

EYFS / PRIMARY SLE PROFILE



SALLY ELLIS

SLE designation (Date of designation & Teaching School)	April 2017 Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Moorgate Primary School Bolton Local Authority
Recent OfSTED judgement (Overall and Leadership)	Overall: Outstanding Leadership: Outstanding
Context of School	Moorgate Primary School is an average-sized primary school, where the proportion of pupils eligible for the pupil premium is above the national average and most children start school with a much lower skill set than typically expected for their age. The proportion of pupils who are disabled and have special educational needs is above the national average, with the school offering provision for two-year-olds since Sept 2012. The school is a Department of Education champion school for two-year-old provision. We use a creative curriculum to encourage all children at our school to 'Aspire, Achieve and Sparkle'.
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<ul style="list-style-type: none"> > Improving standards in Reading > Improving standards in Writing > Speaking and Listening > Spelling and Grammar > Phonics > Raising standards in Teaching and Learning in Key Stage One > Basic skills > Cross curricular Reading and Writing > ITT/NQT development
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> > I have supported staff of varied experience in a neighbouring school over a period of six months. This consisted of reviewing Teaching and Learning across KS1 to develop staff confidence in planning, assessment and the learning environment. > At another neighbouring school I have supported new to post Reading leader in subject leadership and curriculum development in line with the New National Curriculum. > I have delivered various training within the Local Authority to both colleagues and ITT students on a variety of subjects including transition from EYFS into KS1 and in Phonics and Early Reading. > I have provided CPD in Reading, Writing and Phonics to both teachers and teaching assistants in my own school but also for other schools within our cluster. > I am a KS1 moderator for the Local Authority and have supported colleagues in various schools within my cluster with assessment and moderation of data to provide honest and impactful analysis. > As Moorgate is a Ladywood partner school, I have not only supported ITT students in my own class but have also coached and mentored other staff in developing this role. > I have supported NQTs and trainees to ensure all pupils made progress. The support included data scrutiny, team teaching, modelling, shared planning, work scrutiny and observation. > In my own school I have supported staff in developing a whole school approach to improving reading – in particular in KS2. I have worked with my colleagues on SLT to monitor and assess this carefully and distributed accountability across the school. > As part of my NPQML qualification, I ran a whole school project and supported other leaders to develop boys' writing across EYFS and KS1. > I worked alongside the other members of the EYFS and KS1 team to plan and provide staff training, phonics intervention for children in KS2, developed systematic planning and assessment procedures and organised streamed groups within each class to ensure that children's needs were being met. I also provided CPD for the staff in KS2 so that they could understand how the younger children in the school are taught to read and spell and support children in KS2 that needed to catch up. I also worked closely with the NQT in Year 1 to support her in our whole school approach to teaching Phonics to ensure that the school's standards were maintained.

What was the Impact of your support?

I have developed staff confidence and staff knowledge in Phonics such that our children in Year 1 consistently achieve a minimum of an 80% pass rate in the Phonics screening check and consistently achieve above the LA results.

When supporting colleagues in KS1 at another school, a Local Authority Inspection in March 2017 stated that the impact of the SLE work in KS1 was evident in the learning environment and in children's books. Their practice was rated as 'good'.

As an English leader the support provided had an impact on attainment in phonics and spelling and the vast majority of all children are now achieving or exceeding national expectations. GLD in EYFS now exceeds 50% each year (from 17%) and in 2016, 83% of children met the expected standard in Phonics. This has also had a huge impact on reading and spelling in KS2 as these children move up through the school and has had a positive impact on the amount of pupils requiring interventions to 'catch up' further in KS2.

After providing modelling, coaching and support to the NQTs at our school, their practice is now consistently judged at good and outstanding in their RQT year.

"As a result of excellent subject knowledge, phonics (letters and the sounds that they make) teaching is highly effective, building on the excellent start pupils make in the early years... The few pupils who do not meet the expected standard at the end of Year 1 catch up quickly with extra support." OfSTED 2016:

"Pupils' writing and topic books show the considerable shift in expectation and improvements in the quality of teaching since the last inspection... As pupils move into Year 2, their writing shows increased awareness of the audience, with more interesting and varied language. The high standards expected of pupils in their English lessons are seen in all subjects. High-quality phonics teaching across early years and KS1 and has meant that from their different starting points pupils achieve extremely well in the national phonics check."