



EBOR ACADEMY TRUST



School to school support

WHOLE SCHOOL SOLUTIONS · PRIMARY PHASE

The Ebor Academy Trust school to school support model is designed to support the development of high quality teaching and learning, using an unique team approach.

We believe that all children benefit from a collaborative, self-improving school system that knows, understands and successfully meets their support needs.



Benefits of collaborative working

- ❖ Improved outcomes for pupils
- ❖ Access to a wide range of professional good practice
- ❖ Improved recruitment and retention
- ❖ Raised morale and increased capacity.

An integrated model of support

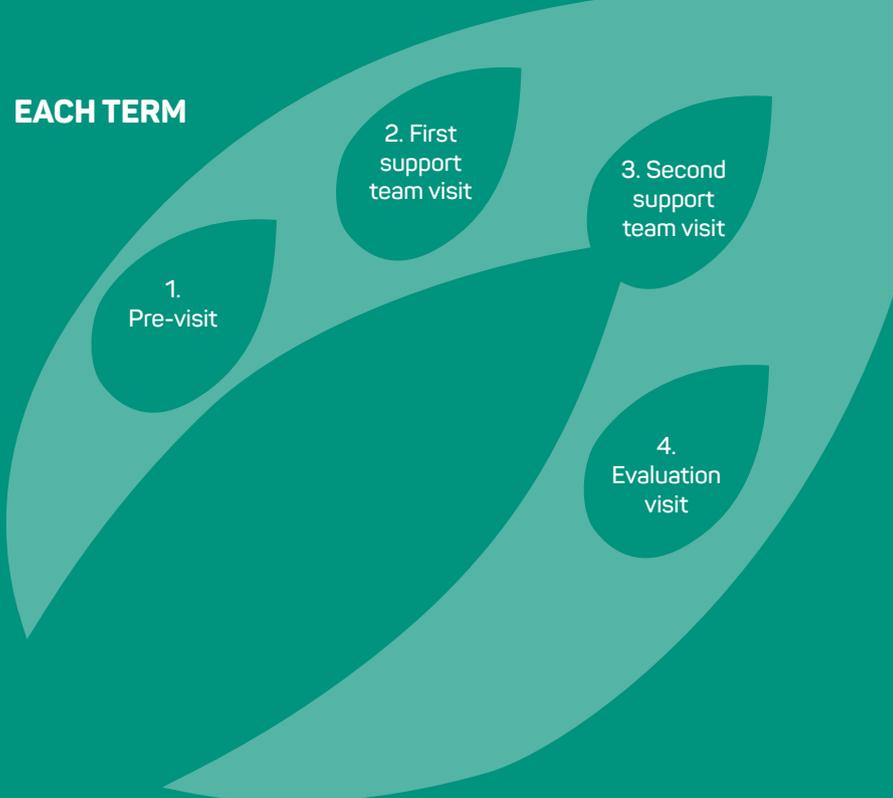
Our integrated model of support includes peer to peer support together with a dimension of strategic leadership.

School to school support is part of a complex system of school improvement, so we believe our short, intensive bursts of activity provides schools with the tools to drive improvement. The key feature of our model is to provide the ability to develop a self-improving school. Our team includes lead professionals who will develop teacher pedagogy and leadership.

What will it look like?

An annual programme would consist of six support team visits; one pre-visit to scope the project, identify and agree areas of need and set milestones for improvement, followed by support and evaluation visits to identify progress and outcomes.

EACH TERM



1.
Pre-visit

2. First
support
team visit

3. Second
support
team visit

4.
Evaluation
visit

“With invaluable guidance from such a dedicated and inspiring team, Ebor support changed my practice fundamentally”

– Jessica, Year 5/6 teacher

- ❖ **Peer to peer support:** The heart of our model is identifying lead professionals to work directly with teachers in their setting or 'teachers supporting teachers'.
- ❖ **Collaborative partnership:** Our school to school team work intensively with the partner school. The team work together ensuring high level outcomes are achieved across the whole school. A member of the support team will work with each phase of the school and will identify key elements for school improvement. They will work together to identify whole school priorities together with individual personalised support.
- ❖ **Leadership:** Our school to school support team will include a National Leader of Education who will work with the school's Senior Leadership Team. Our aim is to ensure that the school is equipped to develop their own self-improving school.

EXAMPLE SUPPORT TEAM VISIT

Day
before
visit

Twilight: Pre-planning meeting with all staff

Day 1

Morning: Teacher partnership support in class, sharing practice

Afternoon: Off timetable 'teacher planning' individual support

Twilight: Whole school focus

Day 2

Morning: Team Teach. Teacher partnership support – modelling, coaching
Afternoon: SLT review

TO ACHIEVE SUSTAINABLE SUCCESS:

Schools and their Governing Bodies need to...

- ❖ be prepared to share and develop practice and be open to the concept of learning from others
- ❖ lead on school to school improvement plans between visits
- ❖ allocate the time and resources needed to drive improvement
- ❖ involve the Chair of the Governing Body in understanding the key aspects of school to school support being provided.

The LA or commissioning body need to...

- ❖ agree the scope of the school to school project
- ❖ quality assure project outcomes.

Ebor Academy Trust will...

- ❖ identify and communicate clearly the added value they can bring to the school led improvement model
- ❖ offer expertise not readily available within the teaching staff
- ❖ work in partnership to share expertise
- ❖ support school based practitioners to support self-improving leadership
- ❖ contribute to the strategic direction and vision of the school.



Find out more

Contact Richard Ludlow, Chief Executive Officer and Executive Headteacher,
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SCHOOL TO SCHOOL SUPPORT
MEET THE TEAM...

RICHARD LUDLOW

Richard is a National Leader of Education and has been head of three primary schools, latterly Robert Wilkinson Primary Academy, graded outstanding by Ofsted at its last inspection. As Chief Executive, Richard has led the development of the Ebor Academy Trust since it was formed in December 2013. He is a Fellow of the National College for Teaching and Learning and has a track record of successfully leading, managing and improving primary schools. He has also established two international education partnerships, in Madrid and Singapore.


GAIL BROWN

Gail has over 20 years' primary education experience and is a National Leader of Education. She has taught every age group with the three phases of a primary school and has successfully led two schools, one taken from good to outstanding and more recently a school places in special measures to good in all areas. Gail has also spent four years working within a national strategies team in Yorkshire and the Humber, supporting, monitoring, challenging and developing teachers and professionals in their practice.


TIM JOLLY

Tim has over 15 years' experience working within the primary sector, teaching all year groups. Having spent three years working as an AST in North Yorkshire, Tim moved into senior leadership roles in three schools in different authorities, including an Acting Headship for two years, during which he completed his NPQH. As CPD and Outreach Director, Tim leads CPD and School to School support provision and also takes a key role in developing the Primary School Direct ITT programme.


DAVE CARD

Dave took up his first Deputy Headteacher post in September 2015 and has overall responsibility for Key Stage 1 and Early Years, as well as leading literacy across the school. His previous role as an Assistant Headteacher him supporting the local authority in KS1 moderation. He is currently in his ninth year of teaching and has worked across three schools in Ebor. His journey has taken him across EYFS, Key Stage 1 and Key Stage 2. Dave, an SLE, is currently in his third year teaching year 2.


JILL PERRY

Jill Perry has spent over 20 years working in primary education and has experience working with children from Early Years Foundation Stage to Year 6. She has worked in four local education authorities and has had leadership responsibilities in three different schools. Jill has spent ten years working in culturally diverse and inner city schools and is currently an Assistant Headteacher and Year 6 teacher in a primary school in North Yorkshire.


RICHARD SKIDMORE

Richard has taught for ten years across two local authorities. During this time he has coordinated Computing and PE in both Key Stages and has also been KS2 Literacy coordinator. He started teaching in Year 3 and 4 before moving to Year 6. Whilst teaching Year 6, he was responsible for assessing progress across Key Stage 2 for four years. Richard also works as a mentor to NQTs during their induction programme. He is now in his second year of teaching Year 2.



ANDY WILLSON

Within his five years' experience, Andy Willson has taught every year group in KS2 and is currently KS2 leader. His experience has included helping to take a school from special measures to good in less than a year. In his current role Andy is subject lead for Maths, where he is supporting colleagues to ensure deeper understanding in delivering the new curriculum; Computing, including championing the use of Google Chromebooks and has experience within a number of school to school support teams.



EMMA DAVIES

Emma has 20 years' teaching experience across the primary school age range. She is an SLE and has led the science curriculum team at her school since 2000, which has been awarded the Gold Primary Science Quality Mark. Emma's role involves working alongside subject leaders from Ebor Academy Trust schools to provide CPD support, raise the profile of science within those schools and develop teaching and learning strategies.



JO MOULD

Over the course of her 20-year career, Jo has built up an extensive knowledge of Foundation Stage and Key Stage 1 practice predominantly in large urban schools. She is currently Foundation Stage 1 Leader. Jo, an SLE, holds the NPQML qualification and has been a proactive Middle Leader for the last three years. Jo also mentors NQTs and emerging middle leaders.



SARAH WRIGHT

Sarah is a Headteacher with over 20 years' experience as a primary practitioner in schools across the North and within a wide range of contexts. She has taught every age group within the three phases, specialising in Upper Key Stage 2. Sarah has worked in a senior leadership role within two local authorities. This included a period of acting headship, during which she completed her Masters degree in education and NPQH.



HELEN DAVIDS

Helen has predominantly taught in Upper Key Stage 2, completing her NPQML qualification and leading both Year 5 and 6 teaching teams. Within her school to school support role, Helen has mentored staff, students and TAs. She is actively developing the delivery of the new curriculum and assessment without levels. An SLE, she is also relishing the opportunity to embed the use of Chromebooks within everyday pedagogies in Year 6.



LISA GOLIGER

Lisa has been working at Robert Wilkinson Primary Academy for the last seven years. She began teaching in Early Years and later moved into Lower Key Stage Two, where she taught Year 4, and is now a Year 3 teacher. Lisa has mentored and supported School Direct students. Lisa, along with other PE professionals, runs a range of clubs throughout the year allowing all year groups the chance to take part in after school sports.



EMMA-JANE YOUNG

Emma-Jane has taught in a wide range of school contexts since graduating in 2007. She lead an Early Years team of five teachers, seven teaching assistants and 142 children for one year whilst completing the 'Teaching Leaders' programme for middle leadership and teaching in an FS2 class. In July 2015 she supported her team through a successful inspection where a 'good' judgement was achieved.



SCOTT DONKIN

Scott has worked as a class teacher in KS1 for the past five years, with responsibility for the subject leadership of Computing. He has mentored and supported both trainee teachers and colleagues and led notable improvements in Computing, including a new virtual learning platform and the use of new technologies to improve outcomes. He enjoys working in a restorative practice school and the challenge of applying the principles of RP into the classroom.



ALICE BREAM

Alice has been working at the primary school since she qualified from university in 2013. She has taught in both Year 4 and Year 5 and has experience working in Key Stage 1 as a TA. Alice has a passion for English and enjoys being part of the Literacy team. She has also mentored and supported School Direct students and been involved in the interview process for the program.



AMY HUNTER

Amy has been at Camblesforth Community Primary Academy since 2012 teaching Early Years and Key Stage 1. She has helped take the school from a category to a 'good' school receiving 'outstanding' judgements for her lessons from Ofsted. Amy, an SLE, has worked as a leading teacher for North Yorkshire and is an Early Years moderator. She was part of an LA 'Closing the Gap' project.



LOUISE PEARCE

Louise has nearly 20 years' experience teaching primarily in Key Stage 1. Her current role of Deputy Headteacher is one she has held for seven years. Roles and responsibilities have been varied and include NQT mentorship, phase leadership, KS1/LKS2 transition, assessment and the leadership of Literacy. Most recently, Louise has had the opportunity to become involved in the Primary School Direct ITT programme.

PAUL LAYCOCK

Paul has been teaching in York primary schools for 15 years. As a member of the senior leadership team, he has successfully supported one school in moving from good to outstanding and, more recently, as Deputy Headteacher helped lead a school from serious weaknesses to good in all areas. He has coached and mentored staff in a range of primary schools and within all age ranges. Paul currently teaches in a mixed Year 5/6 class.



HANNAH BOLTON

Hannah has worked as Reception class teacher since 2009. She also has experience teaching Key Stage 1. Hannah has worked as part of a school to school support team, developing and coaching teachers and TAs to improve teaching and learning in a variety of schools. She is a mentor for students undertaking ITT and has been awarded the accreditation of Specialist Leader of Education.



NATALIE WHAITE

Natalie is in her sixth year of teaching at the school where she started as an NQT. Natalie was given leadership of PE in her first year and quickly moved up to lead Maths. Natalie then became Head of Key Stage 1, Maths and Year 3 as well as teaching full time. She has successfully completed her NPQML qualification and is now teaching in Year 2 and working as Assistant Head of School, where she also leads Teaching and Learning in Maths and Literacy.



CAROLINE TOWLER

Caroline has over 15 years' primary experience and is currently a vice principal. Caroline's SLT experience includes amalgamating an infant and junior school. For seven years she led literacy, developing teaching and learning and driving new initiatives. In her current role she is responsible for CPD. She currently teaches in Year 4. Caroline has a passion for using active learning strategies to engage children.



REBECCA MCGUINN

Rebecca has over 15 years' experience of working with children and young people struggling to access education because of a range of complex social and emotional needs. Rebecca works across the Trust specialising in behaviour and wellbeing. Rebecca's other significant area of expertise lies within restorative practice, where she is a lead practitioner and accredited trainer.



JUSTIN REEVE

Justin has over 15 years of experience in the primary sector. He has worked in five different schools across three authorities. Justin moved in to headship after completing a journey from good to outstanding within a very successful SLT team in a large primary school. Currently, Justin is Headteacher of a Church of England school in North Yorkshire. Ofsted said that his 'persistence and ambition for the school is driving improvement.'



ED CARRIGAN

Ed qualified for his PGCE in 2009 and taught in a primary school in Leeds for four years. Currently he teaches in both Lower Key Stage 2 and Upper Key Stage 2. He has coordinated several subjects including ICT, PSHCE and music. He has also supported student teachers in both of the schools where he worked and is part of an outreach team supporting two teachers in a primary school in the East Riding.



GWYNETH BEAUMONT

Gwyneth has been a teacher for 15 years with experience in Key Stage 1 as well as Early Years. Currently she is on the Early Years lead team for North Yorkshire as well as leading the Early Years setting at Brotherton and Byram Primary Academy. She has been part of the School to School support program sharing good practice with other teachers. Gwyneth has high expectations of the children in her class and strives to give them the opportunities to achieve success.



BEN GREENE

Over the last five years Ben has gained experience teaching in the Early Years Foundation Stage and in Key Stage 1. Having completed his NPQML in 2013 he now oversees a large Early Years team as the Foundation Stage 2 Leader. Ben is an accredited SLE and has been part of the school to school support team for the last year. As well as Early Years practice, Ben has an interest in Phonics, Monitoring and Assessment, community partnership and in mentoring students.



NICOLA CLAY

Nikki is Year 1 class teacher and English leader at the school where she started as an NQT in 2013. As part of the role of English leader she works across the primary age range, supporting the planning and teaching of new initiatives in English, leading staff meetings and monitoring the implementation of new policies. She is also involved in supporting ITT students during school placements.

MICHAELA CHALK

Michaela has over 20 years' experience of working in the early years sector. Additionally she has worked as a lead teacher supporting various schools and settings. Michaela has mentored PGCE students and NQTs and has an enthusiastic attitude for nurturing students/teachers through their development process.



CLAIRE-MARIE HABBISHAW

Claire-Marie trained as a teacher in Lincoln. She took a post in Pontefract, where she quickly moved up to lead both KS1 and KS2, becoming Deputy Headteacher in her eighth year of teaching. Claire-Marie completed her NPQH qualification in 2014 and is currently Headteacher at Drax Community Primary School in North Yorkshire, which recently achieved a good judgement from Ofsted. Claire-Marie teaches in both KS1 and KS2 and leads Literacy, Science and Assessment.



MAUREEN BENSON

Maureen has over 20 years of headship experience including moving a school to outstanding and interim headships in several schools causing concern. She has worked as a local authority adviser in a wide range of schools ranging from outstanding to special measures. Maureen has worked with school leaders at every level and with governors on all aspects of school improvement. She was an accredited school improvement partner and has supported governors in the performance management of headteachers.



YVONNE METHLEY

Yvonne has worked in education for over 20 years – as a teacher, senior leader and as a teaching and learning consultant within a school improvement team for a local authority. In recent years she has taken up long term secondments in schools to support them within an Ofsted category, driving improvement agendas swiftly to ensure recommendations are adhered to and sustained. Recently she has taken on Acting Headteacher roles and successfully lead a requiring improvement school to a good outcome within a year.



SAM LAWN

Sam has been teaching for six years in EYFS, KS1 and currently Lower KS2. In 2014 she was key to improving Phonics attainment in Year 1. She has taken a lead on the Health and Wellbeing Curriculum Group and strongly believes in developing the whole child. She is a key member of the school's Teaching and Learning Committee. Recently, she has successfully coached members of her Y3/4 team to improve aspects of teaching and is passionate about the use of agile teaching to ensure progress for all.



AMY LAND

Now in her fifth year of teaching, Amy works at Park Grove Primary in York where she is the Science Leader and class teacher to Year 3 and 4 children. Amy regularly monitors books and carries out lesson observations at Park Grove. She has worked alongside mentors and consultants and has developed sound practices which she is looking forward to sharing with fellow teachers in her role as school to school support team member.



DAVE BARBER

Dave has 20 years' experience in the primary sector, ten of those in senior management positions and is currently a Headteacher. Prior to this he was a self-employed businessman for five years. He has worked across the full primary age range in six schools in a wide range of contexts. Dave has extensive experience of providing school to school support and has worked recently as a pupil premium reviewer. He is the chair of his local learning alliance and a member of the North Yorkshire Education Partnership Board.