

SLE – Personal Profile

| Name | |
|---|---|
| Andrew Holt | |
| SLE designation | July 2019 |
| (Date of designation & Teaching School) | St John Bosco Teaching School Alliance |
| Current School | St Bede's Catholic High School, Ormskirk |
| Most recent OfSTED | Grade Good |
| judgement (Overall and Leadership) | Leadership Good |
| Progress 8 | 1.088 Progress 8 2020 |
| for school AND subject | 1.336 History GCSE Progress 8 |
| Particular area(s) of | 29 years teaching experience 14 years as a Curriculum Leader |
| Expertise/Strength | 8 Year as a Senior Leader |
| | Whole school responsibility for CPD, Teaching and Learning |
| | Areas of expertise: Metacognition and Self Regulation (Memory and Retrieval Practice) I |
| | ndependent Learning Strategies |
| | Marking, Assessment, Feedback and Pupil response |
| | Assertive Academic Mentoring |
| | Critical and Creative Thinking |



National College for Teaching & Leadership

| | Teaching & Leadership |
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| | Dialogue and Questioning |
| | SMSC |
| | Pupil Leadership Programmes |
| | Higher ability Pupils |
| | Catholic Ethos |
| How have you/your school previously supported another school? | Support variety of Schools in the West Lancs Secondary Cluster and the East Cluster of the Liverpool Archdiocesan Secondary Schools Trust. Catholics Schools Direct partnership Wigan and West Lancs. |
| What was the specific Impact of your support? | Improvement in academic performance 2015-2018 through enhanced teaching and learning at St Bede's. The establishment of a Metacogniton working group across a cluster of secondary schools. This group incorporates around 30 staff from the 4 schools and has resulted in the adoption of metacognitive strategies with the classroom. The Academic Mentoring Programme focused on Pupil Premium students. 7 schools participated and over 50 staff were trained in 3 cohorts. The resulting collation of evidence showed that it had positive impact on pupil engagement and progress. Training secondary and primary staff in Philosophy for Children and dialogic learning: these strategies have been incorporated into classroom practise within a wide range of departments. The impact resulted in lessons utilising these strategies have been judged outstanding. |
| Headteacher counter- | Ditail |
| signatory, indicating I hereby confirm that: | V W November 1987 |
| a) the information contained | |
| in this profile is accurate | |
| b) I am happy to endorse the | |
| work of this person as an | |
| SLE | |