

Primary  
SLE - Profile



<b>Name</b>	<b>Laura Behan</b>
SLE designation (Date of designation & Teaching School)	Ladywood Teaching School – March 2019
Current School (LA or Sponsor)	Masefield Primary School
Recent OfSTED judgement (Overall and Leadership)	Overall: Good Leadership: Good
Context of School	Masefield is a one and a third form entry school. 90% of pupils in this average-sized primary school are White British. The proportion of those eligible for free school meals is currently in line with the national average. The proportion of disabled pupils and those who have special educational needs is below the national average.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<ul style="list-style-type: none"> <li>• <b>Music</b> <ul style="list-style-type: none"> <li>○ Providing opportunities for children to perform in school and beyond into the wider community.</li> <li>○ Liaising and co-ordinating Music Specialist teams</li> <li>○ Finding opportunities to develop children's creative skills within school</li> </ul> </li> <li>• <b>Maths</b> <ul style="list-style-type: none"> <li>○ NCETM Mastery Specialist running Teacher Research Groups from Sept 2019</li> <li>○ Trained by the NCETM in Maths Mastery</li> <li>○ Delivering CPD to teachers and TAs</li> <li>○ Developing fluency skills across school</li> <li>○ Ensuring a balanced curriculum is delivered.</li> <li>○ Intervention in the Mastery context</li> <li>○ Keep Up and Catch Up intervention</li> <li>○ Increasing speed of Times Tables recall</li> </ul> </li> </ul>
How have you supported other schools or middle leaders and senior leaders in your own school?	During my role as Maths Lead, I have developed a system that ensures children's mathematical thinking is challenged and the curriculum is balanced between fluency, reasoning and problem solving.

I have developed a teaching for mastery approach in my own school and have supported leaders in another school in doing the same.

I have supported senior leaders by delivering Maths CPD and have also delivered CPD to teachers and teaching assistants to ensure consistent approaches are used.

I have worked in collaboration with staff across my own school and another school to plan on a one to one basis and provide individual action plans.

I have supported the Maths Lead in another school in adopting a Teaching for Mastery approach. I have provided training, observed staff, provided feedback and ensured I have been available to answer questions and give further support when not in school. I have worked with EYFS Leads across two schools to ensure they have resources to support their judgements in Number – the earlier the better!

During my role as Music Lead, I have searched out opportunities for the children to get rich and meaningful musical experiences, including working with the Royal Shakespeare Company. This opportunity provided teachers in school to have drama and music skills training from the RSC and as a result we became a Matilda Champion School.

What was the Impact of your support?

- **Maths**

I have developed the knowledge of other staff and feedback shows 100% feel that school leaders support them in developing the mastery approach to teaching and learning.

A mindset has been developed that **“all children can”**


*“Leadership of English and Mathematics are very strong and are making a considerable and positive impact on teaching and outcomes in those subjects.”*

*“Pupils are particularly enthused about Maths.”*

*“Their progress in English and Maths is reflected in books.” (ECM Review October 2018)*

*“The feedback I have received has been very positive so thank you for your support. The write ups are excellent evidence of staff CPD and supporting pedagogy which is a big focus of the new Ofsted framework.” (Head of Red Lane Primary School)*

*My TA and I thoroughly enjoyed today's Maths*



*lesson...I can clearly see the benefits of the approach... thank you for inspiring me." (Year 1 teacher)*