

## EYFS / PRIMARY SLE PROFILE



## FALLON TRAINOR

<b>SLE designation (Date of designation &amp; Teaching School)</b>	<b>April 2017</b> Ladywood Teaching School Alliance
<b>Current School (LA or Sponsor)</b>	The Oaks Primary School Bolton Local Authority
<b>Recent OfSTED judgement (Overall and Leadership)</b>	Overall: Outstanding Leadership: Outstanding
<b>Context of School</b>	The Oaks is a one form entry primary school. The large majority of children are predominantly White British background, with the percentage of children with special educational needs and disadvantaged children well below the national average. We follow a project based curriculum with an ethos of 'Bringing Learning to Life' through the use of a range of tools from our 'Teachers Toolkit'.
<b>Particular area(s) of Expertise/ Strength (please show supporting data/ information)</b>	<ul style="list-style-type: none"> <li>&gt; Maths</li> <li>&gt; Reading</li> <li>&gt; Closing the Gap – Interventions and Provision Mapping</li> <li>&gt; PE</li> <li>&gt; Teaching &amp; Learning</li> </ul>
<b>How have you supported other schools or middle leaders and senior leaders in your own school?</b>	<p>As Maths Lead, I have led significant improvements over the last 5 years, transforming it from a subject that was achieving results below English, to it being a real strength of the school, with sustained improvements in results from 2012 onwards.</p> <p>I have supported the Maths Lead in another school, making sustainable improvements in maths leadership. I modelled and supported good procedures to use when being a subject leader through the triangulation of data; using learning walks, assessments, book and planning scrutinies.</p> <p>I have supported 2 local high schools in developing their understanding of the Primary Maths Curriculum, ensuring that the standards expected in Primary Education continue into KS3 and beyond. I have implemented and led systems on a new reading scheme in lower KS2 in order to bridge the gap between KS1 and KS2 reading.</p> <p>I have successfully supported leaders in other schools focusing upon developing leadership capacity linked to Teaching and Learning. I have provided leadership support in improving the quality of teaching and learning with a focus on real life writing. I have also led staff to introduce a cooperative learning approach to teaching and learning. I modelled excellent practice, led staff meetings and coached staff, leading to a change in mind-set, resulting in improved practice.</p>
<b>What was the Impact of your support?</b>	<ul style="list-style-type: none"> <li>&gt; Improved Maths Leadership capacity in other schools.</li> <li>&gt; Improved Maths SAT results.</li> <li>&gt; Smoother transition between KS2 &amp; KS3.</li> <li>&gt; Improved reading ages of children in KS2 – In Year 3, there was an increased class reading age from 7:6 (July 2015) to 9:3 (April 2016).</li> <li>&gt; Sustainable systems embedded across the team, leading to a sharper focus on teaching and learning.</li> </ul>