

LT/SLE/LLE/NLE – profile

<i>Name</i>	<i>Sharon Robinson (Robertson – after Easter)</i>
<i>Designation (Including Date of designation)</i>	<i>NLE March 2017</i>
<i>Current School (LA or Sponsor)</i>	<i>Errington Primary School</i>
<i>Current Position</i>	<i>Headteacher</i>
<i>Context of School</i>	<p><i>The school is presently working above national or in line with national and can evidence that progress and attainment of all pupils has developed and improved. As a school able to offer support we feel that our standards and results have improved and that we are committed to supporting other schools to raise standards. We have the capacity to co-ordinate and oversee a high quality of support to a number of schools, through a systems leader approach. We are continually developing others in school and supporting relevant training and opportunities for lead teachers, middle leaders and senior leaders. We strongly feel that schools should receive support from schools who can model, demonstrate and collaborate effectively to enhance leadership and capacity in other schools, by supporting the school development and leading by example. The NLE or teaching school should show impact on how to improve school performance, which we feel we have evidence for in the schools we are supporting or have supported.</i></p>
<i>Particular area(s) of Expertise/Strength (please show any supporting data/information)</i>	<ul style="list-style-type: none"> <i>• Developing staff training within setting and whole school.</i> <i>• Developing strategic vision and overview</i> <i>• Supporting schools in developing aspects of their school development plan and teaching and learning</i> <i>• Modelling areas of provision and how to use them. Challenging children in areas.</i>

	<ul style="list-style-type: none"> • <i>Observations and monitoring and assessing children, how to deliver focused activities and interventions, developing learning journals</i> • <i>Assessment and presenting data</i> • <i>Undertaking research to ensure the gaps are closed and the difference diminished</i>
<p><i>How have you previously supported another school?</i></p>	<p><i>We have worked with Hawes and Saltergate</i></p> <p><i>School to school support - I have focused on the unique needs of the school (I am working with) and desired outcomes, this support has offered the opportunity and space for me to work with others and to coach and support people in rethinking their priorities, assessing their long-term direction and establishing a progressive action plan to offer further development and evidence impact. I have found that my levels of questioning have become much more powerful and focused upon the specific needs of people or settings and has provided objective feedback to develop change for the setting of which I am working with and for myself personally and professionally. I feel this approach has also helped me to develop the following:</i></p> <ul style="list-style-type: none"> • <i>Developing staff training within setting and whole school.</i> • <i>Developing strategic vision and overview</i> • <i>Modelling areas of provision and how to use them. Challenging children in areas.</i> • <i>Observations and monitoring and assessing children, how to deliver focused activities and interventions, developing learning</i>

journals

- *Undertaking research to ensure the gaps are closed and the difference diminished*

Errington Primary

The support has continued to make sure leaders remain focused on maintaining high standards and excellent quality of teaching and learning. Developing standards and expectation in school with rapid progress. The middle leader training has developed significantly to ensure the capacity to offer support to other schools. The recent Ofsted May 2016 stated, 'Leadership has improved since the last inspection because of the determination of the whole school community to enhance teaching and learning. The new headteacher is passionate for the pursuit of excellence for her pupils and staff. She gives an extremely clear lead on school improvement. Since taking up her post, the headteacher has worked tirelessly to bring about improvements. Leaders share her aspirational vision of how good they want the school to be and this, coupled with more effective governance, has resulted in improvements in all areas. Consequently, progress is accelerating securely across the school. Systems for checking the quality of teaching are now regular and rigorous'

Alverton Community Primary School

Leading and supporting an amalgamation of two schools which was identified as rigorous and stated by Ofsted May 2014 as 'Very strong leadership and management, especially of teaching and successfully raised the quality of teaching since the school opened. This has a positive impact

On pupils' progress and achievement. Governors know how

good the school can become and challenge leaders determinedly to continue improvement.'

Hawes Primary School

Data shows that there has been significant progress in the areas of which have been supported since Summer Term (June 2016). EYFS outcomes have all improved. All children made at least 2 steps+ of progress in Prime areas in the Autumn Term. The number of children making better than expected progress has increased significantly and the area of provision is showing impact of engagement:

In Reception there is evidence that

- 1. Pupils achievement in Early Years is increasing so that children make good progress from their starting points over the Autumn Term.*
- 2. Children entering at 30-50mths secure in Reception, are making expected and above expected progress*
- 3. We are aiming for at least 75% to make above expected progress in at least the Prime Areas*

In Nursery

- 1. pupils achievement in Early Years is increasing so that children make good progress from their starting points in Nursery during the Autumn Term*
- 2. Children entering at 22-36 mths secure/ 30-50mths beginning, are making expected progress over the Autumn Term*

In Teaching and Learning we have managed to ensure and provided evidence that

1. Teaching and learning is now engaging children in activities to ensure progress

2. Teaching and learning is now progressive from nursery to reception – higher expectations – greater depth of coverage

3. Teaching and learning is now meeting the needs of all children, targeting specific groups, to diminish the difference between learning gaps

4. Areas of provision has now developed to offer appropriate opportunities for learning (progress evidenced/impact), challenge and clearly linked to Early Learning Profile, engaging boys as learners

5. Areas of provision has now demonstrated aspects of enrichment with levels of language and questioning to support the needs of the children and make aspects purposeful (greater depth)

Leadership and Management of EYFS, support has evidenced

1. The effective deployment of teaching assistants in class and outdoor provision to meet the needs of the children

2. The audit skills of staff, to ensure that the specific skills required are of a high standard and addressed through training – observations, questioning, challenge, creating provision of outdoor learning and linking to objectives – showing evidence and impact

3. The development of language and literacy in Nursery and

	<p><i>Reception to implement rigorous phonics and impact and enriched language in all areas</i></p>
<p><i>What was the Impact of your support?</i></p>	<p><i>Support with leadership of EYFS and impact of data – how to present and summarise data to ensure that progress and attainment is evident</i></p> <p><i>Accountability and support to ensure that this is rigorous and enabling further school development</i></p> <p><i>Improvement of strategies for teaching and learning</i></p> <p><i>Support with SEF and presentation of data to governors</i></p> <p><i>Support with CPD and developing staff and roles of middle leadership</i></p>