

EYFS / PRIMARY SLE PROFILE



KATIE JONES

SLE designation (Date of designation & Teaching School)	July 2012 Ladywood Teaching School Alliance																												
Current School (LA or Sponsor)	SS Simon and Jude Primary School Bolton Local Authority																												
Recent OfSTED judgement (Overall and Leadership)	Overall: Outstanding Leadership: Outstanding																												
Context of School	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.																												
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<ul style="list-style-type: none"> > Teaching and Learning > Assessment, tracking pupil progress and data. > English 																												
How have you supported other schools or middle leaders and senior leaders in your own school?	In 2011/2012 I was deployed to a smaller than average primary school which had been placed in Special Measures in December 2009. Since then the school had been inspected on four occasions and was judged to be making satisfactory progress. However, the school was still required to make significant improvements in the quality of teaching and to accelerate progress made by pupils. My role within the school-to-school partnership was to support a newly appointed TLR holder who had responsibility for raising standards across year 5 and 6, as well as co-ordinating Numeracy across the whole school. The focus of my support involved: building effective working relationships whereby I could challenge existing practice, mentoring and coaching middle leaders, analysis of current performance data – identifying gaps in learning and meeting pupils needs through bespoke and appropriate intervention, setting achievable but challenging end of year targets and improving the quality of teaching and learning.																												
What was the Impact of your support?	<ul style="list-style-type: none"> > Improved leadership capacity with accountability reaching beyond the classroom. > More in depth analysis of current performance data by middle leaders and how this information can be used to address pupil needs within daily teaching. > Accelerated progress made by pupils across upper key stage 2 resulting in raised attainment in all three subjects. > End of year assessments in both year groups show an increase in the percentage of children achieving national expectation or above. <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <thead> <tr style="background-color: #4CAF50; color: white;"> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr style="background-color: #4CAF50; color: white;"> <th></th> <th>On entry</th> <th>End of year</th> <th>On entry</th> <th>End of year</th> <th>On entry</th> <th>End of year</th> </tr> </thead> <tbody> <tr style="background-color: #4CAF50; color: white;"> <th>Year 5</th> <td>70%</td> <td>87%</td> <td>50%</td> <td>83%</td> <td>57%</td> <td>83%</td> </tr> <tr style="background-color: #4CAF50; color: white;"> <th>Year 6</th> <td>50%</td> <td>85%</td> <td>55%</td> <td>90%</td> <td>55%</td> <td>90%</td> </tr> </tbody> </table>		Reading		Writing		Maths			On entry	End of year	On entry	End of year	On entry	End of year	Year 5	70%	87%	50%	83%	57%	83%	Year 6	50%	85%	55%	90%	55%	90%
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