




## SLE – Personal Profile

<p><b>Name</b></p>	<p>Lee Humphreys</p> 
<p><b>SLE designation (Date of designation &amp; Teaching School)</b></p>	<p>June 2017</p>
<p><b>Current School</b></p>	<p>St Peters' Catholic High School</p>
<p><b>Most recent OfSTED judgement</b>  (Overall and Leadership)</p>	<p>Grade 1</p>
<p><b>Particular area(s) of Expertise/Strength</b></p>	<p>Science – specialising in Physics</p>
<p><b>How have you/your school previously supported another school?</b></p>	<p>For the last 12 months or so I have been working with a special school in Sefton, focusing on developing their curriculum, assessment and skill development, with the aim of raising the proportion of students reaching the level 2 standard in BTEC Science.</p> <p>St. Peter's is currently leading an Archdiocese-wide program raising attainment in Science across three schools. At the time of writing, the head teacher (who has NLE status) and I are undertaking diagnostic visits, before completing an agreed action plan with the Science department and senior team. Additional SLE support is then to be provided based on the targets for each school. St. Peter's has three members of staff in Science with SLE status and it will be my responsibility to deploy them effectively.</p>
<p><b>What was the specific impact of your support?</b></p>	<p>In relation to the special school and the impact of SLE work, we have developed the KS3 curriculum to have a greater focus on subject-specific skills, rather than relying on summative assessments to inform progress. These skills feed into the work at KS4, where extensive discussions relating to curriculum pathways have led to a decision to deliver the ELC in Y9, before building in</p>



capacity to deliver level 2 BTEC work in Y10 and 11. Part of this SLE support has also focused on building leadership capacity within the department. Progress here has been good with the HoD more able to analyse curriculum choices and also to be more able to differentiate schemes of work accordingly based on a skills-based model.

At the time of writing, the first diagnostic visit for the three schools in the Archdiocese had been completed. The impact of this was to support the view of the Science department held by both the HoD and the HT. The school has had several issues with staffing and the HoD has worked hard to minimise the impact of this. Initial discussions have identified the quality and use of formative assessment to be an area of development. I have shared some of the resources we use at St. Peter's, as well as some of the approaches to marking and feedback. Further support visits will look at further developing this area, as well as building in some leadership capacity in the newly appointed TLR holders.