

EYFS / PRIMARY SLE PROFILE



RHIAN DRIVER

SLE designation (Date of designation & Teaching School)	<p>July 2014</p> <hr/> <p>Ladywood Teaching School Alliance</p>
Current School (LA or Sponsor)	<p>Red Lane Primary School Bolton Local Authority</p>
Recent OfSTED judgement (Overall and Leadership)	<p>Overall: Good Leadership: Good</p>
Context of School	<p>Red Lane Primary is a larger than average-sized primary school. Most pupils are of White British heritage. The proportion of pupils who are supported by the pupil premium is well above average. Most children start school with much lower skills that are typically expected for their age.</p>
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<ul style="list-style-type: none"> > Assessment > Curriculum Leadership > EYFS > English > ITT /NQT
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I have supported staff in my own school to develop their understanding of monitoring and evaluation in relation to their own areas of responsibility leading to distributed accountability across the school.</p> <p>I have worked closely with a new to post EYFS lead on various aspects such as assessment, environment and provision including the introduction of 2 year old provision as an addition to our 52 place Nursery.</p> <p>I have supported the new to post English leader in subject leadership and curriculum development in line with the New National Curriculum.</p> <p>I have supported NQTs and trainees to ensure all pupils made progress. The support included data scrutiny, team teaching, modelling, shared planning, work scrutiny and observation.</p> <p>I have supported an EYFS leader and English leader in another school through visits, action planning, self-evaluation, data scrutiny, book scrutiny, environment walks and lesson observations.</p> <p>I have worked with Ladywood Teaching Alliance to recruit candidates for the Schools Direct training programme. As a Ladywood partner school, I have not only supported ITT students in my own class but have coached and mentored other staff in developing this role.</p>
What was the Impact of your support?	<ul style="list-style-type: none"> > English and Phonics I have developed subject coordinator's skills and knowledge whilst working alongside them to implement aspects of the curriculum that the school had previously not included for example in English and Phonics. Evidence of impact includes the improved Phonic Screen check scores from a 13% pass rate (2012) to a 69% pass rate (2014) in 1 year and also in significantly improved KS1 results from 2012-2014. > Curriculum I led others to develop a topic based approach to teaching the non-core subjects which was not previously in place. This has resulted in children receiving meaningful and exciting learning opportunities including trips and visitors... Subject leaders are now more accountable but in addition they now have the ability as leaders support and develop staff in order to improve provision. > Assessment In conjunction with the Head, I have worked so that the school now has consistent procedures for measuring and tracking progress and attainment. The development of formative assessment procedures has ultimately improved outcomes for pupils as the quality of the teaching at the school has improved over the last 2 years. > ITT and NQT development The school now has 3 mentors in school and the capacity to support and develop ITT student as well as NQTs. Teaching across the whole school has improved and NQT's and students are very well supported and succeed in a challenging school.

What was the Impact of your support?

- > **Early Years**
Our Early Years was judged to be Outstanding in our recent inspection. The development of other staff and an EYFS lead means we now have the capacity to offer provision for 2 year olds which we offer daily. We received a judgement of good in our inspection.
 - > **Evidence of Impact – Ofsted**
Other leaders at all levels have good skills in supporting improvements in teaching, particularly in writing. Teaching is now good and some is outstanding.

'Training for teachers to help them to meet the needs of pupils better is also good. Due to the expertise of leaders within the school, staff have good opportunities to learn from each other to improve their teaching.' p5 (Ofsted March 2014)

'Pupils enjoy reading. The progress they make is strong because of the range of support that pupils are given on a one-to-one basis and the high quality of teaching in lessons. During the inspection, pupils were observed enjoying a lively presentation on books throughout the ages by visitors to the school. Pupils showed great excitement when they recognised the wide range of books that they have read. One pupil summarised the enthusiasm in the hall by stating, 'It makes us want to read more'. p4 (Ofsted March 2014)

Leadership and management is very strong. The staff team, including the head teacher, assistant head teacher and early years lead work effectively together with the manager and staff, to ensure that children receive good quality early years education. (p1 –Ofsted 2014 Childcare-2 year olds 2014)
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