



Upcoming Events

EYFS

Network
Meeting
24/3/15

SEN Network
Meeting
25/3/15

Teaching &
Learning
Network
Meeting
11/3/15

Assessment
Network
Meeting
11/3/15

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School to School Support

The Schools' White Paper 2010 introduced the SLE role to improve the quality of school middle and senior leadership below head teacher level through school-to-school support and peer-to-peer learning. Building on the success of the work of National Leaders of Education and Local Leaders of Education this third tier of school-to-school support is available nationally through Teaching Schools.

SLEs are middle and senior leaders with a specific specialism who have been designated and trained by the Teaching School and the National College to support whole school improvement. SLEs can be deployed over a short period of time to deliver staff meetings or Inset, or over longer periods of time to provide on-going support to address whole-school priorities.

SLEs work to develop the leadership capacity of others, using coaching or facilitation support that draws on their knowledge and particular area of expertise.

Although supporting other schools is the key focus, SLEs are also able to engage with other areas of work leading to school improvement. This could include, for example, undertaking research activity on behalf of the Teaching School Alliance, preparing and delivering training events or working alongside a newly-appointed leader as a mentor/coach in the form of an induction package.

All SLEs have gone through a rigorous assessment process to ensure that they meet the eligibility criteria and that they have a proven track record of successful working with other school professionals.

The Benefits for Your School

- The SLEs work is rooted in current leadership practice and draws on real, relevant experience
- The support takes place within your own school, with the SLE working alongside staff to improve outcomes for children
- The support is flexible and bespoke, adapting to the particular needs of your school
- The SLE will bring a fresh perspective to specific challenges or issues, as well as specialist knowledge and expertise
- Working with an SLE can help to assure long-term, sustainable improvement
- The SLE will follow a clearly defined agreement based on the needs of the supported school put in place prior to the deployment
- A deployed SLE can contribute to improving overall school performance, by providing a specific focus for development and implementing tangible goals that staff can really engage with
- SLEs use a coaching model which is non-judgemental, whose aim is to support the on-going development and improvement of the school

Network Meetings



To reserve places at any network meeting, please email

mrs.masters@thegrangeschooldaventry.net

Please indicate which meeting you wish to attend & the names of those attending.

Network Meetings have been designed to be mutually supportive networks of teachers in similar roles across the Alliance; regardless of school status and age phase. Network meetings will take place 3 times each year and each meeting is open to all interested teachers.

SEN network meeting

Would you like the opportunity to discuss the many changes to SEN and the new Code of Practice and how to embed this into your school using the knowledge and advice from other schools? Would you also like to come and look at some ideas for Well being provision?

Then come along to Hall Meadow Primary School on **Wednesday 25th March 2015 from 2pm – 3:30pm**. We will have the opportunity to look at the major changes as well as time to discuss together what we are doing in our schools and plan for future network meetings.

Inspire Network Meetings Teaching and Learning Effective Subject Leadership

Wednesday 11th March
The Grange School
1.30pm-3.00pm

Aim: developing strategies for effective subject leadership

Moving your subject towards outstanding!

Audience: subject leaders in all curriculum areas

- What makes a good subject leader?
- How effective am I currently as a subject leader?
- What strategies could I use in order to work “smarter” and be more?
- What challenges are subject leaders facing within the new curriculum?
- What are our next steps?

Assessment Network Meeting

Please join us on the **11th March at 3.00pm–4.30pm** for our first Assessment Network meeting at The Grange School.

Our meeting will be aimed at: Assessment Leads

Our agenda will focus on:

- Updated information on KSI and 2 moderation
- The national assessment picture
- Life after levels – a share and learn session, including a discussion of the various ways in which schools have approached assessment this year, the successes and issues so far and what can we learn from these. There will also be an opportunity for those who have purchased a commercial package such as Classroom Monitor or Target Tracker to share with others who are thinking of making such a choice.

EYFS Network Meeting

Are you baffled by the amount of adverts trying to sell you a baseline assessment? Don't know which one is right for you and your school? Want to know what other schools are using and if that could be the one for you?

Then come along to **Hall Meadow Primary School** on **Tuesday 24th March from 2pm until 3.30pm** for our first Network Meeting. We will be sharing a variety of Baseline assessments already out there so please bring any examples that you might have. There will also be the opportunity to talk to other practitioners to share thinking and ideas.



Meet the Team

Karen Bailey—Dance

Karen has worked in many educational contexts. Having trained for Secondary, Karen has worked in several Secondary schools across Northamptonshire, with responsibility for a variety of subjects, including Dance, Drama, English as an Additional Language and History. She has held the position of Head of Dance and acting leader for performing arts. As a Learning Advisor for Dance, she supported teaching and learning across Primary and Secondary schools in Northamptonshire, regionally and nationally. Karen has been commissioned to publish materials, to support teachers, with particular emphasis on curriculum progression, learning styles, creative approaches to learning and assessment. Karen has worked on cross curricular documentation as a consultant for Foundation subjects and has written part of a cross curricular unit of work for Edison Learning. Karen has worked as a National Strategy consultant for Assessment for Learning and has supervised a number of Creative Partnership Projects across Northamptonshire and produced a Toolkit for teachers. She is also a trained Arts Award advisor. Karen also co-directed The Festival at the Royal & Derngate theatre, providing performance opportunities for hundreds of children and young people. Karen spent a number of years in Further Education as a promoted lecturer, delivering on all aspects of performing arts within a vocational context. She was an internal lead verifier for Edexcel BTEC courses advising and supporting the delivery of a holistic approach to curriculum design which encouraged learners to become independent, confident and motivated. Alongside this, Karen was a personal tutor and module leader for curriculum design on the Certificate in Education (Further Education), exploring innovative approaches to design around the world. She spent some time in Portugal looking at the educational system and working with Primary children in Lisbon. Karen is a senior examiner and course work adviser for AQA dance working on a national basis. She is also the East Midlands representative for the National Dance Teachers Association promoting strategies for the delivery of high quality dance for all children. Karen delivers on a number of Graduate and Undergraduate courses at the University of Northampton and University of Bedfordshire.

Caroline Colledge—English & Curriculum Development

Caroline works at The Grange School in Daventry, where her current responsibilities include leading English across school, managing reading and phonics and working as part of the middle leadership team. Caroline is currently teaching in Year 5 and also leads intervention groups in Year 2 and 5. She has experience of teaching pupils across the primary age range and has led the development of the school's new thematic, pupil-centred curriculum.

Passionate about exploring creative ways of teaching, Caroline has experience of working alongside other teachers to improve teaching and learning. Her SLE designation is in English and whole school curriculum development. She has also been an LA Leading Teacher with a focus on improving writing.

Sarah Dickens— Early Years

After qualifying in 1997 and teaching across Key Stage One, Sarah subsequently moved into Foundation Stage and enjoyed it immensely. Sarah has 11 years teaching experience in EYFS.

Sarah feels very strongly about facilitating the very best provision for all young children which is why she elected to specialise in this area. As an Advisory Teacher, Sarah has previously worked in pre-schools and nurseries and worked collaboratively with practitioners to facilitate improvements in Early Years practice. She has a range of interpersonal skills and knowledge to enable her to work effectively with fellow practitioners.

Research demonstrates that the development of language needs to be a key focus in order to secure high standards for young children. This is an area in which Sarah can offer specific support. The implementation of a formal on-entry baseline assessment, curriculum planning, Early Years assessment and classroom organisation are other areas in which Sarah can support and advise.

Alison Johns— Modern Foreign Languages

Alison has over 30 years teaching experience spanning primary, middle and secondary school sectors. She began her teaching career in Leicestershire and since 2006 has been working in Northamptonshire, specialising both in the teaching of Primary French and the training of non-specialist classroom primary teachers in the content and methodology of Primary Languages. Alison is passionate about Primary Languages and has a deep understanding and experience of the Catherine Cheater Scheme of Work and its implementation across the whole of Key Stage 2. Alison's current role enables her to work alongside primary staff, delivering demonstration lessons, team teaching and mentoring, successfully developing staff skills and confidence. She runs training sessions for teachers on the delivery of successful language lessons and also Subject Leader development sessions. She has monitored the teaching of French and given valuable feedback to Headteachers for their SEF, whilst her Secondary school experience has enabled her to work on transition issues.

Alison keeps up to date with current initiatives by attending local and national MFL conferences and is fully informed regarding the new National Curriculum for Languages at Key Stage 2.





Inspire

Vicki Masters— Teaching & Learning, Continuous Professional Development, Performance Management & Mathematics

Vicki is Director of Teaching and Learning at The Grange School, Daventry, with a wide range of responsibilities, which include curriculum responsibility for Mathematics as well as the leadership of the school's Performance Management and Continuous Professional Development (CPD) systems. She is part of a Senior Leadership Team which is continuously involved in a rigorous system of school development at The Grange. She has taught across the entire Primary phase, in a range of different schools in Northamptonshire, leading most curriculum areas at some point in her career. Her SLE designation is in the Leadership of Continuous Professional Development, but she has supported schools in a range of different areas. Above all else, Vicki is passionate about teaching and learning and ensuring that schools optimise the life chances of every single pupil.

Amanda Johnson—Inclusion & Pupil Premium

Amanda is Director of Inclusion and a member of the Senior Leadership team at The Grange School, Daventry. She has a wide range of responsibilities which include responsibility for Safeguarding and Child Protection, Behaviour and Safety across the school, the emotional and well being of pupils and attendance. She has taught across the entire Primary phase and is currently manager of the nursery. Amanda is passionate that children should be given the best possible start in their educational journey which will lead them to become independent, confident and successful learners.

She strongly believes that any progress or attainment gap needs to be closed by the end of Foundation Stage. Amanda's SLE designation is with Pupil Premium, she has successfully carried out Pupil Premium reviews with schools. She has worked collaboratively with these schools to ensure Pupil Premium pupils are able to close the gap with their peers and reach their full potential.



Wendy Orton—Science

Wendy has worked at Bliss Charity School for four years and, as Science Coordinator, has striven to promote and support a varied, meaningful and engaging curriculum. Having been a science coordinator at two other schools throughout her career, she has demonstrated that she understands that teaching and learning is underpinned by stimulating and engaging lessons.

Science needs to be relevant and practical and Wendy has a particular interest in science outdoors, where she believes that children can make the necessary links to put their learning into context whilst enjoying a positive and motivating experience.

Wendy is passionate about science and the teaching of science and especially to the lower ability within the classroom. Science is accessible to all and Wendy is excited about the role that technology has in supporting all members of the class to achieve and excel within the science lesson.

Wendy lectures ITT students about the teaching of science and how to engage pupils in an exciting lesson where deep learning takes place within the frame of the National Curriculum.

Cathie Parramore—Art

As an experienced primary school class teacher of almost twenty years, I have taught all year groups from Y1 to Y6 and have a thorough knowledge of the National Curriculum, ability levels and age related expectations. Currently, I am employed as an art specialist with responsibility for teaching art throughout the primary phase and for providing ongoing CPD for all members of staff.

Since taking up post, the profile of Art and Design in the school has risen with the addition of vibrant displays and a newly constructed art gallery prompting positive feedback from Ofsted. Children are excited, engaged and proud of their achievements and this has had a positive effect on morale and wellbeing. Teachers express greater confidence in their delivery of Art and Design and it has become embedded in the wider curriculum. I am passionate about teaching Art and Design and committed to conveying my enthusiasm to both children and staff as I believe that it can underpin and enhance all curriculum areas and be an effective contributor to raising standards and developing children's potential.

Helen Pearce—Wellbeing

With a career spanning almost 20 years Helen has supported children across a wide range of settings including a specialist provision for children with identified Social, Emotional and Behavioural Difficulties (SEBD). Helen joined Hall Meadow in 2010 as the Wellbeing and Educational Link Leader. Since then she has used her knowledge of SEBD to develop a comprehensive wellbeing tracking and intervention system to support identified children (and their families) swiftly and effectively.

Tracking and outcome data from this system clearly demonstrates that emotional wellbeing is a strong indicator of academic success. Helen believes that by sharing her knowledge and understanding in this area all schools can be equipped to provide effective wellbeing interventions for the children in their care, thus improving outcomes for all.

Helen very much looks forward to working with you and discussing your needs and requirements further.



Sarah Powell—Special Educational Needs

Sarah started her teaching career in 2001 teaching across the primary school phases. She started working at Hall Meadow in 2005 and became the SENCo in 2007. Building positive relationships with children, parents/carers and staff has enabled Sarah to embed her knowledge and practice and she looks forward to sharing this knowledge with others.

In 2012 Sarah's school achieved the Inclusion Quality Mark which was a rigorous assessment of SEN. It was a whole school approach and led Sarah to feel that she could now support other schools to achieve this and therefore improve their SEN understanding and provision. She looks closely at the data for SEN children and works with colleagues within the school to find ways to impact the child's progress academically, socially and emotionally. Sarah looks forward to being able to share the knowledge that she has gained to enable you to develop SEN in your school, impacting on the progress and support for the children, interventions used and support for everyone.

Joanne Sanchez-Thompson—Assessment & Pupil Premium

Joanne is Director of Achievement at The Grange School, Daventry, and her responsibilities include ensuring that the school's assessment practices underpin high quality teaching and learning. She has a particular focus on the achievement of Pupil Premium/Disadvantaged Pupils and work with parents to ensure that children get the best possible start in life. Joanne is part of the Strategy Team which is continuously involved in a rigorous system of school development at The Grange. She has taught across the entire school age range from nursery to sixth form in Northamptonshire, Leicestershire and the USA as well as having been a School Improvement Partner and Headteacher. Joanne is currently a Lead Inspector, working for SERCo on behalf of OfSTED. Her SLE designations are Closing the Gap and Assessment.

Elaine Wagg—Curriculum Development, Early Years, Key Stage 1

Elaine is Director of Teaching and Learning at The Grange School, Daventry, with a wide range of responsibilities, which include curriculum responsibility for Science, Foundation Stage Leader and leadership of Initial Teacher Training and NQT induction. She is part of a Senior Leadership Team which is continuously involved in a rigorous system of school development. She has taught across the Primary phase, specialising in Early Years and Key Stage One. Her SLE designation is in the Leadership of Primary Curriculum Development, but she has supported schools in a range of different areas. Elaine has experience of working alongside other teachers to improve teaching and learning. She passionately believes that in our profession we have a shared responsibility to ensure the best life chances for all children.

Local & National Leaders of Education

Gaynor Yates—Local Leader of Education

Gaynor is the Principal at The Grange School, Daventry. She has held this position for twelve years. During this time she has raised standards and aspirations at the school as well as amalgamating the Infant and Junior schools to become a primary school. The Grange School is a leading school for the arts and ICT. In recognition for her work, she was nominated for, and awarded, Head Teacher of the Year for the East of England. She also assists the LA in the role of a Consultant Leader and a Professional Partner for new head teachers. She is a Local Leader of Education (LLE). This role involves the support of schools in challenging circumstances or Ofsted categories. She is also a designated System Leader for Pupil Premium and is able to carry out Pupil Premium reviews. Gaynor is passionate about teaching and learning and ensuring that every child has the best chance to succeed. She believes that every school has the capacity to be a great school and is committed to working with other schools and head teachers to achieve this.

Lorraine Cullen—National Leader of Education

Lorraine has been the Head Teacher of Hall Meadow Primary School since it opened as a new establishment in 2002. The school is currently National Support School and Lorraine works as a National Leader. She originally began working with young people in Hertfordshire with 'Looked After Children' and subsequently trained as a teacher in her mid-twenties. Since taking up her first teaching post in Paddington, London, she has had the opportunity to learn alongside many outstanding professionals and worked in a number of schools considered to be in challenging circumstances or requiring 'special measures'.

She is a recently qualified Doctor of Education in Leadership Development. Lorraine has particular interest in child initiated inquiry and in developing a cross-phase primary curriculum premised on pupil choice. Her concern for education is not only informed her work and desire to give every child the best possible start in life but also as a parent a primary aged son.

Chris Scanlon—Local Leader of Education

I have been a successful head teacher for twelve years in a rural primary school – The Bliss Charity School. My previous experience was in urban schools with greater diversity.

I am an advocate of coaching as a tool for development and have worked successfully with four schools using coaching tools to develop capacity and to enable prioritisation of issues within a school. Coaching is a tool that empowers the recipient and ensures that there is a course of action that has been explored.

The Bliss is an 'expert school' in global learning and is working with 23 partner schools to develop the global agenda. We are also very experienced in making International links and developing projects with schools in different European countries.

My own passion is to develop leadership capacity in schools. I have facilitated middle and senior leadership courses over many years and find it extremely gratifying see in teachers developing the confidence and expertise within their own settings.



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