

Primary
SLE - Profile



Name	Gareth Johns
SLE designation (Date of designation & Teaching School)	April 2019 Ladywood Teaching School
Current School (LA or Sponsor)	Brownlow Fold Primary School (from Sept. 2019)
Recent OfSTED judgement (Overall and Leadership)	Good Good
Context of School	Harwood Meadows Primary School converted to become an Academy in April 2012. The school is a larger than average-sized primary school. The proportion of disabled pupils and those who have special educational needs is above the national average. The school is part of the Teach Bolton School Direct alliance, affiliated with the University of Cumbria.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Leadership and management Leadership of continuing professional development (CPD)</p> <ul style="list-style-type: none"> • Planning a unit of writing based on a quality text • Incorporating grammar into daily English lessons • Curriculum development <p>Pupil achievement Leadership of curriculum: English</p> <ul style="list-style-type: none"> • Guided Writing • Marking and feedback <p>Quality of teaching Initial teacher training (ITT) and newly qualified teacher (NQT) development</p> <ul style="list-style-type: none"> • ITT of trainees / School Direct • NQT support <p>“The leadership and management of teaching are good. English and mathematics leaders are effective because they identify precisely where teaching needs to be improved through the regular checks they make on the amount of learning taking place in lessons and the quality of pupils’ work in their books.” (Ofsted Inspection Report 2015, Leadership and Management)</p> <p>“Teachers new to the school are well supported by the more experienced staff and this helps all staff to share and learn from effective practice.” (Ofsted Inspection Report 2015, Leadership and Management)</p>

How have you supported other schools or middle leaders and senior leaders in your own school?

Since the introduction of the newly-revised National Curriculum in 2014, I have implemented and overseen a new approach to guided writing across the school, which has resulted in pupils working below age-expected levels, as well as disadvantaged pupils, to make speedy progress. I believe in the importance of informing individual pupils on how to make progress by providing clear written feedback which praises pupils' successes and individual strengths, directing children to consider how they could make their work even better and develop their own potential. Involving parents as partners in this process, making them fully aware of their child's targets, has resulted in both children's and parents' increased determination for success.

I have been asked by other schools within the Bolton authority, as well as Bury, to assist SLT members and their Year 2 and Year 6 staff to assist them in the planning and marking of writing. Consequently, schools have asked for my assistance to help with their annual moderation of writing in these year groups and for the past four years I have supported staff in one particular school to ascertain whether pupils are working towards the expected standard, meeting or exceeding: this shows that my expertise in this specialism is respected and valued. I would gladly offer my support to any school that requires assistance in the development of any of the aforementioned areas of my expertise.

What was the Impact of your support?

Ofsted quotes from school's I have supported:

"Leaders and governors are committed to providing a high standard of education to pupils. They seek ways to collaborate with other schools to improve and build on the school's practice. Leaders are generous in the time they take to share good practice with other schools locally and further afield. A striking feature of the school is the drive for improvement." (December 2018)

"You have given pupils the skills and enthusiasm for writing across the whole curriculum. Pupils build up their writing skills methodically. Teachers are quick to spot pupils who can be stretched. They give appropriate activities to challenge their skills and thinking further. Pupils' workbooks in a range of subjects, including English, indicate that they are increasingly accomplished in writing at length. Your 'writing journey' approach equips them with knowledge, understanding and an eagerness to write. Pupils' success is evident from their progress and attainment in writing by the end of key stage 2. Progress has been well above the national average by the end of Year 6 for the last three years. Similarly, pupils' attainment at both the expected and higher standard is well above that of pupils nationally." (December 2018)