



PRESTON **TSA**
— Teaching School Alliance —

**Specialist Leaders
of Education
2019/2020**

Specialist Leaders of Education

Area	Name	School Setting
Art & Design	Deborah Smith (also ITT)	Secondary
Business Studies	Kirsten Ryder (also Literacy)	Secondary
Closing the Gap	Claire Docherty (History)	Primary
Computing	John Lickley	Primary
Computer Science	Helen McLean	Secondary
Creative Arts	Lisa Tattersall	Secondary
Design Technology	Adrian Brandwood	Secondary
Drama and Performing Arts	Stephanie Jane Barnes	Secondary
Early Years	Sarah Hargreaves	Primary
English	Helen Beresford Sarah Flynn Louise Robertson (also Phonics) Bob Sutcliffe (also Drama and Role Play)	Primary Secondary Primary Primary
Humanities	Laura Gilmour Lisa Shallcross (also ITT and CPD)	Secondary Secondary
Mathematics	Simon O'Leary Mark Noblet Christopher Taylor	Secondary Primary Primary
Modern Foreign Languages	Joanna Cairns Sarah Crook (also ITT and Narrowing the Gap)	Secondary Secondary
Music	Sarah Hargreaves	Primary
PE	Matt Hall Rob Marquis	Primary Secondary
PSHE	Janet Parkinson	Primary
Religious Education	Joanne Harris	Secondary
School Business Management	Janet Englishby	Secondary
Science	Gill Storey (BIOLOGY)	Secondary



Art and Design

Name	Deborah Smith
SLE designation (Date of designation & Teaching School)	Art and Design SLE Appointed 2016 Broughton High School/Preston Teaching School Alliance
Current School (LA or Sponsor)	Broughton High School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	Broughton High School is a popular, high-achieving mixed 11-16 community school with a proud history of success. We are located in the village of Broughton, towards the north of Preston. Broughton High School is one of the three Teaching Schools in the Preston Teaching School Alliance.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Outstanding Art and Design education • Art and Design Department Leadership • Art and Design Initial Teacher Training (PGCE) • Qualified Mentor Status from the University of Cumbria (2018)
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Art and Design curriculum development advice • Subject specialist support/training • KS2, 3 & 4 Art and Design teaching and learning consultancy • GCSE Art and Design assessment • KS3 Art and Design assessment
What was the Impact of your support?	<ul style="list-style-type: none"> • Art department development • Staff skills/Knowledge development • Teaching and Learning improvement • Outcomes improvement

Business Studies

Name	Kirsten Ryder
SLE designation (Date of designation & Teaching School)	Literacy and Business Studies SLE Appointed 21 st September 2017 Archbishop Temple School/Preston Teaching School Alliance
Current School (LA or Sponsor)	Archbishop Temple School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	<p>Archbishop Temple School is a high performing secondary school in Preston, Lancashire. We have around 800 pupils, aged 11 – 16, and we aim to provide an outstanding education based firmly on our core values of faith, nurture and service.</p> <p>Our pupils receive a first class education and our exam results are consistently among the best in the country (in 2018 88% of our students achieved a good grade in 5 or more subjects, including English and Maths).</p> <p>Being a Church of England School is a core part of our ethos. We express our faith in regular acts of worship, but also by providing an inclusive and welcoming atmosphere where we make a commitment to each young person to try to support them to be the best they can be.</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Literacy – I have worked as a Literacy Consultant for Andrell Education for 6 years and have led Literacy across the Curriculum for 5 years. • Business Studies- BTEC
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Supported schools around the country with improving writing skills and developing literacy across the curriculum. • Have driven standards in Literacy in the schools I work in providing CPD and raising attainment.
What was the Impact of your support?	<ul style="list-style-type: none"> • Pupils reading ages improved • Raised profile of Literacy • Improved writing skills • Whole school Literacy scheme • Reading programmes • Interventions • Whole-school approach

Closing the Gap

Name	Claire Docherty
SLE designation (Date of designation & Teaching School)	Closing the gap SLE February 2019 Queen's Drive Primary School Preston Teaching School Alliance
Current School (LA or Sponsor)	Queen's Drive Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	Overall – Outstanding Leadership - Outstanding
Context of School	Queen's Drive is a two form entry primary school (three form in Year 4) with 450 pupils on roll. We have two main aims: <ul style="list-style-type: none"> • To provide opportunities for all pupils to learn and to achieve. • To promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life. <p>Due to its location, Queen's Drive benefits from children having broad socio-economic and religious backgrounds – with a high proportion from minority ethnic backgrounds.</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Year 6 teacher for the last 2 years with a number of years' experience teaching across Key Stage 2 from Year 3 to Year 6; • Consistently demonstrated the ability to close the gap across Key Stage 2 with high end of Key Stage 2 outcomes. • Completed Middle Leadership and Teaching Leaders Primary qualification. • Accelerate coach, mentor for Preston TSA and trained in assertive mentoring; • Have always worked as part of a team; • British Values lead and History lead for the last four years with strengths in the teaching and learning of English and mathematics. • Coaching and mentoring skills; • Sense of humour!
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Supported TSA trainees, NQTs and new subject leaders in their roles; • Led CPD as subject leader in Maths, History, MFL and British Values; • Lead in various year groups, helping to support staff who were new to year group or Key Stage; • Led whole school and year group improvement plans involved in closing the gap in maths and other areas and identifying gaps between year groups in the curriculum;
What was the Impact of your support?	<ul style="list-style-type: none"> • Areas of inconsistency identified, and plans and staff training put in place to address whole school gaps in learning; • Trainees and teachers have felt supported and gone on to successfully manage classes and subjects; • Development of a whole school Values curriculum to embed British Values across school; • Consistently high KS2 outcomes

Computing

Name	John Lickley
SLE designation (Date of designation & Teaching School)	Computing SLE Appointed 1st November 2014 Queen's Drive Primary School / Preston Teaching School Alliance
Current School (LA or Sponsor)	Queen's Drive Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	OfSTED judgement: Outstanding OfSTED judgement leadership: Outstanding
Context of School	Queen's Drive Primary School is a 2 and 3 form entry school in Fulwood, Preston. Children come from far and wide to attend the school due to its caring ethos and continually high results and this ensures that Queen's Drive has a diverse community. In 2015 Queen's Drive was acknowledged as one of the top 100 schools in the country. Queen's Drive Primary School is also a 'Teaching School' and plays a role providing support to the profession as well as training the next generation of teachers.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Devising and delivering outstanding Computing lessons • Knowledge of the Primary Computing Curriculum, including 'computational thinking' • Using questioning techniques to impact on the learning and responses of all pupils
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I have provided support for schools in the following areas:</p> <ul style="list-style-type: none"> • Computational thinking across the curriculum • Computer science (coding) • Online safety activities • 1:1 teacher support across the curriculum • Devising a scheme of work for mixed age classes • Devising a scheme of work for single form classes • Using ICT across the curriculum • Using 'green screen' technology • Using dataloggers in Science • Termly Computing Network Meetings • Parent and staff online safety training sessions • Questioning techniques that enhance teaching and learning
What was the Impact of your support?	<p>The support that was provided had the following impact:</p> <ul style="list-style-type: none"> • Increased staff knowledge regarding Computing • Increased staff awareness of the ever-changing world of online safety • Increased parental awareness of online safety issues • Computational thinking becoming embedded across the curriculum • A wide range of ideas adopted for use in delivering the Computing curriculum, resulting in improved pupil outcomes • ICT being used to present work in a creative and inspiring way • Developing assessment for learning opportunities through the use of a 'no hands up' approach coupled with inclusive teacher questioning

Computer Science

Name	Helen McLean
SLE designation (Date of designation & Teaching School)	Computer Science SLE Appointed 1st March 2016 Archbishop Temple School/Preston Teaching School Alliance
Current School (LA or Sponsor)	Archbishop Temple School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	<p>Archbishop Temple School is a high performing secondary school in Preston, Lancashire. We have around 800 pupils, aged 11 – 16, and we aim to provide an outstanding education based firmly on our core values of faith, nurture and service.</p> <p>Our pupils receive a first class education and our exam results are consistently among the best in the country (in 2018 88% of our students achieved a good grade in 5 or more subjects, including English and Maths).</p> <p>Being a Church of England School is a core part of our ethos. We express our faith in regular acts of worship, but also by providing an inclusive and welcoming atmosphere where we make a commitment to each young person to try to support them to be the best they can be.</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • CAS Hub Leader for Preston • CAS Master Teacher in Computer Science • Honorary Teacher Partner of Lancaster University with 2 years' experience of training other teachers • CEOP Ambassador – Online Safety • Several years' experience of raising attainment within department
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Worked with individual teachers in other schools to lead moderation on programming projects • Trained other teachers for many years through both the CAS hub and Lancaster University conference days • Trained staff within school in relation to online safety and I am working with SLT to attain the 360 ICT Mark through SWGfL • Many years as a mentor for trainee teachers and NQTs
What was the Impact of your support?	<ul style="list-style-type: none"> • Improved results in the GCSE Computing qualification following training • Raising awareness and skills across the new computer science curriculum • Raised awareness to online safety issues within school • Achievement within the department has continue to improve resulting in a successful department within school.

Creative Arts

Name	Lisa Tattersall
SLE designation (Date of designation & Teaching School)	Creative Arts SLE Appointed December 2017 Preston Teaching School Alliance
Current School (LA or Sponsor)	Blackburn Central High School, Blackburn
Recent OfSTED judgement (Overall and Leadership)	Good
Context of School	<p>Blackburn Central High School is an average sized school with 863 students on roll, the school has grown considerably since 2013. BCHS with Crosshill is co-educational, 11 to 16 community comprehensive school situated in the centre of Blackburn. The school has capacity for 900 students and is collocated with Crosshill Special School (65 students).</p> <p>BCHS is a highly diverse and multicultural school with in excess of 40 different languages being spoken as the first/home language.</p> <p>The percentage of students entitled to FSM is almost double the national average (47.9%) and around 80% of students are of ethnic minority heritage with around 69% of students not having English as their first language.</p> <p>BCHS serves two distinct communities Asian heritage and white working class. The school has put a lot of work into creating highly successful Community Cohesion and as a result there is very low level of racial incidents.</p> <p>The percentage of students with SEN support is double the national average and those with an EHC plan is just below national average however, for 2017 there is an increase in those with an EHCP.</p> <p>BCHS has 5 times as many EAL students as the National Average.</p> <p>We have a significantly high number of international new arrivals</p> <p>Prior attainment of students on entry is significantly below the national average and the gap is widening (approx. 2 points).</p> <p>Approx. 50 % of our students are disadvantaged.</p> <p>Overall 99% of our students live in areas classified as being in the bottom 50% nationally for deprivation, half of them in the bottom 10% and 4% in the bottom 1% nationally for deprivation.</p> <p>BCHS has built positive relationships with a wide range of groups in our community and together we work in partnership to support our students learning and maximise their progression</p>
Particular area(s) of Expertise/Strength	<p>Focus groups including White British, disadvantaged and boys</p> <p>Multicultural diversity and inclusion.</p> <p>I am currently working at a diverse and multicultural school. Ensuring cohesion, especially though the Arts is an area I am passionate about. I also thrive on closing the gaps of focus groups by researching, trialling strategies and looking at outcomes. This is especially focused on boys and the strategies I have developed have played a vital role in closing the gap between boys' and girls' results.</p> <p>Raising attainment of students</p> <p>My main focus and passion is in the Arts. I really enjoy getting children to use art as a way of expressing themselves and produce good quality and inspirational artwork. My pupils' art has been exhibited nationally and the results in my department have doubled since I started 4 years ago. This also includes significantly improving standards and cohort numbers throughout music and drama.</p>

<p>Particular area(s) of Expertise/Strength</p>	<p>Raising profile of creative arts in school</p> <p>I look at strategies to increase cohort numbers in department and engage students. This is done by making the learners see the point of the subjects through looking at the job sector and future careers, having artist in residence and trips. This is also created by having high standards and pride in their work and also seeing their work around the school and the local area.</p> <p>Analysing Data and then implementing this in strategies to improve attainment</p> <p>I enjoy using data as a key tool to analyse underachievement. This can then be turned into specific strategies for interventions. Regular analysis means I can see patterns and gaps to focus on.</p>
<p>How have you supported other schools or middle leaders and senior leaders in your own school?</p>	<p>I have done the following support at both middle leader and whole school level;</p> <ul style="list-style-type: none"> • Led action research groups on White British and boys achievement. • I have led professional development groups. • Given whole school assemblies on engaging white British and boys. • Been part of multi-cultural meetings and development of cohesion in schools.
<p>What was the Impact of your support?</p>	<ul style="list-style-type: none"> • Closing of the gaps of focus groups within my departments. • Increase of Cohort at KS4. • Increased knowledge of strategies to use on specific groups like White British and boys. • Improved cohesion of learners from outside of the U.K especially EAL learners. • Intervention utilised to raise achievement. • Improved grades at KS4 for my departments.

Design Technology

Name	Adrian Brandwood
SLE designation (Date of designation & Teaching School)	Design technology SLE Appointed February 2015 Broughton High School - Preston Teaching School Alliance
Current School (LA or Sponsor)	Broughton High School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	Broughton High School is a popular, high-achieving mixed 11-16 community school with a proud history of success. We are located in the village of Broughton, towards the north of Preston. Broughton High School is one of the three Teaching Schools in the Preston Teaching School Alliance.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Design Technology 11-16 education • Design Technology curriculum planning • New and emerging technology in Design Technology • Effective leadership in Design Technology • Assessment reporting and recording in Design Technology • Redesigning the learning environment
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Design Technology curriculum planning and redesign • Sharing teaching and learning practice at Broughton High School with DT teachers. • Supporting DT NQT's and new teachers in Design Technology • Networking meeting at Broughton for NW Schools • CPD by arrangement with individual schools and staff
What was the Impact of your support?	<ul style="list-style-type: none"> • Improving departmental innovation, practice and short term planning. • Supporting leaders of DT in accountability and development planning. • Staff professional development resulting in improved provision and curriculum delivery in DT. • Teaching & Learning environment improvements. • Quality of Teaching and learning. • Improving outcomes.

Drama and Performing Arts

Name	Stephanie Jane Barnes
SLE designation (Date of designation & Teaching School)	Drama and Performing Arts SLE Designated SLE in February 2015 - Ashton Community Science College Preston Teaching School Alliance
Current School (LA or Sponsor)	Ashton Community Science College, Preston
Recent OfSTED judgement (Overall and Leadership)	Overall – Good Leadership - Good
Context of School	<p>Local Authority Secondary (11-16) mixed comprehensive community school 638 pupils on roll Ashton Community Science College is smaller than most secondary schools The number of pupils supported by the pupil premium funding is larger than average The proportion of pupils from ethnic minority groups is lower than the national average The proportion of pupils who speak English as an additional language is lower than average The proportion of pupils who receive support for SEN and/or disabilities is small in comparison with the national figure. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is higher than the national average In 2017 the school met the government’s current floor standards, which set minimum expectations for pupils’ attainment and progress For a small number of pupils the school uses alternative provision at Preston’s College, Larches House PRU, Larches Medical, Preston Vocational Centre and Tower Learning The school is a member of Preston Teaching School Alliance and Ripley Teaching School Alliance The school is also a member of a local collaborative group for Headteachers The school has a resource base which caters for 13 pupils who have hearing Impairment</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Subject Leader for Drama – planning and curriculum across KS3 and KS4 • Lead IV for Performing Arts Level 2 – planning and assessing KS4 • Leadership of curriculum - Drama and BTEC Performing Arts – including Drama within English across the KS3 and KS4 curriculum • Initial teacher training (ITT) and newly qualified teacher (NQT) development - PGCE; GRTP, Troops to Teachers • 18 years’ teaching experience • Conference Days and Training for University of Cumbria Drama Trainees and Primary Trainees (using Drama in the Primary Classroom and Staging the School Play) • Behaviour and discipline – Safe behaviour in practical performance subject

How have you supported other schools or middle leaders and senior leaders in your own school?

- Support of Curriculum Development in my own and other schools for KS3
- Drama, GCSE Drama and BTEC Performing Arts
- Support of marking and assessment practices in my own and other schools, including marking GCSE drama and BTEC Performing Arts, as well as devising assessment systems for KS3 Drama
- Mentoring trainees and facilitating training days and conference days for the University of Cumbria Drama Trainees and Primary trainees
- Demonstrating and coaching an understanding of what makes an 'outstanding' lesson in drama, in my own and other schools
- Analysis of data and approaches to improve results, in my own and other schools - identifying and prioritising needs
- Setting and establishing new and innovative working practices in my own and other schools, supporting with motivation and creativity
- Coaching in my own and other schools, to grow leadership capacity in others - leading by example, in a professional and enthusiastic manner
- Securing funding from The Arts Council (England), which enabled me to trial a technique, used in some theatres, where the director (teacher) becomes part of the ensemble (class)
- Raising of Literacy Standards through drama and connections with the literacy heritage of our country
- Organisation of Performing Arts trips abroad, (Paris and New York) - Supporting Colleagues in my own and other schools to facilitate similar trips.

What was the Impact of your support?

- Sustainable improvements made within my own department and in other schools
- Improved leadership and communication between colleagues in my department and in other schools
- Assurance of the quality of the provision of planning and teaching, to meet rigorous national standards, in my own and other schools - as well as implementing clear and effective marking and quality assurance systems
- Creative curriculum implementation and drama and performing arts provision in my own and other schools
- Improved literacy standards in my own school

Early Years

Name	Sarah Hargreaves
SLE designation (Date of designation & Teaching School)	Early Years SLE Appointed December 2014 Preston Teaching School Alliance
Current School (LA or Sponsor)	Ribby with Wrea Endowed CE Primary School, Wrea Green
Recent OfSTED judgement (Overall and Leadership)	Outstanding (including Early Years)
Context of School	Ribby with Wrea is a smaller than average primary school set in the village of Wrea Green. We have 5 mixed age classes with two of these being cross key stage. We are situated in the heart of the village and being a Church of England Primary School our Christian faith underpins all that we do. We are committed to an enriched and engaging curriculum that allows all children to succeed in their own areas of strength.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Teaching and Leading Reception in a mixed Reception/Year 1 class. • Working with high levels of SEN children within a mainstream setting. • Supporting Speech, Language and Communication within EYFS (Elklan Level 3 completed) • Challenging 'more able' children to meet exceeding levels.
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Visited by other teachers who were looking for support in teaching mixed Reception/Year 1/KS1 classes • Supporting other schools in providing appropriate challenge for more able children. • I worked with other Early Years Practitioners from our TSA to develop Communication and Language Skills in local nurseries (funded by the NCTL)
What was the Impact of your support?	<ul style="list-style-type: none"> • Increased confidence of visiting teachers. • Increased levels of Communication and Language skills in our targeted nurseries.

English

Name	Miss Helen Beresford
SLE designation (Date of designation & Teaching School)	English SLE October 2015 Queen's Drive Primary School/Preston Teaching School Alliance
Current School (LA or Sponsor)	Queen's Drive Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	Overall – Outstanding Leadership – Outstanding
Context of School	<p>Queen's Drive is a large primary school with 445 pupils on roll in September 2018. In 2014/15 the school admitted 90 pupils in Reception as part of a temporary expansion to cater for increased pupil numbers in the area. The school has more boys on roll than girls (236 boys and 207 girls on the January 2017 Census). This is particularly notable in Year 6 where there are almost twice as many boys as girls. The percentage of pupils from minority ethnic backgrounds is very high at 59%, with 23% of the pupils having English as an additional language.</p> <p>The percentage of pupils eligible for free schools meals at any time within the last six years (FSM6) is 11%, which is below the national average (25%). The school has approximately 8% of children recorded as having special educational needs and disabilities (SEND) on the 2017 'census', which is below average and a reduction on previous years.</p> <p>The socio-economic background of the pupils is broadly average overall, but very wide ranging from multiple deprivation index E* (most deprived 5% nationally) to A (least deprived). Attendance is strong with overall absence better than the national average at 3.3%. Persistent absence is very low at 4% (national average 8.2%).</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Consistently high end of Key Stage 2 outcomes. 2018 outcomes were 97% reading (40% GD), 93% writing (17% GD), 97% GPS (63%GD) and 97% mathematics (50%GD). • Specific strengths and expertise in the teaching and learning of English and mathematics. • Three years of experience working as an SLE across a number of national and local projects – English, maths, teaching and learning. • Key Stage leader and member of the Senior Leadership Team. Skills in monitoring and evaluation. • Coaching and mentoring skills • Sense of humour! • Collaborative working strategies.
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Worked alongside colleagues in primary schools to develop planning skills and create units of work. • Led CPD opportunities in schools to develop writing skills, grammar, punctuation and spelling and the understanding of effective guided reading. • Worked alongside secondary colleagues to inform them of the English and maths curriculum at KS2 in an effort to smooth the transition process between Year 6 and Year 7. • Led staff meetings on guided reading, extending vocabulary, planning units of work and improving writing to Primary North schools. • Instrumental in the National Strategic School Improvement Fund (SSIF) initiative working on projects with High Schools to improve the transition of, achievement and attainment of White British disadvantaged boys – a two year project.

What was the Impact of your support?

- Evaluations of intervention showed increased confidence in planning and delivering lessons. This was further supported by lesson observations where good to outstanding teaching and learning was evidenced.
- Consistently high KS2 outcomes.
- English departments in KS3 have changed their expectations and delivery of English to reflect learning in Y6. Non-negotiables have been introduced in KS3 and the curriculum has been adapted to better suit the needs of pupils in Year 7.
- Facilitation of collaboration where both Primary and High Schools work alongside one another to ensure the best possible outcomes for all pupils.
- Early evaluation of the SSIF project indicates that transition arrangements for the project schools have improved (Pupil Questionnaires 2017 and 2018)

English

Name	Sarah Flynn
SLE designation (Date of designation & Teaching School)	English SLE Appointed 25 th February 2019 Longridge High School/ Preston Teaching School Alliance
Current School (LA or Sponsor)	Longridge High School, Preston
Recent OfSTED judgement (Overall and Leadership)	Overall: Requires Improvement Leadership: Good
Context of School	<p>Longridge High School is a mixed secondary school with 750 pupils on roll. It is based in the rural town of Longridge but has a large catchment area that means pupils travel from a number of areas to school.</p> <p>The school is at the heart of the community and works extremely closely with a number of feeder primary schools to ensure that the pupils' transition from primary school to secondary school is successful.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>As Head of Department, the results last year in English jumped by 20% to 82% for the Best English.</p> <p>The overall results were as follows:</p> <p>English Language: Grades 7-9: 18% Grade 5-9: 55% Grades 4-9: 78%</p> <p>English Literature: Grades 7-9: 22% Grades 5-9: 54% Grades 4-9: 76%</p> <p>As a Team Leader for Eduqas English Language Component 1, I have run in-school CPD sessions to ensure that all of my department mark accurately and robustly. In addition to this, I have shared my expertise with other colleagues in schools across Preston.</p> <p>Quality Assurance of assessments is an area I have developed in my department and within other departments across the school. The process is now embedded within the department's assessment calendar and is operated at both key stages.</p> <p>Coaching and mentoring underperforming staff and departments is an area of strength as I have worked closely with a number of teachers to improve their teaching practice, the quality of their feedback and the pace and challenge that exists in the classroom.</p>

<p>How have you supported other schools or middle leaders and senior leaders in your own school?</p>	<p>Through my role as an extended member of the SLT team I have worked closely with another department to improve their awareness and understanding of what pace and challenge looks like in the classroom. This has been done through shared observations, shared feedback and looking at improving the type of feedback given to members of their department.</p> <p>In addition to this, I have supported members of staff who are on coaching programmes/and or who are struggling to raise the achievement of pupils they are teaching. This has been successfully managed by team teaching, shared planning and looking at the marking and feedback given to the pupils.</p> <p>I have already supported another HOS who was struggling to manage their time and workload inside and outside of the school. I supported this colleague by discussing areas of their practice that could be tweaked and altered to improve their daily routines.</p>
<p>What was the Impact of your support?</p>	<p>Improved exam results for pupils through successful team teaching and shared planning.</p> <p>Increased awareness and understanding of exam criteria for underperforming staff.</p> <p>More positive outcomes seen in the observations of teachers to ensure that pace and challenge is evident in their teaching.</p> <p>Reduced stress and anxiety about daily workloads.</p> <p>New strategies being successfully used to change the teaching practice of colleagues in other schools.</p>

English

Name	Louise Robertson
SLE designation (Date of designation & Teaching School)	Key Stage One English EYFS and Key Stage One Phonics Appointed April 2016 Queens Drive Primary School/ Preston Teaching School Alliance
Current School (LA or Sponsor)	Queens Drive Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding in all areas
Context of School	<p>Queens Drive Primary School is a large primary school situated in the Fulwood area of Preston. We have fifteen classes in total in the school.</p> <p>Our pupils are driven by an exciting blend of innovative and unique skills-based learning, complemented by enthusiastic, knowledgeable and nurturing staff. Our teachers love to teach and inspire a desire to learn and make progress amongst all pupils.</p> <p>We perform consistently well in terms of academic achievements and our SAT's results are well above the national and Lancashire average in all subject areas.</p> <p>Our school thrives on success and as well as our academic success our children enjoy opportunities to excel in many areas of sport. Our dedicated staff regularly lead after school sports clubs where children are given opportunities to compete with other Preston Schools in a wide variety of different sports such as cheerleading, swimming, triathlon and gymnastics. As our school motto shows children are given the opportunity to dream, achieve and believe in themselves and their capabilities.</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Phonics teaching and planning support • Guided reading support • Key Stage 1 English planning and teaching support • Guided writing support • Phonics training to teaching and support staff • The teaching of early reading and writing • Our Year One screening check data continues to be consistently greater than the national and Lancashire average. This year 89% of Year One children reached the expected standard in phonics with 23% of the children attaining a maximum score of 40 out of 40.
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Supported two local primary schools with SLT team and looked at phonics and reading in these schools. I was part of a mentoring support team that analysed school data, observed lessons and provided feedback to schools and on how to improve and develop phonics and early reading provision further. • Provided school to school support to primary school in Preston. I advised them with the provision of high quality decodable reading books for all EYFS and Key Stage 1 children. I supported staff in EYFS with their teaching of phonics, reading and how to organise their classroom environment. • I presented a writing workshop to a primary school in Lancaster. This focussed on strategies used to develop early writing skills and how to provide high quality purposeful writing opportunities for EYFS and Key Stage One children. • I presented a phonics training session to Preston Teaching School Alliance secondary English students.

<p>How have you supported other schools or middle leaders and senior leaders in your own school?</p>	<ul style="list-style-type: none"> • I have presented several phonics twilight sessions to all Preston Alliance schools. These sessions have involved high quality continuous professional development for teaching and ta staff and were very well attended. • I have provided writing demonstration lessons for staff visiting from other schools. • I have supported Year 1 staff from other schools with transition from EYFS to Year 1. • Whilst supporting the Preston primary school undertook lesson observations, TA training, demonstration lessons to all staff and teaching staff training • In my school I have provided staff with several opportunities to develop their phonics skills through phonics training and support sessions.
<p>What was the Impact of your support?</p>	<p>The feedback I received from the schools was extremely positive. References were made to:</p> <ul style="list-style-type: none"> • improvement in lesson delivery • knowledge of resources available to teach phonics and how to use these effectively • confidence in teaching English • increased understanding of early reading and the importance of using decodable readers • Renewed interest and enthusiasm when teaching phonics and early reading skills • When I went back into the primary school in Preston I was able to see how they had taken my advice and replenished their reading book stock and were also using strategies explained in mentoring and planning sessions to deliver high quality phonics sessions.

English

Name	Bob Sutcliffe
SLE designation (Date of designation & Teaching School)	Primary (Creativity/Role play/ English /Phonics) Appointed 2019
Current School (LA or Sponsor)	Sherwood Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	Overall - Outstanding Leadership - Outstanding
Context of School	A larger than average school in Preston. Lower than average numbers eligible for free school meals and with statements for special educational needs. Above average numbers of pupils from diverse ethnic background and speaking English as an additional language.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • 8 years working to deliver high quality phonics including training and supporting other staff. • Commendation from Department for Education for outstanding results. • Specialist in role-play and talk for writing at Key Stage One. • English Coordinator role (KS1). • Trained mentor and coach. • Pediatric First Aid Trainer. Coordinator of medical needs in relation to academic achievement.
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>I am an experienced mentor and leader in a variety of contexts both in and out of the field of education. My management experience outside of education is transferable and I have working knowledge of funding streams, grants, team development and coaching. I have recently supported other senior leaders in their career development and the development of a new year group unit army school. This included:</p> <ul style="list-style-type: none"> • Establishment of an action plan • Consultation with senior leaders • Planning and implementation of training for staff • Review and analysis of success with colleagues
What was the Impact of your support?	<p>The impact of my support has been:</p> <ul style="list-style-type: none"> • Well motivated and trained staff • Key members of staff re-engaged in their career • Clear and shared vision for the unit • Improvement in teaching practices • Impact on children's progress and learning

Humanities

Name	Laura Gilmour
SLE designation (Date of designation & Teaching School)	Humanities SLE Appointed September 2017 Archbishop Temple School / Preston TSA
Current School (LA or Sponsor)	Archbishop Temple School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding in all areas.
Context of School	<p>Archbishop Temple School is a high performing secondary school in Preston, Lancashire. We have around 800 pupils, aged 11 – 16, and we aim to provide an outstanding education based firmly on our core values of faith, nurture and service.</p> <p>Our pupils receive a first class education and our exam results are consistently among the best in the country (in 2018 88% of our students achieved a good grade in 5 or more subjects, including English and Maths).</p> <p>Being a Church of England School is a core part of our ethos. We express our faith in regular acts of worship, but also by providing an inclusive and welcoming atmosphere where we make a commitment to each young person to try to support them to be the best they can be.</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Pupil progress (high residual data: high residuals for classes summer 2018 within Humanities, highest residual data in the school 2017) • Implementing walking talking exams • Structuring 5- year curriculum planning • Developing assessments to support GCSE skills across the 5 years. • Leading educational visits/ field work to support and enhance learning • Developing campaigns in school to raise the profile of 'geography' and increase pupils engagement and involvement- banning single use plastics etc
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>Supporting other schools:</p> <ul style="list-style-type: none"> • SLE deployed to raise attainment in Humanities at a secondary school in Cheshire, and on-going in 2018. • Termly 'Teach-Meets' for Geography Head of Departments focusing on three core values, 1 per term. • Meetings with the Humanities Department at a local secondary school to raise ¾ and MPA groups in addition to attendance at the Geography Teach Meets. • Humanities Away Day planning inviting 3 other departments to co-ordinate structure and delivery of new specification <p>At ATS:</p> <ul style="list-style-type: none"> • Secondment to SLT for one year where a review of CPD for Teaching and Learning was under taken and a new venture established. • Use of VLE to create a T&L area to share resources for staff • Supporting Middle Leaders with data analysis and writing of department SEFs. • Observations of colleagues performing Walking Talking Exams • Leading Heart of the Matter meetings for one year. • Attendance to the EL-TLC impact group in school.

What was the Impact of your support?

Supporting other schools:

- SLE deployed to raise attainment in Humanities at a secondary school in Cheshire for 2017, and on-going in 2018.
- Termly 'Teach-Meets' for Geography are well attended and regular. Attendance has grown to involve more schools. Smooth transition between the new and old specifications and sharing of resources has allowed more time to focus on learning in the classroom.
- Meetings with the Humanities Department of a local secondary school to raise ¾ and MPA groups in addition to attendance at the Geography Teach Meets- Ideas for raising achievement are on-going and suggestions have been shared and will be implemented over the coming year.
- Humanities Away Day planning inviting 3 other departments to co-ordinate structure and delivery of new specification- this has continued and is an annual event with departments all making significant contributions.

At ATS:

- Secondment to SLT for one year where a review of CPD for Teaching and Learning was undertaken and a new venture established.
- Use of VLE to create a T&L area to share resources for staff
- Supporting Middle Leaders with data analysis and writing of department SEFs this is on-going as HOD discuss SEFs and best practice.
- Observations of colleagues performing Walking Talking Exams- this has been incorporated by other subjects. Use of the Sports Hall and Apple Pens reflects a commitment and investment for this type of learning in school.
- Increase in History results at ATS from 2017 due to modelling WTE and supporting colleagues in the delivery of examination technique.
- Leading Heart of the Matter meetings for one year- themes continue to run as a working group established to discuss areas within school by Middle Leaders.

Humanities

Name	Lisa Shallcross
SLE designation (Date of designation & Teaching School)	Humanities SLE July 2017 Moor Park High School and Sixth Form/Preston Teaching Alliance
Current School (LA or Sponsor)	Moor Park High School and Sixth Form
Recent OfSTED judgement (Overall and Leadership)	Overall: RI Leadership: Good April 2018
Context of School	Moor Park High School and Sixth Form is an urban, popular, mixed 11-18 small (approx. 570 students) school in central Preston. The catchment area includes pockets of high deprivation and the proportion of disadvantaged students is well above the national average. The students, staff and community have great confidence in their school.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Faculty Leader of Humanities across key stages 3-5. Outcomes are consistently in line with or above national averages as mentioned in our most recent Ofsted report. • Assistant Headteacher with current responsibility for ITT, CPD support (professional learning pathways), faculty review and curriculum and assessment development. The culture of professional development at Moor Park, its impact on improved teaching and the development of middle leadership were all praised in our 2018 Ofsted report.
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • I have made a significant contribution to the improvement of all faculty outcomes and, through classroom practice, specifically the achievement of GCSE and A Level History. In addition to this I have helped to develop additional leadership capacity within my own faculty. • I work directly with middle leaders to improve classroom and assessment practices and have implemented and directed the whole school adoption of PLCs. • I launched and supervised the development of the Faculty Review programme and coordinated with middle leaders during the year-long cycle.
What was the Impact of your support?	<ul style="list-style-type: none"> • Results in subjects within my faculty have remained positive over time as cited in our most recent Ofsted report. • As previously mentioned, Ofsted also praised the improved culture of professional development and its impact on the quality of teaching. • In my role as a senior leader, I have contributed to the improved outcomes across the school with Moor Park seeing a dramatic P8 improvement in our most recent examination results.

Mathematics

Name	Simon O'Leary
SLE designation (Date of designation & Teaching School)	Mathematics SLE Appointed April 2019 Archbishop Temple School/Preston Teaching School Alliance
Current School (LA or Sponsor)	Archbishop Temple School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	<p>Archbishop Temple School is a high performing secondary school in Preston, Lancashire. We have around 800 pupils, aged 11 – 16, and we aim to provide an outstanding education based firmly on our core values of 'Faith, Nurture and Service'.</p> <p>Our pupils receive a first class education and our exam results are consistently among the best in the country (in 2018 88% of our students achieved good grades in 5 or more subjects, including English and Maths).</p> <p>Being a Church of England school is a core part of our ethos. We express our faith in regular acts of worship, but also by providing an inclusive and welcoming atmosphere where we make a commitment to each young person to try to support them to be the best they can be.</p>
Particular area(s) of Expertise/Strength	Subject specialist with over 20 years of teaching experience / Head of Department – running a department that consistently produces outstanding results year on year.
How have you supported other schools or middle leaders and senior leaders in your own school?	Over the last few years I / we have supported a number of schools both locally and nationally in order to raise standards and in particular looking at systems which ensure consistency throughout a department both in terms of teaching and managing staff.
What was the Impact of your support?	<p>The smooth transition and implementation of the new GCSE, which has ensured that the GCSE results are maintained.</p> <p>SOW's / assessment have been amended as a result of our work so that the grades at the higher end of the subject are now more achievable / ensuring challenge to all.</p>

Mathematics

Name	Mark Noblet
SLE designation (Date of designation & Teaching School)	Mathematics SLE Appointed 2015 Queen's Drive Primary School / Preston Teaching School Alliance
Current School (LA or Sponsor)	Queen's Drive Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	A large mixed primary school with 450 pupils on role. The school is positioned in Fulwood, which is a suburb of Preston, with pupils from a range of cultural, religious and socio-economic backgrounds.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Mastery in Mathematics • Intervention Planning • Effective Deployment of TAs in Mathematics • Strategies to Make Maths Fun • Engaging Girls in Mathematics • Transition KS1-KS2-KS3. <p>This has been achieved by:</p> <ul style="list-style-type: none"> • Coaching and supporting staff on 1:1, needs specific small group and whole school staff development. • Bespoke extra-curricular clubs for maths. • Planning meetings with teachers to identify areas of underperformance and address these. • Organising and hosting regular meetings with colleagues from a range of primary and secondary schools. • Active participation in the Mastery in Mathematics programme.
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Working with teachers and teaching assistants to consider how a range of practical resources can be used to enhance the learning and teaching of mathematics. • Undertaken research into girls' attitudes towards maths and provided feedback to colleagues and ideas for improving experiences and results for girls in mathematics. • Implementing the Mastery in Mathematics approach at our school, providing colleagues with ideas and resources to make this successful. • Evaluated planning with colleagues from other schools and assessed the quality of teaching and learning in other schools through direct observations, scrutiny of books and pupil interviews. • Provided opportunities and set agendas for colleagues to meet and discuss issues related to the mathematics curriculum. • Promoted open and honest dialogue with Headteachers and senior leaders about areas for improvement in their schools.

What was the Impact of your support?

- Feedback from teachers and teaching assistants stated that the support provided challenged them to think differently and gave ideas how to make mathematics more interactive.
- Staff reported that the resources and ideas provided allowed them to plan and prepare their maths lessons with greater structure and differentiation.
- There were marked improvements in the results of girls in maths in the Key Stage 1 and Key Stage 2 tests.
- As a result of the mastery approach, children are experience a wider range of learning opportunities in maths with a greater use of practical equipment and visual resources.
- Primary and secondary colleagues reported that they had a greater understanding of the transition issues and this had helped them in the classroom and when planning mathematics.
- Overall improvements in the learning and teaching of mathematics.

Mathematics

Name	Mr Chris Taylor
SLE designation (Date of designation & Teaching School)	Maths SLE February 2019 Queen's Drive Primary School/Preston Teaching School Alliance
Current School (LA or Sponsor)	Queen's Drive Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	Overall – Outstanding Leadership - Outstanding
Context of School	Queen's Drive is a two form entry primary school (three form in Year 4) with 450 pupils on roll. We have two main aims: <ul style="list-style-type: none"> • To provide opportunities for all pupils to learn and to achieve. • To promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life. <p>Due to its location, Queen's Drive benefits from children having broad socio-economic and religious backgrounds – with a high proportion from minority ethnic backgrounds.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<ul style="list-style-type: none"> • Year 6 teacher for 4 years with consistently high KS2 outcomes (above national average in expected and GD outcomes); • Experience teaching across Key Stage 2 from Year 3 to Year 6; • Led a SSIF (National Strategic School Improvement Fund) Transition Project, focusing on Maths with a local high school and five feeder schools; • Maths lead within the school having led a subject in every year I have taught; • Accelerate coach; • Have always worked as part of a team; • Completed Middle Leadership Qualification (NPQML).
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • As previously mentioned, I have led a transition project (focusing on White British Disadvantaged Boys) as part of SSIF scheme to help high schools close the gap between KS2 and KS3; • Led CPD and staff meetings on the Bar Model and extensively researched the use of modelling in the primary maths classroom; • Led Year 6 in previous setting, helping to support staff who were new to year group or Key Stage; • Considered the best form and use of assessment in maths and work with colleagues to ensure tests are always beneficial and have an impact.
What was the Impact of your support?	<ul style="list-style-type: none"> • Consistently high Key Stage 2 outcomes; • The high school and primary schools that have been part of the transition project have started to use a 'Passport' which allows the children to tell their new school their strengths and areas for development in maths; • Teachers and Teaching Assistants feel more confident using the Bar Model and this is now a school-wide approach; • Staff use a 'Maths Pack' (which I created in collaboration with staff) in their lessons so children move from year group to year group, using the same resources – this helps with confidence and ability to 'hit the ground running'; • Evaluations of the SSIF project have demonstrated that it is having a positive impact on staff involved in the project – this collaborative approach has allowed for staff to become reflective. Sharing ideas between KS2 and KS3 means that children are gaining a wonderful learning experience.

Modern Foreign Languages

Name	Joanna Cairns
SLE designation (Date of designation & Teaching School)	Modern Foreign Languages SLE July 2017 Archbishop Temple School /Preston Teaching School Alliance
Current School (LA or Sponsor)	Archbishop Temple School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	<p>Archbishop Temple School is a high performing secondary school in Preston, Lancashire. We have around 800 pupils, aged 11 – 16, and we aim to provide an outstanding education based firmly on our core values of faith, nurture and service.</p> <p>Our pupils receive a first class education and our exam results are consistently among the best in the country (in 2018 88% of our students achieved a good grade in 5 or more subjects, including English and Maths).</p> <p>Being a Church of England School is a core part of our ethos. We express our faith in regular acts of worship, but also by providing an inclusive and welcoming atmosphere where we make a commitment to each young person to try to support them to be the best they can be.</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Leading the approach to MFL Pedagogy and Curriculum as piloted by the DfE’s MFL Hubs Programme (we are one of 9 Lead schools in the pilot) • Pupil progress (3 year trend of consistently excellent outcomes at GCSE French and Spanish) • Structuring 5 year curriculum planning • Developing assessments to support GCSE skills across the 5 years • Driving MFL uptake at KS4 and developing campaigns in school to raise the profile of ‘MFL’ and increase pupils’ engagement and success in the subject • New Staff Induction
How have you supported other schools or middle leaders and senior leaders in your own school?	<p>Supporting other schools:</p> <ul style="list-style-type: none"> • AST in MFL between 2009 and 2012 • Supported a range of departments in embedding principles of the Lancashire Literacy Project at a secondary school in Lancashire • Currently working with 4 Hub schools to develop MFL curriculum and pedagogy <p>At ATS:</p> <ul style="list-style-type: none"> • Supported all departments in evaluating and developing literacy provision to improve outcomes • Part of a group of teachers to trial, develop and lead on using new technologies to support learning • 12 years experience in New Staff Induction, ITT and NQT as Professional Mentor • Led the TLC impact group in school and worked with colleagues to share best practice and trial new ideas • Led whole school approach to YGT, devised policies and worked with Departments to evaluate provision and differentiate appropriately to challenge the most able

What was the Impact of your support?

Supporting other schools:

- Successful analysis of opportunities to explicitly teach Literacy in Science, RE and Humanities Departments at a secondary school in Lancashire, SOW reflected change in approach
- Ongoing support for Hub schools as directed by DfE Hub programme

At ATS:

- Devised a whole school approach and policy to explicitly teach literacy in all classrooms
- Successful creation of MFL department VLE on Firefly and lesson routines using new technologies are embedded in all SOW and classroom practice
- Regular attendance at TLC impact group and range of new initiatives trialled and action research conducted
- Consistent approach to YGT evident across departments and excellent outcomes consistent for this sub group.

Modern Foreign Languages

Name	Sarah Crook
SLE designation (Date of designation & Teaching School)	MFL, ITT and Narrowing the Gap Appointed 21 st September 2017 Preston Teaching School Alliance
Current School (LA or Sponsor)	St. Cecilia's RC High School, Longridge
Recent OfSTED judgement (Overall and Leadership)	Good (Overall and Leadership) Outstanding (Section 48. Diocesan Inspection)
Context of School	Catholic, Secondary High School with approx. 400 pupils. St Cecilia's RC High School is a small and friendly learning community on the eastern fringe of the Ribble Valley . We have a truly comprehensive intake and serve families from around the town of Longridge, ranging from rural farming communities to inner city Preston.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Excellent exam results in MFL – 100% Spanish 2018, 78% French 2018 • Excellent behaviour for learning in MFL lessons • Fully supportive role as a mentor and successful with students from Edge Hill and the University of Cumbria (last 6 students left on a grade 1) • Currently gained QMS (Qualified Mentor Status) with the University of Cumbria • Currently training staff at St. Cecilia's to gain QMS and for S. Crook to gain QLMS (Qualified Lead Mentor Status) • Lead and deliver whole strategies to narrow the disadvantage gap such as Year 11 mentoring year 7s, staff training, working with link governors and local universities etc. • Part of an MFL and PP network in Lancashire • Part of the Partnership Stakeholder group with University of Cumbria
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Currently training staff at St. Cecilia's to gain QMS and for S. Crook to gain QLMS (Qualified Lead Mentor Status) • Lead and deliver whole strategies to narrow the disadvantage gap such as Year 11 mentoring year 7s, staff training, working with link governors and local universities etc. • Training trainees in MFL from UoC and Edge Hill.
What was the Impact of your support?	<ul style="list-style-type: none"> • Better and more consistent training of trainees from all staff in our school. • The PP gap is narrowing throughout the school, especially in KS3 • Trainee teachers are receiving comprehensive and rigorous training enabling them to complete their course with a grade 1 (outstanding)

Music

Name	Sarah Hargreaves
SLE designation (Date of designation & Teaching School)	Music SLE Appointed December 2014 Preston Teaching School Alliance
Current School (LA or Sponsor)	Ribby with Wrea Endowed CE Primary School, Wrea Green
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	Ribby with Wrea is a smaller than average primary school set in the village of Wrea Green. We have 5 mixed age classes with two of these being cross key stage. We are situated in the heart of the village and being a Church of England Primary School our Christian faith underpins all that we do. We are committed to an enriched and engaging curriculum that allows all children to succeed in their own areas of strength.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Devising a rolling programme of topics and content that can be taught by non-specialists. • Teaching mixed age and cross-keystage classes. • Music Assessment • Running a choir
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • I have worked with other schools to ensure curriculum coverage through engaging and appropriate activities and topics. • I have supported staff in developing their confidence in teaching Music through team teaching experiences. • I have been part of Lancashire Music Hub's Assessment Working Party who have written an assessment toolkit for use by schools.
What was the Impact of your support?	<ul style="list-style-type: none"> • Increased confidence in teaching Music. • Through the assessment toolkit, we are hoping to provide an easy to use assessment format that will support teachers in making accurate judgements about pupils' progress.

PE

Name	Matt Hall
SLE designation (Date of designation & Teaching School)	SLE for PE and School Sport Premium Appointed December 2014 Preston Teaching School Alliance
Current School (LA or Sponsor)	Ribby with Wrea Endowed CE Primary School, Wrea Green
Recent OfSTED judgement (Overall and Leadership)	Outstanding (including Early Years)
Context of School	Ribby with Wrea is a smaller than average primary school set in the village of Wrea Green. We have 5 mixed age classes with two of these being cross key stage. We are situated in the heart of the village and being a Church of England Primary School our Christian faith underpins all that we do. We are committed to an enriched and engaging curriculum that allows all children to succeed in their own areas of strength.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Led PE (2007 – present) and been senior lead for the allocation of the School Sport Premium since 2012. • Increased school participation in festivals and competitions. • Ensured school has gained the Gold School Games Award since 2013. • Track and monitor participation in extra curricular activities and competitions. • Monitor and manage budget for Sport Premium – reporting to Governors and meeting with Financial Officer for school.
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Advised and support schools on applying and gaining the School Games Mark. • Worked with colleagues to implement systems to track participation and monitor budget allocation of the Sports Premium. • Worked with local cluster of schools to devise new competitions and events. • Provided a link between school clusters and the SGO
What was the Impact of your support?	<ul style="list-style-type: none"> • Staff were more confident in the allocation of the Sports Funding and monitoring/evaluating its use. • Schools applying for the School Games Mark. • Systems in place to track participation in festivals and competitions.

PE

Name	Robert Marquis
SLE designation (Date of designation & Teaching School)	PE SLE Appointed 1st November 2014 Broughton High School / Preston Schools Teaching Alliance
Current School (LA or Sponsor)	Broughton High School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding in all areas (2012)
Context of School	Broughton High School is a popular, high-achieving mixed 11-16 community school with a proud history of success. We are located in the village of Broughton, towards the north of Preston. Broughton High School is one of the three Teaching Schools in the Preston Teaching School Alliance.
Particular area(s) of Expertise/Strength	<p>Secondary Physical Education:</p> <p>With a specialism in curriculum planning, GCSE PE, AFL strategies, marking and feedback, Work Scrutiny and staff appraisal.</p> <p>2018 GCSE PE RESULTS 2018 GCSE PE %7+ = 35.9 2018 GCSE PE %4+ = 97.4</p>
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Two visits have been carried out to a secondary school in Cheshire with the Head of Faculty who had recently been put into post. • Her responsibility had developed from Head of Drama, to Faculty Head of Drama, Art, Music and PE. • Advice was required regarding timetabling, curriculum planning, extra-curricular provision and mentoring of PE staff. • I have also presented a Whole School CPD on Marking and Feedback. • Lead a Strategic Team with the responsibility of improving Whole School Marking and Feedback. • Responsible for management of Whole School Work Scrutiny.
What was the Impact of your support?	<ul style="list-style-type: none"> • Better curriculum plan in place at the secondary school in Cheshire. • Head of Faculty more confident in managing the area of PE and staff. • New marking policy introduced. • Marking codes in place and used by all staff • Positive feedback from Whole School Work Scrutiny.

PSHE

Name	Janet Parkinson
SLE designation (Date of designation & Teaching School)	PSHE SLE February 2014. Broughton High School/ Preston Teaching School Alliance
Current School (LA or Sponsor)	Fulwood St. Peter's C.E. Primary School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding in all areas 2012.
Context of School	St. Peter's is a Voluntary aided Church of England primary school in urban environment in North Preston <ul style="list-style-type: none"> - Single form entry school with a Nursery class - 13 out of 18 recordable ethnicities - Slightly higher than Lancashire average EAL - Low FSM - Lower than average SEN
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • I am passionate about PSHE. Over the years I have written new schemes of work and now implementing the new curriculum throughout the school. • I have undertaken a CPD course based on economic wellbeing, this led to me becoming a lead for PfEG (Personal Finance Education Group). • I am the Lead for Healthy Schools and I have led the school to gain the updated National Award. We were the first to gain the full award under the new format.
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • I have written new schemes of work. • Made links within the communities to support the development of PSHE. • Lead staff training and Governor training to introduce the new scheme of work and the work with Healthy Schools. • Organised and led theme days to support and enhance the teaching of PSHE.
What was the Impact of your support?	<ul style="list-style-type: none"> • Theme days helped to raise the profile of children's understanding of Healthy Schools. Children have developed skills and understanding such as first aid, healthy diets and physical education. • The economic wellbeing as given the children an understanding of the need to budget their money. • They have developed enterprise skills and been able to create and raise money for future ventures and activities that they wished to undertake.

Religious Education

Name	Joanne Harris
SLE designation (Date of designation & Teaching School)	Religious Education SLE Appointed 2014 Broughton High School / Preston Teaching School Alliance
Current School (LA or Sponsor)	Broughton High School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding in all areas
Context of School	Broughton High School is a popular, high-achieving mixed 11-16 community school with a proud history of success. We are located in the village of Broughton, towards the north of Preston. Broughton High School is one of the three Teaching Schools in the Preston Teaching School Alliance.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Curriculum planning (primary and secondary RE) • Developing Literacy through RE • Assessment and pupils progression in KS1,2 and 3 RE • Raising the profile of RE • GCSE Religious Studies • Knowledge of local agreed syllabus • SMSC, British Values and Prevent
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Termly network meetings for RE teachers and leaders • Working with Heads of RE in other schools to develop their RE curriculum and resources • Supporting other schools delivering the 1-9 RS GCSE • Mentoring new Heads of RE in other schools • Working with other schools to develop assessment systems for KS3 RE following the removal of levels • Delivering training to primary and secondary trainees in the Teaching School Alliance (teaching RE, SMSC, British Values and Prevent) • Leading whole school training on memory and metacognition, developing vocabulary, KS3 assessment, questioning and challenge in the classroom
What was the Impact of your support?	<ul style="list-style-type: none"> • Providing an academic and challenging RE curriculum in the school • Improving the quality and perceived value of RE • Improved GCSE resources and support – leading to improved outcomes for pupils • Making the workload of single person departments manageable

School Business Management

Name	Janet Englishby
SLE designation (Date of designation & Teaching School)	School Business Management SLE Appointed February 2015 Broughton High School / Preston Teaching School Alliance
Current School (LA or Sponsor)	Broughton High School, Preston
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	Broughton High School is a popular, high-achieving mixed 11-16 community school with a proud history of success. We are located in the village of Broughton, towards the north of Preston. Broughton High School is one of the three Teaching Schools in the Preston Teaching School Alliance.
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Financial Management • Human Resources • Learning Environment • Health & Safety
How have you supported other schools or middle leaders and senior leaders in your own school?	<ul style="list-style-type: none"> • Budget review • Recruitment of Business Manager • Induction of newly appointed Business Manager • Support Staff restructure advice and guidance
What was the Impact of your support?	<ul style="list-style-type: none"> • Enabled a school to undertake a staffing re-structure and address issues associated with a deficit budget • Contributed to all aspects of a recruitment process resulting in the appointment of key staff • Newly appointed SBM able to undertake duties with effectiveness and efficiency

Science

Name	Gillian Storey
SLE designation (Date of designation & Teaching School)	Science (Biology) SLE Appointed 1st November 2014 Archbishop Temple School/ Preston Teaching School Alliance
Current School (LA or Sponsor)	Archbishop Temple School, Preston.
Recent OfSTED judgement (Overall and Leadership)	Outstanding
Context of School	<p>Archbishop Temple School is a high performing secondary school in Preston, Lancashire. We have around 800 pupils, aged 11 – 16, and we aim to provide an outstanding education based firmly on our core values of faith, nurture and service.</p> <p>Our pupils receive a first class education and our exam results are consistently among the best in the country (in 2018 88% of our students achieved a good grade in 5 or more subjects, including English and Maths).</p> <p>Being a Church of England School is a core part of our ethos. We express our faith in regular acts of worship, but also by providing an inclusive and welcoming atmosphere where we make a commitment to each young person to try to support them to be the best they can be.</p>
Particular area(s) of Expertise/Strength	<ul style="list-style-type: none"> • Biology pedagogy and specification knowledge. My personal top set results 2018 85% Grades 7-9, Value add 0.89. • Pupil mindset for learning. Embedding learning and recall strategies throughout the curriculum is key to success in the terminal examinations. • Engaging pupils in science. I employ both technology based engagement activities and the more traditional classic engagement activities in lessons. I have delivered CPD training on both areas for other schools and am also due to present these ideas at local and national teaching conferences. • Utilising technology in science education. Every pupil in our school uses an iPad for learning on a daily basis. We have embraced this new technology to further progress science lessons for learning and have integrated whole school technology based strategies to maximise the utilisation of these devices in school. • Planning. I have extensive expertise for planning successful SOW for the department for KS3 and KS4, enabling non-specialist teachers to be able to confidently deliver lessons out of their subject specialisms (being one of a few people who are triple qualified to teach all three specialisms to A-level.) • Biology required practical activities. I have delivered several CPD courses to support other schools in this area. • IT expertise in data management. Using Excel and other tools effectively to track pupil progress to identify where intervention strategies need to be applied. • Assessment for learning. Ensuring assessment activities are meaningful and effective in progressing pupils learning. Using a variety of online and more traditional methods for assessment on a regular basis.

How have you supported other schools or middle leaders and senior leaders in your own school?

- I have delivered CPD training on the biology required practical activities several times. I have delivered both STEM Triple Science INSET training in my role as an Associate Facilitator for STEM learning and also have delivered bespoke training to several schools in the North West on this topic.
- I have delivered bespoke CPD training on the pedagogy for teaching the new biology GCSE content to a number of schools in the North West.
- In my own school I have delivered training to staff on pupil engagement in lessons.
- I am due to deliver sessions on pupil engagement and the use of technology in science to the Preston TSA Conference and also the National Association of Science Education Conference at Birmingham University in January 2019.
- I have been into a local school to give a snapshot synopsis of the science department to give them ideas of how to move the department forward.
- I have been instrumental in the move into new specifications, improving teaching and learning, assessment, recording data, statistical analysis of data, developing pupil intervention strategies and trying new strategies and resources building a strong, cohesive science department who work together well as a unified team.
- I have organised, coordinated and developed a local teach-meet meeting for the local schools to get together and talk about the changing focus of science education for the local area.

What was the Impact of your support?

- A successful implementation of a new innovative curriculum at KS3 and KS4 has resulted in the Science department results to be truly outstanding. The curriculum has enhanced improvements because it is broad and flexible and caters for the needs of all students.
- CPD training and school to school support has so far been on a short term basis. The immediate feedback from INSET delivered has so far always been excellent. One of the schools I delivered a bespoke INSET session to have requested that I go back to further the training embarked on in the last session.
- Teach-meet meetings had 10 schools attending to discuss ideas. (This work has now evolved into working more closely with individual schools in a wider geographical area.)
- Delivering at conferences is a new experience for me and has the opportunity to impact many schools at once.