

## Specialist Leaders of Education Profile

Name	Stella Hodkinson
SLE designation (Date of designation and Teaching School)	<p>The Harmony Trust Teaching School Alliance</p> <p>SLE with particular interest in English</p> <p>Date of accreditation: 05.10.18</p>
Current School (LA or sponsor)	Kentmere Academy and Nursery (part of Wardle Trust, Rochdale)
Recent OFSTED judgement (Overall and Leadership)	<p>January 2018 Inspection - Outstanding (all areas)</p> <p>The report highlights:</p> <p><i>'A 'culture of excellence' lies at the heart of all that happens at Kentmere. A sustained period of rapid improvement at the school has led to consistently high outcomes for pupils.'</i></p> <p><i>'A talented and unified group of senior and middle leaders carry out their roles exceptionally well. No part of pupils' development is left to chance.'</i></p> <p><i>'Pupils' attainment has risen dramatically over recent years and they typically achieve higher standards than others nationally, including disadvantaged pupils.'</i></p> <p><i>'Staff morale is very high, because there is a strong culture of support and development which benefits all members of staff.'</i></p>
Context of School	<p>Kentmere Academy is a larger than average-sized primary school, situated in a deprived area of Rochdale. The proportion of pupils from minority ethnic groups is above average, as is the proportion who speak English as an additional language. The proportion of pupils who have SEN and/or disabilities is above the national average. The proportion of pupils who have an education, health and care plan is similar to that found nationally. The proportion of disadvantaged pupils is higher than the national average.</p> <p>The school has moved from Special Measures to Outstanding in just over 4 years.</p> <p>We were awarded 2018 Greater Manchester Primary School of the Year and are finalists in the 2018 North West's Most Inspirational Primary School.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<ul style="list-style-type: none"> <li>• <b>An outstanding teacher with 23 years' experience which stretches across the full primary age range from Nursery to Year 6.</b></li> <li>• <b>Highly effective Senior Leader, with responsibility for</b> <ul style="list-style-type: none"> <li>➢ English</li> <li>➢ Learning and Attainment across the school</li> <li>➢ Pupil Premium</li> <li>➢ Phase Leadership</li> <li>➢ Professional Mentorship of SCITT / MMU students and NQTs</li> </ul> </li> </ul> <p><b>English Manager</b></p> <p>I am passionate about the teaching of English and love to inspire others! As such I have led the school on a wide range of innovative developments:</p> <p>I developed a bespoke system of Whole Class Guided Reading which would directly address the school's specific areas for development – inference and vocabulary related questions. Ofsted 2018 noted how <i>'Excellent subject knowledge, coupled with the effective use of appropriate texts for pupils' ages, has led to good improvements'</i>. In</p>

addition, efforts to promote children's love of reading did not go un-noticed: *'Pupils are enthusiastic readers and are often inspired to continue with further reading at home. Attractive reading displays, rich in language, pepper the corridors and classrooms.'*

Ofsted 2018 recognised *'The excellent teaching of writing has led to rapid improvements in pupils' skills right across the school'*. Staff use a 3-phased approach which involves immersion in a genre, use of key texts to analyse organisation, language and structures within the genre followed by shared and guided writing that feeds into a final, independently written and edited piece of writing. Ofsted also noted how this approach means that *'Teachers capture pupils' attention and interest, bringing out impressive emotion and expression in their compositional writing; they promote the use of a broad range of vocabulary in pupils' written work.'*

When I first arrived at Kentmere, I undertook a great deal of whole staff training focussed on updating their subject knowledge in grammar. This was followed by the development of whole school long term plans and training on the delivery of effective and engaging lessons.

More recently, I have focussed on updating staff understanding of how children learn to spell. Long term plans are now in place and staff have been fully trained on how to deliver effective teaching in this area.

My most recent work is based around developing pupil's vocabulary acquisition. Through my INSET sessions, staff have been made aware of the importance of this and over the course of this year I will be introducing a series of initiatives to accelerate vocabulary acquisition and retention.

Since taking up post in 2015, and as a result of my commitment to improving teaching and learning, standards within English have raised considerably:

- End of KS2 results: 2014 - 65% at level 4B+ / 2018 - 88% at ARE.
- Standards in writing at the end of KS1 are equally high - 78% at ARE
- SPAG - Attainment at ARE in 2015 – 66% rising to 88% in 2018
- Standards in reading are high (KS1-83% and KS2 71% at the expected standard)
- 2018 Year 1 Phonics Screening Check - 97% passed
- Attainment has risen significantly in EYFS from 2015 to 2018 – Reading 55% up to 73% and Writing 52% up to 71%

#### **Learning and Attainment Manager**

I am responsible for overseeing learning and attainment across the school with particular emphasis on Pupil Premium children. I allocate spending in respect of the Pupil Premium Grant, aligning it with current SIP priorities and identified barriers to learning for our disadvantaged children. Ofsted 2018 described my oversight of the Pupil Premium funding as 'exemplary'.

Additionally, I assist in the running of pupil progress meetings for all staff, manage provision mapping and monitor the effectiveness of interventions.

#### **Phase Leadership**

I also have experience in Phase Leadership across KS2, including data management / analysis / feedback to SLT and Governors. Moreover, I have experience of supporting a team through the rigours of Special Measures.

#### **Student / NQT Mentor**

As Professional Mentor I currently oversee the development of SCITT students and I have been class mentor to several students from MMU; supporting and mentoring NQTs is also part of my role.

<p><b>How have you supported other schools or middle leaders and senior leaders in your own school?</b></p>	<p>Model lessons, Team Teaching and Lesson Studies are all integral to improving standards in English. I am committed to leading by example, building mutual respect and ensuring my own passion for the subject will motivate my colleagues and give them the confidence to lead lessons with the same enthusiasm.</p> <p>On a wider scale, I have supported middle and senior leaders from across Greater Manchester in developing the teaching of English; this has involved meeting with members of staff to share teaching methods / resources / assessment systems and to discuss ways of moving their own practices forward; providing opportunities for staff to observe myself and other colleagues has also been a key feature of my support.</p> <p>To ensure consistency and successful implementation of the initiatives introduced, I undertake rigorous monitoring. Senior leaders rely on my feedback from observations and analysis of data to determine impact. My action planning supports the headteacher in her preparation of the School Improvement Plan.</p>
<p><b>What was the impact of your support?</b></p>	<p>I am part of a staff team that inspires with a relentless drive and passion to raise standards. This has transformed a school where 6 out of 10 children were not reaching the national standard in reading and writing to one that is now outstanding in all areas. Setting high expectations within a climate of teamwork, nurture and support has resulted in all staff and pupils aspiring to be the best that they can be.</p> <p>The quality of my support results from an intrinsic motivation to improve the outcomes for children and to develop a cohesive and confident team of professionals. Through my training, staff have welcomed the clarity and consistency of approaches; I have inspired confidence in my ability to affect change positively and for staff themselves to feel confident and empowered to deliver high quality reading, writing, grammar and spelling lessons.</p> <p>Data across the school for reading, writing and grammar is on an upward trend and for the past 4 years, Year 6 children have left with progress scores above the national average.</p> <p>My effective management of the Pupil Premium funding has had clear impact on the progress and attainment of this group whose standards are in-line and in some cases slightly better than their non-disadvantaged peers. Ofsted noted: - 'Spending is related specifically to improvement priorities and monitored very closely. Staff check on their plans regularly and change them quickly if there is no clear impact of progress for this group of pupils. There is a well-understood system of communicating this information to governors.'</p> <p>Schools who have requested support consistently provide positive feedback regarding their visits and provide evidence that their schools see impact from the resources and strategies that they take away with them.</p>

✓ I have read and understand the HTTSA SLE Standards Booklet

Upon completion please email to [TSA@theharmonytrust.org](mailto:TSA@theharmonytrust.org)