

EYFS / PRIMARY SLE PROFILE



VICTORIA HICKMAN

SLE designation (Date of designation & Teaching School)	April 2017 <hr/> Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Eatock Primary School Bolton Local Authority
Recent OfSTED judgement (Overall and Leadership)	Overall: Outstanding Leadership: Outstanding
Context of School	The school is an average-sized, one form entry, Primary School. The vast majority of pupils are of White British heritage. The proportion of pupils supported by pupil premium is in line with the national average. The proportion of pupils who have special educational needs or disability is in line with the national average. Pupils start school with skills, knowledge and understanding below those typical of children of this age. By the end of key stage 2, all pupils make at least expected progress in reading, writing and mathematics and the large majority make more than expected progress in writing and mathematics.
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<p>Areas of expertise:</p> <p>Closing the gap – As a teacher, I have taught across KS2 and have a track record in raising attainment and ‘closing the gap’ between different groups, particularly the disadvantaged group. Since 2012, I have led assessment and pupil progress across KS1 and KS2 and have supported teachers in raising attainment and closing the gap by suggesting effective teaching strategies and interventions. The impact of my leadership has resulted in a five-year rising trend in attainment in reading, writing and mathematics across KS1 and KS2. Attainment at the end of KS2 is significantly above national and the progress across KS2 of all pupils and groups is significantly above national.</p> <p>Assessment and Pupil Progress, including effective target setting – I led the development of Eatock’s assessment system through a whole-school collaborative approach. I use a rigorous target setting system, that involves the key stage leaders and class teachers throughout the year, and it has proved effective in raising attainment.</p> <p>Raising standards in Mathematics across KS2 – I have supported teachers in using efficient and effective formative assessment to ensure gaps are taught to raise attainment. I also led the development of Eatock’s Mastery approach to teaching Mathematics, which has had a positive impact in increasing the percentage of pupils working at Greater Depth in Mathematics across KS2 and in raising attainment at the standard at the end of KS2. In 2016, 100% of pupils achieved the standard at the end of KS2.</p> <p>Raising standards in Reading across KS2 – I led English across KS2 in 2014/2015 and led the development of the reading curriculum across KS1 and KS2 in preparation of the new National Curriculum. I have also supported teachers in the effective delivery of Reciprocal Reading, which has had a positive impact on raising standards in reading across KS2. There is a five-year rising trend in attainment in reading and attainment at the end of KS2 is significantly above national.</p> <p>Raising standards in Writing across KS2 – I led English across KS2 in 2014/2015 and led the development of the writing curriculum and genre coverage across KS2 inline with the new National Curriculum. I have a track record of raising attainment in writing in my own class, working in Years 3, 5 and 6. I have also supported other teachers across KS2 to improve the quality of teaching and learning in writing, which had a positive impact on raising attainment.</p> <p>NQT mentor – I mentored 3 NQTs between 2015-2017. I was responsible for the NQTs’ professional development programme and offered guidance and support to the NQTs throughout their NQT and RQT years. All 3 NQTs passed their NQT year and had numerous lesson observations that featured good and outstanding grade descriptors from the Ofsted inspection handbook.</p> <p>Curriculum Leadership – I led the development of a creative curriculum through whole-school curriculum mapping based on the new National Curriculum and developed the assessment system that works alongside this in assessing the objectives.</p>

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

At Eatock, I have coached and mentored teachers who were new to the role of leading English and Mathematics across KS2 and worked with them in further developing the assessment of English and Mathematics to ensure standards continue to rise. I have also coached and mentored key stage leaders in assessment and data to develop their confidence in reporting assessment and ability to identify areas for development for school improvement planning. Leadership and Management at all levels was identified as a strength by Ofsted in their report (June 2016).

I have also supported assessment leaders at two local primary schools in developing and refining their school's assessment and tracking systems. I facilitated both assessment leaders in developing a rigorous tracking system as well as developing the school's approach to pupil assessment and pupil progress meetings. The impact of my support resulted in more precision, targeted teaching, improving the quality of teaching and learning, and a rise in attainment in reading, writing and maths.

What was the Impact of your support?

A five-year rising trend in attainment across all key stages.

The school was placed in the top 10% of all schools nationally in 2014-2015 and was placed in the top 3% of all schools nationally in 2015-2016 for its pupil progress.

Eatock has a strong and effective senior leadership team.

Eatock was judged 'Outstanding' in all areas by Ofsted in June 2016.