



TRANSFORMATION PLAN

'Success Achieved Together'

Year 3: 2018/2019
2016 – 2019



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HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary is now in its third 3-year self-reflection cycle, working within the Rutland and District Schools' Federation. This successful federation has been in place for 9 years.

The School has 7 single year group classes, with 210 on roll and an oversubscription for the past 3 years, Good Outcomes and a recent Good Ofsted report. 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 significantly updated and continues to be improved upon. This year has seen the creation of an outdoor library and EYFS unit for our Reception Class. These high expectations for resources and provision are reflected by the high expectations set for the pupils; for learning and behaviour.

Our curriculum is creative, following the 3I Curriculum: Innovative, Individual and Inspiring. This year the School introduced the scheme Cornerstones and the use of Super Learning Days which has invigorated this spiral curriculum. The national curriculum is followed for core subjects with improvement seen in progress measures by the end of Year Six.

Attainment across all years groups have shown year on year improvement, with all outcomes in line or above with national for 2018. This reflects the hard work and dedication of the School staff team and the good relationships with pupils and parents.

The extracurricular opportunities at Catmose Primary continue to be wide ranging with trips and visits linked to learning offered each term, forest schools, 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. The extended school day has enabled all pupils to take part in a wide range of activities. This coming year, we will expand this offer further with a menu of staff lead activities and clubs each term, which are free of charge to all pupils.



We use 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. We further utilise the sports premium funding to invite coaches into school to

offer sports such as gymnastics and dance, offering children the opportunity to try new sports. Every year group undertakes 10 weeks of swimming each year, ensuring that all children leave school be able to swim at least 25 metres independently. This is a life skill, which is important to the School and parents. This year our sports coach is undertaking all Key Stage Two PE lessons in order to provide specialist teaching and to talent spot pupils who may not otherwise put themselves forward for sporting events.

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. This transition will be further extended this year, with the creation of an Inclusion and Transition project, supported by the myself. This project will highlighted pupils who may find the transition from Primary to Secondary difficult, allocating a key worker to begin work whilst at Primary ready to support the move. This key worker will then continue to work with pupils once at the College. This programme will not only support Catmose Primary pupils, but all pupils from feeder Schools to Catmose College.

Our pupils are recognised in the community as polite and courteous active citizens, taking part in many local activities. This was recognised in our latest Ofsted inspection in September 2017. 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 summary of the key focuses for this year are:

- Maintain and continue to improve upon the good outcomes for all pupils at GLD, Year 1 and Year 1 Phonics Screening Check, KS1 SATs and progress KS2 SATs.
- To provide challenge for the more able within English and Mathematics.
- Maintain and continue to improve the percentage of Good and Outstanding teaching within the school, with a special focus upon Science and English.
- Maintain and continue to improve the assessment cycle to track pupil progress, including all year groups and vulnerable groups. To include summative and formative assessment.
- The extended school day, after school clubs and trips and visits continue to provide a wide range of opportunities for all pupils.



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**.

Three Year 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 2015-2018.
- 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 by the end Key Stage 2.
- Ofsted in their next inspection rate the School as Good or better.

Ofsted: Key Priorities

The School was inspected in September 2017, graded as Good.

The next steps for the school were focused upon and added to the Transformation Plan for 2017 2018, resulting in Progress Measures at KS2 2018 all in line with national and all teaching at least Good or better.

Inspection findings

- You, the leadership team and governors have ensured, through appropriate training and well-understood policies, that staff across the school are consistent in their approaches. Pupils across the school respond well to the calm and purposeful learning environment this provides.
- Teachers and pupils have positive relationships, and pupils willingly follow their teachers' instructions in lessons. Classrooms are attractive, and displays celebrate pupils' work, and provide them with helpful prompts and examples of how to make their work better. Pupils say that they enjoy learning because teachers make work fun and support them to do their best.
- Leaders have introduced a new whole-school approach to teaching mathematics. This was due to teachers not having been as effective at securing strong progress for pupils in mathematics as in other subjects. Evidence that you shared from pupil progress meetings and the monitoring of teaching over time shows that teachers have improved their subject knowledge. This has secured more age-appropriate progression across year groups.
- We saw together, in pupils' books and across classes, that pupils are working hard, and securing age-appropriate skills. In some lessons, we saw pupils keen to prove and explain patterns they were discovering, for example in trying to find out how they could organise digits in a grid to secure the highest possible total. However, not all teachers are equally skilled in ensuring that pupils have to think hard, reason and deepen their understanding. Leaders know where teaching is strongest and are starting to use this effectively to support other staff.
- Leaders have ensured that there is a stringent assessment and tracking system in place. This, along with regular monitoring of teaching, provides them with a detailed analysis of the attainment and progress of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities. You regularly review pupils' progress with teachers to ensure that any pupil who is falling behind receives timely support to catch up.
- You recognise that further work is needed to identify ways in which teachers can use assessment to further accelerate pupils' progress, especially in mathematics.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers across the school use assessment more precisely to further develop pupils' reasoning skills in order for them to make more rapid progress, particularly in mathematics
- leaders use their detailed monitoring information to sharpen actions to improve all teaching across the school to match the best.

School Context

Information from RAISE online 2017

Up to Key stage 2 basic characteristics trends						
Breakdown	2015		2016		2017	
	School	National	School	National	School	National
Number on roll	202	269	232	275	209	279
Male % ?	45.5	51.0	45.3	51.0	44.5	51.0
Female % ?	54.5	49.0	54.7	49.0	55.5	49.0
Ever 6 FSM % ?	17.8	26.0	16.3	25.2	15.3	24.3
Minority ethnic groups % ?	7.5	30.7	7.3	31.6	6.7	32.3
SEN with EHC plan % ?	1.5	1.4	1.3	1.3	1.4	1.3
SEN support % ?	4.5	13.0	8.2	12.1	7.2	12.2
English additional language % ?	2.3	19.5	2.8	20.1	2.8	20.7
Stability % ?	69.9	85.9	76.5	85.7	80.3	85.7
School deprivation indicator ?	0.10	0.24	0.12	0.21	0.12	0.21

Catmose Primary is a slightly below average sized school 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.

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 2017/2018 Transformation plan

2017 2018 PLAN OUTCOMES FOR PUPILS						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR 1 Phonics Check Attainment is at least national (>=82% of pupils achieve pass score)	Phonic packs sent out Y1 (ND) Scorecard created and updated each assessment cycle (RC/KJ)	Screening of Year 1,2,3 phonics groups (RH) <i>Packs</i>	Phonic packs sent out Y1 (ND) Parents' meetings re: Getting ready for phonic screening. (ND/RH)	Screening of Year 1,2,3 phonics groups (RH)	Phonic packs sent out Y1 (ND)	Testing of Year 1,2,3 phonics groups (RH/ND)
YR 2 Phonics Check Attainment is at least national (>=92% of pupils achieve pass score)	Phonic packs for Year 2 pupils/ Year 3 catch up (YW/AM) Scorecard created and updated each assessment cycle (RC/KJ)	Screening of Year 1,2,3 phonics groups (RH) <i>Packs</i>	Phonic packs for Year 2 pupils/ Year 3 catch up (YW/AM) Parents' meetings re: Getting ready for SATs/ phonic screening. (YW/AM)	Screening of Year 1,2,3 phonics groups (RH)	Phonic packs for Year 2 pupils/ Year 3 catch up (YW/AM)	Testing of Year 1,2,3 phonics groups (AW/KJ)
YR 3 Phonic Group. 100% attain the pass score (32+)	Phonic packs for Year 2 pupils/ Year 3 catch up (RC/AM) Scorecard created and updated each assessment cycle (RC/KJ)	Screening of Year 1,2,3 phonics groups (RC) <i>Packs</i>	Phonic packs for Year 2 pupils/ Year 3 catch up (RC/AM) Parents' meetings re: Getting ready for phonic screening / booster support (RC/AM)	Screening of Year 1,2,3 phonics groups (RC)	Phonic packs for Year 2 pupils/ Year 3 catch up (RC/AM)	Testing of Year 1,2,3 phonics groups (RC/KJ)
KS1 SATS EXS Attainment is => Nat R 74% W 65% M 73% Sc 82% KS1 SATS GDS Attainment is => Nat R 24% W 13% M 18% Sc 12%	Targets set for all learners, focussed against targets set. Progress from GLD to end of KS1 targets. (Teams) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ)	Parents meetings KS1 SATs (YW/AM)	Targets reviewed for all learners, focussed against targets set. (Teams)	KS1 SATs packs (AM/YW)		Attainment data shared with the next class (Teams)

KS2 SATS EXS Attainment is => Nat R 71% W 76% M 75% Sc 81%	Targets set for all learners, focussed against targets set. (Teams) KS2 Booster sessions. Pupils and gaps identified (GS/EHT) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ)	Parents meetings KS2 SATs (GS/EHT) KS2 SATs packs(GS/EHT) <i>Remission books 1/6/1/5</i>	targets reviewed for all learners, focussed against targets set. (Teams) KS2 SATs packs(GS/EHT)	KS2 SATs packs(GS/EHT)	KS2 SATs packs(GS/EHT)	Transition booster non EXS (EHT) Attainment data shared with next class (Teams)
KS2 SATS GDS Attainment is => Nat R 19% W 15% M 17% Sc NA Attainment in KS2 RWM at least in line with national (>=61% and floor >= 65%)						
PP Pupils make => progress from their starting points. (On entry – GLD, GLD-KS1, KS1-KS2) SEN Pupils make => progress from their starting points. (On entry – GLD, GLD-KS1, KS1-KS2)	PP and SEN registers updated and shared with all staff (KJ/RH)	Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC) <i>(RM) share</i>	IEP's and support review per class (RH)	Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)	IEP's and support review per class (RH)	Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)

Key Outcome Issues to be addressed

- Increase the percentage of pupils gaining more than expected progress in maths.
- Increase the percentage of pupils gaining EXS and GDS in maths at KS2.
- Continue to focus on Pupil Premium and SEN children to narrow the gap of attainment further.

Review

Pupils progress by the end of KS2 has improved, particularly in Mathematics (-3.5 2017 to -0.2 2018). This reflects the whole school focus and approach to raising the achievement in Mathematics. The attainment of almost all groups of pupils is broadly in line with, or above national averages. KS2 Reading EXS is in line with national, with Mathematics and Writing is above national. KS2 RWM EXS in line with the floor target of 65% and national 64%. KS1 reading, writing, maths EXS is in line with national and science EXS above national. Year One phonic screening is in line with national and Year Two above national. GLD is in line with national. (Scorecard Data 2018)

Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about themselves with each other and adults. Pupils are able to describe their next steps in learning, with over 85% of children able to describe their next steps in learning in English, Mathematics and Science (Pupil Survey 2018)

Pupils read across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve in line with national, making good progress from their GLD score and in Year 2 achieve above national in the national phonics check (Phonics Screen Data 2018)

Pupils are exceptionally well prepared for the next stage of their education (EYFS to KS1, KS1 to KS2 and KS2 to KS3), have attained good outcomes and have made good progress. This view is shared by staff, pupils and parents and was validated in the Ofsted Inspection 2017. 92% of parents believe that children make good progress from starting points and 88% of children believe they achieve the very best they can. (Ofsted Inspection 2017, Parent, Pupil and Staff Survey 2018)

Strengths

- EYFS GLD.

The school gained 66% GLD in line with 2018 national 70%. This was from a baseline of 53%.

- Year One Phonics.

The school gained 77% pass rate in line with 2017 national 81%. This was from a baseline of 53%.

- Year Two Phonics.

The school gained 93% pass rate above 2017 national 92%.

- Key Stage One Working at Expected Level.

In Science the school scored 93% against 2016 national 82%.

In Reading the school scored 73% against 2017 national 76%.

In Writing the school scored 62% against 2017 national 68%.

In Maths the school scored 73% against 2017 national 75%.

- Key Stage One Working at Greater Depth.

In Reading the school scored 21% against 2017 national 25%.

In Maths the school scored 17% against 2017 national 21%.

- Key Stage Two Working at Expected Level.

In Reading the school scored 73% against 2018 national 75%.

In Writing the school scored 83% against 2018 national 78%.

In Maths the school scored 83% against 2018 national 76%.

In Science the school scored 87% against 2018 national 82%.

In GAPS the school scored 90% against 2018 national 78%.

RWM the school gained 60% against national 64%.

- Key Stage Two Working at Greater Depth.

In GAPS the school scored 23% against 2017 national 18%.

Areas for Further Development

- Key Stage One Working at Greater Depth.
In Writing the school scored 7% against 2017 national 16%.
- Key Stage Two Working at Greater Depth.
In Reading the school scored 13% against 2017 national 25%.
In Writing the school scored 13% against 2017 national 18%.
In Maths, the school scored 7% against 2017 national 23%.
- Improve the progress Pupil Progress and SEN children make in order that it matches that of similar pupils nationally.

Quality Assurance Information

Raise Online Data

EYFS GLD

EYFS Expected

In Mathematics, 86% of pupils gained a 2+ in the GLD scoring from a starting point of 70%. National 2016 was 79%.

In Reading 72% of pupils gained a 2+ in the GLD scoring from a starting point of 53% on entry. National 2016 was 77%.

In Writing 66% of pupils gained a 2+ in the GLD scoring from a starting point of 53%. National 2016 was 73%.

PHONIC SCREENING

Year One

77% of Year One children passed the Phonic Screening Check from a starting point of 53%. This is in line with the national benchmark for 2017, which was 81%. A programme of phonic support is in place for pupils who did not pass the check when taught in Year Two.

Year Two

93% of Year Two children passed the Phonic Screening Check. This is above the national benchmark for 2017, which was 92%. A programme of phonic support is in place for pupils who did not pass the check as they enter Year Three. All but two pupils now passed the phonic screening check. One child scored 31, missing out on a pass by 1 mark – showing significant progress from the score gained in Year One. The other pupil scored 29 showing incredible progress from a very low score in Year One – an EHC application is in process for this child.

KS1 OUTCOMES

Year Two Achievement: KS1 SATs

	School EXS	School GDS	Nat EXS 2017	Nat GDS
Reading	73%	21%	76%	25%
Writing	62%	7%	68%	16%
Maths	73%	17%	75%	21%
Science	93%	NA	83%	NA
Key: above Nat one child below Nat below Nat				

	Reading	Writing	Maths	Science
Boys EXS (13)	54%	46%	62%	77%
Girls EXS (16)	75%	75%	69	88%
PP EXS (4 pupils)	100%	75%	75%	100%
SEN EXS (1 pupil)	0 – scored PKF from GLD 1	0 – scored PKF from GLD 1	0 – scored PKF from GLD 1	0 – scored HNM from GLD 1

KS2 OUTCOMES

KS2 SATs Teacher Assessment

	School Progress	School EXS	School GDS	Nat EXS 2018	Nat GDS 2017
Reading	7 more than expected 23 expected	76%	37%	75%	25%
Writing	9 more than expected 19 expected 2 less than expected	83%	13%	78%	18%
Maths	5 more than expected 25 expected	86%	17%	76%	23%
Science	30 expected	87%	NA	82%	NA
Key: above Nat one child below Nat below Nat					

KS2 SATs Examinations Results

	School Progress 2018	School Progress 2017	Floor Progress Coasting 2018	School EXS	School GDS	Nat EXS 2018	Nat GDS 2017
Reading	-1.5	-1.3	-5 -2.5	73%	13%	75%	25%
Writing	-0.3	0.9	-7 -3.5	83%	13%	78%	18%
Maths	-0.2	-3.2	-5 -2.5	83%	7%	76%	23%
RWM	NA			60%		Floor target 65% Nat 64%	
Grammar and Spelling				90%	23%	78%	18%

	Reading	Writing	Maths	Science
Boys EXS	77%	67%	100%	67%
Girls EXS	72%	86%	76%	86%
PP EXS (7 pupils)	57%	71%	71%	71%
SEN EXS (3 pupils)	67%	33%	100%	100%

KS2 SATs APS

	School APS 2018	School APS 2017	Nat APS
Reading	103	104	105
Grammar	106		106
Maths	104	102	104

2018 2019 PLAN OUTCOMES FOR PUPILS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GLD Attainment Attainment in the GLD is not more than 3% below national ($\geq 71\%$) moderated from baseline data term 1, 6 point progress measure.	All children have updated observations for all areas of learning and current level (reviewed each term) Baseline data created – to measure intake. Parents given access to Tapestry to review and add observations. Children who are not working within age band are highlighted, with intervention planned.	EYFS reports to parents.		EYFS reports to parents.	EYFS parents meeting.	EYFS final report to parents. GLD reported to parents for Reception children.

	Inclusion in School Review to give EYFS a grade.					
	EYFS parents meeting.					
YR 1/2 Phonics Check Attainment Attainment in the Year Two Phonics screening is at least national (>=90%) Progress Attainment in the Year One Phonic check is in line with attainment within reading GLD for that cohort - 72%	Phonic packs sent out Y1 (LC/YW) Scorecard created and updated each assessment cycle (RC/KJ)	Screening of Year1,2,3 phonics groups (LC/YW/KJ)	Phonic packs sent out Y1 (LC/YW) Parents' meetings re: Getting ready for phonic screening. (LC/YW/KJ)	Screening of Year1,2,3 phonics groups (LC/YW/KJ)	Phonic packs sent out Y1 (LC/YW)	Testing of Year1,2 phonics groups (LC/YW/KJ)
KS1 SATS EXS Attainment in KS1 for reading (GLD 78%) writing (GLD 75%) and maths (GLD 83%) is at least in line with attainment with the same subjects GLD for that cohort.	Targets set for all learners, focused against targets set. Progress from GLD to end of KS1 targets. (Teams)	Parents meetings KS1 SATs (YW/KJ) Work Moderation KS1	Targets reviewed for all learners, focused against targets set. (Teams)	KS1 SATs packs(AM/KJ) Work Moderation KS1	Targets reviewed for all learners, focused against targets set. (Teams)	Attainment data shared with the next class (Teams) Work Moderation KS1

	<p>Elm group targeted</p> <p>Meet the Teacher: initial sharing of expectations (Teams)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ)</p>		Elm group targeted		Elm group targeted	
<p>KS2 SATS Progress</p> <p>Progress measures by the end of KS2 are above -0.2 for reading, writing and maths.</p> <p>Attainment in KS2 RWM at least in line with national ($\geq 64\%$ and floor $\geq 65\%$)</p>	<p>Targets set for all learners, focused against targets set. (Teams)</p> <p>KS2 Booster sessions. Pupils and gaps identified (GS/RC/SF)</p> <p>Meet the Teacher: initial sharing of expectations (Teams)</p> <p>Scorecard created and updated each</p>	<p>Parents meetings KS2 SATs (GS/RC/SF)</p> <p>KS2 SATs packs(GS/RC/SF)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work Moderation KS2</p>	<p>Targets reviewed for all learners, focused against targets set. (Teams)</p> <p>KS2 SATs packs(GS/RC/SF)</p> <p>Review of targeted pupils: progress and RWM</p> <p>KS2 Mocks</p>	<p>KS2 SATs packs(GS/RC/SF)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work Moderation KS2</p>	<p>KS2 SATs packs(GS/RC/SF)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work Moderation KS2</p>	<p>Transition booster non EXS (GS/RC/SF)</p> <p>Attainment data shared with next class (Teams)</p>

	assessment cycle (RC/KJ)	KS2 Mocks				
PP Pupils make => expected progress from their starting points. (On entry – GLD, GLD- KS1, KS1-KS2) SEN Pupils make => expected progress from their starting points. (On entry – GLD, GLD- KS1, KS1-KS2)	PP and SEN registers updated and shared with all staff (KJ/RH)	Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)	IEPs and support review per class (KJ)	Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)	IEPs and support review per class (KJ)	Pupil Progress Meetings – focus on vulnerable groups (teams with KJ/RC)

Key Outcome Issues to be addressed

- Increase the progress measures for Reading, Writing and Maths by the end of KS2.
- Continue to focus on Pupil Premium and SEN children to narrow the gap of attainment further.

EVALUATION: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Judgement: Good

Evaluation of 2017/2018 Transformation plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teaching Best 2 lesson observations by Term 6 90% of lessons observed are good or better. 40% of lessons observed are outstanding or better.	Coaching pairs sharing outstanding practice CPD (Teams) Outstanding teaching: what does it look like? CPD (SPW)	Peer observations and feedback/sharing of practice CPD (Teams)	Coaching pairs sharing outstanding practice CPD (Teams)	Peer observations and feedback/sharing of practice CPD (Teams)	Coaching pairs sharing outstanding practice CPD (Teams)	Peer observations and feedback/sharing of practice CPD (Teams)
Mathematics Mathematics Progress: All pupils make => progress from their year starting points. (On entry - GLD, GLD-KS1, KS1-KS2) QA shows that the White Rose Maths Hub approach is followed in all classes using the Fluency, Reasoning and Problem Solving and pattern to ensure mastery. GDS at KS1 and KS2 is => national.	Planning folder reviews show White Rose Maths hub approach for all year groups (termly) (KJ/RC)	Peer observations in phase teams - looking for challenge (Teams)	School to school moderation and book scrutiny (KJ/RC) Peer observations in phase teams - challenge focus (Teams) Challenge / GDS pupils identified -	School to school moderation and book scrutiny (KJ/RC) Challenge / GDS pupils identified -	School to school moderation and book scrutiny (KJ/RC)	Peer observations in phase teams (Teams) Challenge / GDS pupils identified - focus group sessions (Teams)
Show My Homework QA judges Prep as Good or better. =>80% in agreement that is challenges pupils and prepares them for learning in school.	New staff training (KJ/GS) Log ins for staff and pupils (KJ/GS) Termly log in checks and follow up (KJ/RC)	Pupil voice group (KJ/RC) Challenge / GDS pupils identified - focus group sessions (Teams)	Pupil voice group (KJ/RC)	Pupil voice group (KJ/RC) Parent Survey (KJ/RC) Pupil Survey (KJ/RC) Staff Survey (KJ/RC)	Done	

Key Outcome Issues to be addressed

- Increase the proportion of Outstanding teaching across the team.
- Increase the opportunities for challenge for all pupils; mastery of Maths to reach greater depth of understanding.
- Prep continues to challenge and prepare pupils for their learning in school. Prep is judged as Good or better.

Review

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They identify pupils' common misconceptions and act to ensure they are corrected. Throughout the academic year, a performance review cycle is undertaken. 32 lessons were observed by senior leaders. Each teacher was observed teaching at least twice and all TAs at least once. 94% of lessons observed were good or better, an improvement from 88% in 2016/2017. Ofsted observed teaching during the recent inspection, grading all teaching as at least good. 31% of teaching was Outstanding, with 100% graded Good or better for Behaviour. (Scorecards per year group, Ofsted 2017)

Teachers plan lessons very effectively and manage pupils' behaviour highly effectively with clear rules that are consistently enforced. In 100% lesson observed the behaviour of pupils was Good or better. (Scorecards per year group, Review Day including the EYFS, Ofsted 2017, Performance Review Cycle 2018)

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. They provide pupils with incisive feedback and pupils use this feedback effectively. In lessons observed as Outstanding, this was highlight effective. (Scorecards per year group, Review Day including the EYFS, Performance Review Cycle 2018, Ofsted 2017)

Teachers embed Reading, Writing and Communication and, where appropriate, Mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. A Creative Curriculum Review Day observed clear use of English and Mathematics skills within the afternoon sessions. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. The Year 2 Phonic Screening Check shows year on year improvement and the Year 1 Phonic Screening Check shows improvement from starting points. (Phonics Screen Data 2018, Scorecard Data 2018)

Teachers are determined that pupils should achieve well. They have consistently high expectations of all pupils' attitudes to learning. Both the Pupil and Staff surveys reflect this with 94% of pupils responding that all staff want them to do and achieve their best. 100% of staff responded that they had spoken to someone about their own professional progress. In the parent survey, a parent responded that the staff are good at 'Ensuring pupils make progress in an interesting way' and 'Picking up areas of weakness and putting support in place' (Parent, Staff and Pupil Surveys 2018)

Pupils love the challenge of learning and are resilient to failure. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. In the pupil survey 94% of pupils responded that they had taken part in school swimming lessons and saw it as important. 92% of pupils had been on a trip and felt it had added to their learning. (Pupil Survey 2018)

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. Responses in the Parent Survey show that 87% of parents feel well informed about their child's progress in school. (Parent Survey 2018)

Leaders have had a consistent drive to continually improve teaching, which is a continual focus in response to the previous inspection. They have ensured that effective training for all staff is linked to whole-school developments. This has enabled the school to respond well to changing national demands and secured improved attainment across the school to match or exceed national averages. Leaders have maintained and further developed a high level of expectation and consistency, while the school has expanded considerably since the last inspection.

Ofsted 2017

Strengths

- By Term 6, 100% of lessons were good or better, with 31% of lessons rated as Outstanding.
- Feedback and Marking was seen as a key strength in lessons observed, resulting in 100% lessons graded as Good or better by Terms 5&6.
- Maths Mastery and the implementation of the White Rose maths hub approach improved outcomes at KS2 at EXS from 73% - 83%.

Areas for Development

- Challenge for GDS learners at KS2 and KS1 was slightly below national – challenge for More Able learners across Reading, Writing and Maths a key focus. This will improve progress scores by the end of KS2.

Quality Assurance Information

Scorecard

Overall Lesson Grading

OVERALL LESSON GRADING

Term 1 (School Review)

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
10	2	8	0	0

Term 2

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
1 (NQT observation)	0	1	0	0

Term 3

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
9 (TA observations)	3	6	0	0

Term 4

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
10	5	4	1	0

Term 5

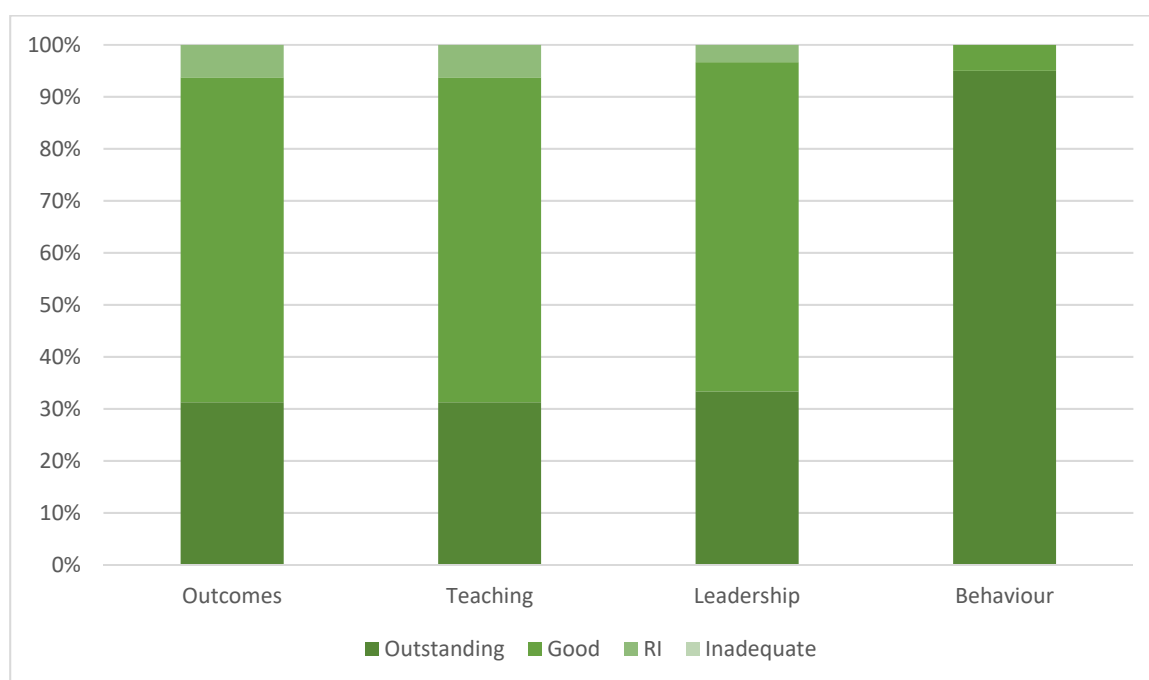
Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
1 (NQT observation)	0	0	1	0

Term 6

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
1 (NQT observation)	0	1	0	0

LESSON GRADING BY FOCUS

		Outcomes	Teaching	Leadership	Behaviour
Outstanding		10	10	10	19
Good		20	20	19	13
Require Improvement		2	2	1	0
Inadequate		0	0	0	0



Lesson Strengths

- There was clear evidence of lesson planning that addressed the needs of all pupils within the class. Planning and assessment was very detailed in all classes.
- Targeted children were highlighted in Reading, Writing and Maths. Clear explanation of what is happening for these children was given in planning folders. Impact could be seen in children's books so far. In the best lessons, Teaching Assistant notes were collated to feed into planning.
- There was good evidence of marking being used to ensure all pupils had clear next steps, this was highlighted with the 'green for great and blue for you' immediate feedback in lessons. Pens of Power for editing and reasoning were also successful.
- In the written work scrutinised during these lessons there was good evidence of progress over time.
- TAs were very effectively deployed and worked well with small groups of pupils working with a range of abilities. A wide range of intervention groups were well planned for and observed – working with lower and upper abilities.

- Displays reflect current teaching and many classes have working walls to show current concepts discussed in class. Use of Wow walls and teaching walls to show what the children are aiming towards also in use and referred to in lessons.
- Transitions into the EYFS from the Preschool and from KS1 to KS2 is a strength within the school with all pupils settled within the first weeks.
- Good prior knowledge is built upon in lessons – consolidated and deepening learning.
- Children in classes are very settled with children taking pride in their work.
- Range of questioning skills used in classes is varied – using a range of assessment techniques. This means that misconceptions are quickly noted and acted upon.

Lesson Weaknesses

- Reading logs need to reflect current reading and wider range of reading material accessed. Ensure Pupil Premium children are targeted as star readers to further develop language skills and vocabulary.
- Ensure that all pupils know what they need to do to improve upon, this should be shown in next steps provided in marking. Pupils need to be given the opportunity to respond to marking either within the lesson or as part of early work before the following lesson.
- Staff coaching to share Good and Outstanding practice within school to further increase proportion of Outstanding teaching. Focusing upon cross curricular links especially Science and Mathematics.
- Challenge for the more able focusing upon mastery skills rather than 'more'. A focus upon improving scaled scores for pupils will provide challenge.
- Marking in 3I needs to be as informative as in Literacy and Numeracy.
- Flexibility in intervention groupings – if a child has made progress, they need to re-join main teaching class group.

Key: acted upon and improved in further observations

Key: acted upon with further focus this year.

2017 2018 PLAN QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teaching Best 2 lesson observations by Term 6 80% of lessons observed are good or better. 40% of lessons observed are outstanding or better.	PR review with teachers to agree personal targets (RC/KJ)	Observations for all staff / Peer Observations (RC/KJ)	Observations for all TA and support staff (RC/KJ)	Observations for all staff / Peer Observations (RC/KJ)	PR review with teachers to agree personal targets (RC/KJ)	Staff LW – subject leaders.
	CPD menu shared with staff to book (RC/KJ) School Review Day (SLT) Termly QA of planning for each year group. Subject Leaders in place to provide CPD across school team.	PR review with TAs and Support Staff to agree personal targets (RC/KJ) Coaching pairs set up to share key skills. PiXL resources shared across all year groups.	Staff LW – subject leaders. PiXL SIP Meeting	Coaching pair time.	PR review with TA and Support Staff to agree personal targets (RC/KJ) PiXL SIP Meeting	Coaching pairs time.

	PiXL CPD for lead teachers.					
	PiXL SIP Meeting					
	Staff Meeting Plan shared					→
English: Reading and Writing 80% of lessons observed are good or better.	Staff meeting to share good practice for teaching reading and writing (RC) Introduce conferencing to mark every other writing piece (RC) Create a folder of EXS exemplars for reading and writing (RC) Introduce techniques to raise the profile of reading	PM lesson observations to monitor quality of R and W teaching and learning (KJ/RC) Pupil Progress Reviews used to monitor progress in R and W (KJ/RC) Review data from checkpoint to inform training or support (RC) Team teach sessions to share expertise. (RC)	Moderation staff meeting (RC) Source exemplars of WTS and GDTH reading and writing to add to folder (RC) to measure progress made by pupils. LW to check evidence in books and classroom environment (KJ/RC)	PM lesson observations to monitor quality of R and W teaching and learning (KJ/RC) Pupil Progress Reviews used to monitor progress in R and W (KJ/RC) Review data from checkpoint to inform training or support (RC) Team teach sessions to share expertise. (RC)	Moderation staff meeting (RC)	Pupil Progress Reviews used to monitor progress in R and W (KJ/RC) Review data from checkpoints and KS1/2 SATs to inform further focus (RC) Team teach sessions to share expertise. (RC)

	across the school (eg library) (RC)					
Science 80% of lessons observed are good or better and 50% of lessons are practical with an AT1 element.	School Review Day – Science (SLT) CPD for staff – AT1 focus. (KJ/RC/GS)	Book Scrutiny – Science Focus (KJ)	Staff LW – subject leaders	Observations for all staff (RC/KJ)	Book Scrutiny – Science Focus (KJ)	Analysis of Science Outcomes (RC/KJ)

Key Outcome Issues to be addressed

- Increase the proportion of Outstanding teaching across the team.
- Increase the opportunities for challenge for all pupils in Reading, Writing and Maths.
- Curriculum Focus upon Reading, Writing and Science.

EVALUATION: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Judgement: Outstanding

Evaluation of 2017/18 Transformation plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Active Citizens All classes have at least one trip, visit or visitor per term linked to current learning. Sleuths continue to track behaviour. All staff log incidents when required and follow up actions. House points are awarded each term by all staff (at least 30 per team). The extended School day continues to be utilised to provide C and Key Stage sports opportunities.	Phase teams - EYFS, KS1, Lower KS2 and Upper KS2 agree 31 topics and plan a trip, visit or visitor for each term (Teams) Sleuths and House point Training for all staff (KJ/GS) Phase teams - EYFS, KS1, Lower KS2 and Upper KS2 agree on sporting Regular afternoon and club focus (Teams)	Pupil Voice LW (KJ/RC) Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC) 1 → Needs adding to	Pupil Voice LW (KJ/RC) Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC) →	Pupil Survey (KJ) Parent Survey (KJ) Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC) Dop	Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC)	
Attendance 97%+ attendance for whole school. 96%+ attendance for SEN and 95%+ for PP.	Regular attendance check in liaison with LA (KJ/RC/SG) Attendance assembly rewards (KJ/RC)	1 → 100%				
Safeguarding Ensuring children are kept safe and support for their welfare is effective. Parents and Pupils respond that their children feel safe in School.	Governors Visit (KJ/SK) Scrutiny panel (KJ/RC) Staff training (KJ/ABWV)	Risk Assessment review (Teams)	New staff safeguarding training (KJ/RC) Safeguarding staff newsletter (KJ/RC)	Risk Assessment review (Teams) New staff safeguarding training (KJ/RC) Safeguarding staff newsletter (KJ/RC)	Risk Assessment review (Teams)	
	New appointment sheet (KJ) Perimeter Risk Assessment review (KJ/RC) Staff Safeguarding training (KJ) Handover to DMoS Safeguarding DSL training (KJ/RC) Handover to SENCo (RH/KJ) Prevent update training (KJ)	RC				
Key Outcome Issues to be addressed <ul style="list-style-type: none"> The extended school day and trips and visits continue to provide a wide range of opportunities for all pupils. This is record on the Pupil Page on the school website to share opportunities with the community Independence and roles of responsibility continue to be a strength, particularly for Upper KS2 pupils. House point allocation and sleuth incidents support this as positive. Attendance continues to be a strength for the school for all pupils, including SEN and PP pupils. 						

Review

There is an atmosphere of mutual respect and harmony across all aspects of the school day. Pupils are courteous and polite towards each other, adults and visitors. They are diligent in taking on roles to serve their school and community such as those of monitors and school councillors, and in leading fund-raising events. Pupils overwhelmingly expressed their enjoyment of their learning, especially the trips, events and club activities, including residential visits. Their eagerness to be in school is evident in their consistently higher than average attendance.

OfSted 2017

Pupils are confident, self-assured learners. They are proud of their achievements and of their school. They are prepared for the next stage of their education, employment, self-employment or training. When asked if 'The school prepared my child well for their move between schools' 100% responded positively. 93% of pupils also responded that they are proud to be a part of the Catmose Federation Family (Pupil and Parent Survey 2018)

Pupils value their education and rarely miss a day at school. Current attendance data shows a maintained overall attendance figure of 97%. (Attendance Data 2018)

Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. In all sessions observed behaviour was seen as Good or better. (OfSted 2017, Performance Review Cycle 2018)

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. In the pupil survey, 92% of pupils feel safe at school and 96% of pupils stated that they knew where to get help if they needed it. 92% of parents stated that bullying was dealt with effectively by the school (Pupil Survey 2018, Parent Survey 2018)

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. In the parental survey, 96% of parents reported that their child feels safe in school and 86% of parents responded that any concerns raised are dealt with. (Pupil and Parent Survey 2018)

Pupils can explain accurately and confidently how to keep themselves healthy. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. When asked 'I can tell you about healthy eating and make healthy choices at school e.g. 5 fruit/vegetables a day and drinking plenty of water' 94% of pupils agreed that they could. All children take part in age appropriate PSHE sessions, supported by the Forest School programme and a learning mentor. The children support a variety of charities throughout the school year and responded positively in the pupil survey that they understood the importance of such work, 90% agreed (Pupil Survey 2018)

Strengths

- Active Citizens - The pupil page on the school website is set up and accessible to the wider community.
- Active Citizens – Year 5 and Year 6 pupils have undertaken roles within the school, supporting younger pupils.
- Attendance is 97% for all pupils (target 97%)
- Attendance is 97% for SEN pupils (target 96%)
- Attendance is 95% for PP pupils (target 95%)
- Safeguarding reviews proved that children are kept safe and support for their welfare is effective, as reviewed by Ofsted 2017.

Areas for Development

- The school council pupil page needs further development to share the pupil voice with the wider community. A member of staff will be allocated this to lead with pupils.

Quality Assurance Information

ABSENCE AND EXCLUSIONS

2017 2018	2017/2018 Total for year)
% Persistent absentees – absent for 10% or more sessions Nat 8.8% Highest 10% Nat 14.57%	3.86%
% of sessions missed due to Overall Absence	2.62% 97.38%
FSM	94.68%
Non FSM	97.56%
Boys	97.74%
Girls	97.28%
SEN	97.34%
No SEN	97.38%

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.

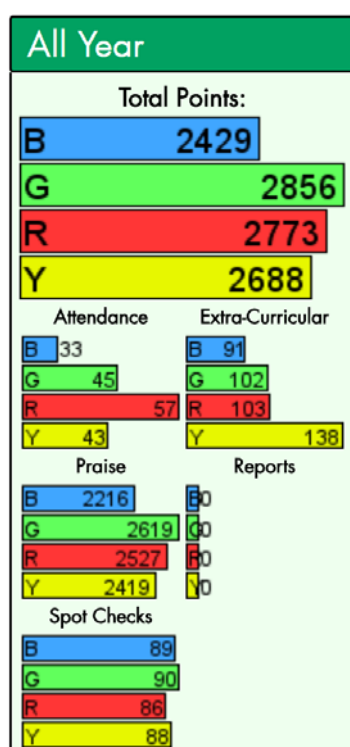
Attendance has been a focus for the school, with class attendance celebrated in whole school assemblies with a focus display in the main hall. The importance of attendance is shared with the children. Awards given to children with gold / silver / bronze rating for 100%, 99% and 98% attendance. Staff PR is linked to staff attendance; ensuring whole school approach. Reports are linked to attendance with RAG rating for progress limited to amber if attendance is low. Termly attendance reviews with the LA enable patterns of absence to be picked up and responded to, ensuring that the school are working with parents.

Sleuth Data

2017/2018	Incidents logged	Pupils	Analysis
Term 1	9	1 pupil	PSP / IEP / Non stat support plan with budget from EHC outcome Stage 3 behaviour support.
Term 2	6	1 pupil	Stage 3 behaviour support. Moved to stage 2 at end of term 2 as behaviour improved and was sustained.
Term 3	2	2 pupils	Pervious pupil moved to stage 1 – no recorded incidents. New pupil moved to stage 2 – report with HoS.
Term 4	4	1 pupil	PSP and report card issued with meeting with parents to inform.
Term 5	1	1 pupil	Report card issued
Term 6	1	2 pupils	Report card issued with meeting with parents to inform. Handover to next class teacher.

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.

House Points



The School uses House points to promote independent and group positive behaviour with high levels of house points awarded. Winning teams are given a house prize. A head boy and head girl for each house act as prefects to promote leadership and peer support within the School. A report link has been introduced to award house points to those who get 'all green' reports, this will be implemented in 2018.

Racist Incidents Data

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

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.

Number on Roll

	Number on roll	Pupils Left	Pupils joined
Term 1	210 places, 210 on roll	3	2
Term 2	210 places. 208 on roll	2	0 (waiting lists in place with places offered)
Term 3	210 places. 208 on roll	1	0
Term 4	210 places, 207 on roll	1	0
Term 5	210 places, 207 on roll	0	0
Term 6	210 places, 207 on roll	0	0 (2 offers made)

The School is over subscribed for the 4th year. This reflects the high regard the local community has for the School.

SEN Data

	Phase 1 (School Action)	Phase 2 (School Action Plus)	EHC (statement)	Health Plans	Totals
Ash	1	0	0	2	3
Beech	4	1	0	2	7
Cedar	0	1	0	1	2
Oak	1	1	0	1	3
Redwood	3	2	1	0	6
Silver Birch	2	0	1	2	5
Willow	3	0	0	4	7
Totals	14	5	2	12	33

The School supports SEN pupils at Phase 1 and 2 with high quality teaching and teaching support in each class. EHC pupils are supported with individualised timetables with a mix of whole class, small group and 1:1 support. These are created with the support of Pupils and Parents and are reviewed annually. Two pupils are supported with SEN Higher Funding.

2017 2018 PLAN PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Active Citizens All classes have at least one trip, visit or visitor per term linked to current learning. Sleuth continue to track behaviour. All staff log incidents when required and follow up actions. House points are awarded each term by all staff – linked to praise, attendance, reports (at least 30 per team) The extended School day continues to be	Phase teams – EYFS, KS1, Lower KS2 and Upper KS2 agree 3I topics and plan a trip, visit or visitor for each term (Teams) Sleuth and House point Training for all staff (KJ/GS) Phase teams – EYFS, KS1, Lower KS2 and Upper KS2 agree on sporting	Pupil Voice LW (KJ/RC) Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC) Activities record on Pupil Page on website (KJ/RC)	Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC)	Pupil Voice LW (KJ/RC) Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC)	Pupil Survey (KJ) Parent Survey (KJ) Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC) Activities record on Pupil Page on website (KJ/RC)	Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC) Activities record on Pupil Page on website (KJ/RC) Pupil Led Theme for Creative Curriculum (RC)

utilised to provide Club and Key Stage sports opportunities. Pupil and parental surveys are at least 80% positive about the wide school opportunities on offer.	afternoon and club focuses (Teams)					
Behaviour and Wellbeing	Regular attendance check					
Reception 2019 intake is at least 30 and oversubscribed.	in liaison with LA (KJ/RC/SG)					→
97%> attendance for whole school.	Attendance assembly					→
96%> attendance for SEN and 95%> for PP.	rewards (KJ/RC)					
Fixed term exclusions are below national.						
Safeguarding	Governors Visit (KJ/SK)	Risk Assessment review (Teams)	New staff safeguarding training (KJ/RC)	Risk Assessment review (Teams)	New staff safeguarding training (KJ/RC)	Risk Assessment review (Teams)

Ensuring children are kept safe and support for their welfare is effective. Parents and Pupils respond that their children feel safe in School.	Scrutiny panel (KJ/RC) Staff training (KJ/OT) New appointment sheet (KJ) Perimeter Risk Assessment review (KJ/RC) Staff Safeguarding training (KJ)		Safeguarding staff newsletter (KJ/RC)		Safeguarding staff newsletter (KJ/RC)	
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Key Outcome Issues to be addressed

- The extended school day, and trips and visits continue to provide a wide range of opportunities for all pupils. This is recorded on the Pupil Page on the school website to share opportunities with the community.
- Independence and roles of responsibility continue to be a strength, particularly for Upper KS2 pupils. House point allocation and sleuth incidents support this as positive.
- Attendance continues to be a strength for the school for all pupils, including SEN and PP pupils.

EVALUATION: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Judgement: Outstanding

Evaluation of 2017 2018 Transformation plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
QA of new staff and new year groups through Performance Reviews, Probation.	Learning walks Weekly focus shared in Staff Meeting (KJ/RC)					
NQT induction and training is successful.	Planning, APP file reviews (KJ/RC)					
Schools Direct induction and training is successful.	Termly NQT and SD observations.		TA Observations	Teacher Observations		
Best 2 lesson observation by Term 6 90% are Good or better. 40% are Outstanding.	School Review Day					
The school continues to be oversubscribed.						
Quality Assurance Pupil progress meetings (KJ/RH) 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.	Scrutiny Panel with CP Govs Pupil progress meetings (KJ/RH) Intervention mapping set up for all children with pupil premium children identified (Teams/RH) Annual Reviews, EP's, PSP's for SEN children (RH)	Scrutiny Panel with CP Govs Discussions with class teachers and further groups of children identified (RH)	Scrutiny Panel with CP Govs Annual Reviews, IEP's, PSP's for SEN children (RH) Analysis of data and groups of children identified (RH)	Scrutiny Panel with CP Govs Discussions with class teachers and groups of children identified (RH)	Scrutiny Panel with CP Govs Annual Reviews, EP's, PSP's for SEN children (RH) Analysis of data and groups of children identified (RH)	Scrutiny Panel with CP Govs Discussions with class teachers and groups of children identified (KJ/RH/Teams)
Curriculum Literacy and Mathematics skills are embedded within the 31 Curriculum.	Review of the 31 Curriculum (RC) Introduction of new topics and celebration learning days (RC)	Literacy and Mathematics skills within the foundation subject CPD for staff (RC) Sample lessons (RC)	LW 31 curriculum (RC)	Pupil Voice and work scrutiny (RC) Sample lessons (RC)	LW 31 curriculum (RC)	Team QA of 31 learning (RC)

Key Outcome Issues to be addressed

- Teaching continues to be of a high standard with successful NQT and Schools Direct training.
- Progress and attainment for all PP / SEN / MA pupils 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.
- Literacy and Mathematics skills are embedded across the 31 curriculum (foundation subjects)

Review

As head of school, you have a deep sense of care for your community, which you successfully combine with a developed understanding of effective teaching and learning. You have established a team ethos that motivates all staff to do their best for all pupils. The tangible care and commitment across your school team are highly valued by pupils and parents.

Close partnership with the executive principal, as well as the services of the academy trust, provide an effective base and network of support for the school. Governors are well informed and are using this information to work closely with school leaders to monitor performance and challenge the school to improve pupils' outcomes.
OfSted 2017

Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. Both the Pupil and Parent surveys reflect this with 94% of pupil responding that all staff want them to do and achieve their best. 95% of parents responded that their child is taught well at the School. 100% of staff responded that they strongly agree or agree with the statement 'my team and fellow employees are committed to doing quality work'. In the parent survey, a parent responded that 'Encouraging children to reach their potential, incentive approach appropriate to the age of the children. The teachers are approachable, compassionate and have a genuine pupil/teacher relationships with the children.' (Parent, Staff and Pupil Surveys 2018)

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures good outcomes for pupils. A governor scrutiny panel meets 6 times a year to discuss key focuses within the school. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. As an Academy Trust, the Governors meet 6 times a year to discuss Resources (Finance and Human Resources), 3 times a year as a Trust and 6 times a year as a Primary Governing Body. Within these meetings, strategic decisions are made and discussed, current achievement data is looked at and a report on the schools current position is made by the Head of School. Governors are proactive in understanding fully the implications of current achievement and progress data. Data targets are set within the Executive Principal and Head of Schools Performance Targets which the Governing Body receive regular update upon. (Governing Body Minutes 2018, Performance Management Cycle 2017 2018)

Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. The school's Transformation Plan is drawn up using information from Staff, Parent and Pupil surveys, school reviews, data analysis, and governor feedback in meetings. This wealth of information ensures that all stakeholders' views and opinions have been used to inform the schools next steps (Parent,

Pupil and staff Surveys 2018, Governing Body Minutes 2018, Scorecard Data each year group, Teaching and Learning Scorecard, Behaviour and Wellbeing Scorecard)

Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. Staff, Parent and Pupil surveys reflect that the schools does not tolerate bullying in any instance and equality for all children. (Parent, Staff and Pupil Survey 2018)

Strengths

- Mathematics attainment continued improved from 73% EXS at KS2 to 83% EXS, with Progress improving to be in line with national.
- KS2 attainment measures are in line with national in Reading and above national in Writing and Mathematics. Progress measures have improved from 2017 to 2018.
- The 3I Curriculum is enjoyed by pupils with clear links to Reading, Writing and Mathematics.

Areas for Development

- Continued support to ensure that PP and SEN pupils make good progress from their starting points.
- Continue to improve progress from KS1 to KS2 in Reading, Writing and Maths.
- To continue to develop the assessment cycle, post removal of curriculum levels, to build in both formative checkpoints and summative yearly tests for all year groups.

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. The Deputy Head of School is undertaking her DSL training in October 2017.

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. 96% of parents responded that their children are safe at the school. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. The school has a robust safeguarding process in which all members of staff are a part of. Annual training for all staff takes place, which includes current high priorities such as FGM and the Prevent Agenda. Two members of the SLT are safeguarding officers with the higher level training and all SLT have passed the safer recruitment training. The parent and pupil surveys reflect this whole school community approach to keeping children safe with 92% of children stating that they feel safe at School and 96% of children stating that they know where to get help if they needed it. In the parental survey, 92% reported that bullying is dealt with effectively, 99% reported that the school ensures that all children are well behaved and 94% believe that the school is well led by the SLT and that their child is looked after (Parent, Staff and Pupil Survey 2018)

Safeguarding and the welfare of pupils are central to the ethos at Catmose Primary. You have ensured that all safeguarding arrangements are established and records are detailed and of high quality. The consistent systems and wider expertise across the trust give strong support to the school, and ensure rigorous vetting and recruitment procedures. Staff are all clear on how to report any concerns they may have regarding a child's welfare. Regular and appropriate training has given them a good understanding of their responsibilities to ensure children's safety and wellbeing. As designated safeguarding lead, you make sure that concerns are accurately recorded and make timely referrals to outside agencies. You are persistent in following up referrals to ensure that pupils and their families receive the help they need, as well as providing sensitive support within school.

All parents who responded to the Ofsted online survey agreed that their children were well cared for in school. Pupils overwhelmingly say that they feel safe. Pupils understand how to keep themselves safe. You have provided opportunities for them to learn about issues such as e-safety, and they develop a strong sense of personal responsibility and citizenship. Pupils told me that bullying was extremely rare and that adults listen to them and act quickly to sort out any problems.

Ofsted 2017

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. The governing body scrutiny panel look in detail at policy and procedures to ensure and challenge the SLT to evidence these are being followed, implemented and making impact.

Curriculum

The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. The school offers a Creative Curriculum with a focus on Literacy, Phonics / SPAG and Mathematics. 100% of parents responded that their child was well prepared for their next steps in their learning career. Over 89% of pupils answered that they felt positive about their curriculum, the core subjects and the creative curriculum (foundation subjects) 95% of pupils like their PE sessions, reflecting the use of the Sports Premium to support PE in School. (Parent and Pupil Survey 2018)

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. 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.

Learning Walks as part of the Quality Assurance cycle 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.

2017 2018 PLAN EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

	Tem 1	Term 2	Term 3	Term 4	Term 5	Term 6
QA of new staff and new year groups, through Performance Reviews, Probation.	Learning walks Weekly focus shared in Staff Meeting (KJ/ RC)					→
Schools Direct induction and training is successful.	Planning, APP file reviews (KJ/ RC)		TA Observations	Teacher Observations		→
Best 2 lesson observation by Term 6 90% are Good or better. 40% are Outstanding.	Termly SD observations. School Review Day.					
The school continues to be oversubscribed.						

Quality Assurance 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.	Pupil progress meetings (KJ/RC)					→
	Scrutiny Panel with CP Govs Intervention mapping set up for all children with pupil premium children identified (Teams/RH) Annual Reviews, IEPs, PSPs for SEN children (RH)	Scrutiny Panel with CP Govs Discussions with class teachers and further groups of children identified (KJ) Team moderation of core subjects (Teams)	Scrutiny Panel with CP Govs Annual Reviews, IEPs, PSPs for SEN children (KJ) Analysis of data and groups of children identified (KJ)	Scrutiny Panel with CP Govs Discussions with class teachers and groups of children identified (KJ) Team moderation of core subjects (Teams)	Scrutiny Panel with CP Govs Annual Reviews, IEPs, PSPs for SEN children (KJ) Analysis of data and groups of children identified (KJ)	Scrutiny Panel with CP Govs Discussions with class teachers and groups of children identified (KJ/Teams) Team moderation of core subjects (Teams)
Assessment Assessment includes both formative regular checkpoints and timetabled key summative assessments.	Cycle One: 29 Aug to 15 Nov Review of Assessment Cycle (KJ/RC) Trackers for all classes set ready for year (KJ/JC)	Cycle Two: 19 Nov to 31 Jan QA of Checkpoint Assessments (KJ/RC)	Cycle Three: 4 Feb to 25 April QA of Checkpoint Assessments (KJ/RC)	Cycle Four: 29 April to 4 July QA of Checkpoint Assessments (KJ/RC)		

Challenge for the More Able pupils ensures attainment of GDS levels in Reading, Writing and Maths and => expected progress for these pupils.	Pupil Progress Meetings (KJ/RC)			→
	<p>Agreed plan of checkpoints per cycle:</p> <p>Writing- GPS test, x 2 writing assessments, average of spelling tests.</p> <p>Reading- reading test, x 2 speed reading assessments, 1 x TA reading assessment</p> <p>Maths – reasoning papers x 2, arithmetic papers x 2.</p> <p>PiXL National Test (KS2) 9th November (under test conditions)</p>		<p>PiXL National Test (KS2) 11th March (under test conditions)</p>	<p>Handover of information to new class teacher (teams)</p> <p>PiXL National Test (KS2) 3rd June (under test conditions)</p>

Key Outcome Issues to be addressed

- Progress and attainment for all PP / SEN / MA pupils tracked across the school to ensure that gaps are closing and that attainment is in line with national.
- Key assessments (summative) and checkpoints (formative) ensures a clear view of both attainment and progress for all pupils.

EFFECTIVENESS OF THE EARLY YEARS

PROVISION: QUALITY AND STANDARDS

Judgement: Outstanding

Evaluation

The Reception Class at Catmose Primary is located in a bespoke EYFS unit within the school grounds. 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, with the whole staffing team. Observations of the EYFS team have been made and are included in the teaching and learning section of this plan.

Children make consistently good rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. Aspirational targets have been set for all children and as a whole group. This has led to an increase of a GLD in 2014 of 47% to a GLD of 66% in 2018. This increase is due to strategic target setting, support for staff, good CPD and effective monitoring of impact.

Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.

Safeguarding is effective and there are no breaches of statutory welfare requirements. The EYFS Safeguarding falls under the same vigilant processes followed within the school. Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. All staff are trained annually and follow the School and EYFS policies which relate to the younger children of the setting.

Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home. The EYFS team hold regular parents' evenings and send home regular reports. The EYFS team have an open door policy and encourage a daily drop off and play session in order to settle the children well for their learning day. This is also an opportunity to share current learning with parents and carers. The team has purchased an online assessment programme, Tapestry, which will enable parents to make comments and add evidence of learning.

A highly stimulating environment and good organisation of the curriculum provides rich, varied and imaginative experiences. The EYFS team in the Reception Class have worked hard to create an environment which stimulates children's learning. The class teachers delegate well to the Nursery Nurse to lead on the outdoor environment, encouraging the children to further their learning independently.

Teaching is of a very high quality and worthy of dissemination to others; it is highly responsive to children's needs. This has led to one of the EYFS staff acting as a Lead Practitioner within the LA for EYFS. Observations show Good to Outstanding provision. An external review resulted in the Reception Class rated as Outstanding. This is supported by the annual visits made by the Local Authority.

Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned and is based on rigorous and sharply focused assessments of children's achievement. EYFS staff keep highly detailed assessment using a package 'Tapestry'. This contains evidence of achievement such as annotated and levelled work, photographs and comments made by the child. This formative assessment is then imputed into a summative record in order to track the children's progress. Regular pupil progress meetings are held to look at and discuss children progress and what support or challenge may be needed. These assessments have been moderated by the Local Authority and were deemed to be sound. EYFS staff have undertaken many CPD opportunities to ensure they are current in level attainment.

Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. In all observations made in the EYFS the behaviour of the children is rated as at least Good. This has been supported by the views of the parents of the EYFS children. The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.

Strengths

- EYFS GLD. The school gained 66% GLD in line with 2017 national 70%. This was from a baseline of 48%.
- The Reception class 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.

Areas for Development

- Further team teaching sessions to enable staff to share skills and understanding across the EYFS team, to support the Schools Direct trainee.



PUPIL TRANSFORMATION PLAN

2018/19

OUTCOMES FOR PUPILS

Progress: Pupils will work towards personal targets, achieving their scaled score target.

I will work hard towards my own personal target.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Science: Lessons will be 80% Good or better, with 50% of lessons seen including AT1 elements.

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

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Behaviour and Attendance: Clear behaviour guidance ensures outstanding behaviour throughout the school day which encourages pupils to attend School.

I follow 'Get Ready to Learn' and try my best each day, this makes me feel part of the School team and makes me want to come to School each day.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Wider School: Pupil have a wide range of electives, after school clubs, trip and visits on offer throughout the School year.

I take part in a wide range of activities which make my learning fun and encourage me to be an Active Citizen.

SCHOOL COUNCIL TARGET

Proud to be Catmose: To gain external accreditation to celebrate the good practice within School.

I will celebrate all of the wonderful opportunities I am given in School.