

# SECONDARY SLE PROFILE



## VICTORIA WHITING

<b>SLE designation (Date of designation &amp; Teaching School)</b>	<p><b>November 2015</b></p> <hr/> <p>Ladywood Teaching School Alliance</p>
<b>Current School (LA or Sponsor)</b>	Thornleigh Salesian College
<b>Recent OfSTED judgement (Overall and Leadership)</b>	<p>Overall: Good Leadership: Good</p>
<b>Context of School</b>	<p>Thornleigh Salesian College is large, mixed, oversubscribed 11-18 voluntary aided school with just over 1400 students on roll, including sixth form.</p> <p>The number of students eligible for Pupil Premium is below the national average as is the number of students with SEN or statements.</p> <p>The number of students from minority groups or with English as an additional language is rising and is coming in line with national averages.</p> <ul style="list-style-type: none"> <li>&gt; According to Ofsted – December 2015</li> <li>&gt; 'The leadership team has maintained the good quality of education in the school since the last inspection.'</li> <li>&gt; 'Governors have a very secure grasp of the school's strengths and remaining weaknesses.'</li> <li>&gt; 'The proportion of pupils achieving five GCSEs at grades A* to C, including English and mathematics, has been consistently high since the previous inspection.'</li> <li>&gt; 'Pupils at the end of Key Stage 4 who took examinations in 2015 made outstanding progress in English... In 2015, disadvantaged pupils who took GCSE examinations made much better progress in English than other pupils nationally'</li> </ul>
<b>Particular area(s) of Expertise/ Strength (please show supporting data/ information)</b>	<p>English and Literacy:</p> <ul style="list-style-type: none"> <li>&gt; Consistently graded as 'Outstanding' since becoming an NQT in 2004, including four Ofsted inspections.</li> <li>&gt; Became an Advanced Skills Teacher in English in 2007 - since then, English results have increased in my current school by 22% and have placed us in the top 3% nationally.</li> <li>&gt; I became Literacy Co-ordinator in my current school, working alongside the Local Authority and with the National Literacy Trust. As part of the Bolton Alliance, I am running a pilot for post 16 literacy looking at testing and literacy diagnostics. The work has been held up as an example of best practice and we hope to share the programme with other sixth form providers soon.</li> <li>&gt; I have experience delivering the new Lang/Lit specification with great success: Results show that our students performed almost 20 % above the National Average across all components of the paper.</li> <li>&gt; Curriculum development for English</li> <li>&gt; Embedding Whole School Literacy</li> </ul> <p>Teaching, Learning and Assessment &amp; CPD</p> <ul style="list-style-type: none"> <li>&gt; A consistently outstanding practitioner</li> <li>&gt; Specialism in planning, engagement and retention.</li> <li>&gt; Consistently outstanding outcomes achieved at KS3 and KS4</li> <li>&gt; Experience of delivering CDP across the Local Authority and Nationally</li> <li>&gt; CPD trainer for Schools Direct and ITT programmes</li> </ul>

<p><b>How have you supported other schools or middle leaders and senior leaders in your own school?</b></p>	<p>Primary School Work: TL&amp;A and transition:</p> <ul style="list-style-type: none"> <li>&gt; I have worked with several primary schools both locally and nationally to improve the quality of TL&amp;A across all curriculum areas but with a particular emphasis placed on literacy. I have delivered courses of training to help staff plan for individual student needs, work on effective questioning, collaboration, diagnostic testing and other forms of formative assessment and retention. I have also helped senior leaders audit staff, complete joint observations, organise effective and impactful book scrutiny and supported and guided the implementation of various modes of quality assurance. 'Teaching and support staff have benefited from recent training so that there are now more lessons that include good questioning, use of audio/visual resources and accurate assessment of pupils' reading and writing skills.' Ofsted Report 2015</li> <li>&gt; Currently, I am leading a project with four local primary schools, SS Osmund and Andrews, St Thomas of Canterbury, Holy Infants and St Anthony's and St Brendan's to promote transition links and the development of literacy skills. Work is taking place with both students and staff, and offers staff an opportunity to collaborate, communicate and share best practice. The project uses drama as a vehicle to accessing Shakespeare and various modes of writing.</li> </ul> <p>Secondary schools:</p> <ul style="list-style-type: none"> <li>&gt; I have worked with a number of secondary schools in Bolton, Blackburn, Liverpool and Greater Manchester providing:</li> <li>&gt; One-to-one support for staff failing to meet teacher standards: I am competent with the use of various technologies, including IRIS, to support teachers in the planning and delivery of lessons. The majority of staff I have worked with have made significant improvements with both pedagogy and preparation</li> <li>&gt; Establishing a whole school literacy policy – I have worked with SLT, middle leaders and whole staff in establishing a robust, useful and appropriate literacy policy in an Outstanding Post-16 context. This work was ongoing for an academic year and allowed me to support staff in embedding the policy and support learners.</li> <li>&gt; Further support offered to middle leaders to quality assure how well the literacy policy was being embedded.</li> <li>&gt; I have worked recently in Canon Slade supporting SLT and Middle Leaders in the implementation of new planning expectations in a bid to establish a greater level of consistency across school.</li> <li>&gt; I have also carried out several departmental audits at various schools looking at how well the curriculum is organised and how well staff are meeting curriculum needs.</li> <li>&gt; I have supported Departmental leaders in implementing quality assurance and challenging under performance in these areas, including the facilitation of "challenging conversations".</li> <li>&gt; I have established effective marking and feedback policies in my own and other schools with the focus being placed on quality feedback and feedforward using the M.A.D approach.</li> <li>&gt; I am an active member of the local authority Teaching and Learning Hub and regular share best practice at the half-termly meetings with other senior leaders and middle leaders.</li> </ul>
<p><b>What was the Impact of your support?</b></p>	<ul style="list-style-type: none"> <li>&gt; Improved systems and practices have been developed in the schools that I have worked in.</li> <li>&gt; Improved teacher performance.</li> <li>&gt; Well-constructed and up-to-date policy documents produced for the school, which are both usable and appropriate for specific settings.</li> <li>&gt; Improved outcomes in Teaching, learning and assessment in schools.</li> <li>&gt; Increased leadership capacity for middle leaders.</li> <li>&gt; Increased innovation and improved pedagogy as a direct result of training.</li> <li>&gt; Improved outcomes and opportunities for students.</li> <li>&gt; Increased rigour for testing and intervention.</li> <li>&gt; Improved Schemes of learning and lesson planning that respond to student needs and school priorities.</li> <li>&gt; Better outcomes with inspections.</li> </ul>