# Woodhill Primary School Ten Week Transformation Plan

## Aspect: Culture: Learning Environment

**Week 1: 7th September 2013**

<table>
<thead>
<tr>
<th>Key focus areas</th>
<th>Specific leadership actions</th>
<th>Staff professional development</th>
<th>Impact measures, dates and RAG rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish learning environment expectations for whole school with regards to:</td>
<td>• Ensure all stock and materials are ordered before end of week 1</td>
<td>INSET Day 1:</td>
<td>By 13th September 2013:</td>
</tr>
<tr>
<td>o Classroom organisation</td>
<td>• SLT model teaching and learning display in entrance</td>
<td>• Establish expectations for</td>
<td>• 100% of classrooms:</td>
</tr>
<tr>
<td>o Displays of cursive handwriting in all areas of settings</td>
<td>• Publication of learning environment expectations</td>
<td>quality learning environment</td>
<td>o Walls backed in hessian</td>
</tr>
<tr>
<td>o Learning walls</td>
<td>• End of week 2, SLT lead learning walk to monitor impact of actions against agreed</td>
<td></td>
<td>o Contain examples of cursive handwriting modelled by adults</td>
</tr>
<tr>
<td>o Reading corners</td>
<td>priorities</td>
<td></td>
<td>o Resources and learning areas identified. Labels, key questions displayed in cursive script</td>
</tr>
<tr>
<td>o Topic tables</td>
<td>• SLT members identified to support any staff who require additional support in</td>
<td></td>
<td>o Examples of key vocabulary displayed for topic areas</td>
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<tr>
<td></td>
<td>development of quality learning environments</td>
<td></td>
<td>o Book corners are inviting and contain core text focus</td>
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<td></td>
<td></td>
<td></td>
<td>o Topic tables are set up and contain questions linked to new learning</td>
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</tbody>
</table>

## Aspect: Teaching and Learning

**Week 1**

<table>
<thead>
<tr>
<th>Key focus areas</th>
<th>Specific leadership actions</th>
<th>Staff professional development</th>
<th>Impact measures, dates and RAG rating</th>
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</thead>
<tbody>
<tr>
<td>• Peer critique and feedback expectations</td>
<td>• SLT create Expectations Posters for Teaching and Learning</td>
<td>INSET Day 2:</td>
<td>By 13th September 2013:</td>
</tr>
<tr>
<td>• APP and learning intention expectations</td>
<td>• SLT publish new ‘Teaching Matters’ document</td>
<td>• Teaching and Learning</td>
<td>• Teaching and Learning Expectations Posters published in all classrooms</td>
</tr>
<tr>
<td>• Peer critique and feedback expectations</td>
<td>• SLT create model display identifying key teaching and learning sequences in visible</td>
<td>Expectations</td>
<td>• Planning formats amended to ensure teachers identify differentiated APP-linked learning tasks</td>
</tr>
<tr>
<td>• APP and learning intention expectations</td>
<td>area of school</td>
<td></td>
<td>in maths and English</td>
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<td></td>
<td></td>
<td></td>
<td>• Planning linked to core text with science being taught in discrete lessons</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Learning walls being referred to and used to capture ‘live learning’</td>
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</tbody>
</table>
## Assessment: Data and Tracking

### Week 1
- Assessment of Tracking System in school: How effective is it? How is it used by staff? What needs changing?
  - Agree system
  - Leaders target staff to undertake Informal discussion with staff on assessment systems they use and how helpful they find the school system
- Assessment leader to collect information on assessment tracking system and assessment calendar
  - Refer to: Woodhill Primary School Tracking Document
  - Annual Assessment Calendar/Cycle: What is in place? What needs amending/adding? – Confirm school cycle

### INSET Day 2:
- Establish school progression rates
- Attainment expectations
- Provide ‘Big Picture’ for assessment development
- Staff supported through leadership modelling of setting numerical targets in one subject
- Provide task to complete in preparation for Target setting meeting in week 3

**By 9th September 2013:**
- Pupil tracker purchased and set up for whole school.
- Pupil tracker identifies progress and attainment for all pupil groups including Pupil Premium, Looked After, Vulnerable Groups, SEN, Attendance by 13th September 2013
- All pupil targets and KPIs agreed, including SPAG, Y1 Spelling, EYFS GLD
- Annual Assessment Calendar agreed and published

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## Assessment for Learning

### Week 1
- Audit impact of feedback using books from previous term and recorded mark making from EYFS
  - Collate observations for individual staff and phases
- SLT agree feedback marking expectations and share with staff
  - SLT produce model display of feedback marking to share with staff and pupils
  - SLT lead whole-school assembly to clarify feedback marking expectations as part of our Woodhill Rights and Responsibilities

### INSET Day 2:
- Provide ‘top level’ highlights indicating importance of developing quality feedback
- Make links to learning intentions, success criteria and learning environment

**By September 13th 2013:**
- Feedback marking display completed in public space and being referred to by staff and pupils
- All pupils have ‘presentation expectations’ posters tacky backed into books
- New feedback marking policy agreed by staff
- Staff meeting schedule published including feedback marking PDM By September 20th
- All pupils have received and responded to a minimum of 1 in depth feedback marking session
- All EYFS pupils have completed a teaching and learning conference and verbally received feedback linked to learning
# Woodhill Primary School Ten Week Transformation Plan

## Pupil Wellbeing
### Week 1

(In addition to the above sections):
- Identify key environments in shared spaces around school
- Model setting up learning rich environment(s) around school
- Introduce with pupils ‘paper only’ until expectations are established
- Observe movement of children at start of day transitions, etc.

- End of the week SLT undertake a learning walk and cross phase challenge team leaders on areas of focused improvement for week 2: Each phase leaders has action points for improvement of school environment
  - Complete audit of how children move around school. Does this reflect our vision and high expectations? Agree stand opportunities for movement around school and during transitions
  - Order new lanyards and class passes for whole school and lunchtime
  - HT and DHT lead Key Stage assemblies on pupil rights and responsibilities on 9th September 2013

**INSET Day 1:**
- Establish standard operational procedures linked to learning environments in classrooms
- Task: Staff review model classroom and set up their own rooms

**INSET Day 2:**
- Establish standard opportunities for how pupils move around school

- Feedback marking language is displayed using cursive handwriting in visible areas of classrooms
  - (Please refer to monitoring schedule for dates of feedback marking learning walks)

- By September 13th 2013:
  - All classrooms display class rules linked to rights and responsibilities
  - Behaviour Rights and Responsibilities posters published and displayed in every class
  - Published SLT rota for monitoring pupil behaviour and wellbeing at key transition times and lunch times

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### Pupil Wellbeing

#### Week 2
- Establish systems leadership of rewards and consequences for pupil behaviour in school
- SLT visible at key times of transition: before school, lunch hall, break times and after school
- SLT lead daily learning walks to monitor behaviour for learning in classrooms

**11th September 2013:**
- PDM on pupils’ rights, responsibilities and behaviour consequences

### Teaching and Learning Leadership

#### Week 2
- Teaching and learning audit of school (10th September 2013)
- Lesson observations: Post action planning, 1:1 and development of individual action planning (3 week coaching and development plan with agreed areas for improvement)
- Targeting weakest teaching first (Ongoing for 3 weeks)
- All SLT sharing successes
- Senior leaders contribute to teaching and learning audit through shared lesson observations and provision of feedback to staff
- Teaching and Learning profile: Share profile of teaching quality and support plans developed
- Confirm action plans and who to provide agreed support
- Agreed support to

**INSET Day 2:**
- Learning intentions and success criteria
- Share standard operation procedures for teaching and learning (See above)
- This will include:
  - Modelling effective questioning
  - Collaborative learning
  - Effective feedback
  - Independent learning

**By September 13th 2013:**
- Audit of teaching and learning completed
- New teacher profile for school produced and shared with members of Exec Governing Body
- Leadership Team have established core priorities for areas of responsibility
- Share with GB Exec Group By September 20th 2013:
  - Leadership Team have produced Rapid Impact Plans linked to their
<table>
<thead>
<tr>
<th>Woodhill Primary School Ten Week Transformation Plan</th>
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<tbody>
<tr>
<td><strong>linked to key aspects of identified best practice</strong></td>
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<tr>
<td>(On-going) Share in briefing notices and undertake informal learning walks to look for successes</td>
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<tr>
<td><strong>include:</strong></td>
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<tr>
<td>o Planning support from LA (Jo and Lizzy)</td>
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<tr>
<td>o Establishing schedule of lesson observations at Compass Federation Schools</td>
</tr>
<tr>
<td><strong>areas of responsibility. Key actions and leadership activities are agreed</strong></td>
</tr>
<tr>
<td>o Support plans for all teachers requiring improvement completed with key dates and actions agreed</td>
</tr>
<tr>
<td>o Dates for lesson observations/visits to schools and support plans for individual teachers agreed and completed</td>
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<tr>
<td>• Complete teacher data dashboard to include setting up files and whole school overview top level headlines</td>
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**EYFS Week 2**

| **Focus on quality of provision in EYFS** |
| • Support team to identify which areas to be develop in week one |
| • Provide support in identifying resources and set up of areas |
| • Provide models of example learning areas |
| • Comment on learning areas established: What’s working? What needs further development? |
| **Within SLT or HT and EYFS lead:** |
| • Review of EYFS environment: Agree learning areas for each foundation classroom |
| • Confirm Standard operating systems for each area for key teaching sequences based on model of: |
| o Adult initiated learning |
| o Child initiated learning |
| o Adult supported learning |
| • By September 20th 2013, all EYFS practitioners have been observed |
| **Meeting with EYFS Team to review:** |
| o EYFS Teaching and learning model |
| o Areas of learning |
| o Standard opportunities for learning areas |

By September 20th 2013:

- Learning walk completed to ensure:
  - All areas of learning are identified in setting through provision of resources
  - Meaningful learning sequences planned carefully linked to development of pupils’ needs
  - Setting is clean, organized and accessible for pupils to learn independently
  - Resources are labelled well Setting contains adult modelled cursive script and pre-cursive script for pupils to use and refer to
  - Core text is visible in and across different areas of learning and learning environment
- EYFS leader has completed Rapid Impact Plan linked to core priorities
<table>
<thead>
<tr>
<th>Behaviour For Learning</th>
<th>Week 2</th>
<th>Leadership</th>
<th>Week 2</th>
</tr>
</thead>
</table>
| • SLT to review provision for break and playtimes | • Every day leadership team members visible around school before, during and after school all of the time to promote school’s expectations and values  
  • Ongoing:  
    o SLT to develop and publish standard operational procedures for break times and playtimes  
    o SLT feedback on behaviour review of logged incidents  
    o Observe weakest lessons with weakest behaviour leadership and follow up with coaching and support plan. ABCD audit in targeted classes (Meetings and observations on weekly basis)  
    • Agree any modifications and SLT brief their teams | • SLT to review structure of leadership team including:  
  o Roles & responsibilities  
  o KPIs  
  o Self-Evaluation Timeline | • SLT meeting Monday 9th September 2013  
  By September 27th 2013:  
  • Leadership Team profile is published and shared with staff, governors and parents  
  • Teacher performance management |

By September 27th 2013:  
• 100% of classes using agreed system for recording behaviour incidents  
• SLT report ‘measurable improvement’ in way in which pupils move around school building, manage transitions and manage own behaviour at lunch time/during hall  
• 100% of classes referring to Rights and Responsibilities structured system for behaviour leadership structured conversations
### Leadership / Assessment

#### Week 2
- **Review school interventions**
- **Learning walk focus:** All staff on track in setting progression targets

- **Monitoring Timeline**
- **PDMs**
- **Performance Management of Team Leaders**

- **DHT and SENCo focus:** All staff on track in setting progression targets looking at vulnerable groups
- **DHT and SENCo complete moderation of standards with focus on sampling all vulnerable groups using previous years’ pupil books:** Focus determined by lowest attainment subject area
- **DHT to lead audit of impact on interventions/strategies for raising attainment for PP**

- **By September 27th 2013:**
  - HT/DHT has led governor training on impact of PP and identification of priorities for 13/14
  - 100% of teachers are aware of specific interventions planned for term linked to raising standards for PP and vulnerable pupils
  - SLT review impact of TAs on teaching and learning and produce standard operational procedures for TAs

#### Leadership

#### Week 3
- **GB Exec Team meets to review GB action plan and GB priorities**

- **By September 27th 2013:**
  - GB Exec Team has agreed ‘sub teams’ with areas of responsibility
  - GB Exec Team has produced GB Action Plan linked to school priorities

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  - GB Exec Team has agreed ‘sub teams’ with areas of responsibility
  - GB Exec Team has produced GB Action Plan linked to school priorities

### Leadership / Teaching and Learning

#### Week 3
- **SLT agree structure of support for teachers based on agreed principles for quality teaching and learning (E.g. Modelling, feedback, Co-**
- **SLT complete development plans for all teachers which include agreed areas for improvement**

- **Teaching and Learning PDM based on priorities identified (E.g. Modelling, feedback, Co---operative learning, challenge,**

- **By September 27th 2013:**
  - HT/DHT has led governor training on impact of PP and identification of priorities for 13/14
  - 100% of teachers are aware of
Woodhill Primary School Ten Week Transformation Plan

|operative learning, challenge, independent learning), teaching profile and teacher data dashboard) | • Establish minimum expectations for quality of teaching for all levels of teachers: NQTs 2 ---5 years TLRs, middle and senior teachers  
• Develop bespoke INSET for teaching and learning based on identified priorities from lesson observations, (E.g. Modelling, feedback, Co-operative learning, challenge, independent learning), teaching profile and teacher data dashboard | independent learning)  
• Establish a cycle of review, monitoring and reporting processes for the school. To include:  
  • Quality of teaching and learning, feedback, behaviour and progress review meetings.  
• Establish clear expectations for teacher performance management. To include links to pupil progress measures, teaching standards and expectations and quality of teaching | specific interventions planned for term linked to raising standards for PP and vulnerable pupils  
• PDM for TAs in best practice linked to quality first teaching and their role in securing good progress for all pupils |

|Leadership Week 3| • Self-Evaluation Cycle to include:  
  o Assessment cycle  
  o Monitoring and evaluation timeline  
  o Progress Review Meetings  
  o Moderation of pupil standards  
  o Subject leadership reporting framework | • Establish a cycle of review, monitoring and reporting processes for the school. To include:  
  • Quality of teaching and learning, feedback, behaviour and progress review meetings.  
• Establish clear expectations for teacher performance management. To include links to pupil progress measures, teaching standards and expectations and quality of teaching | • SLT Focus Phase Leaders share agreed protocols with staff in Phase Team Leadership Meetings|

By October 4th 2013:  
• Teacher performance management has begun for all teachers  
• HT and DHT have provided feedback on structures and processes to GB  
• HT provides verbal report on progress against action plan to date at LASM  
By October 25th 2013:  
• Teacher performance management has been completed  
• SEF reviewed and updated. Shared with GB Exec Group |
## Woodhill Primary School Ten Week Transformation Plan

### Teaching and Learning

#### Week 4

- **Complete leadership audit of leadership skills.** Identify areas of strength amongst leadership team and areas for development (Could use UL 360 tool?)
- **Review successes and further areas of development linked to improving quality of teaching and learning**
- **Staff on formal procedures for improvement provided with opportunities to examples to good practice linked to areas of development identified**
- **All staff NOT on formal procedures provided with weekly 15 minutes focused T&L coaching opportunities linked to teaching and learning CPD programme**

### Leadership, Culture and Pupil Wellbeing: Communication including Safeguarding Arrangements

#### Week 4

- **Undertake review of communication systems across the school**
- **Develop standard operational procedures linked to: briefing meetings, leadership presence across the school, newsletters, dress code, and any other miscellaneous parental specific communication systems**
- **Publish communication**
- **AHT to leave review with DHT and HT**
- **LA to lead commissioned safeguarding audit across school**
- **Review and agree safeguarding practices across the school: Ensure all staff receive core safeguarding training and identified safeguarding officers have undertaken safeguarding training.**

### Teaching and Learning PDMs to focus on:

- **Quality Feedback and Publishing**
- **Quality Outcomes PDM for TAs in best practice linked to quality first teaching and role in securing good progress for pupils**

By October 4th 2013:

- SLT publish example of successes linked to PDM focus areas to share with staff: Learning walks, pupil interviews, book looks, observations, etc. Examples shared with GB Exec Group and used in preparation of SEF and HT Report
- Successes linked to feedback marking shared with staff and published around school on table displays

By October 4th 2013:

- School has obtained quotes from 3 providers for new website
- 100% of staff are linked to school group information sharing network
- New weekly staff bulletin has been introduced
- Weekly newsletter for parents has been reviewed, revised and updated
- AHT has met with revised Parent Forum to outline school priorities and begin process of developing new home school agreement

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| Systems for staff and parents | Publish standard operational procedures linked to safeguarding. | By October 11th:  
• Dates for progress review meetings and parent interviews have been agreed  
• Dates for rest of term published  
• Date agreed for school open afternoon for parents to see new classroom learning environments  
• Safeguarding audit has been completed with standard operational procedures linked to safeguarding published |

| **Culture: Learning Environment**  
**Week 4** | • Complete revisions to learning environment  
• Agree dates and deadlines for:  
  o Shared area displays  
  o Celebration of learning environment event  
  o Monitoring timeline to ensure all classrooms represent school expectations | • SLT write to parents inviting them to attend celebration event where parents can see the impact of learning environment on pupils learning outcomes  
• Senior leaders collate images of best bits from staff and produce guidance booklet for staff  
• All staff photograph their ‘best bits’ linked to learning environments and rolling PowerPoint set up in staff room to celebrate high quality learning environments  
• Ensure staff notices celebrate and capture examples of best practice in | • Learning Environment Expectations PDM 16th October 2013  
• Organise late night for 17th October | By 25th October:  
• Parents have attended celebration event linked to quality of learning environment  
• School monitoring identifies learning environments are consistently ‘good’ and making significant contribution to quality of learning taking place |
## Assessment

**Week 5**

- Complete interim review of pupil progress and attainment using teacher assessment
- Process led by SLT and linked to pupil progress and attainment targets
- Moderation of standards using pupil books: Focus determined by ongoing monitoring of subject areas
- Identify priorities, provide clear feedback for phase teams and revise 10 week transformation plan in light of review
- Identify dates and areas of focus
- Revise pupil interventions and provision in light of review
- Ensure findings of review are identified as area of focus for pupil progress meetings (November 13)

By October 25th:
- Interim findings are shared with Exec GB group
- Pupil tracker updated and next steps identified with class teachers, SENCo and Inclusion Leader
- Structure for PDMs revised in light of findings
- Pupil progress meeting format agreed and meetings scheduled for second week in November 2013
- Parents receive letters from school informing them of pupil progress

## Teaching and Learning

**Week 5**

- Review quality of teaching profile with all staff
- Review Rapid Impact Plans produced by SLT
- Introduce Personal Development Leadership Plans
- See earlier sections
- SLT to ensure all processes linked to quality of teaching and learning are being followed
- SLT continues to provide rich menu of opportunity for teachers to observe lessons in school and through focused visits
- SLT continues to monitor quality of teaching and learning through informal drop ins, focused
- Refer to PDM programme and monitoring programme

By October 25th 2013:
- Teaching and learning profile updated and shared with GB Exec Group
- Rapid Impact Plan Reviews are completed and new plans written
- 100% meetings for SLT linked to PDLPs have been completed
| Leadership | Week 6 | • Introduce subject leadership and middle leadership evaluation report schedule | • Establish common expectations for development of subject leadership, middle leadership and phase leadership. To include:  
  o Agreeing format of report summaries linked to headteacher reports  
  o Expectations for leadership files and evidence trails  
  o Expectations for monitoring activities within subjects and phases  
  o Leadership team to produce model subject/phase leadership file containing exemplar materials linked to agreed expectations.  
  o Leadership team to | • Focus of SLT meeting 7th October 2013 | By November 15th 2013:  
• Subject leadership monitoring cycle has been reviewed and updated  
• SEF reviewed and updated  
• Subject leadership reports have been drafted and submitted to HT By November 29th 2013:  
• Subject leadership reports have been submitted as part of HT Report to Governors |
<table>
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<tr>
<th>Culture: Learning Environment</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>• Undertake leadership learning walks and monitoring activities linked to learning environment expectations</td>
<td>• Leadership focus on:</td>
<td>• Refer to monitoring timeline for Autumn Term</td>
</tr>
<tr>
<td></td>
<td>• (See self-evaluation and monitoring timeline for Autumn Term)</td>
<td>o Pupil presentation in books including handwriting</td>
<td>• Learning Environment Expectations revisited again in PDM on 16th October 2013</td>
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<tr>
<td></td>
<td></td>
<td>o Quality of publishing and pupil outcomes for display</td>
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<td></td>
<td></td>
<td>o Quality of book corners, topic tables and shared learning spaces</td>
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<td></td>
<td></td>
<td>o Quality of learning environment in EYFS and continued provision for independent learning in setting</td>
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<tr>
<td>Teaching and Learning: Feedback Marking</td>
<td>• Focus on provision of quality feedback in lessons</td>
<td>• SLT lead observations of feedback in action in lessons. Focus on pupil responses to feedback</td>
<td>• PDM: All teachers bring examples of pupil responses to written feedback marking in maths and English for teacher reviews</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>• SLT find best practice examples of peer to peer feedback to share</td>
<td>• PDM for teaching assistants linked to provision of quality feedback and roles in supporting pupils with feedback marking</td>
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<td></td>
<td>• SLT lead observations of feedback in action in lessons. Focus on mini</td>
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## Woodhill Primary School Ten Week Transformation Plan

| Review Successes and areas for development: | plenaries/plenaries/exit ticket strategies and pupil involvement in self-directed learning  
• Ongoing focus on seeking out and sharing successes |  |
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<tbody>
<tr>
<td>Week 7</td>
<td></td>
<td>See below</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Week 7** | • Revisit core teaching sequences and review how teachers are using APP to assess pupil progress and plan quality learning sequences  
• Review midterm planning for 2nd half term | |

### Observations:
Pupil, staff, community response to developments?  
What has been a challenge?  
Where has progress been easily won?  

### What next?