
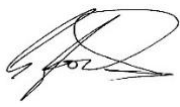




SLE – Personal Profile

Name	Paul Creed	
SLE designation (Date of designation & Teaching School)	6/2/18 St John Bosco	
Current School	Gateacre School	
Most recent OfSTED judgement (Overall and Leadership)	Grade 3 Overall All other categories 2 including L&M	
Progress 8 for school AND subject	<p>A Level (VA) +0.09 Academic +0.12 Applied general +0.22 P8 -0.52 (2019 validated data)</p> <p>My teaching results (all validated data) : GCSE Science + A level Biology</p> <ul style="list-style-type: none"> • Summer 2019 11v1 SPI +0.29 Highest in dept and highest amount of grade 9's ever, for Science • Summer 2018 Food and Cookery L2 – The residual +1.26 and SPI +0.54 • Summer 2017 11w3 – Additional Science Residual -0.06 Highest in Dept (dept residual -0.71 and set 1 was -0.67) • Summer 2017 11w3 – Core Science Residual -0.30 Highest in Dept (dept residual -0.71 and set 1 was -0.67) • Summer 2020 A level Biology VA +1.72 Highest in recent whole school history. 	
Particular area(s) of Expertise/Strength	Assessment, Data, Closing gaps, Leadership and Management – Accountability. NPQH, NPQSL	



	15 Years as a senior manager in the Police Force
How have you/your school previously supported another school?	<p>Having the experience of taking a school out of special measures, has given me skill set that has enabled me to work with several secondary schools across Liverpool, supporting SLT colleagues in a wide range of areas including:</p> <ul style="list-style-type: none"> • Looking at assessment strategies in schools, strategic planning of assessment points, QA of assessments, the use of unseen exams across all key stages and how they underpin the curriculum that is being delivered. • Identifying and intervening with key marginal groups of students by the use of robust, valid internal data. To deliver interventions to diminish gaps towards national. • How to present data to Ofsted, being able to show evidence and impact for the “How do you know?” questions. • How to produce impact data for intervention groups enabling SLT to evaluate what works and what doesn’t along with best value. • Using assessment and curriculum impact data, to both support staff and hold to account, along with strategic planning in the next steps for departmental improvement.
What was the specific Impact of your support?	<ul style="list-style-type: none"> • School results have improved in one school from -0.58 to -0.23 overall. PP from -0.93 to -0.55 all within 12 months. • SLT members now have the confidence and evidence to answer the key challenging Ofsted questions of “How do you know and what is your evidence?” • Enabling leaders to reflect and evaluate what is currently being offered, based upon solid impact data. • One school said they felt their “internal data was not worth the paper it was written on” before I started working with them, but now they have valid robust assessment data, which is used to intervene with key marginal groups of students. • SLT have said “We now feel our assessment strategies are now producing real and reliable data, that can be used to intervene strategically”.
Headteacher counter-signatory, indicating I hereby confirm that: a) the information contained in this profile is accurate b) I am happy to endorse the work of this person as an SLE	 G.Jones 23/9/20