



Alliance
for Learning

BRIGHT FUTURES EDUCATIONAL TRUST



Specialist Leaders of Education (Early Years / Primary)

Specialist Leaders of Education

Area	Name
Art	Julie Lee (<i>currently awaiting SLE profile</i>)
Early Years	Johanna Brinkworth (<i>currently awaiting SLE profile</i>) Alison Dean Jill Dring Sayeh Mariner
English	Alison Bolton (<i>currently awaiting SLE profile</i>) Amy Burkes Gillian Corker Nichola Wiggans (also Leader of Curriculum)
DT	Amy Chambers (<i>currently awaiting SLE profile</i>)
Finance	Edward Vitalis
Geography	Christopher Kirk (<i>currently awaiting SLE profile</i>)
History	Charlotte Clayton (<i>currently awaiting SLE profile</i>)
HR	Lynette Beckett
ICT	Anna Black
Marketing & Communications	John Brennan
Maths	Dianne Ellithorn Fiona Hagsharfi Komal Asani John Lamb Gemma Lavelle Victoria McDermott Laura Taylor Yvonne Trimble Hayley Wood
PE	Kim Chambers (<i>currently awaiting SLE profile</i>) Michael Price Claire Whittaker (<i>currently awaiting SLE profile</i>)
PSHE	Sarah Ker Megan Wrigley (<i>currently awaiting SLE profile</i>)
SEN/Inclusion	Corinne Wilkinson
Teaching & Learning	Sarah Rostron

Early Years

Name	Jill Dring
Current School (LA or Sponsor)	St Bede Primary Academy, Bolton
Context of School	St Bede Primary is a large 3 form entry urban Church of England Primary Academy, just below national average for FSMs, with a growing number of EAL children. It is well above national standards at end of KS2. Foundation stage is acknowledged as being outstanding by both Ofsted and the Local Authority. The Academy was awarded Teaching School status in 2014 and specializes in support within the Early Years. All units in school are led by non-class-based Assistant Headteachers, who run their units like small schools (FS, Lower School and Upper School). The Academy's strengths include: distributed leadership, outstanding teaching and learning (Ofsted, December 2009), AfL, Assessment, data and pupil tracking, SEN, ICT (both classroom and technical support), EYFS, safeguarding procedures and finance together with general "back office" admin support.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p><u>EYFS and SEN</u></p> <p>I have led Early Years Foundation Stage units for the past ten years and have been responsible for developing practice to an 'outstanding' standard in both of the schools I have taught in. I have been a SENCO for six years and have completed the National Award for Special Educational Needs Co-ordination. I became a Foundation Stage Co-ordinator during my NQT year at Cheetham CE Community School, building an early years team from scratch, and have gone on to become Assistant Head with responsibility for the EYFS, and SENCO, at St Bede CE Primary. Both roles have involved directing CPD, leading performance management, observing and monitoring teaching and learning, curriculum development and responsibility for attainment and progress. I have driven forward new initiatives and enthused other members of staff through weekly training, staff meeting input and visits to inspiring settings. I have enabled teachers to take on further responsibilities and have coached and mentored both experienced teachers and NQTs. As OFSTED commented, I have had a significantly positive impact within my current school and provide an exemplary model for other staff.</p> <p>Within the Early Years specifically I have developed innovative planning and assessment strategies, have created exemplary learning environments and have supported staff to develop effective routines and outdoor play environments. I have also created specific Early Years policies and provided numerous training sessions. Most recently I have been developing our work with schemas, the Leurven scales for Well-being and Involvement, and 'learning stories' as a method of documenting learning.</p> <p>Within my remit as SENCO I have developed provision mapping throughout the school and have done a great deal of work focusing on children with Behavioural, Emotional and Social Difficulties.</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	Over the past three years I have supported numerous settings as an Early Years SLE. I was identified as a 'Lead Practitioner' for Bolton Local Authority, hosted professional development visits to our school, and organised cluster meetings and cluster visits to training centres across the country. I have also observed practice in other EYFS settings in Bolton and Wigan and have offered structured support and guidance, including staff training, planning meetings, action planning and reciprocal visits to observe our practice. I have delivered a range of training sessions for Bolton Local Authority, including 'The Key Person System' and 'Transition from Private Settings to Schools,' and have designed and delivered a workshop for an NAHT conference focusing on our school's involvement in the 'Every Child a Talker' programme. I have taken part in diagnostic assessments for local schools, providing reports and action plans to raise standards in the EYFS and for SEN children, and have developed good links as a consequence. I have also been involved in the area management of private day nurseries and 'out of school club' settings. Prior to my maternity leave last academic year I supported four separate Reception classes within Manchester, Bolton and Oldham to mentor and develop the practice of the Early Years leads.
What was the Impact of your support?	The settings that I have supported have recognised the value of my input through positive evaluations, excellent feedback to the Local Authority and AGGs, and continued supportive links. A number of supported schools have also been upgraded by Ofsted to good from Requires Improvement.

Early Years

Name	Sayeh Mariner
Current School (LA or Sponsor)	Essa Primary Academy
Context of School	<p>Essa Primary School is a two form entry school with pupils aged between 4-11 years. The school has a high proportion of FSM compared to Bolton. The proportion of children from ethnic minority groups is well above average with 71% of children learning English as an additional language, significantly higher than the national average. There are 36 different languages spoken across school. 12% children receive SEND Support. Recently, we have had an increase in children arriving with complex special needs.</p> <p>At 42%, mobility is well above average and a significant challenge for the school. In 2017/18, we admitted 25 INAs with little or no experience of schooling. Due to the high level of INA uptake, the school has created an INA classroom using the EYFS framework principles to support the children to access the learning in class with their peers. Demographics for the local area show that 91% of our children are living in households classed as income deprived. 29% of those are in the lowest 10% of deprivation.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p><u>Early Years</u></p> <p>I have been an EYFS Lead for over 4 years and in that time I have transformed the setting to achieve a 'good' OfSTED judgement in June 2017. I strive for excellence in early years in my own setting but also in the influential role I hold leading year 1. I have developed a strong, successful and highly effective team with a shared understanding of current and best practice of how young children learn. Data and assessment leads the planning, teaching and learning to effectively increase engagement, ensure better than typical progress and raise attainment of all pupils. Outstanding rates of progress have been sustained and there has been an upward trend in GLD figures over the past 4 years.</p> <p>I have developed strong, inspiring practice in creating highly stimulating and engaging learning environments based on children's interests and knowledge of assessment data to achieve best outcomes for all. I have delivered a variety of CPD sessions to early years and the whole school based on quality interactions, effective continuous provision and phonics.</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I have built strong links with LA advisors and consultants including Anna Lucas (LTCL). I have hosted a number of CPD events at our school using our early years setting as an example of high quality outstanding provision. This has allowed many other schools to visit and a number have returned to bring their teams and seek further advice and support for setting up a natural, language rich environment with communication at its heart. LA and DfE advisors have also recommended our EYFS setting as a source of support to many schools looking at developing their indoor and outdoor provision. Support has been given to a number of schools since 2016 and feedback has been extremely positive.</p> <p>I have supported middle leaders in year 1 to establish a new enquiry-based approach to teaching and learning building on effective practice from early years. The approach enables children to continue learning through effective enabling environments and high quality provision, following their own interests with clear objectives from the National Curriculum.</p>
What was the Impact of your support?	<p>In 2017-18, I embarked on a Raising Boys' Attainment project with Bolton LA. The impact of this is clear in profile data; through sharing ideas with other settings and building on current practice, boys' GLD outcomes in 2018 were above both local and national figures.</p> <p>Staff are positive in their feedback about the support I have offered. Through effective use of coaching strategies, I always work collaboratively with staff to support teaching and learning and empower others to develop their early years practice.</p>

English

Name	Mrs Amy Burkes
Current School (LA or Sponsor)	Bedford Hall Methodist Primary School, Wigan –part of Acorn Academy Trust
Context of School	<p>The school serves a mixed catchment area. As it has grown in popularity so has its stability (2015: 89.4%). The school has been oversubscribed for the last few years. The school is in line with the national on IDACI score (0.24). ACORN data shows 39% of pupils are from hard-pressed families. 78% of pupils are from hard-pressed or moderate means families. Now lower than the national average, the percentage of children on free school meals (FSM) has decreased over the last 3 years. However, school feels the FSM agenda for Reception and KS1 has significantly impacted on the number of parents applying for Pupil Premium so this percentage may not be a true reflection.</p> <p>Since Nursery moved on site in 2012, there has been more continuity with the children moving from our pre-school into Reception. This continuity has also impacted on Reception data with a rise in the number of children achieving a good level of development (GLD) in the last 4 years.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>English specialism and Teaching and Learning. I have a Master’s Degree in the teaching of English.</p> <p>Before starting at Bedford Hall, I worked for National Strategies as a Primary English Teaching and Learning Consultant for St. Helen’s local authority. Within this role I provided bespoke support to schools within the authority around the teaching of English (reading and writing) and supported schools through providing senior leadership teams and subject leaders with strategies for raising standards. I provided training open to all schools in the authority based around the English curriculum and on initiatives such as Talk for Writing. I also led and organised subject leader training and managed and trained Lead Teachers within the authority to deliver key programmes such as Every Child a Writer (ECaW). The impact on standards for schools partaking in the ECaW programme was extremely positive and St. Helen’s were asked to share their good practice with other local authorities.</p> <p>Within my role as SLE, I have supported English Leaders within their role – through action planning and determining whole school priorities and have also introduced and implemented a whole school Guided Reading system. I have supported leadership teams with monitoring, evaluation and assessment tools so they can measure the impact of teaching and learning. I have always received positive praise on the impact this support has had on whole school, consistent practice.</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>During my time at Bedford Hall, I have driven teaching and learning and effective assessment procedures within school and shared good practice with other local schools. As Teaching and Learning Lead I have provided coaching and mentoring to staff in the delivery of English and have redesigned the English Curriculum within school to raise standards in English. Reading and Writing attainment is high across school as a result of this. In the 2016 SATs results 83% of children achieved ARE in SPaG and 27% achieved greater depth ; 90% achieved ARE in Writing - with 27% achieving greater depth; 70% achieved ARE in Reading with 20% achieving greater depth. Progress measures within English are also above the national.</p> <p>Within my role as Headteacher I have led cross-school moderation and have been a trainer and moderator for the Lowton, Leigh and Golborne consortia (made up of 26 local schools). I have provided training for the LLG on English for NQTs and teaching assistants. I have also shared good practice with LLG headteachers’ by sharing our school’s practice on ‘Growth Mindset’ through a presentation at Headteachers’ conference. This is an initiative I had led and embedded in our school’s practice.</p>
What was the Impact of your support?	<p>The impact of my support has led to consistency in good practice within my own and other schools.</p> <p>I have upskilled senior leadership teams to ensure they have the necessary skill sets to ensure effective teaching and learning is in place which is sustainable and the impact measurable. I have been recommended to other schools by senior leaders to provide bespoke training to help address specific areas of focus within English and Teaching and Learning. My work has always been held in high regard, especially within the local schools’ consortia.</p>

English

Name	Gillian Corker
Current School (LA or Sponsor)	St. Chad's Catholic & Church of England High School
Context of School	<p>St Chad's Catholic and Church of England High School is a coeducational secondary school and sixth form in Runcorn, Cheshire. There is a high percentage of students in this area of Halton that come from disadvantaged backgrounds and the percentage of students with a PP entitlement is 50%. Previously St Chad's was a Roman Catholic voluntary aided school, but after Phase II of a new building programme began in the summer of 2008, the school reopened in 2009 as a joint-faith Roman Catholic and Church of England voluntary aided school administered by the Roman Catholic Diocese of Shrewsbury and the Church of England Diocese of Chester. The school was placed into special measures in September 2014 but has since moved to RI and is on a continuing journey to good.</p> <p>There are currently 735 students. The school has a sixth form.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>I have successfully managed and led English departments in three schools where outcomes were improved and, in two cases, the departments were re-established as curriculum areas where the teaching and learning was enhanced, results improved and staff morale was restored.</p> <p>In my current school every aspect of the department required improving: schemes of learning, delivery of assessments, data management, intervention, CPD, teaching & learning. Since September 2015 the team have shown commitment that has led to successful outcomes for our students. I lead by example and have the emotional intelligence that supports others and allows them to flourish and take on additional roles and responsibility. Building the capacity for leadership in a team is a strength of my leadership.</p> <p>I am also the lead teacher for primary liaison, literacy across the curriculum and I also manage the LRC (Learning Resource Centre).</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>As a leader and manager of a core subject I have the capacity to think strategically and to deliver results through well-managed and highly-organised, effective systems and improvements. I have worked effectively with other Curriculum Team Leaders, have coached and mentored other middle leaders and have supported newly-appointed CTLs.</p> <p>I am regularly asked to join SLT meetings to share ideas and offer suggestions that aim to improve areas across the curriculum.</p>
What was the Impact of your support?	<p>Along with improved results for our students over the past three years, a number of the English team have been successful in gaining promotion or achieving success when applying for additional roles in the school. I regularly receive positive feedback from staff who have sought my advice and guidance.</p>

English

Name	Nichola Wiggans
Current School (LA or Sponsor)	Heathfield Primary School
Context of School	<p>Heathfield School is a community primary school located approximately two miles south west of Bolton town centre in a diverse, multi-cultural area. We currently have 274 pupils on roll from age 2-11.</p> <p>56% of our pupils are from a range of minority ethnic groups, and 45% of our children do not have English as their first language. In fact, there are currently 22 different languages spoken throughout the school. The percentage of children on the special needs register is above national average at 25% and we class 28% of our pupils to be disadvantaged due to economic factors.</p> <p>All staff are passionate in their commitment to our mission statement; Learning together, learning for life.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Curriculum: Part of my role is to ensure pupils have access to a broad and engaging curriculum. In order to do this effectively, I supported staff to develop the skills for accurate subject-specific self-evaluation. This enabled individual staff members to identify areas for improvement. Effective coaching and mentoring supported staff to write action plans which drove improvement at the school.</p> <p><i>Ofsted (2017) stated, "The middle leadership team are keen to make an important contribution to driving further improvements."</i></p> <p>Learning: Part of my leadership role is to teachers to develop their own practice. Our Ofsted inspection report in 2013 stated that, 'Some teaching requires improvement to be good.' With the use of a range of monitoring opportunities in school it was recognised that pitch, with a particular focus on assessment materials, subject knowledge and pace were as priorities. I worked with other members of SLT to develop teaching strategies such as: questioning to illicit understanding and move learning on; the use of assessment information to closely match learning to the needs of pupil. Time was also dedicated for subject leaders to deliver CPD to support the development of subject knowledge. Furthermore, consolidation and the sharing of good practice was facilitated by the triads that operate in school.</p> <p>The success of the approach is demonstrated in our current Ofsted inspection report (2017). The report stated, 'Teachers effectively balance the time they need to listen in lessons with the time they need to apply. They also use assessment knowledge well to match work precisely to the needs of pupils.'</p> <p>English: I took on the role of English subject lead in 2016. SPAG was a priority for us last year. I worked closely with one of our middle leaders to implement a system for spelling that would support staff in the delivery of spelling, which ensured progression for our learners. 2017 SPAG data increased by 22% and is now above the national average.</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I have had the opportunity to work with middle leaders to grow their own leadership capacity in their own subject areas. With the use of coaching and mentoring, I was able to support staff to develop systems to evaluate subject areas and generate effective development plans.</p> <p>I have been a writing moderator for Bolton LEA since 2014. This role requires me to support authority-wide CPD events, as well moderate individual schools. In the last academic year, I was assessed by STA in my role as moderator. The assessor remarked that the process was highly-professional and through and that guidance and support were offered when required to support colleagues.</p> <p>I have recently been part of a project I am working with another member of SLT to integrate growth mindset principles into the curriculum of three other schools.</p>
What was the Impact of your support?	<p>Middle leaders have the confidence to lead their subjects. They know what they are doing well, but are also able to identify what they need to do to secure further improvements.</p> <p><i>Ofsted (2017) stated, "The middle leadership team are keen to make an important contribution to driving further improvements."</i></p>

Supporting at LEA wide CPD events and moderating at individual schools, has enabled me to support school leaders to identify ways in which they could change systems and practice to improve pupil outcomes.

Whilst in the early stages of implementation, all three schools have strategic plans in place to integrate these practices throughout their schools.

Name	Anna Black
Current School (LA or Sponsor)	St Bede C of E Primary Academy
Context of School	St. Bede is a larger than average primary school, which serves an area of below average economic circumstances in Bolton. The proportion of pupils from minority ethnic backgrounds is broadly average. The percentage of pupils eligible for free school meals is lower than average, as is the percentage with special educational needs and/or disabilities.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Raising standards</p> <ul style="list-style-type: none"> *End of KS2 Maths: 100% *Highest % receiving EXS at end of KS1 (87% in Reading and Maths) *Phonics screening from 55% to 85% <p>Subject leadership and management</p> <ul style="list-style-type: none"> *Fully embedded whole school creative curriculum featuring independent learning. *Ofsted stated, 'Within this outstanding picture, the provision, teaching and learning opportunities in information and communication technology stand out and is second to none...Pupils understanding of dangers relating to new technologies is exemplary...Teachers and pupils use new technology extensively to enhance learning.' *University Primary School of the Year Award. <p>Teaching and learning</p> <ul style="list-style-type: none"> *Received 'Outstanding' grading for two Ofsted inspections and three SIAMS inspections. Consistently achieve 'Outstanding' during school lesson observations.
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>Bolton Local Authority Learning Platform Lead Teacher</p> <p>This role involved providing intensive and personalised support to ten schools within Bolton LA. With a senior leader of each school I:</p> <ul style="list-style-type: none"> • Looked at the current situation and formulated the next steps. • Set achievable targets with measurable impact. • Monitored progress and reviewed as necessary. • Support included: one to one sessions with staff, whole staff training sessions, technical support and also the delivery of pupil sessions. <p>National Support School</p> <p>I was deployed as part of the Senior Leadership Team to complete 'Deep Dives' at two schools. This involved observing teaching and learning, interviewing members of staff and creating a report which provided the school with suggestions on how to move forward in the short, medium and long term. By maintaining links with one of these schools, I have since further supported their staff in developing their teaching and learning with a focus on assessment and behaviour. This included inviting members of the senior leadership team and NQTS to observe outstanding teachers within our school.</p> <p>SLE: School 1</p> <p>I have been deployed by Bolton LA to raise standards in teaching and learning in a school rated 'Satisfactory' at their latest Ofsted. This involved working closely with the curriculum coordinator to develop her TLR role within the school. An initial meeting with the Head Teacher indicated areas for development and an action plan was drawn up and shared with staff. The role included conducting pupil interviews, leading planning sessions with teaching staff, supporting staff meetings, scrutinizing planning and organising observations of outstanding teachers at other settings.</p> <p>School 2</p> <p>I recently supported a school from Oldham LA for three terms with a target of raising standards in reading. This involved meeting with the Deputy Head to create a reading action plan for the school, creating a reading policy, arranging observations of outstanding guided reading sessions, providing support at staff meetings, researching and booking cpd.</p> <p>School 3</p> <p>Working with a school within Bury LEA with a focus of raising capacity of a middle leader in</p>

	<p>order to improve standards of teaching and learning. This role involved conducting joint lesson observations of staff, introducing new initiatives to raise standards in teaching and learning, monitoring progress, delivering phase meetings and moderation.</p> <p>School 4 Ongoing work with a school within Bolton LA to strengthen the work of middle leaders in the area of subject leadership and build capacity.</p>
<p>What was the Impact of your support?</p>	<p>Bolton Local Authority Learning Platform Lead Teacher ‘No School left behind’ – all Bolton primary schools now have VLEs which are used for teaching and learning thus improving standards across the curriculum. ‘Learning anytime, anywhere’ – all children attending primary schools within Bolton have access to learning activities wherever there is an internet connection.</p> <p>Bolton LA reported that the support has:</p> <ul style="list-style-type: none"> • Improved pupil and staff ICT skills. • Renewed enthusiasm and motivation towards homework thus resulting in an increased return. • Increased parental involvement in child’s education. • Improved collaboration and community cohesion. • Encouraged independent learning. • Increased confidence in both peer and self-assessment. <p>National Support School School 1: Used short, medium and long term targets off ‘Deep Dive’ report to formulate School Development Plan. School 2: Improved use of AfL strategies throughout the school.</p> <p>SLE: School 1</p> <ul style="list-style-type: none"> • Professional development of curriculum coordinator (she has now been successful in gaining a role as Assistant Head teacher) • Improved learning environments throughout the school. • High quality, consist planning now in place. • Increased inclusion of independent learning activities in Foundation subject lessons. • Improved teaching standards. • Ofsted RI to Good <p>School 2 Y1 Phonics = 100% KS1 L2+ = 96.7%, L3 = 43.3% KS2 L4+ = 93% L5+ =62% KS1-2 2 levels progress = 93%</p> <p>School 3 Lessons consistently graded as good or better Ofsted RI to Good</p> <p>School 4 Increased capacity of middle leaders</p>

Marketing & Communications

Name	John Brennan
Current School (LA or Sponsor)	Flixton Girls School/other contracts
Context of School	John is Director of Marketing and Communications and has overseen a rise the in the popularity of the school with entry for September 2015 being well oversubscribed.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<ul style="list-style-type: none"> • School Vision Development • Brand Development & Implementation • Strategic Marketing • Stakeholder Engagement & Communications • Community Consultation • PR & Media Management Advice & Training • Social Media Advice & Training • Customer Facing Staff Training • School Business Development • Alumni and Fundraising Development
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>John has supported a number of schools from all across the spectrum in his 20 year career in education marketing including:</p> <ul style="list-style-type: none"> • Academy “chain” schools • Converter Academies • Studio Schools • Independent Schools (day and boarding) • Special needs schools • Single sex schools • Grammar schools <p>At FGS, John sits on the Senior Leadership Team and Extended Leadership Team (for middle leaders) and as well as being responsible for his own strands of work, he supports colleagues in making the overall school offer as true to the schools’ founding principles as possible.</p> <p>In other schools, John advises Senior Leaders on developing brand loyalty from all stakeholders and applying a “marketing” viewpoint on all school activities.</p>
What was the Impact of your support?	<ul style="list-style-type: none"> • Improved marketing management • Better community reputation • Increase in student numbers • Value for money budgeting • Improved systems and processes

Maths

Name	Dianne Ellithorn
Current School (LA or Sponsor)	Woodbank Primary School, Bury
Context of School	<p>The school was last inspected in April 2016. It was judged as GOOD. Woodbank is an average sized primary school. SAN is 40 and therefore there are some mixed age classes.</p> <p>The number of pupils with SEND is above the national average at 20% and those with EHCP is above average at 2.5%. We pride ourselves on being a well-respected, inclusive school.</p> <p>The school is located in a mixed catchment area, with both private housing and two council estates feeding into the school. The nature of the school intake has changed over the last four years with more families from low incomes moving into the area.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>SLE for Maths</p> <p>Teaching for Mastery (NCETM Mastery Specialist and MaST)</p> <p>NCETM Accredited PD lead for Primary Maths</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Led lesson studies and TRGs (teacher research groups) • Maths CPD in own school, supporting teachers and TAs to develop subject knowledge. • Lesson observations and book scrutiny • Contributed to school development plan, and strategic action planning and then evaluated impact.
What was the Impact of your support?	<p>Teachers expressed an increase in confidence and enjoyment of teaching maths.</p> <p>Children enjoyed maths lessons more.</p> <p>End of key stage results improved, and was verified by external moderation.</p> <p>Lesson observations by senior leaders saw higher quality of teaching and learning.</p> <p>Book scrutiny by SLT showed more evidence of greater depth.</p> <p>Other schools have seen improvement in their outcomes following participation in Teaching for Mastery</p>

Maths

Name	Fiona Hagsharfi
Current School (LA or Sponsor)	St Mary's CE Primary School, Moss Side
Context of School	<p>Recently expanded from 1 form to 2 form entry primary school. In an area of high deprivation. Number of children eligible to claim FSM at 83% is well above average. Three quarters of children have English as an additional language. A well above average proportion of pupils join and leave the school within the school year. A significant proportion of pupils are refugees or asylum seekers. Children enter school with a very low level of attainment.</p> <p>Percentage of children achieving L4 above in English and Maths is above national average.</p> <p>Progress in Maths – top 7% of schools nationally. Progress in Reading – top 2% of schools nationally. Progress in all subjects - the school is in top 20% of schools nationally.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	Maths, CPD facilitation, Assessment, Enrichment, Enterprise
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Japanese lesson study, collaborative project with a cohort of Manchester primary schools. • Maths CPD, as well as providing INSET within my own school I have co-facilitated maths subject knowledge to a group of primary school colleagues. • I am accredited with the Primary PD support lead status. • Early Years audit and support for improvement of teaching and learning. • Singapore Maths Approach, I have undergone intensive training and individual research into these prescribed techniques and methods. I am leading the primary Singapore project in the North West as an SLE. • I am a member of the maths MSA core team. • Maths Education Strategy Hub, I am a representative on this key group as a maths primary SLE. • Writing Assessment Moderation, I was asked to support and moderate other primary schools in the Manchester primary school cohort. This involved working with colleagues to ensure quality assurance and consistency of approach amongst this collection of schools.
What was the Impact of your support?	<p>Teaching observations in Early Years now good at identifying strengths and weaknesses.</p> <p>Teachers able to identify key learning opportunities using lesson study model.</p> <p>As a result of INSETs high levels of pupil engagement in maths, staff are motivated to provide quality maths activities, colleagues' conversations around maths and interesting activities which are shared, have made an impact on maths results.</p> <p>St Mary's CE Primary School awarded TES award for the Best Primary School in Britain 2014.</p>

Maths

Name	Komal Asani
Current School (LA or Sponsor)	Heathfield Primary School
Context of School	<p>Heathfield Primary School is a single form entry school with pupils aged between 2-11 years.</p> <p>Since the recent expansion of other schools in the area, the competition for pupil numbers has increased. This has led to a changing dynamic within the contextual profile of the pupils attending Heathfield, as families have moved pupils mid-year and increasingly vacant places are going to pupils who are arriving as international new arrivals (INA).</p> <p>We have approximately 56% of our pupils from minority ethnic groups. This is an increase of 12% since 2017, which is much higher than the national average. 46% of our pupils do not have English as their first language; again, this is much higher than national average. The percentage of children on the special needs register is above national average at 25%. 17% of our pupils live in the 30% most deprived areas in England. We currently have 21% of pupils who are eligible for free school meals, however we suspect this is higher. Last year, we had taken in 22 new pupils from Sept to May, 36% of these were INA. There are currently 22 different languages spoken throughout the school.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Assessment Lead – analysing school data and leading Pupil Progress Meetings to support wave 1 and 3 teaching. Implementing interventions to support children to close the gap and monitoring the impact of these.</p> <p>Curriculum Leader – developing a personalised curriculum for Heathfield Primary School based on the school context, taking into consideration locality and building on prior knowledge. Up skilling subject leaders to ensure they are able to lead their subjects confidently.</p> <p>Maths Lead – developing a maths curriculum that is demanding for the children to increase % of ARE and GDS across school. This consisted of working with a team to trial new strategies, deliver CPD sessions to staff and carrying out monitoring to support next steps.</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I have supported staff at Heathfield through the analysis of data. This has enabled SLT, teachers, subject leads and governors to identify next steps and plan this accordingly within the school budget. In addition to this, staff have received CPD sessions; subject knowledge, morning maths focuses, fluency, arithmetic and assessments. Having this strategic overview of maths provision at my school has enabled me to support other schools locally and outside the borough. I have worked with a group of maths leads in Tameside to develop their maths provision. This consisted of analysing data, creating an SDP, delivering CPD sessions and carrying out triangulation of monitoring. The impact of this work had been mentioned within their Ofsted Inspection as the schools moved from RI to Good.</p> <p>I have also carried out whole school teaching and learning reviews enabling me to think about the bigger picture. The review consisted of carrying out a triangulation of monitoring; learning walks, book checks, speaking to subject leads and looking at school data. Through this process, I was able to provide accurate feedback on what the school needed to do in order to improve further.</p> <p>I recently supported a school with developing their assessment systems. The school required further support with analysing data and setting ARE and GDS targets. The school had asked me to carry out a secondment. During the secondment, I introduced a new tracking system, delivered CPD sessions to SLT members to drive the strategic vision for assessment, devised bespoke interventions, implemented a structured approach to Pupil Progress impacting on appraisal targets and regularly met with the governing body. The impact of my work had been commented on within their next teaching and learning review and the school had asked to extend the secondment period.</p>
What was the Impact of your support?	<p>Maths provision in school is looking strong. In 2019, GDS data for KS1 and KS2 children is in line with National and Bolton expectations. In addition to this, other schools locally have asked for support with their maths provision.</p> <p>The curriculum at Heathfield supports children to build on prior learning, encouraging them to become active global citizens by the end of their primary education. Subject leaders and teachers</p>

are a lot more confident with teaching across the curriculum and this has had an impact on staff wellbeing.

Having had the opportunity to carry out a secondment, this enabled me to share good practice across both schools impacting on children, staff and governors. This approach has continued as both schools are in the same cluster.

Maths

Name	Mr John Lamb
Current School (LA or Sponsor)	Chorlton Park Primary School
Context of School	<p>This school is much larger than the average sized primary school. Approximately one third of all pupils are from White British backgrounds. Other pupils are from a range of ethnic and cultural backgrounds, the largest of which is Pakistani.</p> <p>The proportion of pupils supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.</p> <p>An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children who are looked after by the local authority, pupils known to be eligible for free school meals and those from service families. In this school, there are no children from service families.</p> <p>The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.</p> <p>The school has been a national support and teaching school since 2013.</p> <p>The school is federated with Old Moat Primary School, with which it shares the executive headteacher, who is a national leader of excellence. The Chair of the Governing Body is a national leader of governance.</p> <p>The school has recently become a Multi-Academy Trust.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Mathematics</p> <ul style="list-style-type: none"> • I am accredited with the Primary PD support lead status. • I have been a member of the Maths Chapter for the past 4 years – a group containing Maths Leads from all schools within the Chorlton cluster. This collaboration of schools has developed initiatives to embed the new curriculum. Initiatives include: the sharing and use of problem solving strategies throughout the member schools, Singapore teaching and learning, sharing of information resulting from the Shanghai teacher exchange and best practice regarding the improvement of reasoning skills. • I have undertaken three day intensive training for teaching of Singapore maths – Maths No Problem • I have participated in the Maths Hub Multiplicative Reasoning Course, which has led me to undertake and develop Lesson Study within my school. • I have developed, written and led a KS2 Maths Quiz across all cluster schools. • Level 6 Maths at Cheadle Hulme led by David Woolley • Bar modelling led by David Woolley
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I have led planning in Year 5 and Year 6 at my school, working alongside heads of year and heads of phase.</p> <p>In this role I have:</p> <ul style="list-style-type: none"> • Rewritten long term planning in order to reflect new curriculum and mastery approach • Supported both year groups in planning sessions – using my expertise and subject knowledge to both close the attainment gap and challenge the higher achievers • Collaborated with year group leads and year group teams to ensure lesson progression • Coached year groups so they can use a wider range of manipulatives when teaching children in upper key stage 2 • Observed lessons to ensure pitch is at the right level • Used my knowledge of mastery to change lesson structure – starting lessons with an anchor task that will link to topic. • Shared resources, such as NCETM Mastery document to ensure children have opportunities to reason and show depth of understanding

	<p>I have also led staff training in problem solving, variation and setting appropriate challenge.</p>
<p>What was the Impact of your support?</p>	<ul style="list-style-type: none"> • All staff are using a range of problem solving strategies. • Greater use of new resources – Mastery, White Rose – to give children opportunity to challenge and reason. • Stronger links between topics seen in planning and teaching sequence. • Greater confidence in year 5 and year 6 teams when delivering maths. • Greater levels of consistency across classes in year groups. • Children shower better reasoning skills and accessing activities to show greater depth of understanding. • Planning sessions contain deeper conversations between members of staff – professional dialogue has improved. <p>Staff said:</p> <p>“I feel more confident identifying links and explaining these to my class.”</p> <p>“It has been valuable working with someone with expertise in the subject.”</p> <p>“Teaching for mastery has become clearer.”</p> <p>Planning sessions contain deeper conversations between members of staff – professional dialogue has improved.</p> <p>All staff are using a range of problem solving strategies.</p> <p>Greater use of new resources – Mastery, White Rose – to give children opportunity to challenge and reason.</p> <p>Stronger links between topics seen in planning and teaching sequence.</p> <p>Greater confidence in year 5 and year 6 teams when delivering maths.</p>

Name	Gemma Lavelle																																							
Current School (LA or Sponsor)	Lewis Street Primary School, Salford																																							
Context of School	<p>Lewis Street is expanding from one to two form entry and as of September 2016 had 2 classes per year group from Reception to Year 4. It is in an area of high deprivation with the amount of disadvantaged pupils being 40%.</p> <p>The school has an above average number of pupils from an ethnic minority 56.6% and most of these speak English as an additional language 48.92%. Pupils enter school with low level of attainment.</p> <p>The school has a SEMH (Social, Emotional and Mental Health) resource provision called 'The Leaf'. The provision is for EY and Key Stage 1 Salford pupils. The school has 'Place2be', an on-site therapeutic counselling service for parents and pupils. This is a full time service across the partnership. The school has the Communication Friendly award; the Dyslexia friendly kite mark; the LPPA award; Bronze award for the Science PSQM and the Sainsbury's Gold sports kite mark.</p> <p>Results 2016:</p> <table border="1"> <thead> <tr> <th>KS1</th> <th>Subject</th> <th colspan="2">School (Greater Depth)</th> </tr> </thead> <tbody> <tr> <td></td> <td>Reading</td> <td colspan="2">72% (19%)</td> </tr> <tr> <td></td> <td>Writing</td> <td colspan="2">62% (9%)</td> </tr> <tr> <td></td> <td>Mathematics</td> <td colspan="2">66% (15%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Year 6</th> </tr> </thead> <tbody> <tr> <td colspan="2">R/W/M combined : expected and higher levels</td> <td>National: expected standard: 53% higher standard (HS): 5%</td> <td>77% 8%</td> </tr> <tr> <th colspan="4">Subjects</th> </tr> <tr> <td>Reading (NA 71% HS: 19%)</td> <td>Writing (NA: 76% HS: 15%)</td> <td>EGPS (NA: 77% HS: 23%)</td> <td>Mathematics (NA: 75% HS: 17%)</td> </tr> <tr> <td>88% (15%)</td> <td>83% (14%)</td> <td>88% (12%)</td> <td>83% (14%)</td> </tr> </tbody> </table>				KS1	Subject	School (Greater Depth)			Reading	72% (19%)			Writing	62% (9%)			Mathematics	66% (15%)		Year 6				R/W/M combined : expected and higher levels		National: expected standard: 53% higher standard (HS): 5%	77% 8%	Subjects				Reading (NA 71% HS: 19%)	Writing (NA: 76% HS: 15%)	EGPS (NA: 77% HS: 23%)	Mathematics (NA: 75% HS: 17%)	88% (15%)	83% (14%)	88% (12%)	83% (14%)
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Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Leadership and Management</p> <p>Delivery and assessment of Mathematics to enhance outcomes for all learners.</p>																																							
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • CPD in KAGAN for SCITT students and teachers from other schools. • Monitoring the teaching and learning at another school through lesson studies; book scrutinies; observations; team teaching approach and modelling. • I have facilitated training in other schools to support their key action points. • Supporting inadequate teachers in their planning; marking and lesson delivery. • Coaching staff to enable them to partake in challenging conversations. • Quality assuring marking and feedback. • Supported middle leaders in how the impact of the maths curriculum can be used to report to various stakeholders. • Modelled pupil progress meetings to support middle leaders in holding teachers to account. 																																							
What was the Impact of your support?	<ul style="list-style-type: none"> • Staff are able to provide opportunities for successful collaborative learning so reducing increasing pupil interaction with their own assessments. • The marking policy is adhered to meaning pupils are interacting with teacher comments and gaps in learning are closing. • Staff are more confident in planning "must have" conversations. 																																							

- Clear messages received from stake holders including governors on the impact and future plans of Singapore Maths.
- Increased amount of pupils making good progress due to clear interventions and tracking of all groups of pupils.

Maths

Name	Victoria McDermott															
Current School (LA or Sponsor)	Holly Mount RC Primary School, Bury															
Context of School	<p>The school is larger than the average-sized primary school with 1 ½ form entry per year group. The school is divided into phases where each phase has 3 classes; EYFS, KS1, Lower KS2 and Upper KS2. Each class within the phase is a mixture of the two years e.g. Y1/2, Y3/4 and Y5/6.</p> <p>The proportion of pupils known to be eligible for free school meals is well below average. The great majority of pupils is of White British heritage. Almost all of the few pupils from other minority ethnic backgrounds speak English as their first language. The proportion of pupils with SEND is below average, and an average proportion has a statement of special educational needs.</p>															
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Leadership and Maths</p> <p>Key stage 1 Lead - I have a middle leadership role, holding a TLR. The responsibilities of my role are leading teaching and learning within my phase (KS1). I strive for excellence in my role. During my time as phase leader I have supported the restructure of classes (all becoming mixed year classes) and in doing so supported and mentored staff during the transition. Since I have become phase leader the attainment and progress of children has increased significantly.</p> <p>Year 1 Phonic Check:</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Year 1 check</td> <td>83</td> <td>87</td> <td>93</td> <td>94</td> </tr> <tr> <td>Phonics APS*</td> <td>34.6</td> <td>35.2</td> <td>35.9</td> <td>36.4</td> </tr> </tbody> </table> <p><i>“Key stage 1 attainment of greater depth in reading (38%) was significantly above national and in the highest 20% of all schools in 2019.”</i> Primary Inspection Data Support</p> <p><i>“Key stage 1 attainment of the expected standard in writing (83%) was significantly above national and in the highest 20% of all schools in 2019.”</i> Primary Inspection Data Support</p> <p>I have lead performance management, observing and monitoring teaching and learning having responsibility for teaching and learning. I have driven forward new initiatives and enthused other members of staff through weekly training, staff meeting input and visits to inspiring settings.</p> <p>Maths Lead - I am Accredited with the NCETM PD Lead for Primary maths. I have developed a Maths curriculum that is demanding for all children to increase ARE and GDS across the school.</p>		2015	2016	2017	2018	Year 1 check	83	87	93	94	Phonics APS*	34.6	35.2	35.9	36.4
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How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> I have supported middle/senior leaders in my own school to develop and drive new initiatives based on data and trends. This has involved me delivering CPD for middle leaders to ensure they have a secure knowledge of mastery Maths. Maths CPD for all staff including TAs to develop subject knowledge Lesson observations and book looks As part of the SLT I have contributed to the School Improvement Plan, created a strategic action plan and evaluated the impact. 															
What was the Impact of your support?	<ul style="list-style-type: none"> All staff are now using a teaching for mastery approach. Stronger links between topics seen in planning and teaching sequence. Greater confidence in teachers delivering maths. All classes having a Maths working wall. Children show they have a better understanding through reasoning and problem solving. Increased amount of children making good progress <p><i>“Mathematics progress has improved between 2018 and 2019.”</i> Primary Inspection Data Support</p>															

		2019			2018		
		No EAL	No PP	No SEN	No EAL	No PP	No SEN
		44	42	41	43	40	38
ES+ %		70	71	76	65	65	71
		Progress Scores			Progress Scores		
Rdg		-0.1	-0.2	0.4	0.7	0.8	1.1
Wri		2.3	2.3	2.8	1.1	1.0	1.5
Ma		1.5	1.4	1.7	-1.6	-1.6	-1.3

Maths

Name	Laura Taylor																											
Current School (LA or Sponsor)	St Bede Primary Academy, Bolton																											
Context of School	St Bede Primary is a large 3 form entry urban Church of England Primary Academy, just below national average for FSMs, with a growing number of EAL children. It is well above national standards at end of KS2. The Academy was awarded Teaching School status in 2014. It became a Multi-Academy Trust in December 2018.																											
Particular area(s) of Expertise/Strength (please show supporting data/information)	<ul style="list-style-type: none"> • 8 Years Experience of being Maths Leader in two Multi-Academy Trusts (St Bede and The Acorn Trust). • Maths Specialist Teacher Status with Post Graduate MaST. • Part of Turing Maths Hub TRG for Mastery. • Currently on the PD Lead Accreditation NCETM Programme. • Currently on the Post Graduate Embedding Maths Mastery Programme. • Currently on the NPQSL. • Experienced NQT mentor. • Experienced ITT mentor. 																											
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Experience of supporting four teachers new to their role as Maths Leaders within their schools. • Leading joint Maths projects across schools. • Currently head a team of three Maths Leaders. • Leading Maths CPD. • Action planning and monitoring. • Observing teaching and providing effective feedback. 																											
What was the Impact of your support?	<p>Pupils generally enter St. Bede well below age related expectations. My work in leading Maths, along with my team, ensures that pupils make fantastic progress by the end of KS1 and achieve in line with national and local figures in terms of attainment. By the end of KS2 attainment in Maths is well above national and local figures year on year both in terms of pupils working at the expected standard and greater depth.</p> <p>Pupils are able to:</p> <ul style="list-style-type: none"> • Explain their mathematical thinking in a deep and meaningful way. • Recognise patterns and make connections between concepts. • Able to apply concepts to a range of contexts and are encouraged to be real investigative learners. <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2019</th> </tr> <tr> <th>School</th> <th>Bolton</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>End of EYFS Expected+</td> <td>67%</td> <td>72%</td> <td>79%</td> </tr> <tr> <td>End of KS1 Expected+</td> <td>79%</td> <td>74%</td> <td>76%</td> </tr> <tr> <td>End of KS1 Greater Depth</td> <td>16%</td> <td>21%</td> <td>22%</td> </tr> <tr> <td>End of KS2 Expected+</td> <td>90%</td> <td>78%</td> <td>79%</td> </tr> <tr> <td>End of KS2 Greater Depth</td> <td>31%</td> <td>27%</td> <td>27%</td> </tr> </tbody> </table> <p>'Distributed leadership is the cornerstone of St. Bede.' The report then continues to say: 'All leaders understand the trust and value which is placed upon them, and see themselves as role models.' SIAS Inspection Report November 2015.</p>		2019			School	Bolton	National	End of EYFS Expected+	67%	72%	79%	End of KS1 Expected+	79%	74%	76%	End of KS1 Greater Depth	16%	21%	22%	End of KS2 Expected+	90%	78%	79%	End of KS2 Greater Depth	31%	27%	27%
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Name	Yvonne Trimble																
Current School (LA or Sponsor)	St Bede C of E Primary Academy																
Context of School	St. Bede is a larger than average primary school, which serves an area of below average economic circumstances in Bolton. The proportion of pupils from minority ethnic backgrounds is broadly average. The percentage of pupils eligible for free school meals is lower than average, as is the percentage with special educational needs and/or disabilities.																
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>Maths Leadership</p> <p>I used data from RAISE (2012) and identified a gap between the school and national average in children achieving L2B+, L2A+ and L3+ in Mathematics at KS1.</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>L2B+</td> <td>66%</td> <td>76%</td> <td>-10%</td> </tr> <tr> <td>L2A+</td> <td>21%</td> <td>49%</td> <td>-28%</td> </tr> <tr> <td>L3+</td> <td>9%</td> <td>22%</td> <td>-13%</td> </tr> </tbody> </table> <p>I decided that we needed:</p> <ul style="list-style-type: none"> • Intervention to boost children to achieve 2A. • Strategies to encourage children to engage in Mathematics activities outside the school curriculum. <p>The action that I took was:</p> <ul style="list-style-type: none"> • I liaised with Year 2 class teachers – to identify children to ‘boost’. • I set up ‘Magic Maths’ after school club for Year 2 children with one of the TAs who was part of the Maths Curriculum Group. 18 out of 20 of the children we identified to ‘boost’ attended this. These sessions were planned and delivered together, targeting gaps that we identified from the children’s assessment records. • I set the children in the ‘Magic Maths’ club up with SUMDOG accounts. (An online Maths Games website) • Coached and supported staff who led intervention – I gave advice on lesson ideas, support with planning and ideas for resources. • As Maths Subject Leader I monitored progress using children’s books and assessment records. 		School	National	Difference	L2B+	66%	76%	-10%	L2A+	21%	49%	-28%	L3+	9%	22%	-13%
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How have you supported other schools or middle leaders and senior leaders in your own school?	<p>During the 2011-2012 academic year, one of the targets on our School Development Plan was to develop international links. This was something I was keen to investigate and lead therefore took on the role of International School Co-ordinator.</p> <p>After some research, I discovered the British Council’s accreditation scheme for International Activities. I decided that we should set our goals high and apply for the Full Accreditation straight away and not work through the different stages.</p> <p>This would obviously mean some extra work or changes for our staff but when I presented the idea in a staff meeting along with suggested activities that we could implement on a whole school level, I clearly sold the idea to everyone and they were as motivated as I was to succeed.</p> <p>I co-ordinated a set of seven whole school activities that ran over the course of the year. This involved collaborating with all the year group teachers from Nursery to Year 6 to plan and co-ordinate activities as well as the kitchen staff to oversee plans for ‘International Themed’ lunches organised by each year group. I encouraged staff to plan international links where possible in their lessons and topics and provide an opportunity for the children ‘to see more of the world’ from their classroom.</p> <p>As well as the seven whole school activities I was able to document other activities teachers had decided to do as a result of them being inspired to enhance and extend our international activities.</p>																

We were successful in our application and are continuing to maintain our high standards. Last year I co-ordinated an 'International Theme Week' during which all lessons taught had an international theme. All staff were enthusiastic and planned creative and exciting activities for the children.

SLE Deployment

In January 2015 I had a one day deployment at a primary school in Stockport, with a colleague who is also an SLE, to support the Senior Leadership Team with the development of an action plan to identify how they would use Pupil Premium funding to support children in their school. This involved helping them to prioritize what they wanted to achieve; identifying tasks which would help to achieve their target; staff this might involve and how the impact could be measured and evaluated.

What was the impact of your support?

Maths

By the end of the year there was an overall positive impact on the children achieving L2B+, despite a slight dip in the children achieving L3+. This will obviously lead myself, as Maths Subject Leader, and colleagues formulating strategies to push our children to increase the number of children achieving L3+.

	2012	2013	Difference
L2B+	66%	73%	+7%
L2A+	21%	33%	+12%
L3+	9%	7%	-2%

British Council

We were successful in our application and are continuing to maintain our high standards. Last year I co-ordinated an 'International Theme Week' during which all lessons taught had an international theme. All staff were enthusiastic and planned creative and exciting activities for the children. We are maintaining whole school international themed lunches and have recently developed links with schools in the USA and Pakistan. Our Year 3 children have enjoyed Skyping the school in the USA and now have penpals in the USA with whom they will exchange letters and write to for a real purpose.

SLE Deployment

The Senior Leadership Team at the school in Stockport developed an action plan to identify how they would use their Pupil Premium funding to effectively support children in their school.

Maths

Name	Mrs Hayley Wood
Current School (LA or Sponsor)	Alexandra Park Primary School
Context of School	<p>Alexandra Park Primary School is a Community Primary (5-11) school in Stockport. The number of children on role in September 2017 is 415, with 60 places available for Reception children each year.</p> <p>The school is committed to exacting high standards and to developing outstanding learning with staff and children. We are an ambitious and forward-thinking school where children's success lies at the heart of everything we do.</p> <p>We relish the opportunity to shape young people's lives and we are very proud of all our children's achievements. Our results have been consistently improving year on year and attainment and progress at Alexandra Park are now much higher than national average. This is testament to our core philosophy of 'Care, Aspire and Achieve' and our belief that all children can succeed.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<ul style="list-style-type: none"> • Accredited NCETM professional development Lead for maths. • Taken part in a Mastery TRG and led several lesson studies to develop maths. • Supported several schools with their planning to raise attainment in maths. • Planning and leading staff training to improve subject knowledge and develop understanding of how children learn.
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>Within my own school, I have supported colleagues to improve understanding of how to plan a sequence of lessons using the revised curriculum objectives. This included modelling lessons, leading lesson studies and feeding back to improve quality first teaching in mathematics. I have also led training on Mastery in Maths at my own school and a local primary school.</p> <p>During 2016-2017, I supported a local school to improve outcomes in mathematics throughout the school. This included completion of an audit of planning, work scrutiny and pupil voice which was shared with the leadership team. Subsequently, I led training for staff on planning for maths and worked with staff to develop their understanding through the collaborative planning of a unit of work.</p> <p>In addition, I have also supported schools to tailor their planning following book scrutiny and analysis of their data. This usually combined staff training with collaborative planning sessions. Outcomes in maths in the schools involved improved from the previous year.</p> <p>I am responsible for planning and delivering the maths CPD in my own school, supporting teachers and support staff to develop subject knowledge. I have also taken part in, and led, several lesson studies in maths.</p>
What was the Impact of your support?	<ul style="list-style-type: none"> • Teachers expressed an increase in confidence and enjoyment of teaching maths. • End of key stage results improved in all the schools I supported. • Lesson observations by senior leaders saw higher quality of teaching and learning.

Name	Mike Price
Current School (LA or Sponsor)	St Wilfrid's CE Primary Academy, Standish, Wigan, WN50XB (Learning Together Trust)
Context of School	St Wilfrid's Primary Academy is the lead school in the 'Learning Together Trust'(LTT), working in partnership with three other local schools. St Wilfrid's is proud of its long tradition of providing high quality provision for all pupils, consistently achieving academic, sporting and cultural success, locally and regionally. St Wilfrid's also works very closely alongside the local community with pupils from a variety of backgrounds.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>I am extremely passionate about the important role PE plays within the curriculum; I am very driven to want to support others within my specialism. As an ambitious person, I am able to motivate and mentor others to develop their knowledge and understanding. I have been part of the PE team at St Wilfrid's for the past 5 years and know the important value each member has to play to be successful.</p> <ul style="list-style-type: none"> - I have led PE across a significantly large school of over 500 pupils for over 5 years. - I have ensured the provision for PE and School Sport at St Wilfrid's is of an extremely high standard. - I have been responsible for ensuring staff within the school receive relevant CPD opportunities to enhance their own delivery of the subject. - I have also been responsible for planning and carrying out appropriate and efficient use of the school's PE and Sport Premium funding. - I have ensured that the impact of the funding within our school has been measured and recorded data to support this. - I have also ensured that the sustainability of excellent PE and Sport provision going forward into the future. - I have liaised with local sports providers to arrange after school and lunchtime clubs for children to become engaged in my physical activity. This has led to a yearly increase of the percentage of pupils attending an extra-curricular club at St Wilfrid's each year. 2013/2014 – 64% KS2 pupils participating in an after school club when I first began working at St Wilfrid's. 2018/2019 - 74% KS2 pupils participated in an after school club. (222/301 pupils) 2018/2019 - 68% KS1 pupils participated in an after school club. (151/221 pupils) 2018/2019 - 57% of disadvantaged pupils in KS2 attended an after school club. (26/47 children) - I have also given more opportunities for pupils to compete in Inter School competitions locally and regionally. 43% of Y4-Y6 children represented the school at inter competition level (95/217 pupils). <i>This is an increase of 8% from the previous year.</i> - I have successfully implemented a whole school Intra Sport Challenge competition, which has 100% participation of pupils across the school competing at an Intra-sport level. This involves the children aiming to improve on their personal best scores the set yearly, while also demonstrating key school games sporting values. - I have also been part of the North Wigan Consortia PE lead teachers group as Secretary. This has meant working alongside other teachers within the local area to support PE and Sport across Wigan.
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>While working alongside the PE Subject Leader of one of our Trustee schools, I supported the school in the following ways:</p> <ul style="list-style-type: none"> -I ensured a higher quality of teaching of PE was being delivered across the school. -I supported the school in how they spent their PE & Sport Premium Funding. -I facilitated opportunities to access local training and local consortium meetings for PE Subject leaders. <p>-After embedding the above, I supported them to celebrate their achievements through the application of the school games award</p>
What was the Impact of your support?	-Teachers were upskilled with the tools to be confident to deliver high quality PE lessons and empowered them to challenge themselves within lessons. The children were now also receiving PE to a high standard than previous.

- The PE Subject Leader now had a clear understanding of how to identify areas of need and measure the impact of the PE and School Sport Premium funding.
- They were also able to access free training and CPD opportunities within the area.
- The school also became part of a coaching network of PE leads with the Wigan area.
- In the first year the school achieved the Bronze School Games Mark award. After continuing on their journey of development, they recently received the Gold School Games Mark award.

Name	Sarah Ker
Current School (LA or Sponsor)	Kentmere Academy and Nursery
Context of School	<p>Kentmere Academy is a larger than average-sized primary school, situated in a deprived area of Rochdale. The academy has 55.7% of pupils who are EAL which is higher than the national average. The academy has a minority of White British pupils (27%). About three quarters of the population are from other ethnic backgrounds.</p> <p>The proportion of pupils known to be eligible for pupil premium is above average at 24.7% (October 2019). The proportion of pupils with a disability or Special Educational Need is above the national average at 29.9% compared to 12.6%. The children with an EHCP/statement is below the national average for 2019 (1.6%) at 0.9%.</p> <p>The academy was inspected in January 2018 and graded outstanding. The previous school (Kentmere Primary School) was last inspected in September 2013 when it was put into special measures.</p> <p>Kentmere is a member of the Alliance for Learning Bright Futures Education Trust, Manchester Teaching School Alliance (MTSA) and on the NCETM Teaching for Mastery programme which is a DfE driven programme. We are a lead school on the National Research project for the NCETM and Maths Hub. This involves the teaching of Mastery in Maths. The project is DfE funded and backed. We are a model and badge school for Ruth Miskin phonics (Read, Write, Inc). CPD is wide ranging and current, e.g. Reading, mastery and depth (NACE), metacognition, Singapore Maths, Target, coaching, Inclusion, GDPR, Prevent, LGBTIQ, Single Equality and Community Cohesion, Wellbeing and all staff our qualified in Mental Health First Aid.</p> <p>The school has achieved the Princess Diana Award for Anti Bullying, Sports Mark Gold, Inclusion Award, Wellbeing Award, Eco Schools Silver, the Leading Parent Partnership Award, Artsmark Silver, School Council Silver Award, Healthy Schools Status, Quality Mark, IT Mark, 360 degree safety award, Reading silver award, Rainbow flag outstanding grade and is a Rights Respecting School.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>I have experience of developing my subjects from a school in special measures to Outstanding within 4 years. Every aspect of these subject areas needed rapid improvement: quality of teaching and learning, CPD, assessment and planning.</p> <p>PSHE: My leadership role is to ensure quality of coverage of the PSHE/ SMSC objectives across school, while increasing the focus on mental and emotional wellbeing. I led a cultural change within my school to enhance wellbeing for both children and staff. Through implementing dedicated days focusing on emotional wellbeing and mental health along with CPD, awareness has increased, allowing staff and children to feel better supported and able to identify and intervene mental health needs successfully.</p> <p><i>'All staff feel part of the improvement journey. They are given responsibility and provided with high-quality training and development, and thus feel empowered to 'go the extra mile' for pupils and the wider community. As a result, staff morale is very high.'</i>- OFSTED 2018</p> <p>PE: My leadership role is to ensure high quality sports provision and opportunities that aims to reduce cultural capital and inspire children to join sports clubs and live a healthy lifestyle. Attainment in PE has risen, but more notably, attendance of sports afterschool clubs has risen from 32% to 68%. To achieve this high profile of sport within my current school, I used leadership skills to enthuse and inspire children and staff to love PE. Clubs were introduced as a direct route to local competitions, staff lead the vast majority of clubs and all staff teach 100% of the PE curriculum. Through audits and demonstration lessons, strengths and areas for development were identified and then quality CPD was delivered. As a result, all teaching of PE is now at least good, with much outstanding.</p> <p><i>'Sport is given a high profile, and pupils benefit from a variety of clubs, fixtures and activities in a range of disciplines. Leaders use the primary school physical education (PE) and sport funding wisely, and ensure high-quality teaching within the planned curriculum. Participation in sporting activities has risen substantially over the last two years, with almost half of all pupils now regular attendees.'</i> - OFSTED 2018</p>

<p>How have you supported other schools or middle leaders and senior leaders in your own school?</p>	<p>Throughout this process and since achieving this within my setting, I have had many opportunities to develop other leaders and subject leaders. Most recently, I have led a cultural change for staff wellbeing within my current setting, this included staff at all levels.</p> <p>I initially issued anonymous perception questionnaires to all staff to find a baseline. Staff feedback was invaluable at this stage, and it provided me with the opportunity to have difficult conversations with my colleagues in the SLT team, to highlight what was working, and what needed to change.</p> <p>In order for staff to feel valued, I held a staff workshop, where the key messages from the questionnaires were outlined to discuss. Staff were put into mixed groups, with representatives from all levels, to provide suggestions for ways in which they felt the school could improve the level of support for wellbeing.</p> <p>Following this successful and worthwhile meeting, I collated the feedback and developed a strategy plan, based on research I had undertaken, that would provide the support staff needed. I ran wellbeing workshops, where staff were enthused to take control of their own wellbeing, and reduced staff briefing to once a fortnight, allowing for a 'wellbeing briefing' every other week, providing staff with opportunities to celebrate positive moments and achievements, sharing personal news and finding out more about wellbeing. I arranged for every member of staff to be trained in the ½ day Mental Health First Aid course, with a further 4 members of staff to be fully trained Mental Health First Aiders. Mental Health and wellbeing is kept at the forefront, with agenda items in every meeting to allocate time to highlight 'WWW and Even better if..'.'</p>		
<p>What was the Impact of your support?</p>	<p>Following the actions taken, a further questionnaire was issued, highlighting real improvements in staff wellbeing and their ability to successfully identify and support children and each other.</p> <p><u>Key data averages from staff questionnaire (rated 1 -5 and 5 being best)</u></p> <ul style="list-style-type: none"> • 'The school really cares about the emotional wellbeing and mental health of everyone involved with the school'- average score of 4.3 increased to 4.7. • 'The school actively encourages staff to be open and honest about how they are feeling' - average score of 3.4 increased to 4.2 • 'The school offers good quality support for staff's emotional wellbeing and mental health' - average score of 3.5 increased to 4.2 <p><u>Key data from pupil questionnaire relating to wellbeing</u></p> <table border="1" data-bbox="432 1447 1474 1509"> <tr> <td data-bbox="432 1447 1161 1509">Pupils feel they are taught how to keep their bodies and minds healthy</td> <td data-bbox="1161 1447 1474 1509">97% agree or strongly agree</td> </tr> </table>	Pupils feel they are taught how to keep their bodies and minds healthy	97% agree or strongly agree
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Name	Corinne Wilkinson
Current School (LA or Sponsor)	Heathfield Primary School
Context of School	<p>Heathfield School is a community primary school which was opened in 1973. Prior to 2014, we had places for 210 pupils from reception – year 6. In September 2014, we opened a nursery with 16 places for eligible two year olds and 56 places for three year olds. From September 2015, our two year old provision increased to 24 places.</p> <p>Heathfield is located approximately two miles south west of Bolton town centre in a diverse, multi-cultural area. We currently have 260 pupils on roll, although there is frequent fluctuation mid-term.</p> <p>The recent introduction of two, 60 place free schools and the expansion of a local primary academy has resulted in a glut of reception places for cohorts from 2013 onwards, with 150 additional places now in existence. This is set to further expand with plans for an additional free school in our catchment. Whilst this does alleviate pressure on school places, it also means there is high mobility in the area. It has also altered the contextual dynamic of the school, with increasing EAL and International New Arrivals as Bolton is a Gateway town.</p> <p>We are a single form entry school, children have entered Reception from a number of different nursery/home settings and EYFS baseline data demonstrates that children come in below and well below average. The introduction of our expanded EYFS has begun to alter that picture, the 2015/16 Reception class is the first cohort to have come through our nursery and out GLD has a rising three year trend as a result of quality nursery provision now provided by the school. Year 6 children go on to several local high schools in the area; Ladybridge, ESSA academy, Mount St Joseph and others.</p> <p>We have approximately 56% of our pupils from minority ethnic groups an increase of 12% since last year, which is higher than the national average. 45% of our children do not have English as their first language, again, this is higher than national average. With the new census information, this is classed as 30% due to having some language. We currently have 35% of children who classed as disadvantaged with 37% of pupils classed as 'most deprived'. There is also a challenge of some of our most disadvantaged pupils not being eligible for benefits and FSM due to their family's status as recent immigrants. We currently have six looked after children on roll, two further children are post LAC and 3 others have a guardianship order. There are two children who have EHCPs/EYIS, we are also going through the application process for four further children with significant needs. The percentage of children on the special needs register above national average at 22%. Where we have places, these are increasingly going to children arriving to us through ACIS, with varied language needs. There are currently 22 different languages spoken throughout the school. More recent cohorts in school have higher levels of international new arrivals and complex learning needs. This is changing the dynamic of the school and leaders are responding quickly to these challenges to ensure pupil outcomes remain good and better.</p> <p>The school received its most recent Ofsted inspection January 2017 and retained its 'good' judgement. Since then, we have been working on the Ofsted recommendations to move towards 'outstanding'. These actions are built into our SDP.</p> <p>The school works in partnership with its local cluster and is also part of a Teaching School; the Alliance for Learning. We are taking an active part in the SCITT within the alliance and this offers many staff the opportunity to be involved in student training and mentoring. The teaching school also offer us the opportunity to access high quality CPD for staff at all levels and facilitates a research and development hub.</p> <p>All staff are passionate in their commitment to our mission statement; Learning together, learning for life.</p>
Particular area(s) of Expertise/Strength	As Deep Support lead, I am fully aware that social, emotional and behavioural difficulties can create barriers to pupils learning and that nurture groups can have a positive impact on the

<p>(please show supporting data/information)</p>	<p>learning outcomes for these children. Children learn best when they feel safe and valued. Leading nurture staff, my aim is for children to make good progress both with their behaviour and their academic learning, by providing a predictable environment in which pupils can build trusting relationships with adults and engage in stimulating and supportive activities. I am committed to ensuring pupils leave school respectful, considerate, aspirational young people.</p> <p>This was recognised in the school's most recent OFSTED report (Jan 17), which stated 'A particular strength is the 'nurture' provision that the school makes available for its vulnerable pupils. It caters for a broad range of needs and works closely with the individual family and pupil. It builds relationships that form the foundation for pupils feeling secure and confident enough to access learning, friendships with peers and all that the school has to offer.'</p> <p>SEND provision was also highlighted as a strength, where OFSTED said 'The provision for pupils who have special educational needs and/or disabilities is effective. Resources, including for mathematics, are of a high standard and tailored to the specific needs of pupils to ensure that they can access learning. Staff have a good understanding of these pupils' learning and welfare needs and every effort is made to remove any social or physical barriers. This ensures that these pupils succeed in their learning and their personal and social development. As a result, pupils who have special educational needs and/or disabilities make good progress.'</p> <p>As SENCO, I adhere to the Code of Practice, and seek to involve pupils and parents at each step along the way. I write Early Help Assessments (EHAs) and Educational Health Care Plans (EHCPs) and conduct annual reviews for pupils who have an EHCP. I complete individual and whole school provision maps, showing staff allocation and costings. Liaising effectively with outside agencies allows me to ensure the best possible outcomes for children with additional needs. I also support staff in identifying those pupils who may need the support of outside agencies using the Bolton matrix. I carry out regular monitoring of Personal and Group Learning Plans to ensure that the best provision is being provided for SEN pupils. I write termly SEND updates that are then shared with the Governors. In addition to this, I attend Child Action Meetings (CAMs) and am the designated teacher for Looked After Children. I work closely with social services and the Foster Care Association, forming positive relationships in order to support these children to the best of our ability. I attend LAC reviews and write Personal Education Plans (PEP) for those children who are looked after.</p> <p>I have also had the opportunity to share my expertise with Headteachers and other senior leaders, when delivering training on improving outcomes for disadvantaged children.</p>
<p>How have you supported other schools or middle leaders and senior leaders in your own school?</p>	<p>As the Deep Support lead and SENCO, I am responsible for ensuring that vulnerable groups of learners achieve the best possible outcomes. Based on the school data pack, I worked alongside the Assessment lead to identify groups of pupils that needed targeted intervention to maximise progress. Once these groups had been identified I developed examples of Group Learning Plans (GLPs). During a staff development meeting I shared these with staff, along with the vulnerable groups in each Year group. I then worked alongside class teachers to support them in writing GLPs for their cohorts. From here, I monitored the interventions that were taking place. In order to do this, I used the GLPs to ensure that the interventions were pitched appropriately and meeting the needs of the learners, as well as data from Pupil Progress Meetings. I then worked with TAs to share areas of strength and support them with areas for development to ensure the interventions were as effective as possible.</p> <p>As a result of the GLPs, targeted interventions and monitoring process, in-school data showed that on average, across years 1 to 6, disadvantaged pupils had made good or accelerated progress; in KS1 SEN children are outperforming local and national in reading, writing and maths; KS1 whole class GDS is in line or above Local and National across Reading, Writing and Maths; End of KS2 GDS for Reading/Maths is significantly above for all groups of learners; and end of KS2 Reading and Writing is in line with National.</p> <p>During teacher and teaching assistant appraisals and as a student mentor, I have been able to demonstrate emotional intelligence, using my coaching and mentoring skills, helping to develop the practice of others whilst ensuring that they feel valued and secure in their role, but also being aware that this can be difficult at times and staff may need holding to account. I always ensure I give constructive, developmental feedback, support and advice. For example, after a lesson observation, where the outcome was 'requires improvement' I used my coaching</p>

	<p>skills to allow the member of staff to reflect on their practice and suggest how they could make improvements to their practice. Once we had identified the areas for development, I worked alongside the teacher to share good practice. This resulted in the next lesson observation being judged as 'outstanding'.</p> <p>As Deep Support lead, I contribute to and support decisions made by the Headteacher, to achieve school priorities, write School Development Plans (SDPs), monitoring the progress of them within the whole school setting, as well as writing the Deep Support section of the SEF. When writing the Deep Support SDP, I set measurable targets, outlining and delegating actions needed, and also interim targets in order to monitor impact and progress. As part of this process, I have worked alongside members of my team, allowing them to develop their skills and therefore leadership capacity. For example, I have demonstrated how to use the school assessment system to generate reports and provided support to my team members in analysing the data. As a result of this, my team are now able to access and analyse whole school data to measure impact and identify next steps in specific areas, such as attendance and Pupil Premium.</p>
<p>What was the Impact of your support?</p>	<ul style="list-style-type: none"> • Teaching moved from requires improvement to good or better • On average, across years 1 to 6, disadvantaged pupils had made good or accelerated progress; in KS1 SEN children are outperforming local and national in reading, writing and maths; KS1 whole class GDS is in line or above Local and National across Reading, Writing and Maths; End of KS2 GDS for Reading/Maths is significantly above for all groups of learners; and end of KS2 Reading and Writing is in line with National. • Analysis of attendance data is much more rigorous, clear actions have been put in place and as a result whole school attendance and that of persistent absentees is currently just above National average. • A member of my team, who currently holds a middles leadership position, has been successfully appointed in a senior leadership post. • Leadership capacity within school has been increased. • The assessment lead has an increased knowledge of children with additional needs, ensuring that supporting children with SEND is a shared, whole school approach.

Teaching and Learning

Name	Sarah Rostron
Current School (LA or Sponsor)	St Bede Primary Academy
Context of School	St. Bede's is a larger than average primary school, which serves an area of below average economic circumstances in Bolton. The proportion of pupils from minority ethnic backgrounds is broadly average. The percentage of pupils eligible for free school meals is lower than average, as is the percentage with special educational needs and/or disabilities.
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p><u>Teaching & Learning/Curriculum/Literacy</u></p> <p>I have offered support to other schools in the following areas:</p> <ul style="list-style-type: none"> • Supporting curriculum leaders to develop action plans that ensure good and outstanding progress is made in their subject • Mentoring and coaching individual teachers to ensure quick progress is made in their lessons in a fun and interactive manner. • Supporting Managers to ensure that the role of the TA has a positive impact on learning and progress. • Supported the Senior Leadership team in the effective use of Pupil Premium money to raise standards. • STA KS2 writing moderator • Expertise in writing and literacy skills • 5 years' experience as Literacy Coordinator
How have you supported other schools or middle leaders and senior leaders in your own school?	<p><u>Supported an RI school to achieve Good at a recent inspection</u></p> <p>The subject leaders wanted to develop a clear whole school vision of their curriculum area. I worked with the co-ordinators to gather information to inform a whole school literacy and numeracy action plan and supported them when putting this action plan into place. The headteacher felt that the support that I provided had a positive impact on the school <i>'Sarah has worked very effectively with the key co-ordinators to sharpen their focus and use evidence more effectively. Sarah's boundless enthusiasm and expertise have been very much welcomed and has ensured effective relationships and good impact. We really hope we will have an opportunity to work with her again.'</i></p> <p><u>Supported an RI school to achieve Good at a Recent inspection</u></p> <p>I have been deployed to work with Teaching Assistants within a school in Manchester. We have planned a programme of support for TAs who would like to develop their role further and have also arranged mini inspections so that the support staff can be monitored at the Manchester school as well as observing support staff at my own school. This has enabled staff in Manchester and Bolton to further improve their practice thus ensuring that Teaching Assistants play a key role in supporting children to make progress.</p> <p><u>Supported a teacher to recognise what makes 'Outstanding' teaching and learning</u></p> <p>As part of this deployment, I was asked to support a teacher who was graded 'requires' at the last inspection. We devised a program of support together which involved: developing a deeper understanding of the inspection process, arranging observations of outstanding teachers in outstanding schools, team planning with teachers from the same year group but in a different setting, team planning and teaching an outstanding lesson together and finally an observation of her teaching at the end of the package of support.</p> <p><u>Offered 'Deep Dive' inspections to school leaders.</u></p> <p>As a 'National Support School' I was deployed as part of the Senior Leadership Team (SLT) to complete 'Deep Dives' at two schools in Manchester. This gave me the opportunity to observe teaching and learning then interview members of staff to create a report that would inform the 'Inspection school' of what was working well and provide suggestions of how to move the school forward by giving them short, medium and long term targets. I supported one of the schools further to</p>

	develop their understanding of assessment for learning.
What was the Impact of your support?	<i>Three schools that have been supported have moved from RI to Good in their OFSTED inspections.</i>