

SECONDARY SLE PROFILE



MELISSA WRIGHT

SLE designation (Date of designation & Teaching School)	April 2017 Ladywood Teaching School Alliance
Current School (LA or Sponsor)	Mount St. Joseph Secondary School Bolton Local authority
Recent OfSTED judgement (Overall and Leadership)	Overall: Good Leadership: Outstanding
Context of School	<p>Mount St Joseph is an oversubscribed Secondary School, with just over 900 pupils on role. It has well above average numbers of pupils who are eligible for additional pupil premium funding. The proportion of pupils from minority ethnic backgrounds is above average, with most of these pupils speaking English as an additional language.</p> <p>“The Head Teacher and other leaders are passionate about the care and success of pupils.” “Students enter school with attainment that is well below that national average and with low levels of literacy. By the end of Year 11 the proportion of students gaining at least five GCSE’s at grade C or above, including English and mathematics is well above national average.” “The proportion of students supported by pupil premium and of others making expected progress, including English and mathematics are above national average.” Ofsted 2014</p>
Particular area(s) of Expertise/ Strength (please show supporting data/ information)	<p>History - As a Head of History (2008 – 2016) I made dramatic improvements in performance (starting point 27%A* to C in 2007 from 2009 exceeding national average for five years consecutively). A significant area of improvement has included the level of performance of A* - A, which has often well exceeded national average.</p> <p>Most Able - In the role as a Lead Practitioner (2013 – 2016) I have led improvements, in performance, of ‘most able’ pupils across school. Developing a support initiative for pupils (Inspiring Futures) which has been adopted by schools within and beyond the borough.</p> <p>Teaching and Learning/ CPD - In my current role, as Head of Teaching and Learning, I have developed and delivered a broad and robust programme of CPD for colleagues across school, and to other schools (Harper Green and Leverhulme Academy). This has included developing existing and current pedagogical theories, to facilitate teaching and learning progressing. I also currently work with a number of schools, in the Greater Manchester Authority, as a lead practitioner for SSAT, supporting the implementation of a national programme designed and led by Dylan Wiliam on formative assessment. In addition, I have directly supported teaching staff who have been required to make improvements in their performance, ensuring accurate evidence is collated to support “critical conversations.” Furthermore, I have been accredited by Olevi, having completed the Outstanding Facilitator Programme.</p> <p>Literacy - I now lead on Literacy whole school, ensuring literacy skills are embedded across all departments, deploying a robust and unified approach to planning, marking and feedback. I have also implemented strategies which support teachers evidencing the progress, explicitly in literacy, made by pupils over time.</p>

<p>How have you supported other schools or middle leaders and senior leaders in your own school?</p>	<ul style="list-style-type: none"> > I have planned, resourced and delivered whole school professional development sessions, which have been reflective of whole school targets, as well as, meeting the needs of individual teachers. In addition, I have helped to develop the leadership skills of middle leaders in a coaching role, through their delivery of training sessions. > I have line managed middle leaders, supporting their development of provision for NQTs and School Direct. > I have mentored and monitored staff on informal and formal improvement support packages, ensuring that effective support has been in place to assist improvement in performance, whilst also collating detailed evidence of their practice over time. > I have coached Heads of department for History at Harper Green and Leverhulme Academy (Rivington & Blackrod), supporting their development of curriculum and more collaborative approaches to teaching and learning. > I am a lead practitioner for SSAT ensuring the effective implementation of a two year programme of formative assessment, developing whole school CPD in three schools in Greater Manchester. > I have worked collaboratively across the local authority in the History Hub and South Cluster Teaching and Learning Hub to develop and share good practice.
<p>What was the Impact of your support?</p>	<ul style="list-style-type: none"> > Mount St Joseph has a well-developed training programme for the development of pedagogy and practice, which is well planned and resourced using technology such as eplanning and IRIS. The standard of Teaching and Learning, can be measured through thorough quality assurance, which consistently shows clear evidence of continued improvement. Staff feedback also consistently reflects their value of the CPD. > Through the development, support and progress of literacy whole school, at Mount St Joseph, literacy is 'visible' in the delivery of lessons. Teachers are more confident in their ability to explicitly support a broad range of literacy skills during lessons. Teachers are also well supported, through unified resources, to drive progress in literacy through effective marking and feedback. > Effective coaching, of lead practitioners, has resulted in them leading teams and providing effective provision for more able pupils and pupils eligible for pupil premium funding, which has contributed to the continued rise in the levels of progress made by pupils. > The Heads of Department I have supported in Harper Green and currently Leverhulme Academy, have made significant improvements in the quality of teaching and learning and pupil outcomes. This has resulted in teachers working more collaboratively in their approach to planning, teaching, marking and feedback and making progress explicit. > Senior Leaders I currently support, through the SSAT programme have developed robust whole school training, which has made significant improvements in the effectiveness of teaching and learning across their schools.