Foxfield Primary School Transformation Plan

Teaching and Learning:
Ensuring the quality of teaching is consistently good across all year groups and that this enables pupils to make consistently good progress/attainment

- Introduce new weekly TA and additional adult CPD programme and identify key target areas
- Introduce new TA checklist to support quality of teaching by May 19th
- Introduce new self-evaluation and monitoring timeline which identifies specific monitoring activities and intended impact
- Leaders complete weekly learning walks or self-evaluation focus linked to leadership area
- Leadership completes weekly book look in each phase to ensure 100% of maths and literacy books are following policy with pupils responding to feedback
- Review feedback marking expectations by May 16th 2014 and implement new policy
- Review curriculum expectations within each phase team to ensure pupils are challenged
- Review Target Setting Policy and produce assessment calendar by May 31st 2014
- Introduce “closing the gap” monitoring forms by May 31st 2014. Link to pupil progress meetings and progress expectations
- Ensure all leaders have identified specific vulnerable groups from data analysis and have introduced targeted interventions to close gaps. This includes: pupil premium, boys, SEN and summer born
- All interventions plotted using pupil tracker and are kept up to date
- Data leadership training has taken place
- Introduce TA appraisal and performance management by June 2014
- Leadership completes weekly book look in each phase to ensure 100% of learning environments comply with school policy expectations
- SEN pupils, more able pupils, boys and other vulnerable groups completing learning tasks
- Evidence shows an improvement in quality of presentation from books
- Introduce TA checklist to support quality of teaching by May 19th
- Introduce new planning expectations linked to a core text, painting or artefact (by May 2014)
- Data leadership training has taken place
- Interim Milestones – May 31st 2014
  - 100% of learning environments comply with school policy expectations
  - 100% of pupil books are compliant with school feedback marking expectations
  - Quality of teaching judged to be good or better has increased to 60%
  - Evidence shows an improvement in quality of presentation from books
  - 100% senior and middle leaders modelling school expectations with feedback marking
  - Pupil survey by July 10th 2014 identifies that 90%+ of pupils enjoy learning
  - Interim Milestones – October 25th 2014
  - Quality of leadership measured as ‘good’ using school self-evaluation
  - Quality of teaching judged to be ‘good’ or ‘better’ has increased to 90% with no inadequate teaching
  - Quality of learning in books (including presentation) judged to be at least ‘good’ across the school.

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