

Strengths: DHT EAL More Able NQT Induction Tutor SENCO induction and Masters Level Course (NASC Award)	<p>A year spent non-class based has developed skills and understanding in managing the day-to-day running of the school and how this fits into the strategic leadership of the school.</p> <p>Completion of the NASC Award – Masters level National Award for SEN Coordination</p>

Action	Outcome / Impact
<ul style="list-style-type: none"> Completion of two 6,000 word assignments on SEN issues and a Portfolio for NASC (National Award for Special Educational Needs Coordination) Award 	<p>These studies have given me a greater understanding of issues surrounding Dyslexia and now have a strong understanding of the need to coordinate provision for our dyslexic pupils so that their targets are complemented by their additional provision and that opportunities for repetition are necessary to help them become 'compensated' dyslexics who achieve well across the curriculum. The second assignment focused on leadership and I feel that my practice has benefited from research on ethical leadership and coaching.</p>
<p>Have now fully taken over the role of the SENCo from the HT</p>	<p>Successfully completed final round of SEN reviews including reviews for children who are making transition to high school. Successfully liaised with Speech and Language Therapist who we have bought in through LEAPS project to keep track of progress of children with Speech and Language issues. Having Speech and Language Therapist in school has cut down on a waiting time of up to 18 weeks for NHS referral. This has meant that our children are being supported more rapidly.</p>
<p>Pupil Progress meetings with HT and class teachers Support HT and the rest of the staff with progress in school improvement priorities. Continue to improve standards in Reading, Writing and Maths</p>	<p>Good knowledge of where children are up to in their learning and the opportunity to advise teachers on strategies has helped to ensure that progress is good or better across the school.</p>
<p>PPA Cover in Year 3</p>	<p>This has enabled me teach Religious Education and Science in Year 3 and has helped me to get to know these pupils which in turn has enabled me to support the Newly Qualified Teacher in Year 3 through giving advice on individual pupils.</p>
<p>Team work with Year 6 team Support with higher ability readers</p>	<p>23% of the cohort achieved a Level 5 on their reading SATs- marking a 10% rise on last year's level 5 results (with a further 3 children being reviewed, which would take the total up to 35% if they are upheld). Teacher assessment for</p>

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	Level 5 reading stands at 35%.
Monitoring of EAL and More Able Provision	As part of Pupil Progress Meetings, EAL and More Able ideas were shared to support staff to meet the needs of these groups of learners.
Deputy Heads' Trust Meetings	Have now visited all of the schools in the Trust and have a grasp of the strengths of the schools and also areas for development. Have been central in decision making and discussions about ideas for Trust project to take to meeting with Heads and Deputies to drive forward teaching and learning in the WEST Trust.
Taking part in attendance meetings	Full understanding of attendance procedures. Have been able to support pupils with attendance issues through targeted conversations with children and ongoing communication with Family Support Worker.
NQT (Newly Qualified Teacher) mentor	NQT in Year 3 has successfully passed his induction year and was highly praised after his observation by Achievement Partner on July 10 th .