

Name	Harriet Halsey	
SLE designation (Date of designation)	July 2018	
Current School	Brookvale Primary School	
Particular area(s) of Expertise/Strength (please provide supporting information)	<p><u>EYFS</u></p> <p>Since taking on the role of EYFS lead, provision in Early Years went from being graded as 'good' to 'outstanding' by Ofsted. The report highlighted that my support to the EYFS teaching staff and the knowledge I had of assessment and provision within the setting was outstanding. This year, the EYFS teaching team were brand new to teaching early years. However, through rigorous monitoring of data, team teaching, coaching and mentoring, teaching has never been less than good which has resulted in outstanding outcomes for pupils. For example, at the end of Spring 2, 100% of children made better than expected progress in maths and 96% of children made better than expected progress in reading. All PP children are making more progress than their non PP peers resulting in the attainment gap for these children closing. After leading pupil progress and performance management meetings, I have ensured that vulnerable children have received effective support which has closed the attainment between them and their peers. For the last two years in EYFS, Pupil Premium children have made better than expected progress in all areas of the EYFS framework. I believe it is imperative that the indoor and outdoor learning environments cater for the needs and interests of the particular cohort. I have worked closely with the EYFS teaching team to improve the quality of provision outside through the use of a mud kitchen, den making site and reading tent area. Inside, we transformed the reading area to ensure it was engaging and inviting to all children. This has resulted in the percentage of children making expected/better than expected progress in reading increasing. For example, 69% of children were making expected progress during the Autumn term but by the end of Spring, 96% were making the expected progress.</p> <p><u>Phonics</u></p> <p>During my time leading phonics, our school was awarded Model School Status for RWI and was awarded a certificate for outstanding outcomes in phonics. For the last three years, at least 97% of children have passed the year 1 phonics check and progress throughout KS1 has been outstanding. This has led to an increased percentage of children meeting the expected level or greater depth at the end of KS1. Since leading phonics, other</p>	

schools have come to observe our phonics lessons and have sought advice on how to assess and improve teaching in their own schools.

How have you/your school previously supported another school?

Phonics lead - many different schools across Birmingham have come to see how we do phonics as we have been a model school. I have been observed teaching phonics by these visitors as well as taking around the visitors explaining what makes phonics effective.

We have had many different schools come and watch us teach maths as this was a particular strength from Ofsted.

What was the Impact of your support?	<p>My main support has been to an EYFS team in my school that was brand new. Through bespoke CPD and support for each member of the team, we were then graded as outstanding for EYS. Ofsted stated I lead exceptionally well leading to outstanding outcomes for all pupils.</p> <p>Results for EYFS were well above national average with 100% of children making better than expected progress in reading.</p> <p>I have also led the phonics team in the school which resulted in us achieving model school status. We have received 97%-100% phonics screening in most phonics checks over the last few years.</p>	