

EYFS / PRIMARY SLE PROFILE



STEPHANIE GREGORY

SLE designation (Date of designation & Teaching School)	<p>February 2016</p> <hr/> <p>Ladywood Teaching School</p>
Current School (LA or Sponsor)	<p>Red Lane primary School Bolton Local Authority</p>
Recent OfSTED judgement (Overall and Leadership)	<p>Ofsted 2012</p> <hr/> <p>Overall: Good Leadership: Good</p>
Context of School	<p>Red Lane Primary is a larger than average-sized primary school. Most pupils are of White British heritage. The proportion of pupils who are supported by the pupil premium is well above average. Most children start school with much lower skills that are typically expected for their age.</p>
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<ul style="list-style-type: none"> > Early Years: <ul style="list-style-type: none"> > Observation, assessment and planning > The role of the adult > Curriculum > English: <ul style="list-style-type: none"> > Reading > Writing > Speaking and Listening > Spelling and grammar > Phonics > Closing the gap: <ul style="list-style-type: none"> > Intervention planning > Eiklan training > Language through listening, Nursery and Reception Narrative > Teaching assistants and support staff: <ul style="list-style-type: none"> > Training and appraisal > English as an Additional Language: <ul style="list-style-type: none"> > Provision for pupils with EAL > NQT support > NQT mentor and Student mentor as part of Ladywood Teaching Alliance
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>Within my own school I have established and developed an Early Years Team. I used to skills of coaching and facilitation to help other colleagues to find solutions to issues that are arising within the setting.</p> <p>I have also had the privilege to support another school within the authority that had been given the grade of inadequate from a Local Authority inspection. I helped colleagues in the school to devise an action plan with key goals and a strict timeframe to achieve these within a manageable timeframe. This support also included developing relationships, aspirations, trust and collaborative working.</p> <p>I have supported an English Leader who is new to the post, ensuring that the curriculum is in line with new National Curriculum expectations.</p> <p>I have supported Early Years teaching staff and teaching assistants during training sessions in phonics and spelling.</p> <p>I led a whole- school initiative about closing the gap and worked together with the SENCO in school to devise action planning to ensure that children receive quality interventions in school.</p> <p>I have worked in collaboration with other members of staff to reflect on provision for INA's and EAL pupils in school to ensure that they all make progress. This support included using visual strategies and vocabulary development.</p> <p>I am currently an NQT mentor and have supported students from Schools Direct and PGCE placements in school. This support included planning, assessment and modelling to ensure all pupils make progress.</p>

**What was the
Impact of your
support?****> English and Phonics**

I have developed other staffs knowledge and confidence when making progress which meant that 82% of pupils passed the phonics screen in year 1.

> Early Years

Ofsted report 2014- "Achievement throughout the school is good and some is outstanding, particularly throughout Nursery and Reception. Pupils in Nursery and Reception are taught very well. This is because staff plan activities based on a strong understanding of the needs of children and the skills that they need to develop". "The outdoor environment is used very well to develop pupils' language, early writing and problem solving skills".

Local Authority Review, July 2015- "Strong Leadership from the acting Early Years lead has motivated staff team who has maintained levels of energy and enthusiasm to improve quality in the EYFS".

"The acting EYFS lead has demonstrated strong leadership support and development of the team".

> NQT Support

The school currently has the capacity to support 5 NQT's in school and has frequent teaching placements in school.