

EYFS / PRIMARY SLE PROFILE



LIZ PEACOCK

SLE designation (Date of designation & Teaching School)	<p>July 2012</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)	<ul style="list-style-type: none"> > Teaching and Learning > Assessment, tracking pupil progress and data analysis > Mentoring and Coaching 												
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>As a Leading Teacher and “The Head of School” in a NSS I have undertaken school improvement work in a number of local and neighbouring schools over the last four years. Most recently from January 13, I was deployed for 2 terms in a primary school situated within Tameside LA. The focus of the support involved coaching the SLT to improve the quality of teaching and learning across school as well as support the mathematics lead to develop his leadership skills. The key aspects of this role focused on developing the skills set of the DHT as well as the middle managers in order to coach colleagues, raising the profile of active pupil engagement.</p> <p>Through the use of mentoring and coaching strategies within the team, I helped develop their role as “leaders of learning”; carrying out joint lesson observations and constructive feedback. I worked closely with the DHT to identify areas for improvement and collaboratively drew up an action plan to address the needs.</p> <p>I have also supported schools within Bolton LA – again focusing upon developing leadership capacity linked to Teaching and Learning and I have worked alongside Mathematics subject leaders, developing their role through coaching.</p>												
What was the Impact of your support?	<ul style="list-style-type: none"> > improved leadership capacity within the team with improved self evaluation and accountability > increased subject knowledge and how to lead Mathematics through the school > quality of teaching had improved during the support period as noted by Ofsted and Bolton LA: ‘Current leaders have demonstrated the capacity to improve the school. There is evidence of sustainable improvement in teaching and learning.’ Ofsted February 2012 <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #4CAF50; color: white;"> <th>Maths</th> <th>December</th> <th>February</th> <th>May (SAT)</th> </tr> </thead> <tbody> <tr> <td>% L4+</td> <td>33%</td> <td>64%</td> <td>89%</td> </tr> <tr> <td>% L5</td> <td>3%</td> <td>11%</td> <td>17%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> > Collaborative planning embedded in the team > Sustainable systems embedded across the team leading to a sharper focus on teaching and learning > Greater awareness of how data can be used to inform daily teaching, interventions and focused improvement. 	Maths	December	February	May (SAT)	% L4+	33%	64%	89%	% L5	3%	11%	17%
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