

## EYFS / PRIMARY SLE PROFILE



## ELAINE ANN DAVIES

<b>SLE designation (Date of designation &amp; Teaching School)</b>	<b>July 2012</b> Ladywood Teaching School Alliance
<b>Current School (LA or Sponsor)</b>	SS Simon and Jude Primary School Bolton Local Authority
<b>Recent OfSTED judgement (Overall and Leadership)</b>	Overall: Outstanding Leadership: Outstanding
<b>Context of School</b>	SS Simon and Jude is a larger than average primary school situated in an area of significant deprivation. There are currently over 400 pupils on roll and the proportion of children who speak English as an additional language is high. The proportion of pupils known to be eligible for free school meals is above average as is the proportion of disabled pupils and those with special educational needs. The school has met government floor standards. In January 2011 the school was designated as a National Support School and currently has four Specialist Leaders of Education.
<b>Particular area(s) of Expertise/ Strength (please show supporting data/ information)</b>	<b>Special Educational Needs</b> Monitoring provision and outcomes for SEN, planning for effective provision mapping, providing extra guidance and support to staff, coaching and mentoring, developing systematic systems for tracking pupils' progress and improving standards of teaching and learning.
<b>How have you supported other schools or middle leaders and senior leaders in your own school?</b>	In 2011/12, I was deployed one day a week to a small primary school with above average SEN to help form a new leadership team. The school was placed in Special Measures in 2009 and SEN progress had been identified as a key area for improvement. My focus was to improve the quality and effectiveness of SEN provision throughout the school, to further develop quality first teaching and ultimately to grow leadership capacity. This involved working strategically with middle and senior leaders to identify areas for development and put in actions to address these needs.
<b>What was the Impact of your support?</b>	<ul style="list-style-type: none"> <li>&gt; Improved leadership capacity</li> <li>&gt; SEN now has a higher priority and profile throughout the school</li> <li>&gt; All staff are effectively involved in making decisions related to children with SEN in their class</li> <li>&gt; All children with SEN have made at least two parts level progress with a large majority making accelerated progress thus narrowing the gap between themselves and their peers</li> <li>&gt; Over the year 7% or 14 children have been removed from the SEN register as they are now working at age expectations</li> <li>&gt; The school was taken out of Special Measures in November 2011, with SEN no longer a key area for development</li> </ul> <p>OfSTED 2011 stated, 'Pupils with special educational needs and/or disabilities now make satisfactory progress overall and some are making faster progress. Effective leadership of this area of the school's work, sharp identification of these pupils' needs and careful tracking of their progress has brought this about.'</p>