



Central Bedfordshire
Training Schools Partnership

One of Redborne Upper's three Specialisms is Training School. Training Schools were set up to innovatively lead the way in recruiting, training and developing their staff and to share their expert knowledge and practice with other schools. Since Redborne Upper achieved this specialist status in 2004 we have invested even more heavily than before in staff development, running bespoke programmes to support our newly qualified teachers, those teachers in the early part of their careers and those that take on middle management roles and responsibilities. We have used our observatory to encourage staff to film their teaching practice so they can reflect on how they can do better and we have run sessions to train staff so they can coach and mentor each other. But having Training School status requires us to share our expertise across many schools and we have been extremely pro-active in offering these sorts of training opportunities to other schools.

Following the creation of the Redborne Schools Partnership, we have been particularly focused in working with our own pyramid of schools. A project focusing on how to meet the needs of all our Gifted and Talented pupils ran last year with 8 of the 9 Redborne pyramid schools participating. The four meeting programme led to improved practice in participating schools and helped forge even closer links between the RSP schools. There was also a 4 meeting programme with Redborne, Woodland and Alameda staff working together to enhance assessment practices and a five session programme, again for a group of Redborne, Woodland and Alameda, to help raise their teaching from 'good' to 'outstanding'. This programme has gone on to be offered to other schools further afield and is now accredited by the University of Bedfordshire (so participants can earn Masters level credits , if they wish).

We have also run a very successful Action Research Project with 8 staff (3 from Woodland Middle, 3 from Alameda Middle and 2 from Redborne Upper). The participants set themselves a "question", for example: "If I set targets that are worded in a really child friendly way and then build time into my lessons for the children to learn how to accurately assess their own work and their friends' work, will the children achieve better results?". The participants then researched their question by trying out new strategies or new ways of working to see if they could positively affect the standards their pupils achieved. This work proved to be very powerful. All participants, whatever the focus they had chosen, reported significant benefits to pupil learning

and motivation. Their work has been shared across departments and across the three schools to inspire and encourage other teachers to use some of these new strategies to further improve learning.

Whilst the Government's new White Paper now focuses on Teaching Schools and does not use the term Training Schools, it is the intention of the Redborne Schools Partnership, to continue to focus on staff development to help maintain the high standards of teaching and learning our children benefit from. It is hoped that Redborne Training School will be successful in its bid to become a newly designated Teaching School in 2011.