience placements, to recruit potential new staff
- Support staff training for TAs, raising attainment staff and cover supervisors
- Initial teacher training: a personalised programme
- Newly qualified teachers: weekly in-house training including learning walks and observations
- Post-NQT bridging for Teach First and GTP teachers who have completed their first year
- NQT Plus for staff in years 2-8: 12 tutorial sessions over the year
- TEEP 2 Champions: modelling and sharing good practice within and beyond departments.
- TEEP 2 Coaching and Mentoring: using observations for development to coach colleagues
- Growing Middle Leaders: a change project and leadership reflective journal (external accreditation, certificate in leadership and management)
- Lead Practitioner: SSAT accredited kitemark for T&L covering personal skills, professional knowledge, process and impact on others beyond the team - potentially regional, national and international levels
- TEEP 3: developing the skills required to plan and present TEEP CPD
- TEEP/SSAT National Trainer level: extensive coaching at whole school level
- Leading line managers: developing staff to develop learners.

Baverstock has trained not only all its own teachers but over 350 teachers from other schools since its involvement in TEEP began in 2006.

Associate head Sharon Simpson is responsible for standards across the academy. When the first TEEP course was launched at Cramlington Learning Village (as it is now known) in 2006, 18 applied immediately: ‘We picked two to take part. They both came back like a cork out of bottle, and it’s gone on from there,’ says Sharon. ‘Much of our approach to learning and skills stems from our TEEP training, in which we all learned and collaborated in cross-department groups.’

Assistant head and leader of Baverstock’s CPD and training school, Louisa Gooch, takes up the story: ‘Twelve staff members went through the training in quick succession. It gained momentum. In the end the whole staff did TEEP. People came in from maternity leave to do it, and we paid part-timers to take part. It was stunning. Everything grew out of that.’

Collaboration the key
Sharon explains the philosophy behind Baverstock’s approach to teacher development. ‘Every single
person has a skill, a passion. Our job is to identify that skill and how it can be used. That is the bedrock of our approach to teaching and learning.

‘Everyone collaborates: across phases, departments and subjects – the whole school. TEEP helped us build a common language, purpose and sense of direction. Ofsted in 2012 commented that they saw students using the same common language of learning they saw teachers using.

‘For example, a student says to a teacher on interview observation: “Could you give us some wait time please? We need to think”.

The whole school approach is introduced right from the start. Before taking on their own class a new teacher works with other teachers in a variety of subjects, such as music, PE, art and English. ‘They get an understanding of how we do things and what we want them to achieve in their class.

‘TEEP includes learning behaviours, access, inclusion, differentiation, support and challenge. It’s all about teaching and learning,’ she adds.

Executive headteacher Thomas Marshall agrees: ‘I aim for a positive learning ethos for students and teachers alike. It’s a caring school. People like working here. They work hard, give up their time. They want to get better. We’re here to improve outcomes for all our people.’

Teachers teach teachers

In many ways the philosophy is to treat teachers and students the same. Students are encouraged and enabled to take responsibility for their own learning. And teachers recognise themselves and each other as learners. Louisa Gooch says: ‘We say to teachers as well as students: “What are you doing? That looks interesting”.

Baverstock’s approach includes a constant drive to find, spread and apply new ideas to improve teaching and learning. Cris Mazzoni, who is responsible for the work experience programme, says: ‘You stagnate, get stuck in your ways, if you don’t have fresh ideas. That’s why it’s so important to discuss ideas and show others what you are doing.’ She often gets good ideas from the trainee teachers from universities visiting the school. For instance, a trainee textile teacher added to the art department’s repertoire, she says. ‘And we stay in touch with those we think will get on well with our children. If you have a good relationship with them, you can teach them anything.’

Recent NQT Kate Wright adds: ‘When one of us is doing a lesson observation we can get the cover from our own lesson. We go into Sharon’s lessons. And Sharon has video-recorded our lessons. It’s
nerve-wracking, but I’ve learned a lot. I realised I wasn’t explaining things as well as I could have. And I needed to ask pupils how they were getting on, any problems they had, and to explain things to each other.

‘As an NQT, you’re not left to your own devices. It’s nice to have that extra support throughout the year. All the teachers in this school are involved in instructing each other.’

Lead teacher Bernadette Greene echoes the mission: ‘CPD is aiming to get us all from good to outstanding. We’re putting ourselves in the position of learners. Someone takes a short video of you teaching, so you can see your positioning, voice, etc. If you feel something is beneficial to others you can share it. It’s modelling that helps both teachers and learners. What’s nice at Baverstock is everyone is willing to help. Nobody sees it as sign of weakness if you admit you need help.’ There is an open door policy, and colleagues confirm they can readily watch each other and in turn are keen to be watched.

This includes the leadership team. They’re rarely in their offices – they’re all around the school. As Thomas Marshall says, ‘We still go into classes, engaging students and talking to them.’

Denise Baytok is leader of teaching and learning in maths. A teacher for 23 years, she has developed a CPD programme for colleagues, which has also helped with her own development. ‘I’m working on whole school literacy, adapting the training I’ve had to the maths department, for instance. Some said “You can’t do that in maths!” but we showed you can. We’re coaching people outside our subjects, because it’s about teaching and learning, not the subject matter.’

For example, before the students come into class she puts up pictures that are relevant to the forthcoming lesson. ‘It might be an image of crop circles to introduce a lesson about symmetry and shapes. I don’t tell them what the theme is, they have to guess. It’s to get discussion going.’ Literacy in maths might also include a crossword where the answers are mathematical terms. ‘I like to pinch ideas from other people and use them where I can. It’s about making lessons interesting and enjoyable for the kids.’

Head of science Steve Scale is completing the teaching leader programme. He says: ‘TEEP 1 training was the first I had done for seven years. The ethos was so different – it was entirely about improving your standard of teaching to get better results. The previous training I had done was typically about “how to become a senior leader”. Here it’s all about how students’ experiences can be better.’

Maths and PE/dance teacher Belinda Clayton says, ‘It’s brilliant CPD. Maths is more practical now.'
Year 7 and 8 kids love coming to maths lessons.’ Denise adds: ‘Five or six years ago in maths we weren’t talking about teaching and learning, Bloom’s taxonomy, etc.’

Head of art Genna Parker is now a TEEP level 2 coach (mainly outside her own department). ‘I found it really challenging at first. Coaching and mentoring people in other departments – I thought, what can I offer? But it’s brilliant, actually. I ask the colleague, “Is there something you’d like me to help you with?” And art lends itself to different approaches to how you teach a lesson. For example, one teacher had a problem with poor behaviour, and wanted a better relationship with the students. So we developed the idea for a display wall, to which the students contributed. It was like graffiti to them, but it was actually tracking their progress.’

One of the seven current NQTs at Baverstock, Suresh Hallan says, ‘We have regular meetings with our mentors and others. My mentor is fantastic. And in the department you can always approach anyone in the team and they’re happy to help. I’ve loved it. You get so much out of it, but you have got to put your own spin on everything.’

**NQTs teach teachers too**

Louisa Gooch points out that the role of trainer is not limited to senior or more experienced staff. ‘It’s not about your age or the number of years you’ve been teaching. It’s about what you can offer, what skills you’ve got. We have people to approach and plan out the training with you. We’re all incredibly proud of this. Any one of Baverstock’s seven NQTs can lead teacher training here, on particular topics.’

‘Even as an NQT,’ says Kate Wright, ‘I’ve led Inset training (with departmental support) for people from different subjects, about how to unpick text in reading and writing. And I’ve encouraged everyone to use it in their lessons.’ These are teaching tools available to everybody, though not compulsory. Lead teacher and NQT coordinator Belinda Clayton says ‘NQT training used to be mundane – all about handouts and the like. It isn’t now.’

**ITT development programme leads to new recruits**

The Baverstock Academy puts a lot of thought and effort into its initial teacher training development programme. The academy takes PGCE students from a number of universities and training providers, including Worcester, Wolverhampton, Central England, Birmingham City and Birmingham universities. It has received an ‘outstanding’ from Ofsted for its work with ITT students, particularly the use of mentors and the coaching and feedback given to student teachers. ITT coordinator and lead teacher Melanie Melville says: ‘We know our student teachers as individuals, so we can support them and accelerate and intervene at the right times. Our help and guidance continues for some student teachers after their placement with us: I think this is a consequence of the strong relationships we build. Some of these students stay on with us and are teaching at Baverstock today.’

One of Baverstock’s previous ITT students was Dan Haskell of Birmingham University, who says: ‘I think the feedback specifically from lesson observations has been particularly constructive. It was related to targets we set ourselves, and really allowed us to track the progress we’re making.’
Constantly sharing ideas and practice

Teachers share ideas on subject knowledge as well as behaviour management. Staff have weekly show and tell sessions – each teacher takes part. Every member of each department in rotation has to give a good idea they’ve come across. It is done partly through many very brief sessions, perhaps only 3-5 minutes long before school and also by email. One day each week the teachers have layered learning sessions, in which each department member shares something helpful. Music teacher Nicola Hammersley, who is a TEEP 2 coach, says ‘I’ve nicked loads from that.’

The rationale is that you need to develop yourself first before you can develop other people. The academy’s inset days include whole staff sessions and small group sessions, in which each department member shares something helpful. Music teacher Nicola Hammersley, who is a TEEP 2 coach, says ‘I’ve nicked loads from that.’

Louisa Gooch gives an example: ‘Two weeks ago we had groups of three taking part in conversations led by members of staff who had achieved, or were aspiring to, TEEP level 2 (which focuses on coaching and mentoring). They would pass planners around and compare different approaches to making notes. We don’t mind how you do it, although we provide a template. Planning is for the teacher, but it also needs to be transparent for an observer. So some teachers categorise their planners by days of the week, while others do it by class group. Those sorts of conversations are important.’ ‘It changed some people from one approach to another,’ Sharon Simpson comments. ‘It’s really the same as the kind of experience you’re trying to give to students.’

Sharon readily names colleagues who have particular skills in teaching and learning:

- whole-class, multi-sensory experience of learning and teaching
- ‘astonishing’ relationship building with students, helping other teachers build learner behaviours
- questioning (several colleagues)
- how to get students to review their learning
- using hooks to get them committed to a topic
- collaborative learning – what it looks and feels like in a group
- success criteria: who is tracking what we are doing? What’s it for?
- use of mini whiteboards
- getting students to unpick their learning
- getting students to see what their work will look like
- transforming the classroom environment
- running a pet club after school (‘I visited the pet club recently: you can measure happy!’).

It’s all about people wanting to share good practice. Bernadette Greene recalls many staffroom conversations along the lines of ‘I tried this idea you told me about with my group and it worked well.’
She adds, ‘Some time ago we introduced free tea and toast in the staffroom, which encourages those conversations. It’s still happening after all this time.’

**Ringing the changes to keep students learning**

Many of the tips teachers gain from each other are to do with maintaining engagement in the classroom. Genna Parker recalls one group that was not good at listening. ‘So we got them to role play what we wanted them to do and to feel; it was a bit like a drama lesson.’ In other cases the students did group work based on a film they had all seen; or the teacher enabled the students to change the room layout.

Jo Wenlock, a new teacher this term, says of the twilight TEEP course she has started: ‘It’s opened up new avenues for me to see how I can give students creative opportunities to express themselves. It has helped me give the lesson back to the students. For example, I got students to use tea lights to express their understanding of paths of diffusion. They could then more easily express the same thoughts verbally. And I could see straight away whether they got it.

‘This whole school is like a giant resource,’ she adds. ‘I’m so pleased, because it is helping me become the kind of teacher I aspire to be. The biggest thing for me are student-led lessons, which among other things help you to see when the students are ready to move on.’

Sheetal Somel, who was a TV producer before deciding to become a teacher, says ‘I love it. It’s so creative, there are so many aspects. You can do anything you want – picking out things that make it a bit more interesting for the students than listening to me talk! If they’re not afraid to tell you how they feel and it’s clear they don’t relate to a particular approach, I might do it differently next time. It has enabled me to be more flexible in my teaching.

‘I’m making fewer resources now,’ she adds. ‘Students often make their own – pictures, mind

**Students teach students…**

- Belinda Clayton reports: ‘Kids know they are expected to do peer assessment and learn from each other in every subject, even in the gym. In year 7 they are introduced to learning to learn. It gives them confidence in doing projects and talking in front of their peers. The younger we can instil that confidence, the better.’

- Students are encouraged to look at each other’s work, and think what tips they can give them. The language of learning is everywhere, with cues such as learning hats and the 6Rs (readiness, resourcefulness, resilience, responsibility, reflectiveness and reasoning) posted up on the wall in every classroom. This is part of the academy’s ‘character learning’, along with a ‘Baverstars’ guide for learning behaviours.

- In lessons, students are increasingly responsible for their own learning. The confident ones in a small group will build that confidence in the others. This is encouraged through the Think Pair Share process.

**… and teachers**

- Some students have taught teachers aspects of the new technologies, such as how to podcast.

- Students often demand formative assessment: ‘You have to tell them why you liked it, what was good about it’ (Nicola Hammersley).

- Up to six students are being recruited as learning partners (SaLP), who will go into classes and observe the learning.

- Year 9 and 10 students suggest strategies for pupil voice.
A wow experience

Science teacher Simon Sterland took the Improving Teacher programme at Baverstock.

‘After being a teacher for 14 years, it was a “wow” experience for me. I had been doing things in a certain way, and all of a sudden I could see they could be done differently. The ITP programme gave us a chance to get together and develop ideas as a team, in threes. Team meetings take place twice every half term. Each of us would think of new ways of doing something in class, then the other two would observe and feed back. There was a lot of informal and positive sharing of ideas and experience.

‘Even outside these sessions teachers constantly discuss such ideas while just passing each other in the corridor. It sounds quite bizarre but that’s actually what happens.

‘The periodic larger meetings give the teachers a chance to step back and see the bigger picture. That was what led me to see my classroom was a barrier to learning. It was formal, office-like – teacher-friendly, not learner-friendly. So I redecorated the room in my holidays. And reorganised the seating so students could group together and role play.

‘The redecoration took a jungle theme, with a camouflage wall, totem poles, a leaf wall, and leaves hanging from the ceiling. I installed some live animals: a snake, a rabbit, a finch, a tarantula and some guinea pigs. The students can touch them, hold them. It creates empathy and helps discussion. The students get to know me personally a bit, which leads to more respect and more opportunity for development: where do they see science taking them?’

Like many other teachers Simon had initially thought such an approach might be a distraction, but now he says: ‘That attitude was not conducive to learning. Using anything science-related can open up dialogue. You can use it as a door to get them to attend to other aspects of science as well. You see Y11 boys who are switched off. Five or ten minutes with the snake at the beginning of the lesson leads to them wanting to learn and being responsive for the rest of the hour. It’s a better atmosphere, and you don’t get the battles.

‘They become protective of the animals. It’s an incentive to get the work done. My Y11s are completely independent learners now. They tell me what level they are working on and write down what they are going to do next – their moving-on targets. I just act as facilitator. Sometimes when a student has done some good work they ask me to phone home, saying why they deserve to be praised. All this came from the TEEP and ITP programmes I’ve been on.’
maps, tables, traffic lights. They choose how to communicate the learning and revision, and show me what they have done.’

Other examples of tips and techniques teachers share with each other include different ways of learning to review information:

- Using the seasons (winter looks bare but has potential; spring, the learning is beginning to develop; summer sees the fruits; in autumn, the student had it all to share)
- In year 7 students indicate the progress they have made during the day with Mr Men or traffic light images
- A smile-o-meter can be part of a student’s self-assessment at any point in a lesson
- Stickers which students place on A5 laminated cards to indicate what stage they have reached in particular learning tasks
- PEEEL (point, evidence, explore, evaluate, link) used for learning to learn in any subject. It’s displayed in every classroom, as are Bloom’s taxonomy, etc.

Teachers research, develop resources

Last year every teacher in the academy carried out action research projects in their task groups, which they shared with colleagues. These included:

- the language of the 6Rs - promoting independent learning
- interactive classroom/school spaces
- learning routine, extending and deepening
- small group teaching - focus on 6th form and intervention teaching
- targeted self-study.

The meetings at which these projects were discussed modelled the sense of collaboration between all the teachers.

A sequence of review strategies is available for all staff through the school’s computer network. Teachers are constantly devising new learning materials which are displayed on PowerPoint or turned into reusable materials from the academy’s ‘fantastic’ repro department. Cris Mazzoni says, ‘I make homework books and ask the kids what they think… At the end of the day we ask: how have you been a reflective learner today?’.

How do you find the time?

Visitors from other schools often say to Baverstock staff, where’s the time to do all this? ‘It’s scheduled into the annual programme,’ explains Louisa, ‘and each interaction is very quick; it takes perhaps five or six minutes to share something. Staff are now constantly talking about teaching and learning.’
Meetings are not held in school time, but on Thursday afternoons after school has finished for the day. Sharon Simpson explains: ‘Changing the school day was a big investment. Each Thursday we finish at 2.30 and then have 80 minutes development time for teachers in cross-curricular learning groups. These include planning and learning time, with lots of how-tos given by everybody and anybody.’

Timing over the year is important, Louisa Gooch points out. ‘You want to do exploratory things when people are fresh and have the time. The end of the summer term is a good time to experiment for next year. That’s really powerful.’

Sharon adds: ‘Over the last two years we’ve had a big focus on literacy. We all share what we’ve got. People say, what about the expense and the time? There is no limit on photocopying. It’s cost effective because we produce our own materials so there’s less buying of books.’

**How do you know you’re improving?**

Baverstock is big on self-review. ‘We know exactly what percentage of good and outstanding lessons each teacher is achieving,’ says executive head Thomas Marshall. ‘We (the leadership team) make the assessments, and give them to the teachers concerned. They (nearly always) agree our ratings.

‘How do we evaluate? By lesson observation, learning walks, Ofsted reports, exam results, visitor judgements – and a feeling… you can tell that’s changed within the school. When students are not enjoying their learning, they don’t attend, they misbehave, they don’t work with us. All the outstanding teaching and learning is because they’re enjoying it.’
Results

Baverstock’s year 11 students (who called themselves Team Baver) achieved 100% 5-A*-C grades at GCSE this year. “That’s 220 kids we’ve given a better chance in life,” as Thomas Marshall puts it. However, including English and maths the figure was 50%, so there is more to do especially on those core subjects.

The year 13s also did well, with 60% going to higher education this year, in a community where families have traditionally not gone on to FE, let alone HE.

In February 2012, Ofsted saw more than 69% outstanding or good lessons during its visit. The leadership team reckons the proportion of good to outstanding teaching has gone up since then, to 80%. Sharon Simpson says they are so confident about the impact of the changes in the academy’s teaching and learning that “we can’t wait for Ofsted to come back! We’re seeing the shift across the school.”

Staff are all pleased with the improvement in the school’s results, which reflect their own experience. Bernadette Greene puts it down to ‘a shared understanding of what we want learners to achieve,’ while Nicola Hammersley says ‘the key is the attitude of learners: it has absolutely turned around since I came here. Now you can throw any kind of learning challenge at them in class and they’ll take it on.’

Bernadette gives an example of learner behaviours they are seeking to develop: ‘A student says of a classmate, “He’s managed to do this, which I can’t get, so I’ll ask him.” There’s more resilience, they know it’s worth sticking at it. We want them to be proud and to develop into well-rounded human beings.’

Cris Mazzoni agrees: ‘Progress is so much faster now. And it’s more than achievement on paper. I see a different dynamic in the lesson, the way the learners are so much more stretched – and it comes from them rather than me.’

Have students noticed the change?

The author spoke to a group of seven year 9 students:

Josh: The teachers have tried hard to raise the quality level of work so we can reach our target grades.

Jardah: At the start in year 7 it was easy, but step by step it has become increasingly difficult. We use the 6Rs, etc. The teachers have this saying ‘C3 before me.’ Before we ask them a question, we must see if we can find the answers for ourselves, from the books, or by asking our friends or the lead learner on our table.

Brandon: The bond between students and teachers is really good. We’re not scared to ask questions now.

Jardah: We created PowerPoints on capital punishment and imprisonment and showed each other, while the teacher helped with facts and the creative side.

Sophie: They’re not just interested in the results, they want the best from students, to go far in life. (The other students nodded and murmured in agreement).

Josh: There’s this new programme, SaLP, which involves the students in the teaching too. That’s really cool, we’re getting a chance to see what it’s like being a teacher. The head of department looked into the lesson when we were doing that.
**What are the key factors?**

The combination of the various levels of TEEP (focusing on students, then teachers), ITP and Baverstock’s many other CPD programmes has had a profound effect on the students and teachers, including examination results but extending far beyond that.

A vital factor is clearly the universality of the programme as a whole. It applies to all students and all teachers. The constant focus, which the majority of the people interviewed for this article specifically mentioned at some point, is teaching and learning. Everyone talks about it, everyone is asking for and giving ideas about techniques for improvement at every stage.

But it’s not forced. As Bernadette puts it, ‘You can opt in. It’s not formal, but it’s presented in such an appealing way that you wouldn’t want to miss out. You can see how others have done it and benefitted. Teachers talk about what they have done and what

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<tr>
<th>Megan</th>
<th>We had one teacher in year 7 and we’ve got her again now. She’s learned a lot over the time, and she teaches us more now.</th>
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<tr>
<td>Jardah</td>
<td>We teach her too. We give her ideas.</td>
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<tr>
<td>Josh</td>
<td>When teachers are nice and friendly you want to learn more and it makes you get on better.</td>
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<tr>
<td>Brandon</td>
<td>There’s a lot of useful stuff on the classroom walls, such as the 6Rs, which helps. You don’t always have to ask the teacher.</td>
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<tr>
<td>Jardah</td>
<td>They’re not just giving their opinion, they ask you for yours too.</td>
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<td>Nieve</td>
<td>They can help more if they know you better. If you can’t answer a question, they rephrase it so you get it.</td>
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they are now able to do. Literacy, the “communication group”, as we now call it, is everyone’s responsibility.’

She concludes that while the programmes are not compulsory, ‘it’d be unusual not to want to do it. There’s so much CPD here you’d be mad not to take advantage. Friends who are teachers in other schools can’t believe how many CPD opportunities we have here. It gives time to reflect.’

‘It’s a shared responsibility, a network,’ says Nicola. ‘Nobody’s isolated, nobody’s on their own.’ But aren’t there some people who don’t respond? ‘People are resistant to change at first,’ she concedes. ‘But with this, everyone can contribute in their own way. And everyone accepts that it’s all about teaching and learning, which is what we’re here for.’

Baverstock assistant headteacher Hayley Carter delivers the TEEP programme in other schools. She has found a welcome absence of the common response to initiatives introduced from outside a school - ’It wouldn’t work here, with our kids.’ This is because, she believes, the programme encourages teachers to apply their own creativity in using the training. Like many other Baverstock teachers interviewed for this article, she spontaneously stated: ‘Teaching and learning is at the heart of everything we do.’ This leads to the wholehearted spirit of cooperation, she maintains.

To Thomas Marshall it’s all about consistency. ‘TEEP has structure, but flexibility for each teacher taking part. We try to help students to understand what is happening and why at all points. Students like consistent behaviour. Simple things: in a noisy class, the teacher holds up their hand and shows 5 fingers, then 4… by the time they get to 1 the class is quiet. Every member of staff uses this. Including an NQT who has been here eight weeks.’

Consistency also applies to management: ‘We’ve addressed underperformance in exam results in a supportive manner, as we do a member of staff who requires improvement.’

So where next? Baverstock’s wide and deep CPD programmes are constantly evolving, based on feedback from students and teachers as well as the SLT’s perceptions of progress against the continuing ambition to improve teaching and learning. Nicola Hammersley says ‘there’s always an element of development’ at the school. Fellow lead practitioner Bernadette Greene adds: ‘But you don’t feel pushed: you discuss what you will do next and when.’

The visitor gets the firm impression that no matter what the figures for ‘outstanding teaching’, this development has a momentum all its own.

Find out more about SSAT’s Teacher Effectiveness Enhancement Programme at www.ssatuk.co.uk