

EYFS / PRIMARY SLE PROFILE



JILL CROMEY

SLE designation (Date of designation & Teaching School)	<p>April 2018</p> <hr/> <p>Ladywood Teaching School Alliance</p>
Current School (LA or Sponsor)	Red Lane Primary (BASE Academy)
Recent OfSTED judgement (Overall and Leadership)	Overall: Good Leadership: Good
Context of School	Red Lane is a much larger than average-sized primary school. Most pupils are of White British heritage but the community has seen significant changes over the past five years. The proportion of pupils who are supported by pupil premium is well above average. The proportion of disabled pupils and those with special educational needs supported through school action is well above average.
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<p>Behaviour and Discipline</p> <ul style="list-style-type: none"> > Developing a whole school policy for behaviour/ class management > Development of tracking systems for children's behaviour > Development of Learning Plans tailored to children's needs > Strategies for use in class (whole class and individual) <p>PSHCE</p> <ul style="list-style-type: none"> > Developing a scheme of work > Staff CPD > Focusing on emotional health and well being > Use of interventions for in school support- counselling and reflexology <p>English</p> <ul style="list-style-type: none"> > Planning for a cross curricular approach using high quality texts > Embedding SPAG <p>ITT/NQT Support</p> <ul style="list-style-type: none"> > Developing action plans > Developing a schedule of support <p>Attendance</p> <ul style="list-style-type: none"> > Monitoring individual attendance > Thresholds for action > Working with stakeholders to improve attendance
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I have supported another school in the development of a consistent Behaviour Policy. We looked at how this would be implemented within classrooms and how senior staff would support class teachers and monitor behaviour across the school.</p> <p>I have supported a PSHCE lead in another school to introduce a new PSHCE scheme to meet the needs of their children. Support was provided in various aspects of the subject manager role.</p> <p>I have lead English across our school for a number of years and have supported new leads in their role.</p> <p>I have worked with many ITT/NQTs in both Red Lane and other settings to ensure that they receive outstanding support and enable pupils in their care to make progress. This has been through a rigorous action plan which involved a balance of shared work, monitoring and data analysis.</p> <p>I have worked closely with our attendance officer to develop clear procedures for monitoring and promoting positive attendance. Staff CPD has been provided for other school's to develop strategies for improving punctuality and attendance.</p>
What was the Impact of your support?	<p>Behaviour: Rapid improvements made in whole school behaviour with data recording a reduction of 30% in class exits or SLT calls in the first term of its implementation and a further 30% reduction in the following term. The school has sustained this improvement and has led to improvements in teaching and learning resulting from the renewed approach to behaviour management.</p> <p>PSHCE: Impact is shown through the school's readiness for the Healthy School Award with a focus on mental health and well being. The two staff which I coached are now working together as a team to develop provision across the academy.</p> <p>Attendance: I have ensured that attendance remains high profile amongst staff, pupils and parents. The development of clear systems has enabled a systematic approach which has driven improvements.</p>