



Amy Whatmore

SLE DESIGNATION AND DATE

St Andrew's CE Primary Teaching School

May 2017

CURRENT SCHOOL

St Andrews CE Primary, Eccles, Salford

RECENT OFSTED JUDGEMENT

Overall: Good Leadership: Good

CONTEXT OF SCHOOL

St. Andrew's is a smaller than average Primary school.

About 68% are from minority ethnic groups and around 56.7% speak English as an additional language. This is much higher than the national figure 18.8%

Around 34% of pupils are eligible for FSM, higher than the national figure 26%

The school is in the highest percentile for the number of pupils its supports at school action. Currently around 16% of the school population compared to the national average which is just 8.9%

St. Andrew's is in the second highest percentile for those it supports at school action plus or via a statement of special educational need. Currently this is around 9% of the school population, slightly higher than the national average of 7.7%

The school's stability indicator is below average; 79.3% where as nationally average stability is 85.9%

The school is in the second highest percentile for deprivation. The deprivation indicator is above average at 0.31

Local Authority data ranks the locality 1262nd out of approximately 32,000 Lower Super Output Areas (LSOA). This ranks it as one of the 4th most deprived areas in the country.

Since 2012 school data indicates that the deprivation has increased for cohorts entering school in Early Years. Higher proportion of children entering schools from the higher super output areas (SOA)

National Support School
designated by



National College for
Teaching & Leadership

**St Andrew's CE Primary Teaching
School**





PARTICULAR AREA(S) OF EXPERTISE

Pupil Achievement in Maths

HOW HAVE YOU SUPPORTED OTHER SCHOOLS OR MIDDLE LEADERS AND SENIOR LEADERS IN YOUR OWN SCHOOL?

In system leadership, there must be a leader who shows a strong understanding and drive to generate a new or existing approach in order for this to be delivered adequately by a team. I am always motivated to implement a system and review it in order to see development in teaching and learning; before adapting a system in order for it to best suit the needs of the children, department and school. In my current role I work alongside middle and senior leaders (sitting on SLT) to develop quality first teaching, policies within the school and the development of the school curriculum.

During the past school year our school have been implementing the use of the Singapore maths programme. I have been a part of the SLT development of a school development plan which aimed to use this scheme to further our progress within mathematics with a view to improve attainment and progress within reasoning as a focus. While this programme has been rolled out I have been supporting the development of quality first teaching throughout KS2. I have worked alongside other senior leaders to incorporate the Singapore system of teaching into the schools calculation policy; rewriting the school curriculum to support the needs of our learners from EYFS to the end of KS2. I have also been a member of a local schools cluster whom have generated a local policy and practice statement for how reasoning (with a focus on more able learners) can be improved in all areas of learning.

WHAT WAS THE IMPACT OF THIS SUPPORT?

The impact my contribution and leadership has had is in the quality first teaching within my key phase. Through my development of the mathematics policy and leadership of this programme, the results within KS2 for maths are as follows. This shows that children are now applying reasoning skills successfully within maths, and there is now evidence that these skills are being applied in all areas of the curriculum. This is evidenced in our school tracker data which shows a higher number of children working at greater depth when reasoning in foundation and core subjects.

During my role as KS2 phase leader I have worked closely with, implemented and promoted the use of PixL intervention across the key phase. After working with the programme in my first year as Year 6 teacher, I saw the potential for this to be implemented beyond my own classroom practise. I have worked with the permission of senior leaders to roll it out throughout Year 5 and Year 4 and to look at its implementation in KS1. I am now a lead professional for this intervention programme. I identify key areas for development in reading, GPS and maths and the identification of key marginal children whom need this support.



The impact of my work within KS2 has seen a marked increase in the progress made by children across this key phase and in our KS2 SATs results, both progress and attainment have been improved to consistently be in line with national expected standards.

I am also a member of a local cluster group working to promote the development of depth and mastery within mathematical reasoning. This collaborative approach enables reflection on good practise. The group, made up of senior leaders including headteachers, has generated a portfolio of our outstanding practise and outlined what the expectations should be of more able pupils across the curriculum.