



Name: Scott Mason

Title: Head Teacher, Snape Wood Primary School,
Nottingham

Length of Position: 3 Years



I became a teacher to improve the life chances and opportunities for the children in my class. I became a Head Teacher to improve the life chances and children in my school. As a Local Leader of Education I want to support other schools and Head Teachers to improving the life chances and opportunities afforded to their children. As a Head Teacher who has received support from a Local Leader of Education I have seen at first hand the power of school to school support and the impact it can have on schools and its pupils.

Snape Wood Primary School is a slightly smaller than average primary school with 223 pupils on roll, located in Bulwell in the north of Nottingham. The school is situated in an area of high social deprivation with 74% of its pupils eligible for FSM6 funding. A new leadership team was appointed in September 2012 and oversaw the school's rapid improvement from Inadequate to Good in June 2014.

Scott and his school team at Snape Wood have particular expertise in rapidly improving the quality of teaching, school improvement planning, self-evaluation and tracking and accelerating pupil progress. In 2014 the school was recognised by the DfE as being amongst the 100 top performing schools nationally in terms of the amount of progress pupils make between KS1 and KS2.

Scott has supported local primary schools through direct Head Teacher involvement. This has involved half-termly coaching and mentoring in order to support a newly appointed Head Teacher, and more intensive weekly support which has supported an Acting Head Teacher through direct school improvement strategies and strategic planning.

Snape Wood work with schools has shown

- clear impact including refinement and or school improvement and self-evaluation systems.
- clear budget planning and the opportunity to make key strategic appointments
- increasing the accountability of all staff and clearly tracking all pupil progress
- percentage of pupils making expected and more than expected progress accelerated rapidly.

