

Name	Sarah Ker
SLE designation (Date of designation & Teaching School)	December 2019 Alliance for Learning
Current School (LA or Sponsor)	Kentmere Academy and Nursery
Recent OfSTED judgement (Overall and Leadership)	Outstanding in all areas
Context of School	<p>Kentmere Academy is a larger than average-sized primary school, situated in a deprived area of Rochdale. The academy has 55.7% of pupils who are EAL which is higher than the national average. The academy has a minority of White British pupils (27%). About three quarters of the population are from other ethnic backgrounds. The proportion of pupils known to be eligible for pupil premium is above average at 24.7% (October 2019). The proportion of pupils with a disability or Special Educational Need is above the national average at 29.9% compared to 12.6%. The children with an EHCP/statement is below the national average for 2019 (1.6%) at 0.9%.</p> <p>The academy was inspected in January 2018 and graded outstanding. The previous school (Kentmere Primary School) was last inspected in September 2013 when it was put into special measures.</p> <p>Kentmere is a member of the Alliance for Learning Bright Futures Education Trust, Manchester Teaching School Alliance (MTSA) and on the NCETM Teaching for Mastery programme which is a DfE driven programme. We are a lead school on the National Research project for the NCETM and Maths Hub. This involves the teaching of Mastery in Maths. The project is DfE funded and backed. We are a model and badge school for Ruth Miskin phonics (Read, Write, Inc). CPD is wide ranging and current, e.g. Reading, mastery and depth (NACE), metacognition, Singapore Maths, Target, coaching, Inclusion, GDPR, Prevent, LGBTIQ, Single Equality and Community Cohesion, Wellbeing and all staff our qualified in Mental Health First Aid.</p> <p>The school has achieved the Princess Diana Award for Anti Bullying, Sports Mark Gold, Inclusion Award, Wellbeing Award, Eco Schools Silver, the Leading Parent Partnership Award, Artsmark Silver, School Council Silver Award, Healthy Schools Status, Quality Mark, IT Mark, 360 degree safety award, Reading silver award, Rainbow flag outstanding grade and is a Rights Respecting School.</p>
Particular area(s) of Expertise/Strength (please show supporting data/information)	<p>I have experience of developing my subjects from a school in special measures to Outstanding within 4 years. Every aspect of these subject areas needed rapid improvement: quality of teaching and learning, CPD, assessment and planning.</p> <p>PSHE: My leadership role is to ensure quality of coverage of the PSHE/ SMSC objectives across school, while increasing the focus on mental and emotional wellbeing. I led a cultural change within my school to enhance wellbeing for both children and staff. Through implementing dedicated days focusing on emotional wellbeing and mental health along with CPD, awareness has increased, allowing staff and children to feel better supported and able to identify and intervene mental health needs successfully.</p> <p><i>'All staff feel part of the improvement journey. They are given responsibility and provided</i></p>

Upon completion please email to Claire Critchley – ccritchley@aggs.bfet.uk



	<p><i>with high-quality training and development, and thus feel empowered to 'go the extra mile' for pupils and the wider community. As a result, staff morale is very high.' - OFSTED 2018</i></p> <p>PE: My leadership role is to ensure high quality sports provision and opportunities that aims to reduce cultural capital and inspire children to join sports clubs and live a healthy lifestyle. Attainment in PE has risen, but more notably, attendance of sports afterschool clubs has risen from 32% to 68%. To achieve this high profile of sport within my current school, I used leadership skills to enthuse and inspire children and staff to love PE. Clubs were introduced as a direct route to local competitions, staff lead the vast majority of clubs and all staff teach 100% of the PE curriculum. Through audits and demonstration lessons, strengths and areas for development were identified and then quality CPD was delivered. As a result, all teaching of PE is now at least good, with much outstanding.</p> <p><i>'Sport is given a high profile, and pupils benefit from a variety of clubs, fixtures and activities in a range of disciplines. Leaders use the primary school physical education (PE) and sport funding wisely, and ensure high-quality teaching within the planned curriculum. Participation in sporting activities has risen substantially over the last two years, with almost half of all pupils now regular attendees.' - OFSTED 2018</i></p>
<p>How have you supported other schools or middle leaders and senior leaders in your own school?</p>	<p>Throughout this process and since achieving this within my setting, I have had many opportunities to develop other leaders and subject leaders. Most recently, I have led a cultural change for staff wellbeing within my current setting, this included staff at all levels.</p> <p>I initially issued anonymous perception questionnaires to all staff to find a baseline. Staff feedback was invaluable at this stage, and it provided me with the opportunity to have difficult conversations with my colleagues in the SLT team, to highlight what was working, and what needed to change.</p> <p>In order for staff to feel valued, I held a staff workshop, where the key messages from the questionnaires were outlined to discuss. Staff were put into mixed groups, with representatives from all levels, to provide suggestions for ways in which they felt the school could improve the level of support for wellbeing.</p> <p>Following this successful and worthwhile meeting, I collated the feedback and developed a strategy plan, based on research I had undertaken, that would provide the support staff needed. I ran wellbeing workshops, where staff were enthused to take control of their own wellbeing, and reduced staff briefing to once a fortnight, allowing for a 'wellbeing briefing' every other week, providing staff with opportunities to celebrate positive moments and achievements, sharing personal news and finding out more about wellbeing. I arranged for every member of staff to be trained in the ½ day Mental Health First Aid course, with a further 4 members of staff to be fully trained Mental Health First Aiders. Mental Health and wellbeing is kept at the forefront, with agenda items in every meeting to allocate time to highlight 'WWW and Even better if..'. </p>
<p>What was the Impact of your support?</p>	<p>Following the actions taken, a further questionnaire was issued, highlighting real improvements in staff wellbeing and their ability to successfully identify and support children and each other.</p> <p><u>Key data averages from staff questionnaire (rated 1-5 and 5 being best)</u></p> <ul style="list-style-type: none"> • 'The school really cares about the emotional wellbeing and mental health



	<p><i>of everyone involved with the school' - average score of 4.3 increased to 4.7.</i></p> <ul style="list-style-type: none">• <i>'The school actively encourages staff to be open and honest about how they are feeling' - average score of 3.4 increased to 4.2</i>• <i>'The school offers good quality support for staff's emotional wellbeing and mental health' - average score of 3.5 increased to 4.2</i>	
	<p><u>Key data from pupil questionnaire relating to wellbeing</u></p> <table border="1"><tr><td><i>Pupils feel they are taught how to keep their bodies and minds healthy</i></td><td><i>97% agree or strongly agree</i></td></tr></table>	<i>Pupils feel they are taught how to keep their bodies and minds healthy</i>
<i>Pupils feel they are taught how to keep their bodies and minds healthy</i>	<i>97% agree or strongly agree</i>	

I have read and understand the AFL SLE Standards Booklet