

## EYFS / PRIMARY SLE PROFILE



## JOANNE BLADEN-KAY

<b>SLE designation (Date of designation &amp; Teaching School)</b>	<b>April 2017</b> <hr/> Ladywood Teaching School Alliance
<b>Current School (LA or Sponsor)</b>	Devonshire Road Primary School Bolton Local Authority
<b>Recent OfSTED judgement (Overall and Leadership)</b>	Overall: Good Leadership: Good
<b>Context of School</b>	Devonshire Road Primary School is a diverse, larger than average school situated in an area of significant deprivation. Most children arrive below average for their age and make rapid progress as shown by our KS1 phonics and SAT results. Our 2015-16 KS2 results show our children make significant progress; percentages of children reaching the 'expected' standard for Reading, Writing and Mathematics exceeded Bolton and National schools.
<b>Particular area(s) of Expertise/ Strength (please show supporting data/ information)</b>	<p><b>SEN</b> - I endeavour to lead by example, using coaching and other developmental and supportive strategies, whilst providing any necessary challenge. As SENCO (achieving NASENCO with Merit in 2014), I completely overhauled our procedures, introducing our graduated response and intervention systems. After speaking to class teachers and analysing assessments (and other data), I researched and developed a range of interventions to meet the needs of our pupils. I have worked with TAs to utilise their strengths, introduce interventions whilst monitoring and assessing their effectiveness, Raise Online data showed that our SEN pupils outperformed SEN pupils nationally. This data was used to validate our work with Ladywood Outreach. The documentations created are now used as a model in other Bolton schools. I have provided subsequent training at Ladywood Teaching School for new SENCOs. Moreover, I became a SENCO mentor for other SENCOs new to role and I have delivered some training for new SENCOs at Ladywood Teaching School. Since becoming Deputy, I line manage our recent to post SENCO, who has continued my work and we now are extending our interventions to include proactive pre-teaching and reactive post teaching. In addition, we are currently developing areas of expertise amongst our support staff as access to external agencies becomes more limited. For example, we currently have 6 children with an ASD diagnosis; a small group of staff are being trained and resources purchased. This small team of staff will train and support other staff as necessary as the children move through school.</p> <p><b>English</b> - My expertise and strengths are in developing Reading and Writing at Key Stage 2. I have been an instrumental part of the Bolton Authority's Literacy Learning Team, delivering a section of 'Celebrating Excellence In English' conference to colleagues across the authority – 'Does your teaching go there – using quality texts'. Work pioneered at Devonshire Road has resulted in children being invited to speak at the European Parliament in Brussels and meeting the Born Free Foundation at 10 Downing Street. Selecting challenging and quality texts, utilising shared, guided, individual reading strategies alongside other drama and immersive activities enable staff to engage and challenge pupils in their reading. The balance of high expectations and rigour, alongside giving pupils a real life (or other exciting) outcomes for their writing ensures that this progress is reflected in their writing too. This work is shared and is being used across the local and neighbouring authorities. Our 2015-16 combined Reading, Writing and Maths data was 84% (compared to 65% National).</p> <p>I have been a KS2 writing moderator for Bolton Authority since 2013 and have led groups of Year 6 teachers, assessing their writing, using evidence and exemplification materials, which was particularly key during the implementation of the 2014 Curriculum.</p> <p>I regularly visit schools for moderation of Writing, giving any key messages, agreeing ways forward and celebrating success, being paired with new or less experienced moderators. In addition, I was asked to moderate schools that were considered challenging and have been the 'Third Moderator' following an appeal. 2016-17 I have been involved in Bolton LA's PSIG group, developing Writing Standards Assessment Criteria for Y1-5.</p>

**How have you supported other schools or middle leaders and senior leaders in your own school?**

Since September 2016 I have been leading the English Team. Previously, English was purely my responsibility but, for succession planning and to develop two staff new to middle leadership, English has now been split into Key Stage 1 and 2. My coaching role has included working alongside both staff ensuring that our work delivers outcomes from the School Development Plan, using data to identify strengths and areas to improve and in supporting colleagues.

In order for the action plans to be developed, I worked with the two staff, providing bespoke support, modelling how to analyse the data and focusing on 'what the data tells us'. We worked together on resulting objectives for improvement and then they completed the remaining action plan, devising appropriate actions and monitoring schedules.

Both staff members have begun 'Teaching Leaders' and we regularly meet to enable them to complete associated activities including academic work, data analysis, self-reflection and coaching sessions.

During the past 18 months, I have facilitated and taken part in 'Coaching For Excellence' where staff work in trios to improve their practice by self- reflection (to choose a focus), observations and other data collection, learning conversations and review/follow up sessions measuring impact.

**What was the Impact of your support?**

I have been Performance Manager for numerous staff (TLRs, mainscale teachers, TAs) and been the line manager for our ECAR (Every Child A Reader) teacher which involves regular meetings, analysing data, holding the teacher to account and working with her on action planning.

A TLR with whom I have worked closely has recently been promoted to Assistant Head at another school and our English Team Leaders have successfully completed Teaching Leaders training. The English Team recently met with representatives from our Governing Board who were impressed by their effectiveness, enthusiasm and understanding.

Furthermore, I continue to provide strategic support for the current SENCO who herself has become a mentor for other SENCOs.