

## EYFS / PRIMARY SLE PROFILE



## JANET KELLY

SLE designation (Date of designation & Teaching School)	<p><b>July 2012</b></p> <hr/> <p>Ladywood Teaching School</p>
Current School (LA or Sponsor)	<p>SS Simon and Jude Primary School Bolton Local Authority</p>
Recent OfSTED judgement (Overall and Leadership)	<p>Overall: Outstanding Leadership: Outstanding</p>
Context of School	<p>SS Simon and Jude is a larger than average primary school situated in an area of significant deprivation. There are currently over 400 pupils on roll and the proportion of children who speak English as an additional language is high. The proportion of pupils known to be eligible for free school meals is above average as is the proportion of disabled pupils and those with special educational needs. The school has met government floor standards. In January 2011 the school was designated as a National Support School and currently has four Specialist Leaders of Education.</p>
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<p><b>Early Years</b></p> <hr/> <ul style="list-style-type: none"> <li>&gt; Learning environments</li> <li>&gt; Observation, assessment and planning</li> <li>&gt; Positive relationships</li> <li>&gt; Curriculum</li> <li>&gt; Child development</li> </ul>
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>With over 20 years' experience I am now leader of the EYFS &amp; KS1 team in a National Support School. Within my own school I have established and developed an EYFS/KS1 team and have worked widely throughout the authority. Most recently, since April 2011 I was engaged as part of a NSS deployment in a special measures school, in a neighbouring authority. I was responsible for an initial evaluation of EYFS provision, the appointment of a new TLR and support for that new leader in team building, assessment and deployment of staff, and development of the required capacity to raise the unsatisfactory levels of provision. This support involved developing relationships, aspirations, trust, respect and establishing shared values. Through listening and coaching we established an action plan that included key areas for development:-</p> <ul style="list-style-type: none"> <li>&gt; the environment including the indoor and outdoor space – to improve teaching and learning</li> <li>&gt; improving planning and timetabling</li> <li>&gt; positive relationships</li> <li>&gt; staff development.</li> <li>&gt; Through this the EYFS leader was able to establish herself and develop her team.</li> </ul>
What was the Impact of your support?	<ul style="list-style-type: none"> <li>&gt; Within 12 weeks Ofsted regarded provision as much improved and awarded a satisfactory grade to the unit</li> <li>&gt; Subsequent LA monitoring has since raised that appraisal to Good</li> <li>&gt; The school was taken out of Special Measures in November 2011</li> </ul> <p>“In a good lesson in the Early Years Foundation Stage, a colourful, interactive whiteboard program was well used to help children see and understand the key sounds they were learning. Planning is of good quality and ensures that work is well matched to most pupils' differing abilities. Teaching assistants are well deployed, particularly in supporting less able pupils. Behaviour in class is well managed.” Ofsted 11/11</p> <p><b>“The outdoor area in the Early Years Foundation Stage is much improved. Teaching assistants and other adults are deployed effectively to support learning and there is good evidence of their impact. “</b> <b>LA Review 6/12</b></p> <ul style="list-style-type: none"> <li>&gt; Clearly improved environment both inside and out- which is impacting on teaching and learning</li> <li>&gt; This is reflected in secure and improved data from last year in key areas of the curriculum including +7% reading, +3% writing, +2% number, +8% physical, +10% K&amp;U</li> </ul>