

Primary
SLE - Profile



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| Name | Amy Ashton-Ross |
| SLE designation (Date of designation & Teaching School) | Key Stage 1 Mathematics April 2019 Ladywood Teaching School and Alliance |
| Current School (LA or Sponsor) | Chorley New Road Primary School Bolton LA |
| Recent OfSTED judgement (Overall and Leadership) | Overall: Good Leadership: Good |
| Context of School | <p>Chorley New Road Primary School is a larger than average primary school with currently 356 pupils on roll. The proportion of disadvantaged pupils is above the national average.</p> <p>The proportion of pupils who have special educational needs and/or disabilities is well above the national average. The proportion of pupils who have an education, health and care plan or a statement of special educational needs is above the national average.</p> <p>The proportion of pupils from minority ethnic groups is below the national average, as is the proportion of pupils who speak English as an additional language.</p> <p>Our school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.</p> <p>Our school mission statement is CNR – Challenge, Nurture and Respect and this ethos is embedded throughout our setting, embraced by all staff, pupils and stakeholders.</p> |
| Particular area(s) of Expertise/Strength (please show supporting data/information) | <p>Mathematics for Key Stage 1.</p> <ul style="list-style-type: none"> • Planning • Assessment • Mapping provision • Opportunities to challenge rapid graspers. • Mastery in a context. • Curriculum coverage <p>Phonics for Key Stage 1 Teaching Assistants</p> <ul style="list-style-type: none"> • Training and development of a Mastery curriculum |
| How have you supported other schools or middle | I have supported and worked alongside lead staff in my school to deliver high quality training to all and to model |

leaders and senior leaders in your own school?

creative and dynamic Mathematics lessons. I have worked with the Key Stage 1 team to develop all of our Teaching Assistants skills and to develop the Mathematical vocabulary being used both in and out of the classroom.

Within my school we have developed a great understanding of mathematics mastery across all areas where a reflective practice has been adopted by all. I have supported my team to identify areas for improvement and supported them with planning, book scrutiny's, curriculum coverage, assessment and resources.

I have delivered training to both Teachers and Teaching Assistants and delivered coaching across school to ensure progress can continue on our 3 year rising trend.

I have recently supported a school to develop their book monitoring process and to support their Maths lead to develop their evidence of 'greater depth' teaching opportunities. Shared books from both key stages and discussed challenges for rapid graspers.

What was the Impact of your support?

- Development of the Math's curriculum coverage and ensuring opportunities for greater depth for all.
- 3 year rising trend in data both in Key stage 1 and Key Stage 2 in Mathematics.