



Dawn Platt

SLE DESIGNATION AND DATE

St Andrew's CE Primary Teaching School

July 2015

CURRENT SCHOOL

St Andrews CE Primary, Boothstown, Salford

RECENT OFSTED JUDGEMENT

Overall: Outstanding Leadership: Outstanding

CONTEXT OF SCHOOL

St Andrew's CE Primary School is a two form entry primary with Nursery. The percentage of pupils who are SEN or eligible for pupil premium is below average. We became a National Teaching School in July 2015 and work closely with the other schools in our alliance.

PARTICULAR AREA(S) OF EXPERTISE

Early Years Reading and Phonics

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

I work as a Nursery teacher at St. Andrew's C.E Primary School in Boothstown. As the Early Years team leader, I manage two Nursery classes and two Reception classes. I have consistently received outstanding observations, from OFSTED, head teachers and local authority school improvement officers.

In addition, I am also the Religious Education coordinator.

I have taught in the Foundation Stage for several years in three schools and am passionate about developing early language acquisition. After attending the 'Every Child a Talker' and ELKLAN speech and language programmes, I have been the driving force in implementing verbal communication tools to enable pupils to achieve their full potential. This involved advising all early years' staff about the best methods for promoting and developing a 'talk-rich' environment.

I have worked closely with the local authority literacy consultant, to understand and deliver the most effective method of guided reading to early years' children. I have been trained on PM Benchmarking to assist in assessing children's attainment and am adept in the teaching of phonics. I have a wealth of knowledge and experience about young children's learning and development,

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





which I can draw upon and this is reflected in my overall practice. I have worked tirelessly, through trial and error practice to implement a day that delivers both structure and child initiated learning. I have supported other schools in early years practice and have become the lead in a local Nursery cluster where good practice is shared and between us we are always researching new ideas. I believe firmly in positive parent partnerships and use a number of tools to support this, including online assessment, parent meetings and letters.

WHAT WAS THE IMPACT OF THIS SUPPORT?

Teachers and teaching assistants have a more in depth understanding of how reading should be taught and the various phases in phonics.

Improved outcomes in reading and writing