



# TRANSFORMATION PLAN

'Success Achieved Together'

Year 1: 2016/2017



2016 – 2019

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# HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary is now entering the third 3-year self-reflection cycle, working within the Rutland and Districts Schools' Federation. This successful federation has been in place for 7 years.

Since first federating, the school has been through significant changes; growth from 4 mixed classes to 7 single year group classes, development from 120 on roll to 210 and oversubscription for example. This success has been achieved through working as a community with pupils, parents and staff; acting together to create the best learning environment for all.



The building has been updated significantly and continues to be improved upon. The outside area has been transformed with outdoor gym equipment, woodland area, woodland walkway and a growing garden. These high expectations for resources and provision is reflected by the high expectations set for the pupils; for learning and behaviour.

visits linked to learning offered each term, choir, orchestra and group and individual music lessons offered as an example. The school has an extended day in which extracurricular opportunities can be offered to all pupils.

We have used our sports premium money to employ a sports coach who encourages children to be active each playtime and lunchtime. The sports coach also prepares teams for interschool and county sporting events and the school received an award for participation in the year 2016.

Catmose Preschool has joined the Primary team with a new build on site; this enables Reception class and Preschool to work as an EYFS team sharing resources and staff expertise. This has enabled a very smooth transition for children when joining Catmose Primary.



Pupils continue to make a very smooth transition to Catmose College through the package in place for all Year 6 pupils. College resources are used on a regular basis with College staff leading bespoke sessions, enabling pupils to feel confident.



Our pupils are recognised in the community as polite and courteous active citizens, taking part in many local activities. Whether it be our school choir and orchestra or one of our successful sporting teams; the children represent their school well and with excellent citizenship skills.

We are not complacent, however, and our ultimate goal is to secure an Outstanding provision that is recognised locally and nationally as the best possible provision for primary education. This plan is a critical part of our development process which will help us to achieve this objective.

A handwritten signature in black ink that reads 'K Jackson'.

Kelly Jackson  
Head of School

## VISION FOR THE SCHOOL

The School exists to ensure that its pupils are happy and successful. We are a friendly child-centred environment where the partnership with families is essential for ensuring that all make Outstanding progress. All pupils leave us ready for secondary school having followed a curriculum that is **Individual**, **Innovative** and **Inspiring**.

## Strategic Targets

The School has identified the following as targets over the next three years:

- Catmose Primary is the primary school of choice for Oakham, as measured by the school being over-subscribed for September 2015 and 2016.
- An embedded whole-school curriculum that is Individual, Inspiring and Innovative and ensures that children are secondary ready.
- >90% of lessons are rated Good or better during the Annual School Review.
- >90% of students enjoy their lessons.
- Pupil's attendance is 97% or higher.
- The attainment of pupils is at least national average (KS2 EXS RWM 65%+)
- The progress students make is in line national for all Key Stages.
- Ofsted in their next inspection rate the School as Good or better.

## Ofsted: Key Priorities

The School was inspected in February 2013, Graded as Good and the following was identified as key to future improvement:

Increase the proportion of Outstanding teaching by:

- Ensuring lessons always proceed at a brisk and lively pace.
- Providing more opportunities for pupils to learn independently.
- Ensuring pupils always know their next steps for learning when their work is marked.

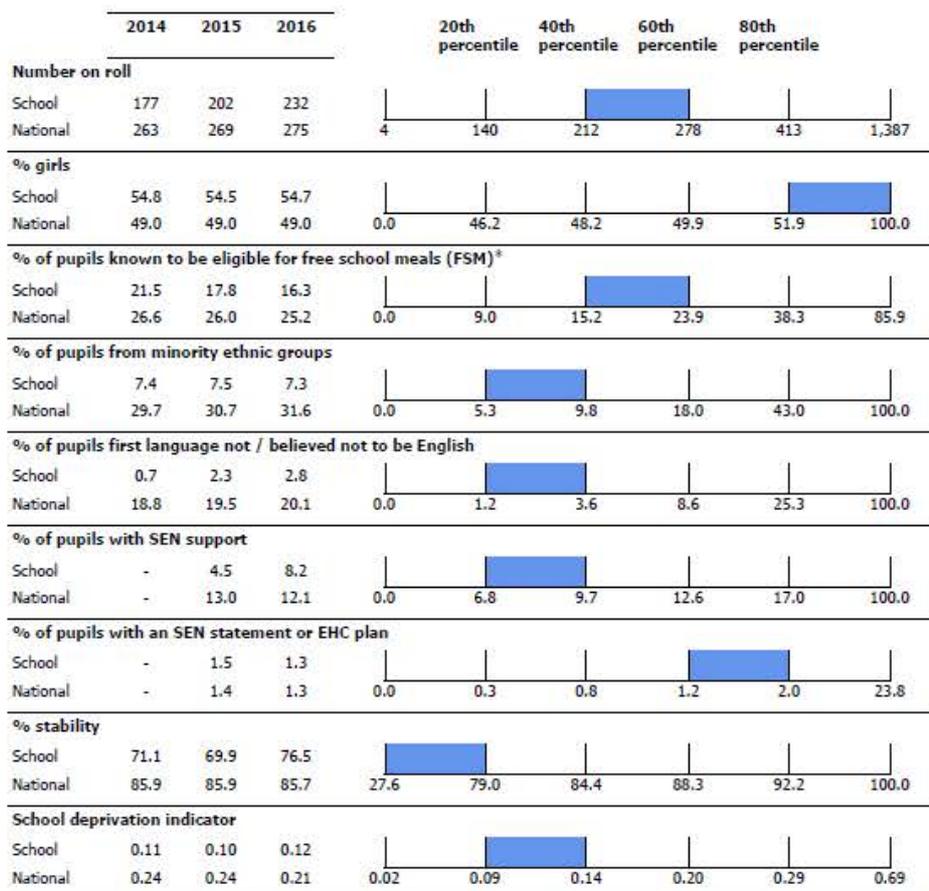
# School Context

Information from RAISE online 2016

Catmose Primary (URN: 138113 DfE No. 8572313)

## Basic characteristics trend

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



Catmose Primary is a slightly below average sized school (including Preschool) with an improving number on roll, catering for students of a broad ability. The School takes an intake which is of a broad social mix from Oakham and the surrounding Villages.

With cohort limited to 30 per year group, comparison against national averages can make it difficult to draw conclusions. It is important to note the % stability which is lower than national and reflects the growing number on roll as the school has become the school of choice in the area.

# EVALUATION: OUTCOMES

## Judgement: GOOD

### Evaluation of 2015/16 Transformation plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
OUTCOMES FOR JPILS	Targets set for all learners, focussed against the progress target set (teams).	Targets reviewed for all learners, focussed against the progress target set (teams).	Targets reviewed for all learners, focussed against the progress target set (teams).	Targets reviewed for all learners, focussed against the progress target set (teams).	Targets reviewed for all learners, focussed against the progress target set (teams).	Targets reviewed for all learners, focussed against the progress target set (teams).
EYFS GLD Target: 75% of pupils achieve a Good Level of Development by the end of the EYFS. PP: 45% of pupil achieve GLD target.	KS2 Booster sessions x2 (Year 6 team).	KS2 Booster sessions x2 (Year 6 team).	KS2 Booster sessions x4 (Year 6 team).	KS2 Booster sessions x4 (Year 6 team).	KS2 Booster sessions x4 (Year 6 team).	Transition booster non level 4/ (Year 6 team).
Year 1 Phonics Check 85% of pupils achieve pass score. PP: 63% of pupils achieve pass score.	Phonic packs sent out Y1 (AM/ RH).  KJ/ RH interventions.	Parents meetings re: expectations KS1/ KS2 (SO/ RH, Year 6 team/ KJ).	Phonic packs sent out Year 1 (AM/ RH).  Parents' meetings re: KS1/ KS2 getting ready for SAT's/ phonic screening (SO, RH, KJ, Year 6 team).	KS1 SATs packs (SO/ RH).  KJ/ RH interventions.	Phonic packs sent out Year 1 (AM/ RH).  KJ/ RH interventions.	KJ/ RH interventions.  Attainment data shared next class (teams).
Year 2 (Symphony Targets) Maths: 2a+ 83%, 3c+ 23%.	Letter to parents about new assessment levels (KJ).	KS1 SATs packs (SO/ RH) KJ/ RH interventions.				
Reading: 2a+ 82%, 3c+ 30%. Writing: 2a+ 67%, 3c+ 17%.			KJ/ RH interventions.			

### Strengths

- EYFS GLD.

The school gained 73% GLD above national 69%. This cohort made good progress from a starting point of 53% predicted to gain GLD.

- Year One Phonics.

The school gained 83% pass rate above national 80.8%.

- Key Stage Two Working at Expected Level.

In Reading the school scored 79% against national 66%.

In Writing the school gained 83% against national 74%.

In the SPAG test the school gained 77% against national 72%.

RWM combined the school was 53% against the national 53%.

### Areas for Development

- Key Stage One Working at Expected Level.

In Reading the school scored 70% against national 74%.

In Writing the school gained 63% against national 66%.

In Mathematics the school gained 70% against national 73%.

However, it is important to note that a combined RWM score of 57% was gained by the school which showed good progress for this cohort who gained a GLD of 43%

- Key Stage Two Working at Expected Level.

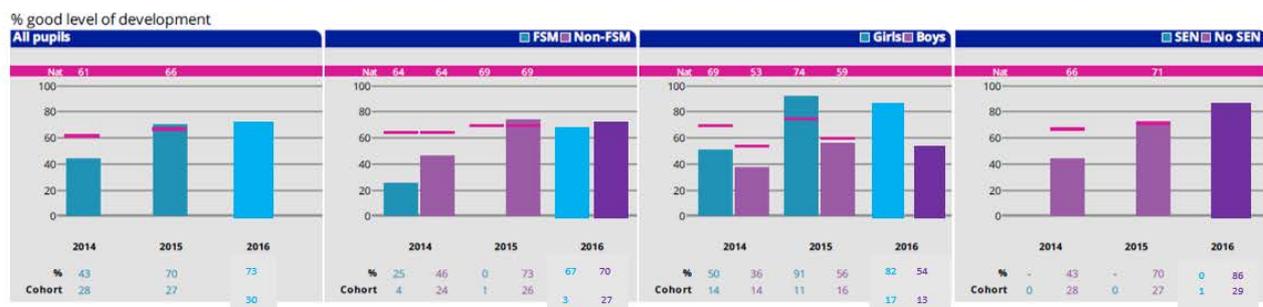
In Mathematics the school gained 53% against the national 70%.

However, it is important to note that this cohort gained a RWM combined at the end of KS1 of 50% which increased to 53% at the end of KS2.

## Quality Assurance Information

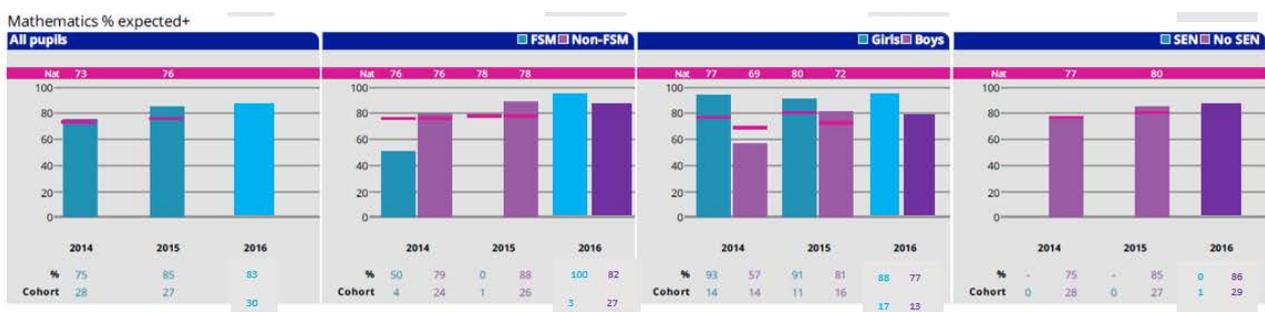
### Raise Online Data

## EYFS GLD



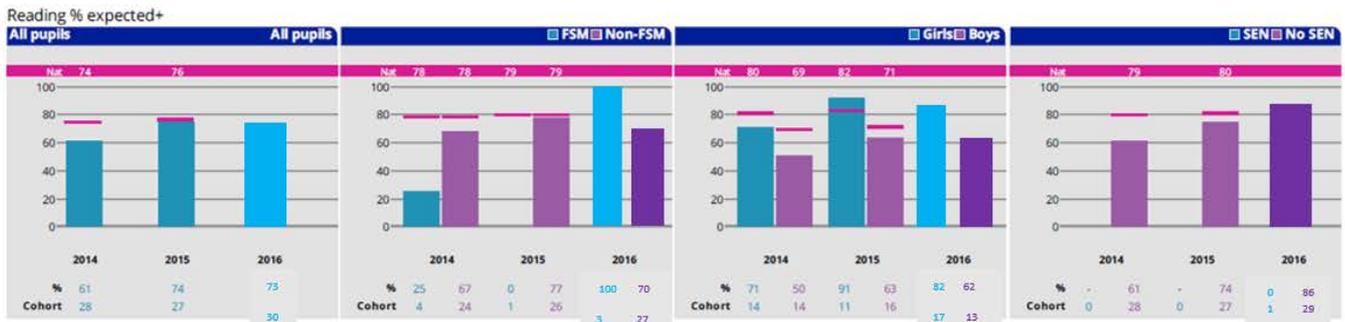
GLD achievement shows progress over the last 3 years, raising from 43% in 2014 to 73% in 2016. Disadvantaged children (3) performed in line with national gaining 67% GLD. Boys underperformed in relation to girls but in line with national. 1 SEN child did not reach the GLD and has an IEP in place ensure that they reach this level in Year One, gaining access to the National Curriculum.

## EYFS Mathematics Expected



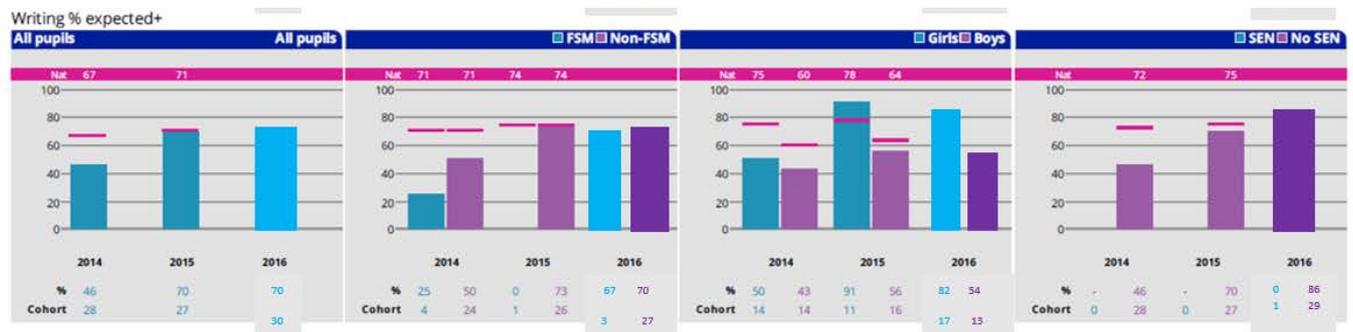
Expected achievement in Mathematics was above national at 83%. Disadvantaged children achieved well with all gaining the expected in Mathematics. Girls and boys performed above national, with girls outperforming boys. 1 SEN child did not reach the expected level in Mathematics and has an IEP in place ensure that they reach this level in Year One, gaining access to the National Curriculum.

## EYFS Reading Expected



Expected achievement in Reading was slightly below national at 73%. Disadvantaged children achieved well with all gaining the expected in Reading. Girls performed above national and outperformed boys. Boys performed below national in Reading. 1 SEN child did not reach the expected level in Reading and has an IEP in place ensure that they reach this level in Year One, gaining access to the National Curriculum.

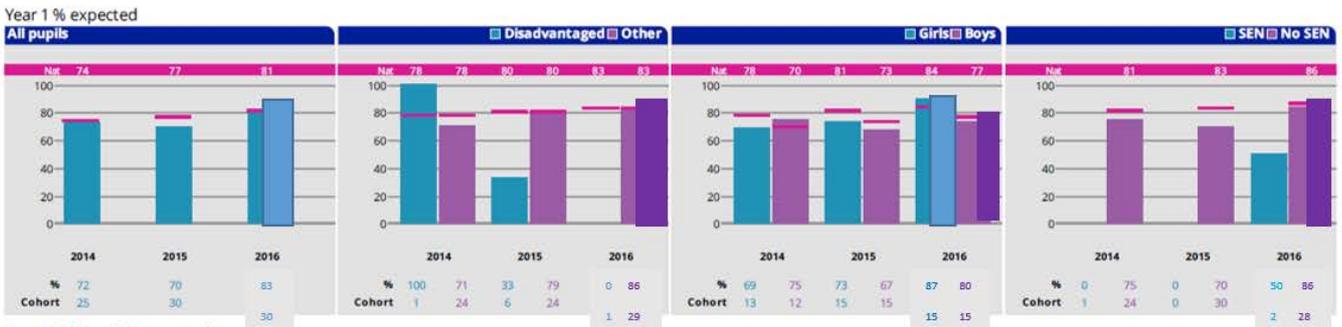
### EYFS Writing Expected



Expected achievement in Writing was inline with national at 71%. Disadvantaged children achieved 67% with 2 children out of 3 gaining the expected in Writing. Girls performed above national and outperformed boys. Boys performed below national in Writing. 1 SEN child did not reach the expected level in Reading and has an IEP in place ensure that they reach this level in Year One, gaining access to the National Curriculum.

# PHONIC SCREENING

## Year One



83% of Year One children passed the Phonic Screening Check. This is above national 81%. This cohort had 1 disadvantaged child, who did not pass the screening check. A programme of phonic support is in place for this pupil and all pupils who did not pass the check in Year Two. Girls outperformed boys however both groups achieved above national. 1 out of 2 SEN children passed the screening check, with an IEP in place for the SEN child who did not gain the pass within the check.

## Year Two



77% of Year Two children passed the Phonic Screening Check, taking into account the results in Year One. For this group of children, a phonic programme will be implemented in Year Three to ensure these children have the foundations of phonic knowledge before moving onto KS2 spelling programmes. Girls outperformed boys, gaining slightly below national. 1 out of 3 SEN children passed the screening check, with IEP's in place for the SEN children who did not gain the pass within the check.

# KS1 OUTCOMES

## Overall Year Two

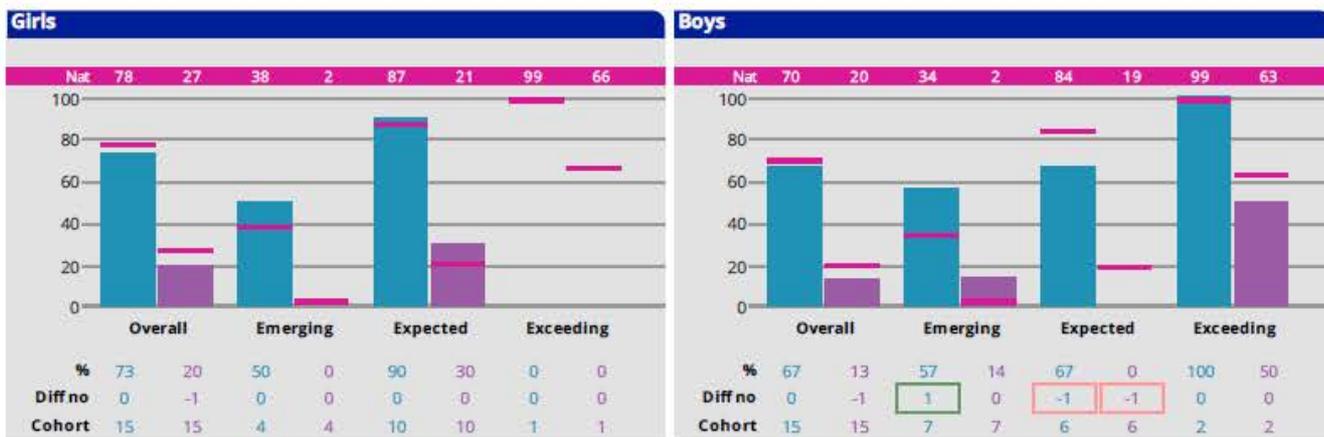
Key Stage 1 – EXS	School Data	National Data
Reading	70%	74%
Writing	63%	66%
Maths	70%	73%
RWM	57%	60%
<i>EYFS Data for this cohort: GLD 43%</i>		

Year Two overall outcomes were below national however it is important to note that the GLD for this cohort was 43%. This cohort gained RWM combined 57% by the end of Year Two, reflecting good combined progress.

### KS1 Reading



In Reading, 70% gained expected and 17% greater depth slightly below national at 74% and 24% respectively. Disadvantaged pupils did not gain the expected level and have been targeted in Year Three to gain the knowledge needed to access the KS2 curriculum. Two children who gained emerging at the end of EYFS, gained expected at the end of KS1, making greater progress.

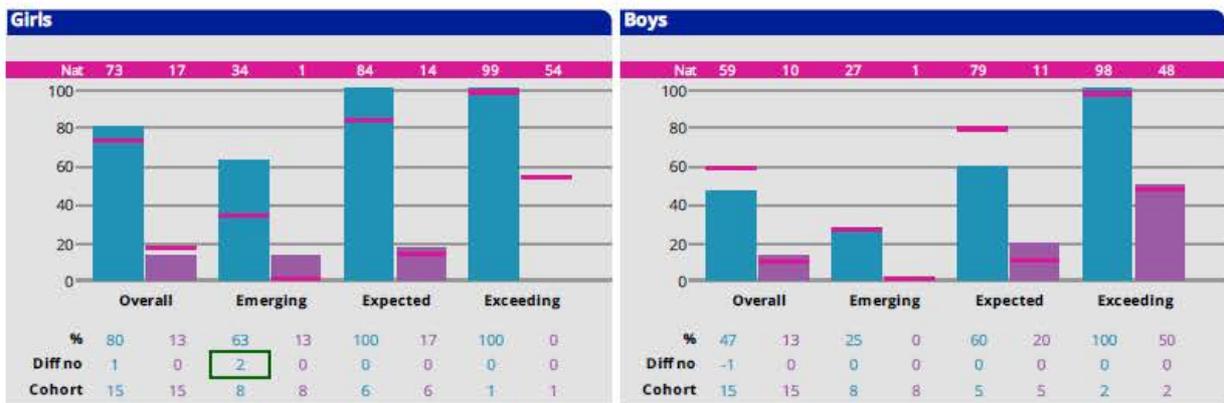


Girls outperformed boys, however both girls and boys gained slightly below national expected and greater depth. One boy who gained expected at the end of the EYFS did not achieve expected at the end of KS1, however one boy who gained emerging at the end of the EYFS made greater progress gaining expected at the end of KS1.

## KS1 Writing



In Writing, 63% gained expected and 13% greater depth in line with national at 65% and 13% respectively. Disadvantaged pupils did not gain the expected level and have been targetted in Year Three to gain the knowledge and skills needed to access the KS2 curriculum. Two children who gained emerging at the end of EYFS, gained expected at the end of KS1, making greater progress.

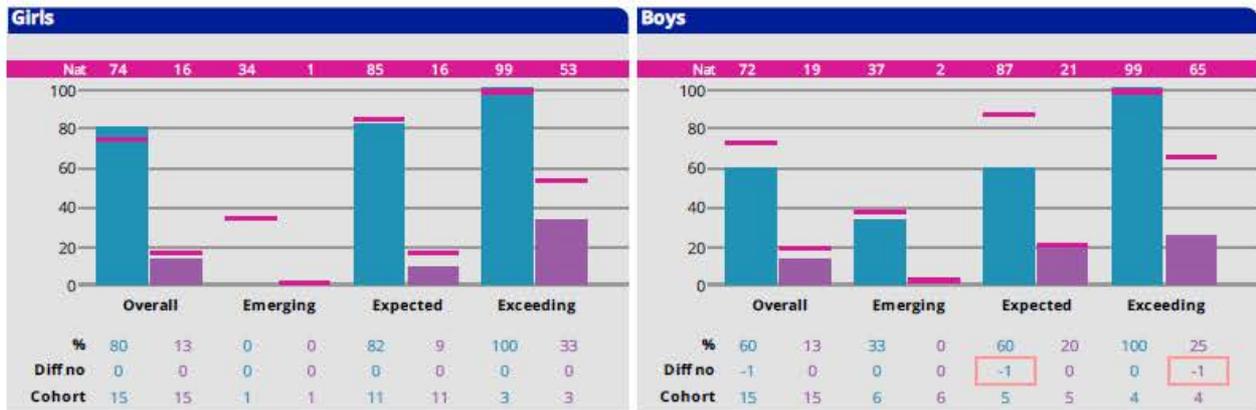


Girls outperformed boys, with girls performing above national at expected level. Boys gained below national expected but gained above national at greater depth. Two girls, who gained emerging at the end of the EYFS, made greater progress gaining expected at the end of KS1.

## KS1 Mathematics

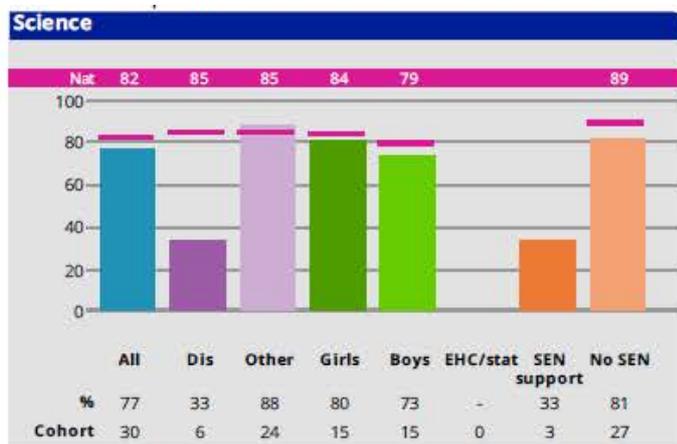


In Mathematics, 70% gained expected and 13% greater depth in line with national at 73% and 18% respectively. Disadvantaged pupils did not gain the expected level and have been targetted in Year Three to gain the knowledge and skills needed to access the KS2 curriculum. One child who gained expected at the end of EYFS, did not gain expected at the end of KS1. Two children who gained exceeding at the end of EYFS, did not gain greater depth at the end of KS1. These children are highlighted for intervention in Year Three.



Girls outperformed boys, with girls performing above national at expected level. Two boys, who gained expected or exceeding at the end of the EYFS, did not gain expected or greater depth at the end of KS1.

### KS1 Science



In Science, 77% gained expected slightly below national at 82%. Disadvantaged pupils did not gain the expected level and have been targetted in Year Three to gain the knowledge and skills needed to access the KS2 curriculum. Girls outperformed boys, with both groups gaining slightly below national with girls gaining 80% and boys gaining 73% against national 84% and 70% respectively.

# KS2 OUTCOMES

## Overall Year Six

### Year Six Outcomes

Key Stage 2 – EXS	School Data	National Data
Reading	79%	66%
Writing	83%	74%
Maths	53%	70%
SPAG	77%	72%
RWM	53%	53%
KS1 2B+		
Reading 73%		
Writing 53%		
Maths 67%		
RWM 50%		

Year Six data was above national in Reading, Writing and SPAG. Progress from KS1 starting points is good in Reading and Writing and RWM combined. Maths attainment at the end of KS2 was low and is a focus for the school, looking in particular at contextualised application. The school met the floor standards for 2016.

## KS2 Reading



Overall KS2 pupils made expected progress and attained above national with an average scaled score of 104.5, gaining 73% expected and 30% high against national 66% and 19% respectively. Low achievers at the end of KS1 did not meet expected at the end of KS2. Disadvantaged pupils attained above national at expected and progress in line with expected.

## KS2 Writing



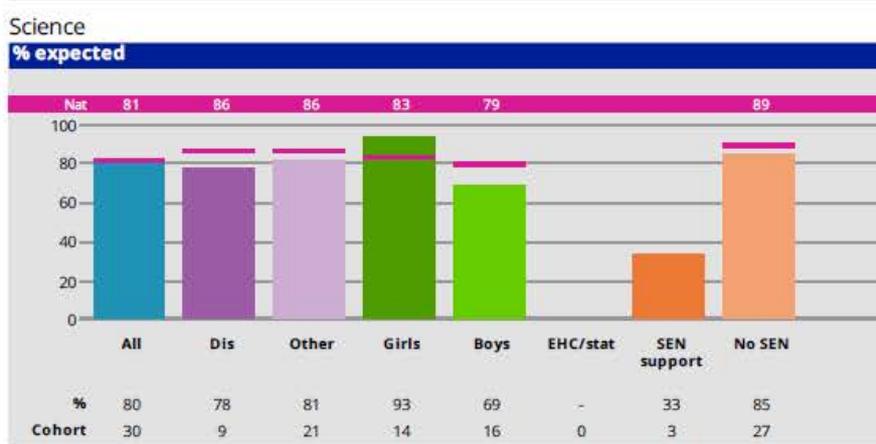
Overall KS2 pupils made expected progress and attained above national gaining 83% expected and 20% high against national 74% and 19% respectively. Low achievers at the end of KS1 did not meet expected at the end of KS2. Disadvantaged pupils gained above national at expected and progress in line with expected, however low achieving at KS1 disadvantaged pupils did not achieve expected.

## KS2 Mathematics



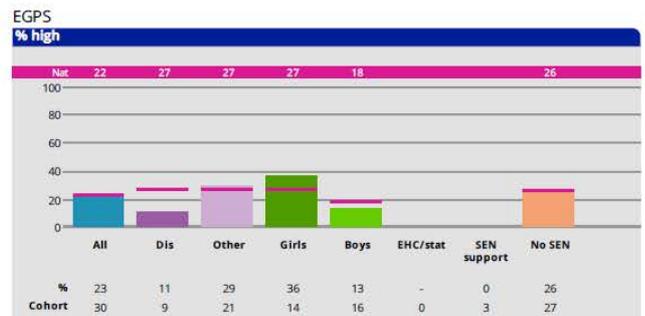
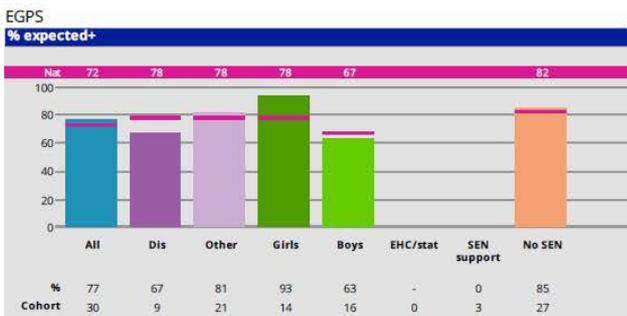
Overall KS2 pupils did not make expected progress and attained below national gaining 53% expected against national 70%. However, those gaining highly in mathematics was slightly below national with the pupils gaining 13% against 17%. Middle achievers at the end of KS1 did not meet expected at the end of KS2. Disadvantaged pupils did not gain national at expected and middle achievers did not gain expected.

## KS2 Science



Overall KS2 pupils gained the expected level in line with national. Disadvantaged pupils gained 78%, slightly below national at 86%. Girls outperformed boys, gaining above the national at expected in Science.

## KS2 EGPS



Overall KS2 pupils made expected progress and attained above national gaining 77% expected and 23% high against national 72% and 22% respectively. Disadvantaged pupils did not make expected or high achievement national.

## KS2 Girls and Boys



In reading, writing and mathematics, girls outperformed boys. In all subjects girls met national achievement and above at expected and high achievement. In reading and writing boys met national achievement and above at expected and high achievement. In mathematics, boys did not meet national achievement at expected or high achievement.

## 2016 2017 PLAN

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>OUTCOMES FOR PUPILS</b></p> <p><b>YR 1 Phonics Check</b> Attainment is at least national (&gt;=82% of pupils achieve pass score)</p>	Phonic packs sent out Y1 (YW/ RH)	Screening of Year1,2,3 phonics groups.	Phonic packs sent out Y1 (YW/KJ)  Parents' meetings re: KS1/ KS2 getting ready for SAT's/ phonic screening. (AM, KJ, Y6 team)	Screening of Year1,2,3 phonics groups.	Phonic packs sent out Y1 (YW/KJ)	Testing of Year1,2,3 phonics groups.
<p><b>YR 2 Phonics Check</b> Attainment is at least national (&gt;=92% of pupils achieve pass score)</p>	Phonic packs for Year 2 pupils/ Year 3 catch up.	Screening of Year1,2,3 phonics groups	Phonic packs for Year 2 pupils/ Year 3 catch up.  Parents' meetings re: KS1/ KS2 getting ready for SATs/ phonic screening. (AM, KJ, Y6 team)	Screening of Year1,2,3 phonics groups	Phonic packs for Year 2 pupils/ Year 3 catch up	Testing of Year1,2,3 phonics groups.

<p><b>YR 3 Phonic Group.</b> 100% attain the pass score (32+)</p>	<p>Phonic packs for Year 2 pupils/ Year 3 catch up.</p>	<p>Screening of Year1,2,3 phonics groups</p>	<p>Phonic packs for Year 2 pupils/ Year 3 catch up.</p> <p>Parents' meetings re: KS1/ KS2 getting ready for SATs/ phonic screening. (AM, KJ, Y6 team)</p>	<p>Screening of Year1,2,3 phonics groups</p>	<p>Phonic packs for Year 2 pupils/ Year 3 catch up</p>	<p>Testing of Year1,2,3 phonics groups.</p>
<p><b>KS1 SATs Targets</b> Attainment in reading, writing, maths and science is at least national.</p>	<p>Targets set for all learners, focussed against targets set. (Teams)</p> <p>Meet the Teacher: initial sharing of expectations</p>	<p>Parents meetings re: expectations KS1/ KS2 (AM/ RH, Y6 Team/ KJ)</p>		<p>KS1 SATs packs(AM/NH)</p>		<p>Attainment data shared next class (Teams)</p>

<p><b>KS2 SATs Targets</b> Attainment in reading, writing, SPAG, maths and science is at least national or above. Attainment in <b>KS2 RWM</b> at least in line with national (<math>\geq 53\%</math> and floor <math>\geq 65\%</math>)</p>	<p>Targets set for all learners, focussed against targets set. (Teams)</p>					
	<p>KS2 Booster sessions (Y6 Team)</p> <p>Meet the Teacher: initial sharing of expectations</p>	<p>Parents meetings re: expectations KS1/ KS2 (AM/ RH, Y6 Team/ KJ)</p>				<p>Transition booster non level 4/ (Y6 Team)</p> <p>Attainment data shared next class (Teams)</p>
<p>Achievement in Maths across all year groups improves and is at least in line with national at KS1 and KS2.</p>	<p>Targets set for all learners, focussed against targets set. (Teams)</p> <p>Mathematics CPD for all staff: skills ladders.</p>	<p>Review of skills ladders and impact.</p>	<p>Termly dissemination from White Rose Maths Hub:</p>			

			targeted Math CPD for staff			
Achievement for boys is in line with national	Targets set for all learners, focussed against targets set. (Teams)					
	Interventions for PP, SEN and targeted boys, targeted Year 3 pupils.	Boys exciting reader groups set up.		Boys exciting reader groups reviewed.		

# Key Outcome Issues to be addressed

## Phonics Recommendations

- Support children who did not pass the Phonic Screening Check in Year One to pass the check in the Year Two resit.
- Support children who did not pass the Phonic Screening Check in Year Two resits to gain the phonic knowledge needed to then move onto KS2 spelling and grammar programmes.
- Support boys to achieve as well as girls in Phonics.

## KS1 Recommendations

- Support boys to achieve in line with girls.
- Support children who did not achieve expected in Year Two to gain the skills and knowledge needed to access the KS2 Curriculum.
- Ensure national expectations are reached in Reading, Writing, Maths and Science at the end of KS1.

## KS2 Recommendations

- Support boys to make as good progress and achievement as girls.
- Support all the make expected progress and achievement in Mathematics, particularly prior middle achievers.
- Support pupils who gained expected at the end of KS1 gain expected at the end of KS2.

# EVALUATION: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Judgement: GOOD

## Evaluation of 2015/16 Transformation plan

<p><b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b></p> <p>Teaching 80% of lessons observed are good or better. 40% of lessons observed are good or better.</p> <p>Assessment 80% of lessons observed, pupil voice and book scrutiny show Good or better pupil response to feedback and marking. 40% of lessons observed, pupil voice and book scrutiny show Good or better pupil response to feedback and marking.</p>	<p>Coaching pairs - sharing outstanding practice (teams).</p> <p>Marking showcase of good practice (teams).</p> <p>Moderation of assessments using symphony (teams).</p> <p>Mastery sessions planned for in English and Maths (teams).</p>	<p>Peer observations and feedback/sharing of practice (teams).</p> <p>Marking feedback and pupil response strategies embedded (teams).</p> <p>Moderation of assessments using symphony (teams).</p> <p>Peer discussion/review of the effectiveness of mastery sessions (teams).</p>	<p>Coaching pairs - sharing outstanding practice (teams).</p> <p>Marking showcase of good practice (teams).</p> <p>Moderation of assessments using symphony (teams).</p> <p>Mastery sessions embedded in English and Maths and planned for across the curriculum (teams).</p>	<p>Peer observations and feedback/sharing of practice (teams).</p> <p>Marking showcase of good practice (teams).</p> <p>Moderation of assessments using symphony (teams).</p> <p>Peer discussion/review of the effectiveness of mastery sessions (teams).</p>	<p>Coaching pairs - sharing outstanding practice (teams).</p> <p>Marking showcase of good practice (teams).</p> <p>Moderation of assessments using symphony (teams).</p> <p>Mastery sessions embedded across the curriculum (teams).</p>	<p>Peer observations and feedback/sharing of practice (teams).</p> <p>Marking showcase of good practice (teams).</p> <p>Moderation of assessments using symphony (teams).</p> <p>Mastery sessions embedded across the curriculum (teams).</p>
<p><b>Mastery</b></p> <p>80% of lessons observed, pupil voice and book scrutiny show evidence of time given to embedding learning with tight analysis of pupil misconceptions and intervention.</p>						<p>Pastoral stages plan</p>

## Strengths

79% of lessons observed overall were good or better, with 90% of lessons good or better in Terms 5 and 6. This included evidence of mastery with time given to embedding learning.

Within lessons observed and learning walks, the following strengths were noted.

- Gaining understanding of children's prior understanding
- Marking and Feedback in Numeracy and Literacy.
- Use of talk partners in lessons.
- Progress of Less Able pupils over time.
- TA support of Lower Ability children is effective.
- High expectations and conduct of pupils.
- Calm, positive start to the day for children
- Good knowledge of the individual
- Differentiated lessons providing the correct next steps for children.
- Good questioning & better pace leads to greater learning opportunities.
- Detailed intervention/group mapping for class.
- Developing independent learners, especially in KS2 classes.

## Areas for Development

12% of lessons observed overall were Outstanding, however 30% of lessons were graded as Outstanding in Terms 5 and 6.

Within lessons observed and learning walks, the following areas for development were noted.

- Consider transitions and whether they are necessary. This was a focus within staff CPD thinking about learning time verses teaching time.
- Consider how staff are deployed to support children to access the full range of activities on offer.
- Use of 'carpet time' in KS1. This was reduced to only when appropriate.
- Direct helpers in class - student helper to support key children MA LA?
- LA - opportunities to deepen understanding are currently missed
- Ensuring prep is focussed
- Differentiation with prep timetables and spellings can be set group by group
- Non-negotiables for end of year descriptors need to be included
- Evidence to suggest the children are 'reasoning'

These areas for development were focuses within staff CPD which resulted in the shift to outstanding and good lessons by Term 5 and 6.

## Quality Assurance Information

### Scorecard

### Overall Lesson Grading

### Term 1 & 2

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
10	0	5	5 (all NQTs)	0

### Term 3 & 4

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
6	0	6	0	0

### Term 5 & 6

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
10	3	6	1 (NQT)	0

By Term 6, 90% of lessons were good or better. With 30% of lessons rated as Outstanding.

With 3 NQTs, a Schools Direct Trainee and movement of staff into new year groups, observations at the start of the year reflected a balance of Good and RI teaching and learning.

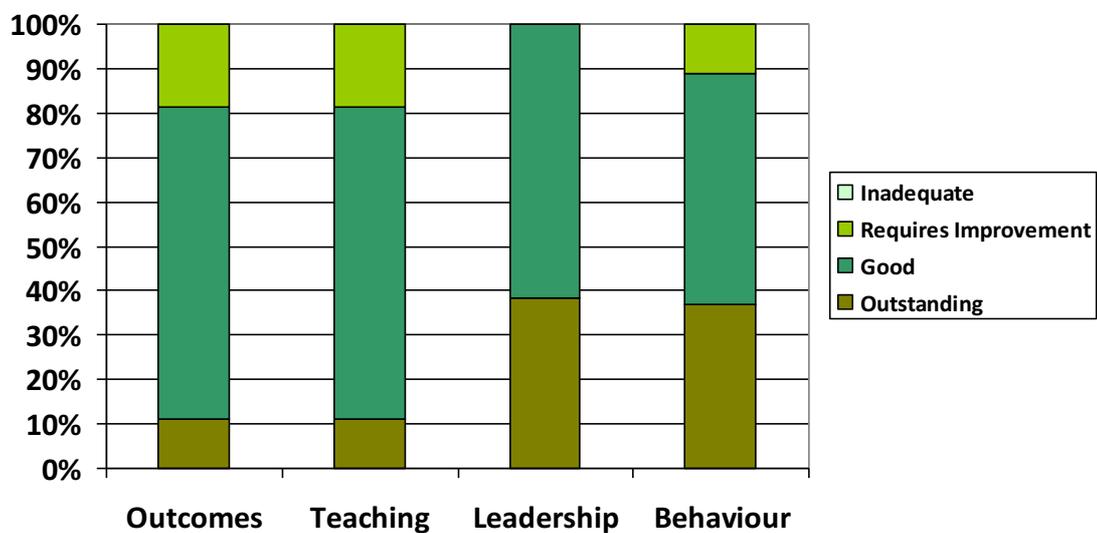
Following CPD, sharing of good practice, peer observations, learning walks and shared book scrutiny this led to a majority of lessons observed rated as Good in term 3 and 4, to a balance of Outstanding and Good in Terms 5 and 6.

Overall, taking into account the two best observations per teacher, 100% of lessons were graded as Good or better.

## Marshalling Evidence

### Lesson Grading by Focus

	Outcomes	Teaching	Leadership	Behaviour
Outstanding	3	3	5	10
Good	19	19	8	14
Requires Improvement	5	5	0	3
Inadequate	0	0	0	0

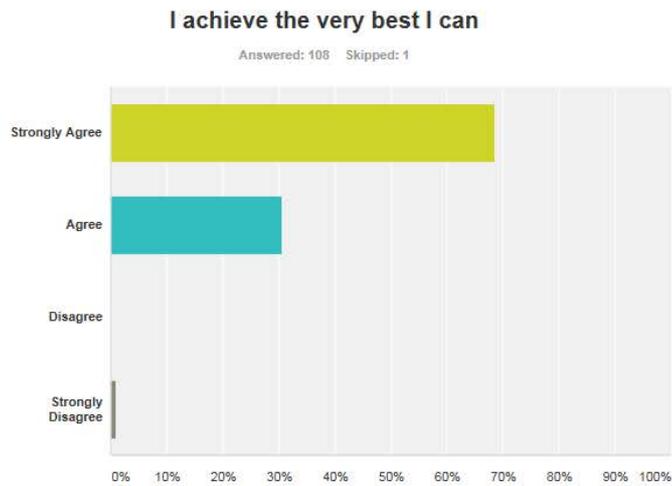


Behaviour and Leadership in all lessons observed were >30% Outstanding and 90% Good. Outcomes and Teaching were >79% Good or better.

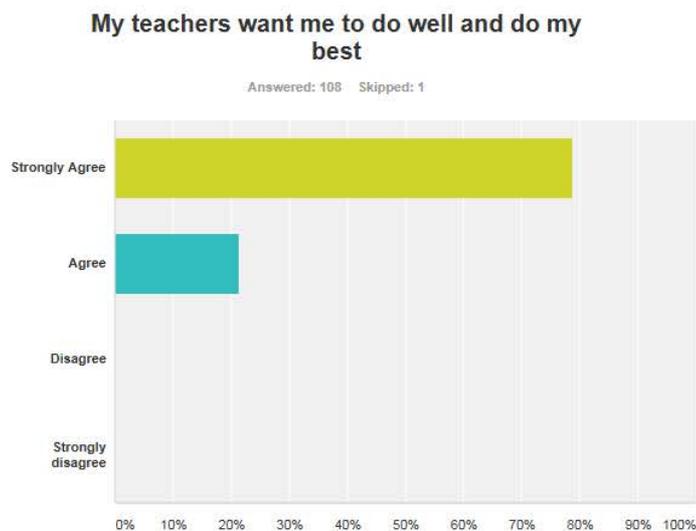
## Client Surveys

### Pupil Survey

When asked if they achieve the best they can, pupils were 98% positive that they did their best in lessons.

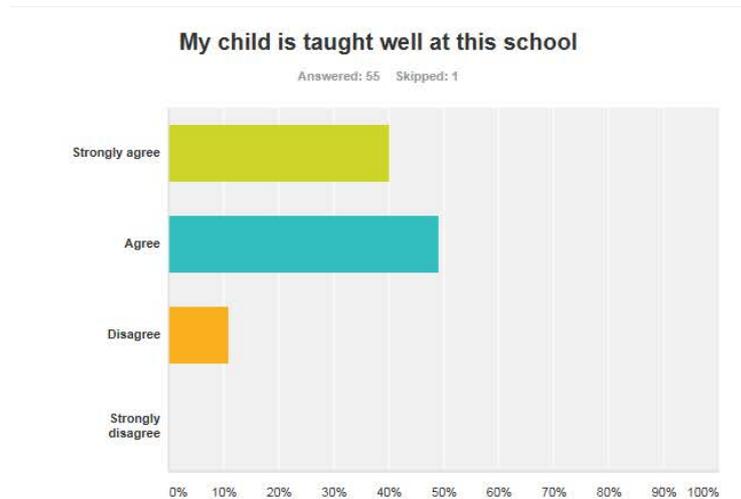
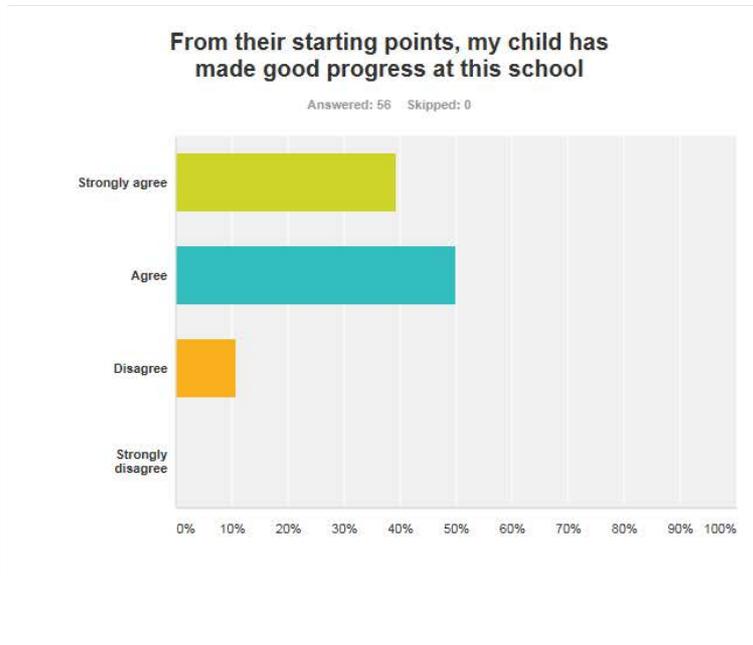


Pupils also were 100% positive when asked if their teacher wanted them to do their best in lessons.



## Parent Survey

When asked if they achieve the best they can, parents were 89% positive that their child made good progress and that their child is well taught.

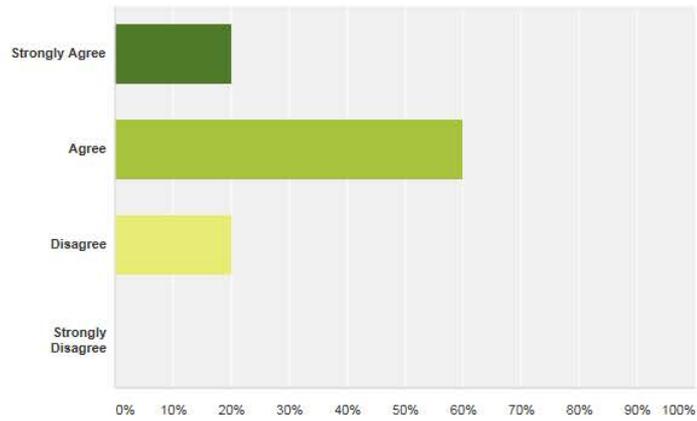


90% of parents agreed that their child is taught well within the school.

## Staff Survey

**The professional development opportunities offered have been relevant to my needs and allowed me to improve my practice.**

Answered: 10 Skipped: 0



80% of staff feel that they have been supported in order to improve their practice which is reflected in the increase over the year of Good and Outstanding lessons observed.

## 2016 2017 PLAN

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b></p> <p><b>Teaching</b></p> <p>90% of lessons observed are good or better.</p> <p>40% of lessons observed are outstanding or better.</p>	<p>Coaching pairs-sharing outstanding practice CPD (Teams)</p> <p>Outstanding teaching: what does it look like? CPD (RTA)</p>	<p>Peer observations and feedback/sharing of practice CPD (Teams)</p>	<p>Coaching pairs-sharing outstanding practice CPD (Teams)</p> <p>Outstanding teaching: what does it look like? CPD (RTA)</p>	<p>Peer observations and feedback/sharing of practice CPD (Teams)</p>	<p>Coaching pairs-sharing outstanding practice CPD (Teams)</p> <p>Outstanding teaching: what does it look like? CPD (RTA)</p>	<p>Peer observations and feedback/sharing of practice CPD (Teams)</p>
<p><b>Assessment</b></p> <p>80% of lessons observed, pupil voice and book scrutiny show Good or better pupil response to feedback and marking.</p>	<p>Marking showcase of good practice CPD (Teams)</p> <p>Moderation of assessments: Reading CPD (Teams/school to school)</p>	<p>Marking feedback and pupil response strategies embedded. (Teams)</p> <p>Moderation of assessments: Writing. CPD</p>	<p>Peer work scrutiny – marking CPD (Teams)</p> <p>Moderation of assessments: Maths CPD (Teams/school to school)</p>	<p>Marking feedback and pupil response strategies embedded. (Teams)</p> <p>Moderation of assessments: Science CPD (Teams/school to school)</p>	<p>Marking showcase of good practice CPD (Teams)</p> <p>Moderation of assessments: Maths CPD (Teams/school to school)</p>	<p>Marking feedback and pupil response strategies embedded. (Teams)</p> <p>Moderation of assessments: Reading &amp;</p>

		(Teams/school to school)				Writing (Teams/school to school) (Teams)
<p><b>Mathematics</b></p> <p>80% of lessons observed, pupil voice and book scrutiny show evidence of time given to embedding learning with tight analysis of pupil misconceptions, application in context and intervention in Mathematics making an impact.</p>	<p>Mastery sessions planned for in English and <b>Maths</b> (Teams)</p> <p><i>Refer to Curriculum Focus within TP</i></p>		<p>Mastery sessions embedded in English and <b>Maths</b> and planned for across the curriculum (Teams)</p>			
<p><b>Challenge</b></p> <p>80% of lessons observed, pupil voice and book scrutiny show evidence of challenge provided for pupils: enabling all to reach expected and some greater depth.</p>	<p>Challenge for pupils evident in planning, work books and pupil voice (Teams)</p>	<p>Peer discussion/ review of the effectiveness of mastery sessions (Teams)</p>	<p>Challenge for pupils evident in planning, work books and pupil voice (Teams)</p>	<p>Peer discussion/ review of the effectiveness of mastery sessions (Teams)</p>	<p>Mastery sessions embedded across the curriculum. (Teams)</p> <p>Challenge for pupils evident in planning, work books and pupil voice (Teams)</p>	<p>Mastery sessions embedded across the curriculum. (Teams)</p>

## Key Outcome Issues to be addressed

- Increase the proportion of Outstanding teaching across the established team.
- Increase the opportunities for challenge for all pupils; mastery of subjects to reach greater depth of understanding.
- Support the development of the spiral curriculum, looking to embed mathematics within context understanding for all pupils.

# EVALUATION: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Judgement: **OUTSTANDING**

## Evaluation of 2015/16 Transformation plan

<p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p> <p>Behaviour The School adopts a clear 'Pastoral Stages' plan which support the School's Behaviour Management Policy and ethos.</p> <p>Outdoor Learning Environments All classes use the outdoor learning classroom to support</p>	<p>Pastoral Stages plan introduced. (KJ/RH teams).</p> <p>Outdoor classroom timetabled (teams).</p> <p>Forest schools programme established and outdoor classroom set up (ND).</p> <p>School council to update pupil page (KJ).</p>	<p>Pastoral stages plan monitored and appropriate actions taken (KJ/ RH/ teams).</p> <p>Outdoor classroom timetabled (teams).</p> <p>Forest schools programme established and reviewed (ND).</p>	<p>Pastoral stages plan embedded (KJ/ RH/ teams).</p> <p>Good practice of use of the outdoor classroom to support learning shared (teams).</p> <p>Forest schools programme established and reviewed (ND).</p> <p>School council to update pupil page (KJ).</p>	<p>Pastoral stages plan embedded (KJ/ RH/ teams).</p> <p>Good practice of use of the outdoor classroom to support learning shared (teams).</p> <p>Forest schools programme established. Good practice shared with peers (ND).</p>	<p>Pastoral stages plan embedded (KJ/ RH/ teams).</p> <p>Use of outdoor classroom and environment to support learning across the curriculum is embedded (teams).</p> <p>Forest schools programme established. Good practice shared with peers (ND).</p>	<p>Pastoral stages plan embedded (KJ/ RH/ teams).</p> <p>Use of outdoor classroom and environment to support learning across the curriculum is embedded (teams).</p> <p>Forest schools programme established and success shared and reviewed in order to plan for next year. (ND)</p>
<p>the 31 Curriculum and Core Subjects.</p> <p>The Forest School programme is successful.</p> <p>Active Citizens The School Council led the Pupil Page on the school website and update each term.</p> <p>Year 5 and Year 6 pupils continue to undertake roles within the School and at break times.</p>	<p>School council to update pupil page. (KJ)</p> <p>Years 5 and 6 playground buddy/ sports leaders systems established (GT).</p>	<p>School council to update pupil page. (KJ)</p> <p>Years 5 and 6 playground buddy/ sports leaders systems established (GT).</p>	<p>School council to update pupil page. (KJ)</p> <p>Years 5 and 6 playground buddy/ sports leaders systems established (GT).</p>	<p>School Council to update pupil page. (KJ)</p> <p>Years 5 and 6 playground buddy/ sports leaders systems established (GT).</p>	<p>School Council to update pupil page. (KJ)</p> <p>Years 5 and 6 playground buddy/ sports leaders systems established (GT).</p>	<p>School Council to update pupil page. (KJ)</p> <p>Years 5 and 6 playground buddy/ sports leaders systems established (GT).</p>

### Strengths

- The school has the pastoral stages plan in place support by the House point and Sleuth systems. This has resulted in strong positive behaviour in lessons and at playtimes.
- The outdoor classroom is used by classes to support booster groups for core subjects.
- The Forest School programme is in place with children selected from all classes to take part.
- The pupil page on the school website is set up and accessible to the wider community.

### Areas for Development

- The outdoor classroom needs to be used by classes to support booster groups for foundation subjects.
- The school council pupil page needs further development to share the pupil voice with the wider community.

## Quality Assurance Information

## Scorecards and Data Dashboard



The absence and exclusion data for the school is Outstanding with >97% attendance, placing the school in the top 10%. The school has had 0 exclusions since 2014, with no permanent exclusions since 2012. This is due to the support in school and high expectations for behaviour throughout the school day.

The school uses Sleuth to track negative behaviour and house points to reward positive. If a child has a sleuth entry, support is put into place in class to enable the child to reflect on and improve upon the behaviour. The impact of this can be seen in the reduction of incidents as the year progresses and support is in place.

## Sleuth Data

	Incidents logged	Pupils	Analysis
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Term 1	22 Events	10	6 = 1 logged incident 2 = 2 logged incidents 1 = 3 logged incidents 1 = 20 logged incidents (pastoral support)
Term 2	13 Events	8	6 = 1 logged incident 1 = 2 logged incidents 1 = 8 logged incidents (pastoral support)
Term 3	12 Events	6	4 = 1 logged incident 1 = 4 logged incidents 1 = 5 logged incidents (pastoral support)
Term 4	8 Events	7	6 = 1 logged incident 1 = 2 logged incidents
Term 5	7 Events	6	5 = 1 logged incident 1 = 2 logged incidents
Term 6	3 Events	2	1 = 1 logged incident 1 = 2 logged incidents

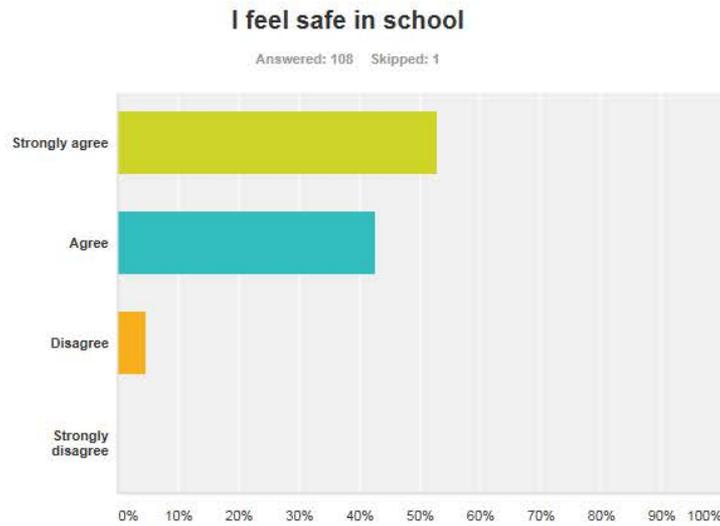
There have been zero racist incidents reported, however the school is not complacent and ensures that children are aware of what is acceptable and not acceptable.

### Racist Incidents Data

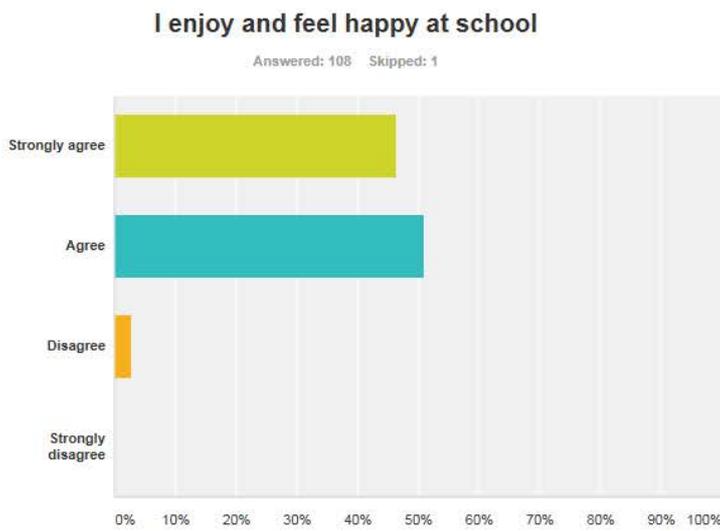
	Incidents logged
Term 1	0
Term 2	0
Term 3	0
Term 4	0
Term 5	0
Term 6	0

### Client Surveys

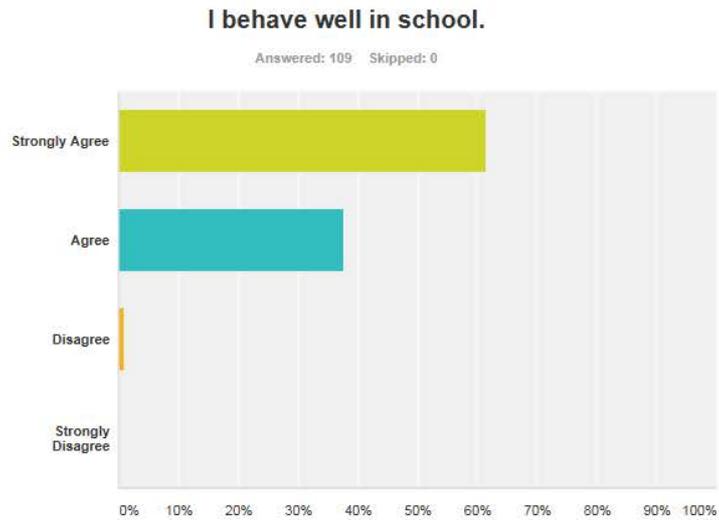
### Pupil Survey



When asked if they feel safe in school 95% of pupils agreed that they felt safe.

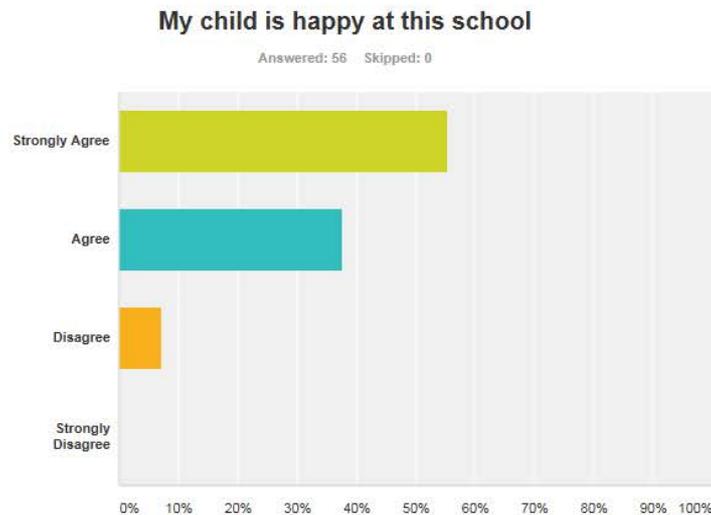


Furthermore, when pupils were asked if they feel happy and enjoy school, 97% of pupils agreed that they did.



The sleuth and attendance data is backed by the children’s perception of their behaviour. When asked if they behave well in school, 99% replied that they did behave well. The 1% who disagree are children who have Pastoral Support Plans in place and reflect that they need support.

## Parent Survey

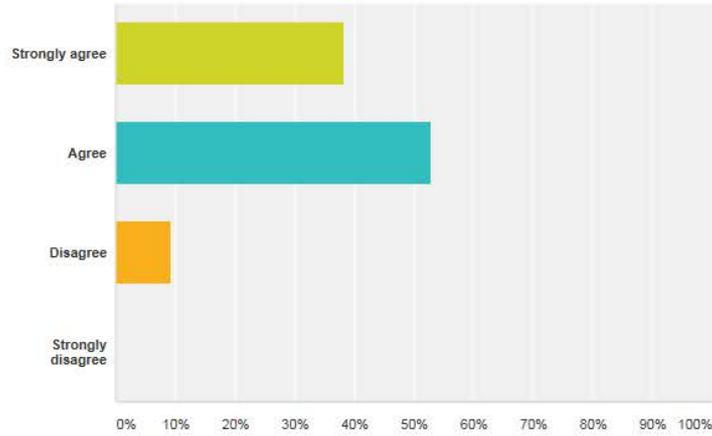


When asked if their child was happy at school, 93% of parents responded that their child was happy in school.

When asked if their child was well prepared for the next step in their school journey, 91% of parents responded positively.

**The School makes sure that my child is well prepared for the future (for example, changing year group or changing school)**

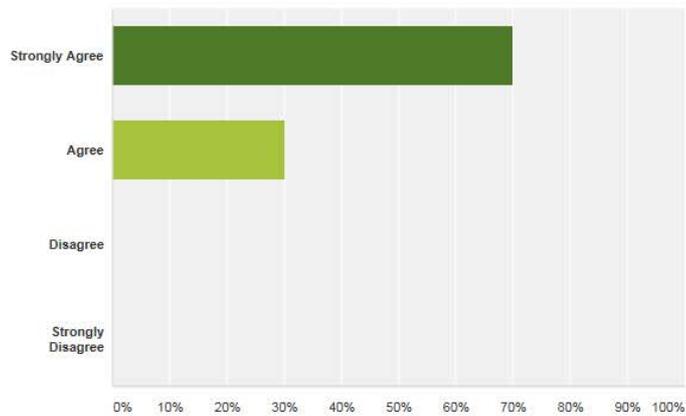
Answered: 55 Skipped: 1



**Staff Survey**

**I am effectively able to manage the behaviour of students I work with.**

Answered: 10 Skipped: 0



Staff responded 100% positively when asked if they are able to manage the behaviour of the pupils they work with which reflects the high expectations and support systems in place within the school.

## 2016 2017 PLAN

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b></p> <p><b>Active Citizens</b></p> <p>The School Council lead the Pupil Page on the school Website and update each term.</p> <p>Year 5 and Year 6 pupils continue to undertake roles within the school and at break times.</p>	School council to update pupil page. (KJ/LL)		Pupil Survey including review of pupil voice			
	Y5 and Y6 Playground buddy/ sports leader's systems established (LL)	Y5 and Y6 Lead a whole school assembly (KJ)	Y5 and Y6 organise a house competition (FC)	Y5 and Y6 Lead a whole school assembly (KJ)	Y5 and Y6 organise a house competition (FC)	Y5 and Y6 design and support sports day (AM)

<p><b>Attendance</b> 97%&gt; attendance for whole school. 96%&gt; attendance for SEN and 95%&gt; for PP.</p>	<p>Regular attendance check in liaison with LA (KJ/SG)</p> <p>Attendance assembly rewards</p>					
<p><b>Safeguarding.</b> Ensuring children are kept safe and support for their welfare is effective.</p>	<p>Governors Visit.</p> <p>Scrutiny panel.</p> <p>Staff training.</p> <p>Update if policies and procedures (Sept 2016)</p> <p>New appointment sheet.</p> <p>SLT safer Recruitment Training.</p>	<p>Risk Assessment review.</p> <p>Work with CC to organise programme utilising Mental Health first aid training.</p>	<p>New staff safeguarding training.</p> <p>Safeguarding staff newsletter.</p>	<p>Risk Assessment review.</p>	<p>New staff safeguarding training.</p> <p>Safeguarding staff newsletter.</p>	<p>Risk Assessment review.</p>

	Perimeter Risk Assessment review.					
	Staff Safeguarding training.					

## Key Outcome Issues to be addressed

- School Council page is a voice for pupils to share with the community their school day and learning.
- Independence and roles of responsibility continue to be a strength, particularly for Upper KS2 pupils.
- Attendance continues to be a strength for the school.

# EVALUATION: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Judgement: GOOD

Evaluation of 2015/16 Transformation plan

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Writing CPD staff focus (teams).					
Curriculum Writing Focus: Writing is taught as a	Introduction of handwriting procedure, progression in	Handwriting procedure, progression in grammar, best writing books	Handwriting procedure, progression in grammar, best writing books	Handwriting procedure, progression in grammar, best writing books	Handwriting procedure, progression in grammar, best writing books	Handwriting procedure, progression in grammar, best writing books
core subject and across the curriculum.	grammar, best writing books (RH/ teams).	embedded (RH/ KJ/ teams).	embedded (RH/ KJ/ teams).	embedded (RH/ KJ/ teams).	embedded (RH/ KJ/ teams).	embedded (RH/ KJ/ teams).
Attainment Targets for all year groups in Writing are met.	Moderation of writing levels (teams).					
3i Creative Curriculum meets the new National Curriculum standards and fits the needs of the pupils.	Intervention mapping set up for all children with PP children and more able children identified (teams/ KJ/ RH).	Intervention mapping set up for all children with PP children and more able children identified (teams/ KJ/ RH).	Intervention mapping set up for all children with PP children and more able children identified (teams/ KJ/ RH).	Intervention mapping set up for all children with PP children and more able children identified (teams/ KJ/ RH).	Intervention mapping set up for all children with PP children and more able children identified (teams/ KJ/ RH).	Intervention mapping set up for all children with PP children and more able children identified (teams/ KJ/ RH).
Quality Assurance Progress and attainment for all PP pupils is tracked across the School to ensure that gaps are closing.	Intervention groups established and monitored around targets set (teams/ KJ/ RH).	Intervention groups established and monitored around targets set (teams/ KJ/ RH).	Intervention groups established and monitored around targets set (teams/ KJ/ RH).	Intervention groups established and monitored around targets set (teams/ KJ/ RH).	Intervention groups established and monitored around targets set (teams/ KJ/ RH).	Intervention groups established and monitored around targets set (teams/ KJ/ RH).
Moderation of all core subjects is undertaken on a	Annual Reviews, EPs, PSPs for SEN children (RH).	Discussions with class teachers and groups of children identified (KJ/ RH).	Annual Reviews, EPs, PSPs for SEN children (RH).	Discussions with class teachers and groups of children identified (KJ/ RH).	Annual Reviews, EPs, PSPs for SEN children (RH).	Discussions with class teachers and groups of children identified (KJ/ RH).
regular basis to ensure new assessment processes are robust.	Learning walks (KJ/ RH).					
	Planning, APP file reviews (KJ/ RH).					
	Pupil progress meetings (KJ/ RH).					

## Strengths

- In the GLD and KS2 Writing achievement was above national. At KS1 writing was slightly below national (66%) at 63%.
- Pen licence awards and the introduction of joined handwriting practice have improved handwriting in books and presentation.

- In KS2 pupils working at expected level is in line with national; Science is taught as a standalone subject and through the 3I creative curriculum.
- The curriculum is taught and moderated successfully in the EYFS, at KS1 and KS2. Moderation occurred in both key stages with judgements made by teachers agreed with.
- Tracking across the core subjects for disadvantaged pupils, enable pupils to achieve the progress made.

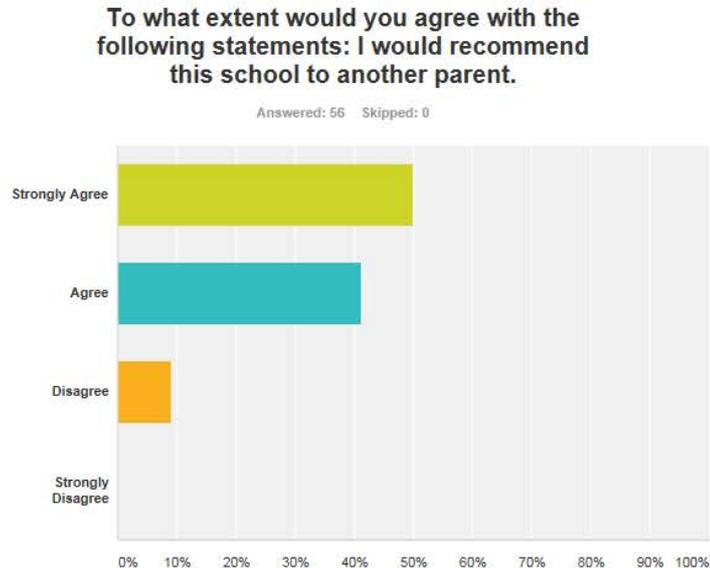
## Areas for Development

- KS1 writing needs to meet national expected.
- In KS1 pupils working at expected level is slightly below national (82%) at 77%; Science is taught as a standalone subject and through the 3I creative curriculum.

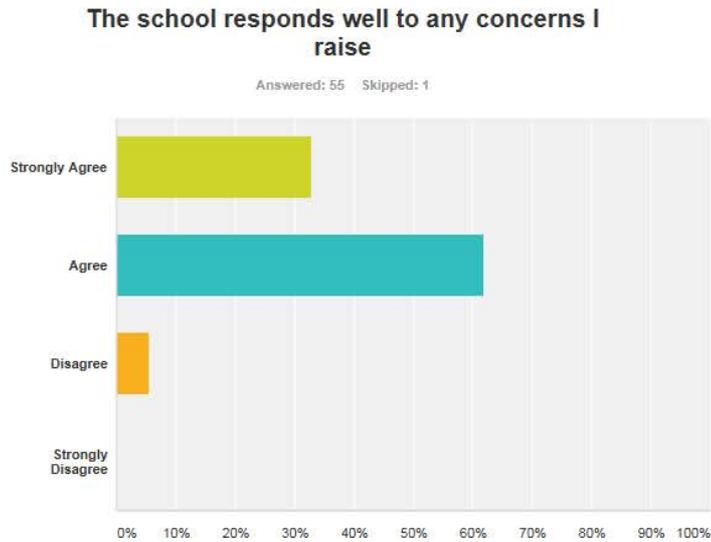
## Quality Assurance Information

### Parent and Pupil Surveys

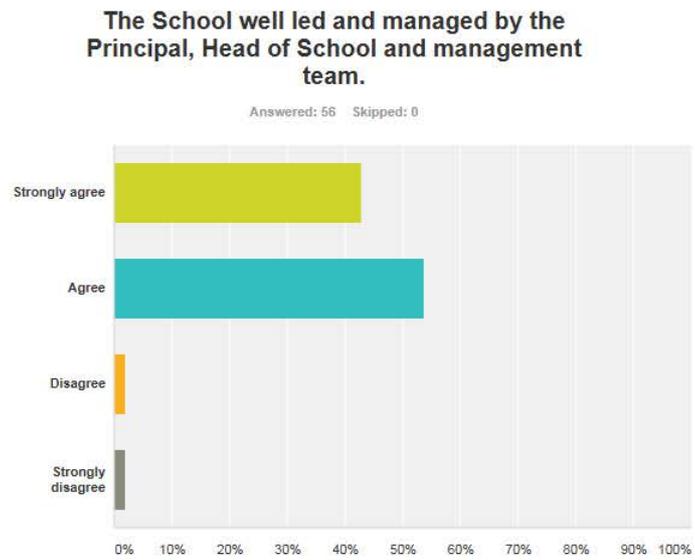
When asked if they would recommend the school to other families, parents responded in the parent survey positively with 92% in agreement.



Parents were positive when asked how the school responds concerns. 95% of parents surveyed said that they agreed that the school responds well to any concerns.



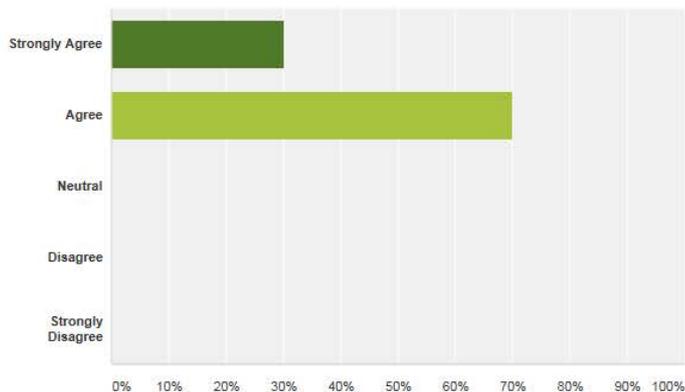
96% of parents feel the school is well led and managed by the SLT at the Primary.



This is echoed by the staff survey in which they responded 100% positively that the team works well together and are committed to doing quality work.

### My team and fellow employees are committed to doing quality work.

Answered: 10 Skipped: 0



The pursuit of excellence in all of the school’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.

As the attainment data demonstrates, progress and attainment for all pupils is improving over time. However, we are aware that further improvements can be made and have set targets which are above national averages for all year groups in order to raise attainment and provide aspirational goals.

## Safeguarding

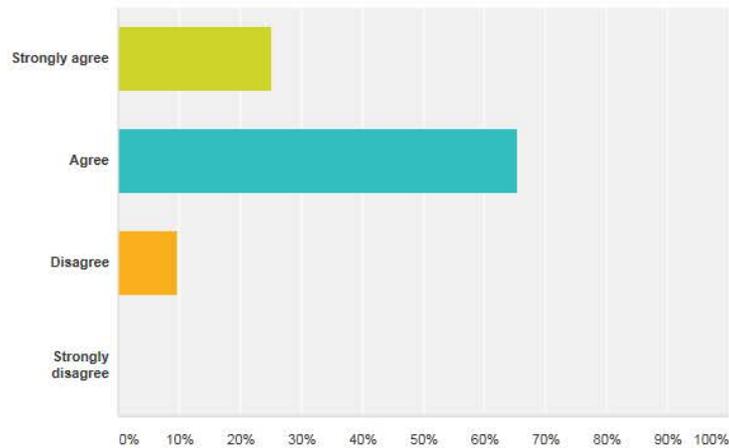
The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.

Statutory requirements are being met by the School. Annual Governor Safeguarding Visits are made which focus on our statutory responsibilities (appropriate policies in place, annual training for all staff, senior safeguarding officer). In October 2016 all senior staff at the Federation successfully completed Safer Recruitment Training. In September 2016 the Head of School updated her Designated Safeguarding Officer training.

When asked about dealing with bullying and safeguarding, parents responded 91% positively.

### The School deals effectively with bullying.

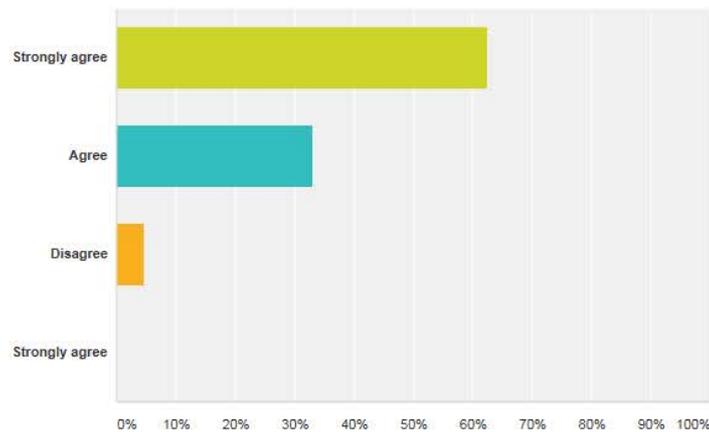
Answered: 52 Skipped: 4



This is echoed by the pupil survey with 96% of pupils responding that they know bullying will be dealt with and that they know how to share concerns.

### If I have a problem I know how to get help.

Answered: 109 Skipped: 0



## Policies

All policies are renewed annually and reflect changes to curriculum and statutory requirements. The School's policies are available to all stakeholders via the School website. All policies underpin daily practice within the School and are referred to in learning walks and lesson observations.

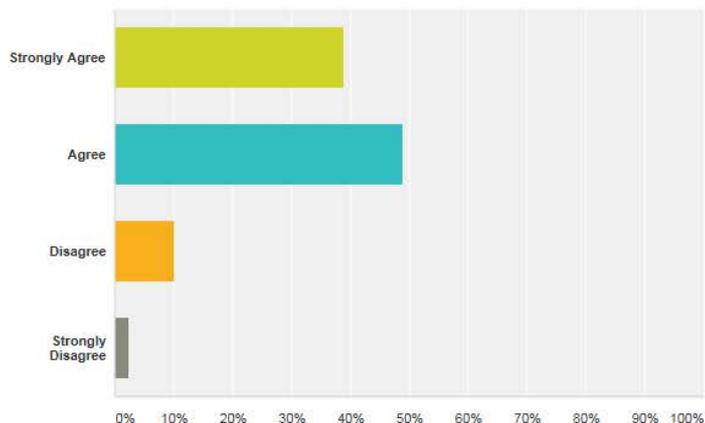
## Curriculum

The School has worked hard to create a broad and balanced curriculum which offers opportunities for enrichment and enjoyment.

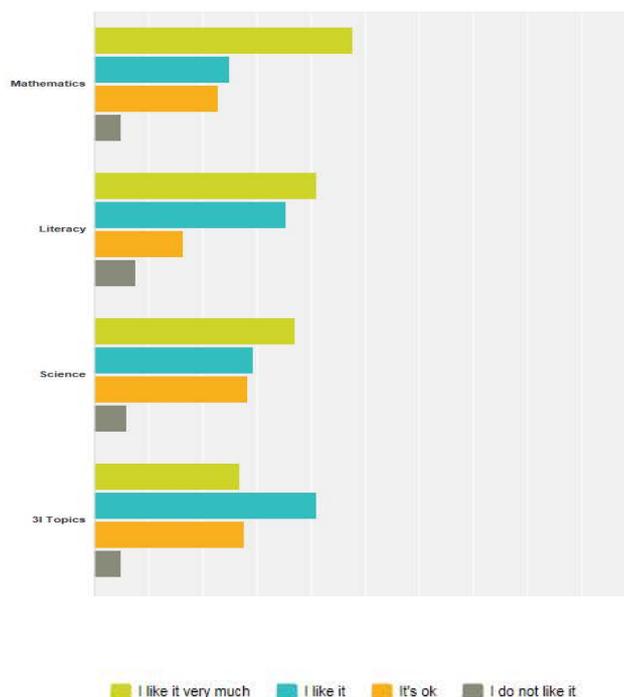
The pupil survey reflects pupils' enjoyment of their curriculum. 88% of pupils responded that they learn lots in their afternoon sessions.

### I learn a lot in my 3I afternoon lessons.

Answered: 90 Skipped: 19



Pupils responded positively when asked how much they enjoy their sessions.



## Closing the Gap

The School will continue to work hard to ensure that the gap closes for disadvantaged pupils; this is a key priority for the coming year. Two support teachers have been employed to work with challenging and vulnerable groups in KS1 and KS2 to promote progress for all. The School is supported by a highly skilled team of Teaching Assistants who are led by class teachers in supporting the pupils.

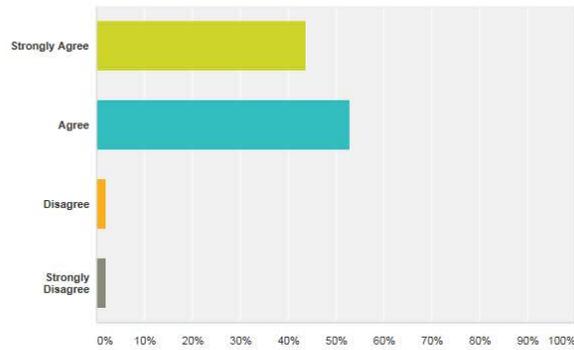
## Finances

The School's finances follow rigorous financial policies which are inspected regularly by the Responsible Officer and all financial reports are shared by the Resources Committee within the Governing Body. The School is very well supported by the Federation Chief Finance Officer, who ensures that resources are best deployed to make the best provision for our pupils.

The School Review reflected the excellent deployment of staff and resources, stating that TAs were very effectively deployed and worked well with small groups of pupils with a range of abilities. A wide range of intervention groups were well planned for and observed working with lower and upper abilities. The school premises have been updated to ensure that children have the best environment to learn and develop within.

**My child enjoys the range of equipment in the outdoor environment.**

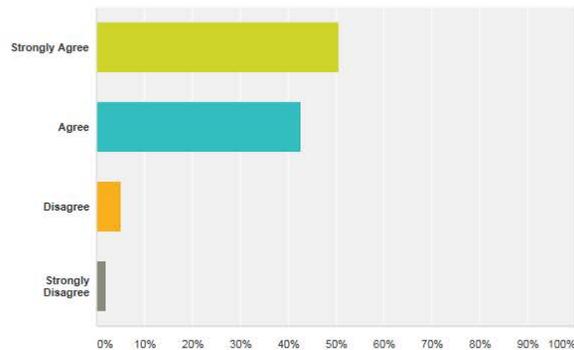
Answered: 55 Skipped: 1



97% of parents feel that their children enjoy the developments in the outdoor environment. This is echoed in the pupil survey.

**There is lots to do at playtime and lunchtime. It keeps me busy and I have fun.**

Answered: 101 Skipped: 8



## 2016 2017 PLAN

	Tem 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b></p> <p><b>Curriculum</b></p> <p>Mathematics Focus: High quality Mathematics is taught as a core subject and across the curriculum within a context.</p> <p>Attainment Targets for KS1 and KS2 Mathematics are met. Attainment is in line with national.</p> <p>31 Creative Curriculum meets the new National Curriculum standards</p>	<p>Mathematics CPD staff focus – White Rose Hub with termly focus. Action Research projects in class. (Teams)</p> <p>Introduction of White Rose Maths Hub SOW to support contextualised learning in Mathematics (SL/KJ)</p> <p>Moderation of Maths levels (Teams)</p>	<p>Embed White Rose Maths Hub SOW to support contextualised learning in Mathematics (SL/KJ)</p> <p>LA Moderation workshops KS1/KS2</p>	<p>Moderation of Maths levels (Teams)</p>	<p>LA Moderation workshops KS1/KS2</p>	<p>Moderation of Maths levels (Teams)</p>	<p>Review White Rose Maths Hub SOW to support contextualised learning in Mathematics (SL/KJ)</p> <p>LA Moderation KS1/KS2</p>

and fits the needs of the pupils.						
<p><b>Quality Assurance</b></p> <p>Progress and attainment for all PP / SEN / MA pupils is tracked across the school to ensure that gaps are closing and that attainment is in line with national.</p> <p>Moderation of all core subjects is undertaken on a regular basis to</p>	<p>Pupil progress meetings (KJ/RH)</p> <p>Scrutiny Panel with CP Govs: Safeguarding</p> <p>Intervention mapping set up for all children with pupil premium children identified (Teams/ KJ/RH)</p>	<p>Scrutiny Panel with CP Govs: EYFS</p> <p>Discussions with class teachers and further groups of children identified (KJ/RH)</p>	<p>Scrutiny Panel with CP Govs: Outcomes 2016 Analysis</p> <p>Annual Reviews, IEP's, PSP's for SEN children (KJ)</p> <p>Analysis of data and groups of children identified (KJ)</p>	<p>Scrutiny Panel with CP Govs: Teaching and Learning</p> <p>Discussions with class teachers and groups of children identified (KJ)</p>	<p>Scrutiny Panel with CP Govs: Behaviour and Welfare</p> <p>Annual Reviews, IEP's, PSP's for SEN children (KJ)</p> <p>Analysis of data and groups of children identified (KJ)</p>	<p>Scrutiny Panel with CP Govs: Leadership</p> <p>Discussions with class teachers and groups of children identified (KJ)</p>

ensure assessment processes are robust.	Annual Reviews, IEP's, PSP's for SEN children (RH)					
	Learning walks Weekly focus shared in Staff Meeting (KJ/ RH)					→
	Planning, APP file reviews (KJ/ RH)					→

## Key Outcome Issues to be addressed

- High quality Mathematics is taught as a spiral curriculum as a core subject and across the curriculum within a context. This enables children to attain at expected and greater depth.
- Attainment targets for KS1 and KS2 are met and attainment is in line with national.
- The National Curriculum objectives continue to be met through the 3I Creative Curriculum programme.

- Progress and attainment for all PP / SEN / MA pupils is tracked across the school to ensure that gaps are closing and that attainment is in line with national.
- Moderation of all core subjects is undertaken on a regular basis to ensure assessment processes are robust.

# EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY AND STANDARDS

## Judgement: GOOD

### Evaluation

Catmose Preschool is located on the grounds of Catmose Primary. This has allowed the development of an EYFS team in which skills and expertise are shared. The Preschool staff utilise the resources offered by the Primary which allows for learning opportunities not usually offered to Preschool children, for example the use of the main hall to take part in dance, gym and games sessions. The EYFS team work together and share CPD opportunities such as the Tapestry Assessment package which has been introduced to log children's achievements and highlight next steps. Observations of the EYFS team have been made and are included in the teaching and learning section of this plan.

### Strengths

- EYFS GLD. The school gained 73% GLD above national 69%. This cohort made good progress from a starting point of 53% predicted to gain GLD.
- The Preschool is now oversubscribed for some sessions and children are well settled.
- Ash Class (Reception) and the Preschool indoor and outdoor environment are now well established with clear learning zones to support child led development and learning.
- EYFS staff work as a team with joint planning and EYFS school staff supporting the CPD of Preschool staff.
- The Preschool use of the school hall, grounds and shared resources have enable a smooth transition into school for our youngest pupils.

### Areas for Development

- Development of EYFS workshop days across Ash Class and the Preschool.
- Development of team teaching sessions to enable staff to share skills and understanding across the EYFS team.

## 2016 2017 PLAN

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>EARLY YEARS</b></p> <p>At the end of the reception year: 75% of pupils achieve GLD.</p> <p>In Preschool, 75% of children are working within the correct age band for their age.</p> <p>80% of sessions observed are graded good or better.</p> <p>All children have updated observations for all areas of learning.</p>	<p>All children have updated observations for all areas of learning and current level (reviewed each term)</p> <p>Parents given access to Tapestry to review and add observations.</p> <p>Children who are not working within age band are highlighted with intervention planned.</p> <p>EYFS parents meeting.</p>	<p>EYFS reports to parents.</p>	<p>Inclusion in School Review to give EYFS a grade.</p> <p>EYFS parents meeting.</p>	<p>EYFS reports to parents.</p>	<p>EYFS parents meeting.</p>	<p>EYFS final report to parents.</p> <p>GLD reported to parents for Reception children.</p>

## Key Outcome Issues to be addressed

### EYFS Recommendations

- Support boys to achieve as well as girls in all areas of the EYFS.
- Support SEN children to achieve GLD, and those who did not gain GLD, to being the National Curriculum in Year One.
- Develop Reading within the EYFS to ensure that children meet the GLD national target.
- At the end of the reception year: 75% of pupils achieve GLD.
- In Preschool, 75% of children are working within the correct age band for their age.
- 80% of sessions observed are graded good or better.
- All children have updated observations for all areas of learning



## PUPIL TRANSFORMATION PLAN

2016/17

### **OUTCOMES FOR PUPILS**

Pupils will work towards personal targets, achieving the expected standard for their year group.

I will work hard towards my own personal target.

### **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

Lessons will be 90% Good or better, with 30% of lessons judged as Outstanding.

I can expect my lessons to be fun and engaging, helping me to master the skills I need by the end of the year.

### **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

Clear behaviour guidance ensures Outstanding behaviour throughout the school day.

I follow 'Get Ready to Learn' and try my best each day. I will be an active citizen within the school.

### **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

The development of the Mathematics curriculum ensures that it meets the needs of our pupils.

I enjoy my Mathematic sessions and am making good progress.

### **SCHOOL COUNCIL TARGET**

Continue strong links within the federation will ensure a wide range of opportunities are provided for pupils.

Whole class music opportunities will be support leading to a musical recital at the end of the school year.