



TRANSFORMATION PLAN

'Success Achieved Together'

Year 2: 2017/2018
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 8 years.

Since first federation, 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 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. The national curriculum is followed with the introduction of the White Rose Maths Hub during the last academic year. The introduction of this fluency, reasoning and problem solving approach to maths has seen a dramatic improvement in our attainment at KS2 – rising from 53% EXS to 73% EXS. This work will now be further embedded during this academic year.

Attainment across all years groups, GLD, Year 1 and Year 2 Phonic Screening Check, KS1 SATs and KS2 SATs have shown year on year improvement, with all outcomes above and in line with national for 2017. 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 are wide ranging with trips and 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. The extended school day has enabled all pupils to take part in a wide range of activities.

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 recently received an award for participation. The Schools girls' table tennis team took first place in their first year of tournaments. This success



was followed by the KS2 and KS1 Gymnastic teams who competed exceptionally well at both school to school and county level. The KS1 gym team took county first place.

We have also celebrated tag rugby, tri-golf, netball and hockey successes during the sporting calendar. We further utilise the sports premium funding to invite coaches into school to offer sports such as karate and hip-hop, 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 10 metres independently. This is a life skill, which is important to the School and parents.

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 enable a very smooth transition for children when joining Catmose Primary. This has been reflected by the year on year increase in GLD attainment by the end of the Reception year.

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. The Year 6 children take part in a residential trip, this year to London, in which they can further develop their independence and resilience. The enjoyed the sightseeing, especially during the visit to HMS Belfast and were impeccably behaved throughout the visit.

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 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 KS2 SATs.
- Continue to embed the White Rose Maths Hub approach within mathematics across the whole school focusing upon GDS learners.
- To provide challenge for the more able within Mathematics.
- Maintain and continue to improve the percentage of Good and Outstanding teaching within the school.
- Prep support learning within school for all pupils.
- Attendance continues to be a strength for the school, for all pupils including SEN and PP pupils.
- The extended school day and trips and visits continue to provide a wide range of opportunities for all pupils.
- Independent and roles of responsibility continue to be strength, particular for Upper KS2 pupils, enabling them to be secondary ready.
- Literacy and Mathematics skills continue to be highlighted within the 3I curriculum, offering pupils the opportunity to practice core skills across the curriculum.
- The EYFS unit (Reception and Preschool) continue to provide excellent EYFS provision for all pupils, working together throughout the school week.

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 2015-2017.
- 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

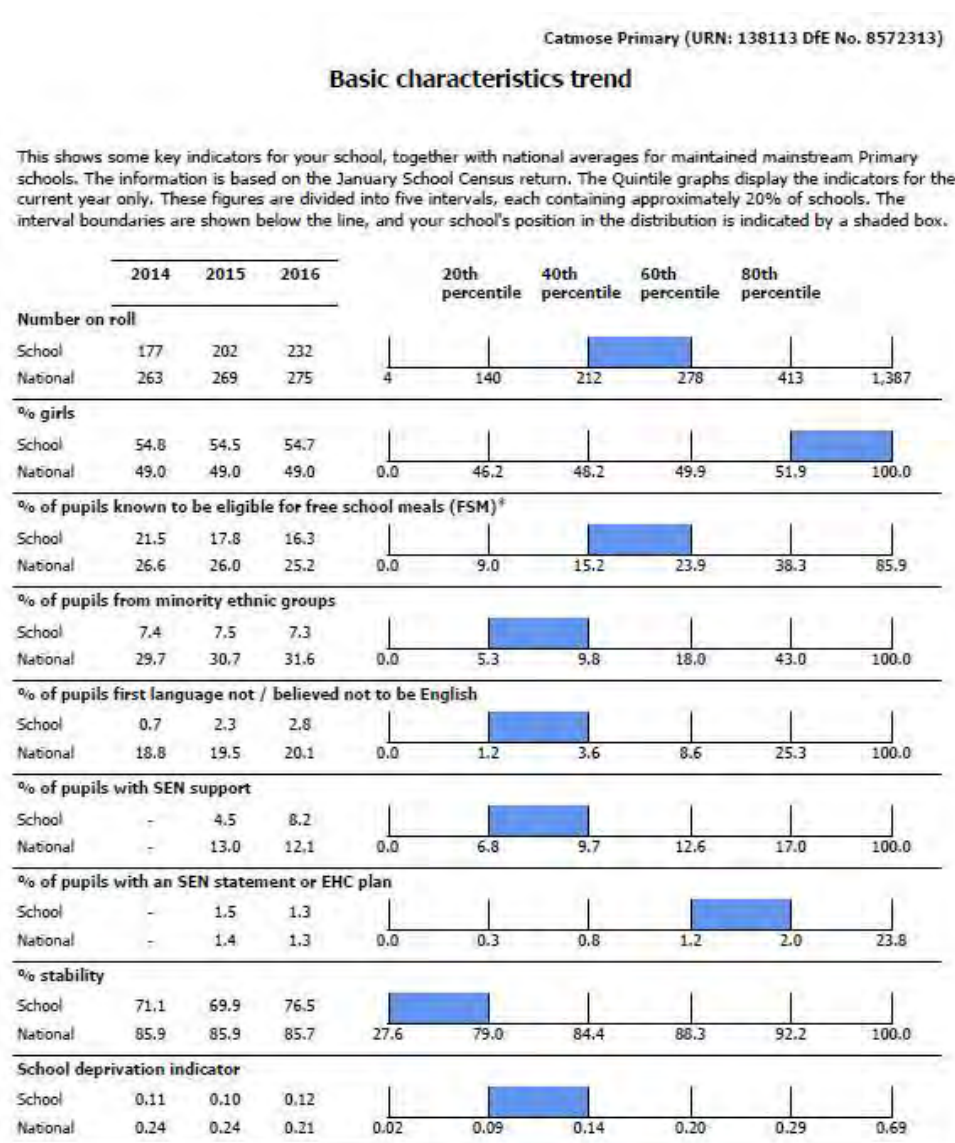
The School was inspected in February 2013, Graded as Good and the following was identified as key to future improvement:

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 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. 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 2016/17 Transformation plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
OUTCOMES FOR PUPILS	Phonic packs sent out Y1 (YVW/XH)	Screening of Year 1, 2, 3 phonics groups	Phonic packs sent out Y2 (YVW/XH)	Screening of Year 1, 2, 3 phonics groups	Phonic packs sent out Y3 (YVW/XH)	Testing of Year 1, 2, 3 phonics groups
YR 1 Phonics Check Attainment is at least national (>=82% of pupils achieve pass score)			Parents' meetings re: KS1/ KS2 getting ready for SATs/ phonic screening, SAM, Y1, Y6 team			
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	Screening of Year 1, 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, SAM, KS 1-6 team	Screening of Year 1, 2, 3 phonics groups	Phonic packs for Year 2 pupils/ Year 3 catch up	Testing of Year 1, 2, 3 phonics groups

YR 3 Phonic Group 100% attain the pass score (32+)	Phonic packs for Year 2 pupils/ Year 3 catch up	Screening of Year 1, 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, SAM, KS 1-6 team	Screening of Year 1, 2, 3 phonics groups	Phonic packs for Year 2 pupils/ Year 3 catch up	Testing of Year 1, 2, 3 phonics groups
KS1 SATs Targets Attainment in reading, writing, maths and science is at least national.	Targets set for all learners, discussed against targets set (Term 1)		Also send Term 5	KS1 SATs Packs (AM/NH)		Attainment data shared over class (Targets)
	Meet the Teacher in H/A sharing of expectations	Parents' meetings re: expectations KS1/ KS2 (AM/ RH, Y6 Term/ K1)				

KS2 SATs Targets Attainment in reading, writing, SPaG, maths and science is at least national or above. RWM at least in line with national ($\geq 53\%$ and floor $\geq 65\%$)	Targets set for all learners, focussed against targets set (Teams). KS2 Booster lessons (Y6 Team) Meet the Teacher initial sharing of expectations	Parents meetings re: expectations KS1 / KS2 (All / KS1, Y6 Team / S)	Transition Booster lesson level 4/ (Y6 Team) Assessment and shared new class (Teams)
Achievement in Maths scores all year groups improves and is at least in line with national at KS1 and KS2.	Targets set for all learners, focussed against targets set (Teams)	Review of skills folders and impact	Termly dissemination from White Rose
	Mathematics CPD for all staff, skills folders	Maths Hub targeted Math CPD for staff	
Achievement for boys is at least in line with national	Targets set for all learners, focussed against targets set (Teams) Interventions for PP (2 hr and targeted) boys, targeted Year 3 pupils	Boys working teacher groups set up	Now > phase plan. Work comes in Boys working teacher groups set up

Review

Pupils make sustained progress, developing excellent knowledge and understanding, considering their different starting points and achievement is above national average. The attainment of almost all groups of pupils is broadly in line with or above national averages. KS2 RWM EXS at 67% above the floor target of 65% and national 61%. Reading, Writing and GAPs at GDS are all above national at KS2. KS2 Mathematics at EXS is in line with national. Maths GDS is slightly below. KS1 reading, writing, maths and science EXS and GDS are all above national. Year One and Year Two are above national at 90% v 81% and 93% v 91% respectively. GLD is above national at 74% v 69%. (Scorecard Data, Review Day 2017)

Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them 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 Literacy and Mathematics (Review Day Pupil Voice Groups 2017, Pupil Survey 2017)

Pupils read across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 and Year 2 achieve highly in the national phonics check. The Year 1 Phonic Screening Check shows year on year improvement, reaching 90% pass rate achievement which is above the national average. (Review Day Reading 2017, Phonics Screen Data 2017)

Pupils are exceptionally well prepared for the next stage of their education (EYFS to KS1, KS1 to KS2 and KS2 to KS3) and have attained good levels. This view is shared by staff, pupils and parents

and was validated in the School Review day. 93% of parents believe that children make good progress from starting points and 98% of children believe they achieve the very best they can. (Review Day 2017, Parent, Pupil and Staff Survey 2017)

Strengths

- EYFS GLD.

The school gained 74% GLD above 2016 national 69%.

- Year One Phonics.

The school gained 90% pass rate above 2016 national 81%.

- Year Two Phonics.

The school gained 93% pass rate above 2016 national 91%.

- Key Stage One Working at Expected Level.

In Reading the school scored 83% against 2016 national 74%.

In Writing the school scored 73% against 2016 national 65%.

In Maths the school scored 80% against 2016 national 73%.

In Science the school scored 90% against 2016 national 82%.

- Key Stage One Working at Greater Depth.

In Reading the school scored 30% against 2016 national 24%.

In Writing the school scored 20% against 2016 national 13%.

In Maths the school scored 30% against 2016 national 18%.

In Science the school scored 50%.

- Key Stage Two Working at Expected Level.

In Reading the school scored 75% against 2017 national 71%
(73% including b SEN student, transition to specialist provision)

In Writing the school scored 93% against 2017 national 76%.
(90% including b SEN student, transition to specialist provision)

In Maths the school scored 76% against 2017 national 75%.
(73% including b SEN student, transition to specialist provision)

In Science the school scored 93% against 2017 national 81%.
(96% including b SEN student, transition to specialist provision)

In GAPS the school scored 79% against 2017 national 77%.
(77% including b SEN student, transition to specialist provision)

RWM the school gained 69% against national 61%. This is above floor target 65% and national.

(67% including b SEN student, transition to specialist provision)

- Key Stage Two Working at Greater Depth.

In Reading the school scored 30% against 2017 national 25%.

In Writing the school scored 20% against 2017 national 18%.

In GAPS the school scored 30% against 2017 national 31%.

In Maths, the school scored 17% against 2017 national 23%.
RWM the school gained 9% at Greater Depth against national 2017 9%.

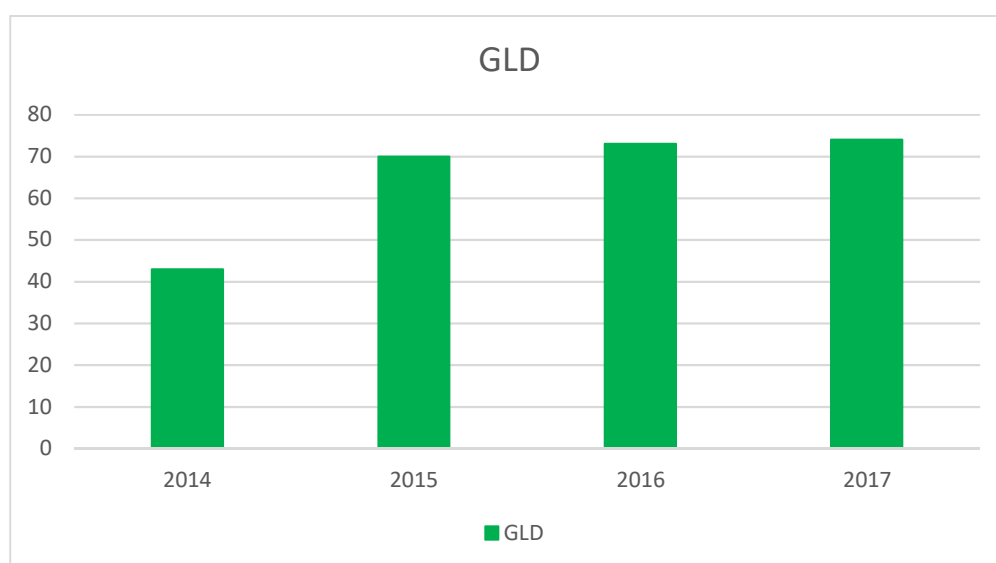
Areas for Development

- In Maths, the school scored 17% against 2017 national 23%. Challenge for the more able in maths a focus for this Transformation Plan.
- 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



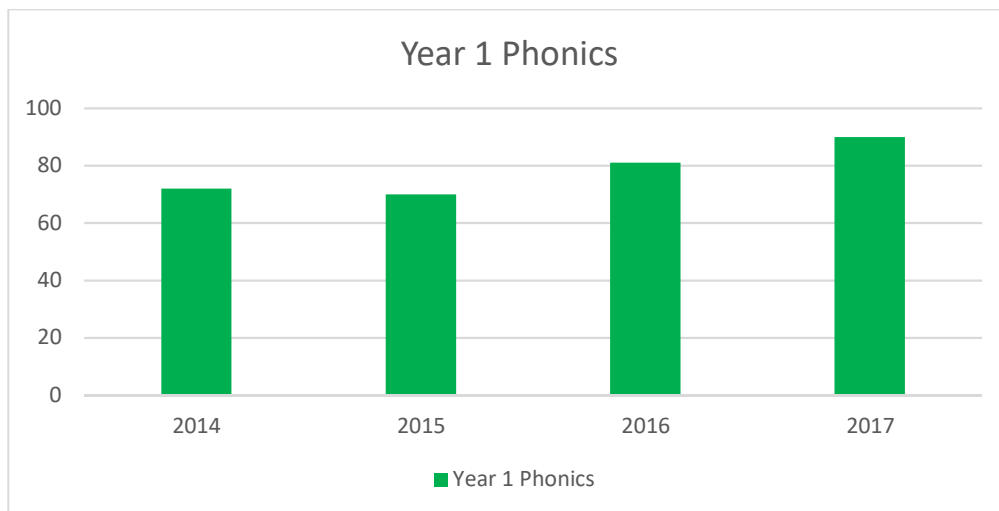
GLD achievement shows progress over the last 4 years, raising from 43% in 2014 to 74% in 2017.

EYFS Expected

In mathematics, 80% of pupils gained a 2+ in the GLD scoring. National 2016 was 79%.
In reading 74% of pupils gained a 2+ in the GLD scoring. National 2016 was 77%.
In Writing 74% of pupils gained a 2+ in the GLD scoring. National 2016 was 73%.

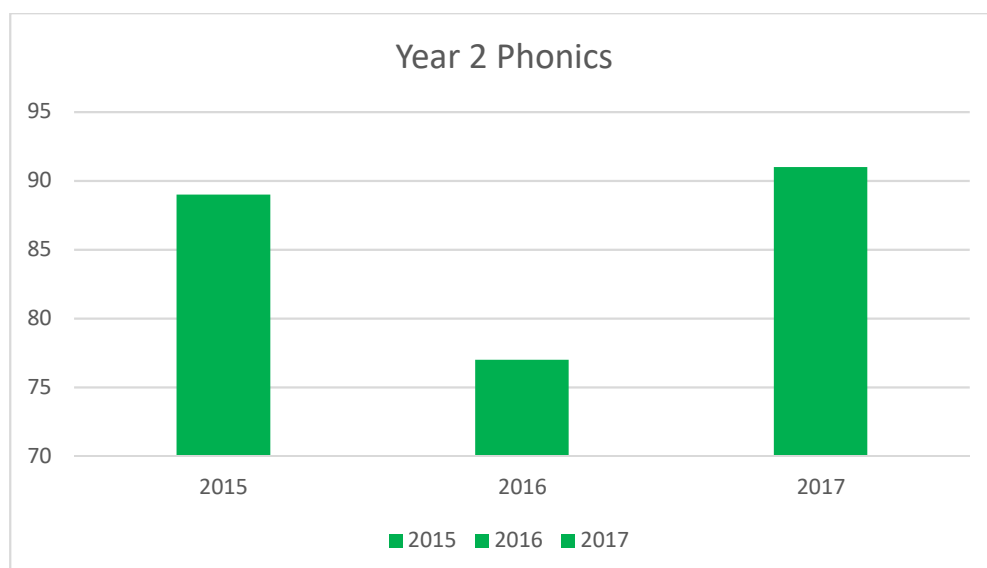
PHONIC SCREENING

Year One



90% of Year One children passed the Phonic Screening Check. This is above the national benchmark for 2016, 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 2016, which was 91%. A programme of phonic support is in place for pupils who did not pass the check as they enter Year Three.

KS1 OUTCOMES

Overall Year Two

	Reading	Writing	Maths	Science
School EXS	83%	73%	80%	90%
Nat EXS 2016	74%	65%	73%	82%
School GDS	30%	20%	30%	50%
Nat GDS 2016	24%	13%	18%	No GDS

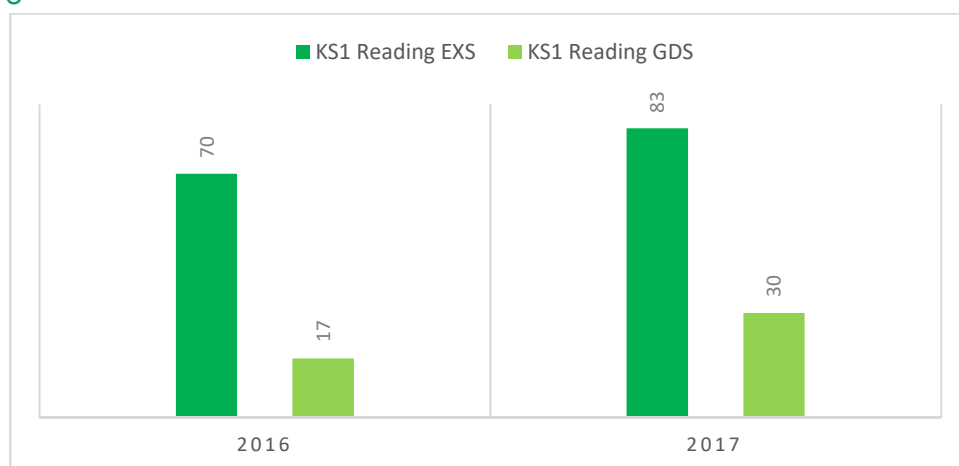
KS1 Attainment

	Reading	Writing	Maths
All Pupils 2017	83%	73%	80%
All Pupils 2016	70%	63%	70%
SEN (1) 2017	0%	0%	0%
SEN 2016	33%	0%	0%
PP (1) 2017	0%	0%	0%
PP 2016	33%	17%	17%

KS1 Progress

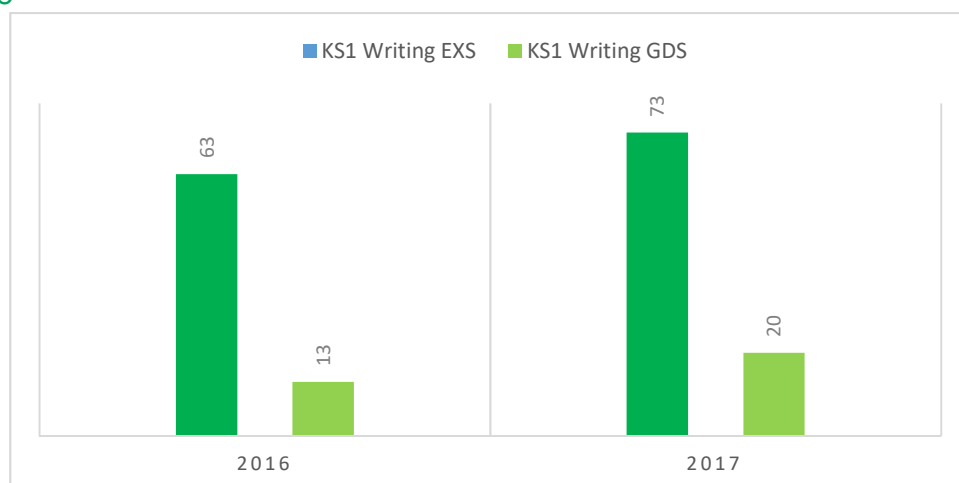
	Reading	Writing	Maths
All Pupils 2017	83%	67%	73%
All Pupils 2016	70%	63%	70%
SEN (1) 2017	100%	100%	100%
SEN 2016	33%	0%	0%
PP (1) 2017	100%	100%	0%
PP 2016	33%	17%	17%

KS1 Reading



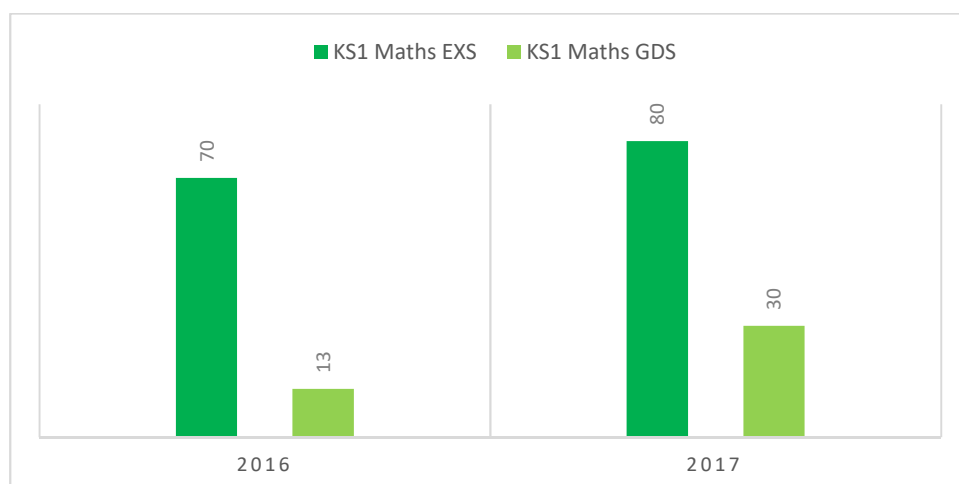
In Reading, outcomes at KS1 EXS and GDS have improved and are above national.

KS1 Writing



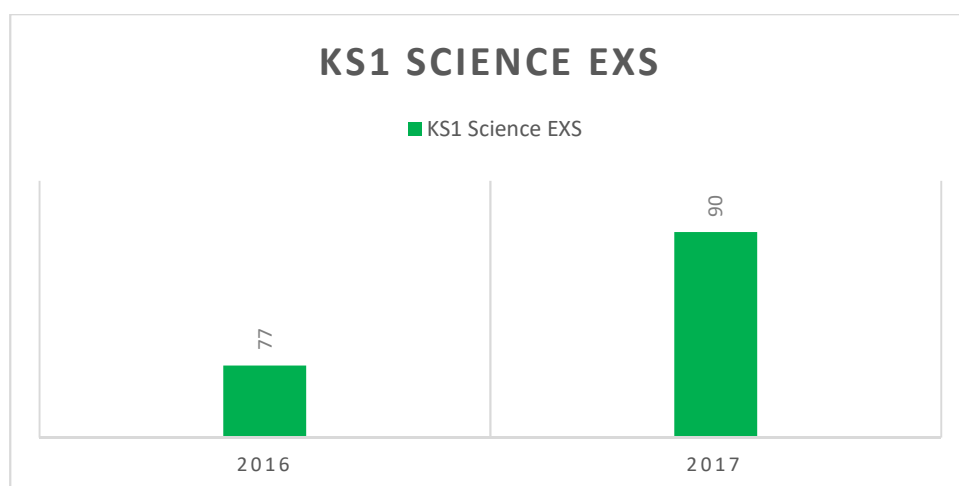
In Writing, outcomes at KS1 EXS and GDS have improved and are above national.

KS1 Mathematics



In Maths, outcomes at KS1 EXS and GDS have improved and are above national.

KS1 Science



In Science, outcomes at KS1 EXS have improved and are above national.

KS2 OUTCOMES

Overall Year Six

Year Six Outcomes

	Reading	Writing	GPS	Maths	Science	RWM
School Expected Level	73%	90%	77%	73%	93%	66%
Nat Expected Level 2017	71%	76%	77%	75%	81%	61%
School Greater Depth	30%	20%	30%	17%	NA	9%
Nat Greater Depth 2017	25%	18%	31%	23%	NA	9%

KS2 Attainment

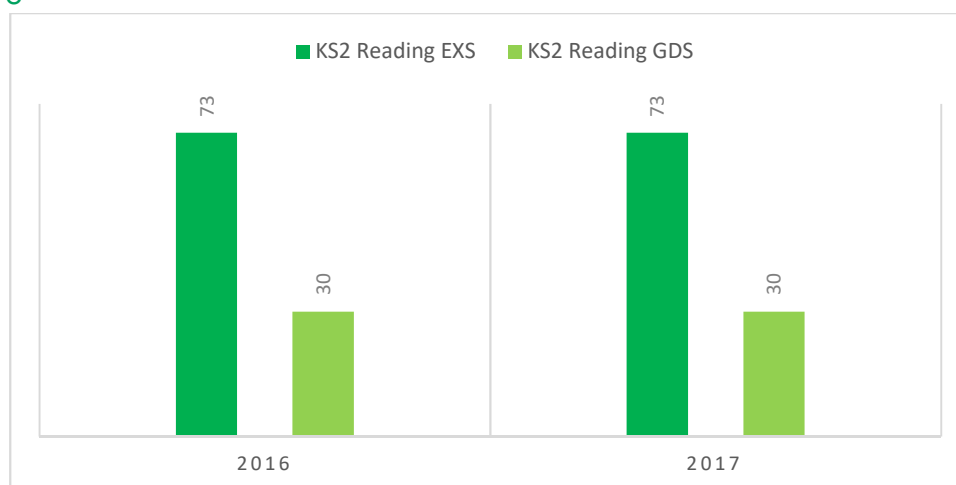
	Reading	Writing	Maths
All Pupils 2017	73%	90%	73%
All Pupils 2016	73%	83%	53%
SEN (3) 2017	67%	67%	67%
SEN 2016	0%	0%	0%
PP (7) 2017	57%	86%	49%
PP 2016	78%	89%	33%

KS2 Progress

	Reading	Writing	Maths
All Pupils 2017	0.44	-2.38	-1.93
All Pupils 2016	0.42	1.10	-1.72
SEN (3) 2017	2.47	1.14	-1.54
SEN 2016	-11.68	-11.31	-2.56
PP (7) 2017	0.03	-1.40	-5.06
PP 2016	0.41	2.34	-2.17
Coasting School Measure	-5	-7	-5

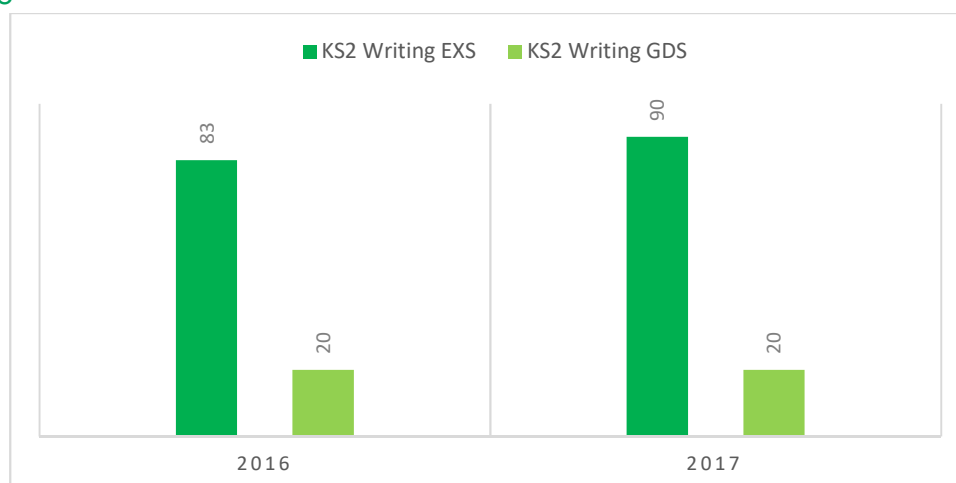
NB: Writing progress has been calculated using the presumption that EXS=100 and GDS=110.
SEN and PP pupils include one B student so total are divided between 3 SEN and 7 PP.

KS2 Reading



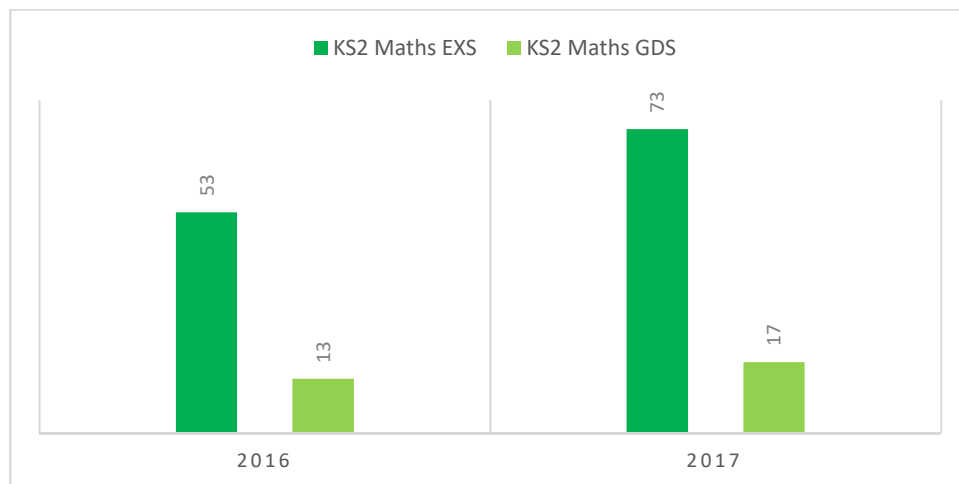
In Reading, outcomes at KS2 EXS and GDS have been maintained and are above national.

KS2 Writing



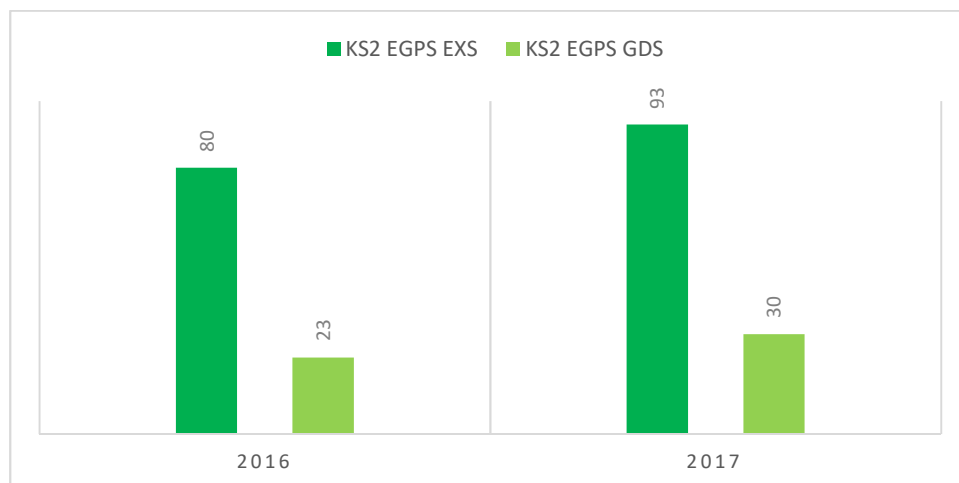
In Writing, outcomes at KS2 EXS and GDS have improved/maintained and are above national.

KS2 Maths



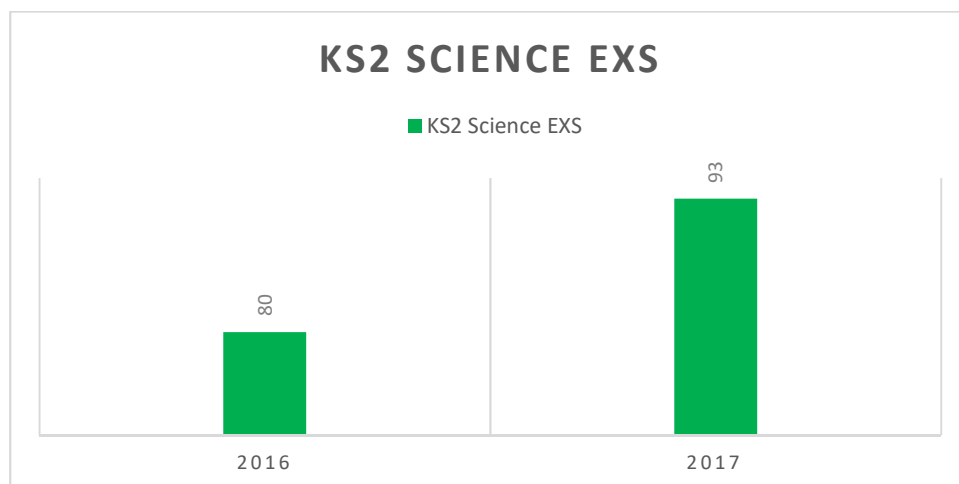
In Maths, outcomes at KS2 EXS have vastly improved and are above national. GDS outcomes have been improved to be in line with national.

KS2 EGPS



In EGPS, outcomes at KS2 EXS and GDS have vastly improved and are above national.

KS2 Science



In Science, outcomes at KS2 EXS have vastly improved and are above national.

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 ($\geq 82\%$ of pupils achieve pass score)	Phonic packs sent out Y1 (ND) Scorecard created and updated each assessment cycle (RC/KJ)	Screening of Year1,2,3 phonics groups (RH)	Phonic packs sent out Y1 (ND) Parents' meetings re: Getting ready for phonic screening. (ND/RH)	Screening of Year1,2,3 phonics groups (RH)	Phonic packs sent out Y1 (ND)	Testing of Year1,2,3 phonics groups (RH/ND)
YR 2 Phonics Check Attainment is at least national ($\geq 92\%$ 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 Year1,2,3 phonics groups (RH)	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 Year1,2,3 phonics groups (RH)	Phonic packs for Year 2 pupils/ Year 3 catch up (YW/AM)	Testing of Year1,2,3 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 Year1,2,3 phonics groups (RC)	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 Year1,2,3 phonics groups (RC)	Phonic packs for Year 2 pupils/ Year 3 catch up (RC/AM)	Testing of Year1,2,3 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, focused 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, focused 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% 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%)	Targets set for all learners, focused 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)	Targets reviewed for all learners, focused 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)

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

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.

EVALUATION: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Judgement: Good

Evaluation of 2016/17 Transformation plan

2016 2017 PLAN						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
QUALITY OF TEACHING, LEARNING AND ASSESSMENT	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)	Coaching pairs sharing outstanding practice CPD (Teams)	Peer observations and feedback/sharing of practice CPD (Teams)
Teaching	Outstanding teaching: what does it look like? CPD (RTA)		Outstanding teaching: what does it look like? CPD (RTA)		Outstanding teaching: what does it look like? CPD (RTA)	
90% of lessons observed are good or better.						
40% of lessons observed are outstanding or better.			Not available at present.			

Mathematics	Mastery sessions planned for in English and Maths (Teams)		Mastery sessions embedded in English and Maths and planned for across the curriculum (Teams)			school (Teams)
90% 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.	Refer to Curriculum Focus within TP					

Assessment	Marking showcase of good practice CPD (Teams)	Marking feedback and pupil response strategies embedded (Teams)	Peer work scrutiny - marking CPD (Teams)	Marking feedback and pupil response strategies embedded (Teams)	Marking showcase of good and pupil response strategies embedded (Teams)	Marking feedback
90% of lessons observed, pupil voice and book scrutiny show Good or better pupil	Moderation of assessments: Reading CPD		Moderation of assessments: Maths CPD	Moderation of assessments: Science CPD	Moderation of assessments: Maths CPD	
response to feedback and marking:	(Teams/school to school)	Moderation of assessments: Writing CPD (Teams/school to school)	(Teams/school to school)	(Teams/school to school)	(Teams/school to school)	Moderation of assessments: Reading & Writing (Teams/school to school) (Teams)

Challenge	Challenge for pupils evident in planning, work books and pupil voice (Teams)	Peer discussion/ review of the effectiveness of mastery sessions (Teams)	Challenge for pupils evident in planning, work books and pupil voice (Teams)	Peer discussion/ review of the effectiveness of mastery sessions (Teams)	Mastery sessions embedded across the curriculum (Teams)	Mastery sessions embedded across the curriculum (Teams)
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.						
					Challenge for pupils evident in planning, work books and pupil voice (Teams)	

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. 88% of lessons observed were good or better, with 100% of lessons good or better in terms 5&6. (Scorecards per year group, Review Day including the EYFS, Performance Review Cycle 2017)

Teachers plan lessons very effectively and manage pupils' behaviour highly effectively with clear rules that are consistently enforced. In 92% lesson observed the behaviour of pupils was Good, or better and by Terms 5&6 this was 100% Good or better. (Scorecards per year group, Review Day including the EYFS, Performance Review Cycle 2017)

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 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. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. In KS2 and KS1, all outcomes at EXS in Reading are above national averages. The Year 1 and Year 2 Phonic Screening Check shows year on year improvement, reaching 90% and 93% pass rate respectively. (Review Day Reading LW, Phonics Screen Data 2017, Scorecard Data 2017)

Teachers are determined that pupils achieve well. They have consistently high expectations of all pupils' attitudes to learning. Both the Pupil and Staff surveys reflect this with 100% of pupil 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 'All the staff are very hard working caring and enthusiastic and ready to help with any problems'. (Parent, Staff and Pupil Surveys 2017)

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 97% of pupils responded that they had taken part in school swimming lessons and saw it as important. 97% of pupils had been on a trip and felt it had added to their learning. (Pupil Survey 2017)

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 2017)

Strengths

- By Term 6, 100% of lessons were good or better. With 33% of lessons rated as Outstanding.
- Feedback and Marking was seen as a key strength in lessons observed, resulting in 100% lesson graded as Good or better by Terms 5&6.
- Maths Mastery and the implementation of the White Rose maths hub approached improved outcomes at KS2 at EXS from 53%- 73%.
- Challenge for GDS learners at KS1 and KS2 Reading and Writing were all above national.

Areas for Development

- Overall 88% of lessons were graded Good or better and 13% graded Outstanding.
- Maths Mastery and the implementation of the White Rose maths hub approached maintained outcomes at KS2 at GDS 13%, this needs to improve further.
- Challenge for GDS learners at KS2 in Maths was slightly below national.

Quality Assurance Information

Scorecard

Overall Lesson Grading

Term 1 & 2

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
6	0	4	2 (NQT)	0

Term 3 & 4

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
12	0	10	1 (NQT)	1 (NQT)

Teaching Assistants Term 4

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
8	2	6	0	0

Term 5 & 6

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
6	2	4	0	0

By Term 6, 100% of lessons were good or better. With 33% of lessons rated as Outstanding. Overall 88% of lessons were graded Good or better and 13% graded Outstanding.

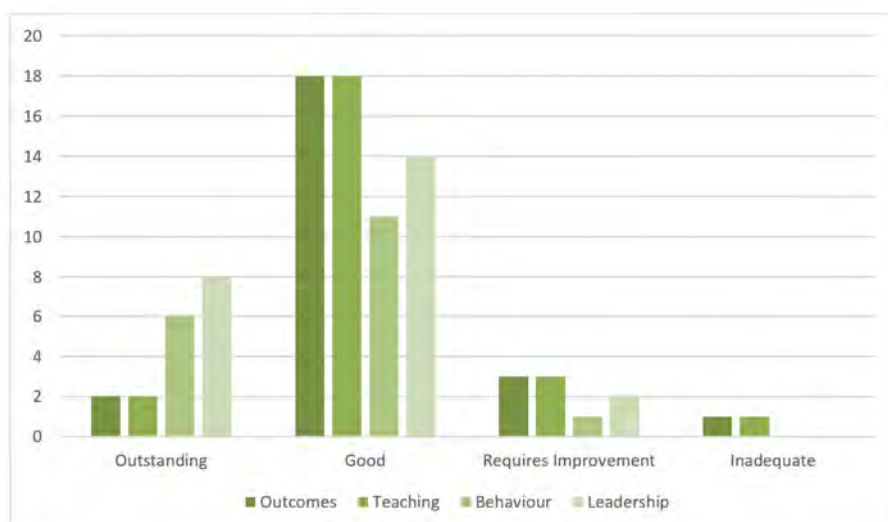
With one NQT, a Schools' Direct Trainee and movement of staff into new year groups, observations at the start of the year reflected a balance of Good and RI teaching and learning.

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.

Marshalling Evidence

Lesson Grading by Focus

	Outcomes	Teaching	Leadership	Behaviour
Outstanding	2	2	6	8
Good	18	18	11	14
Require Improvement	3	3	1	2
Inadequate	1	1	0	0



Lesson Strengths

- Planned progression of activities.
- Using children's prior understanding.
- Classroom calm and purposeful.
- Differentiated tasks
- Increase engagement.
- Misconceptions tackled.
- Behaviour management.
- Response to feedback by pupils.
- Learning ladders for mathematics.
- Blue for you marking system.
- Red pen of power for reasoning in maths.
- Green pen for editing in writing.
- Deployment of Teaching Assistants.

Lesson Weaknesses

- Individual behaviour strategies.
- Progression from concrete to abstract (Maths) No longer an issue / addressed.
- Use of TAs. No longer an issue / addressed.
- Reward system to promote independent learning.
- Brain breaks needed.
- Number of transitions during session. No longer an issue / addressed.

2016 2017 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 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)	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)	Peer observations in phase teams (Teams) Challenge / GDS pupils identified – focus group sessions (Teams)

QA shows that the White Rose Maths Hub approach is followed in all classes using the Fluency, Reasoning and Problem Solving within a context to ensure mastery. GDS at KS1 and KS2 is => national.	Learning walks, pupils voice, book scrutiny show approach in place and progress (KJ/RC)	Challenge / GDS pupils identified – focus group sessions (Teams)		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)		Pupil voice group (KJ/RC)	Parent Survey (KJ/RC) Pupil Survey (KJ/RC) Staff Survey (KJ/RC)	

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.

EVALUATION: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Judgement: Outstanding

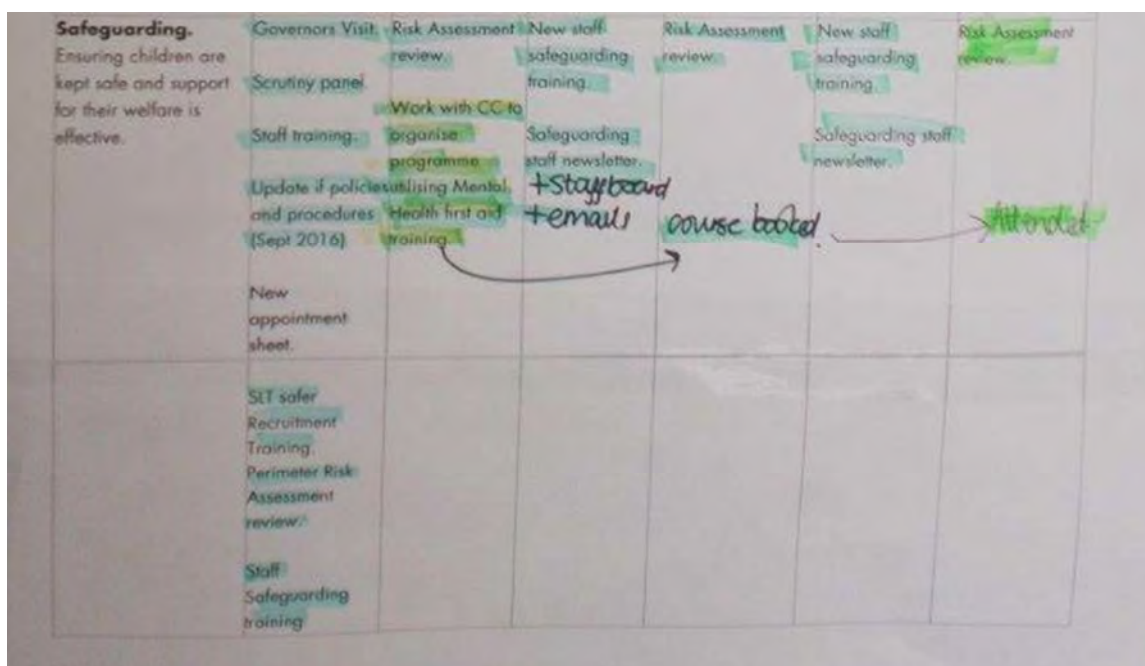
Evaluation of 2016/17 Transformation plan

2016 2017 PLAN

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE						
Active Citizens The School Council lead School council to the Pupil Page on the school Website and update each term.	update pupil page. (KJ/LL)		Pupil Survey including review of pupil voice	Term 4		Parent & Pupil Surveys
Year 5 and Year 6 pupils continue to undertake roles within the school and at break times.	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 (JC)	Y5 and Y6 Lead a whole school assembly (KJ)	Y5 and Y6 organise a house competition (JC)	Y5 and Y6 design and support sports day (AW)

Handwritten notes:
 - "Pupil School Review" with an arrow pointing to Term 4.
 - "Term 4" circled in Term 4 column.
 - "Term 4" written in Term 5 column with an arrow pointing from Term 4.

Attendance 97% > attendance for whole school. 96% > attendance for SEN and 95% > for PP.	Regular attendance check in liaison with LA (KJ/SG) Attendance assembly rewards				
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Review

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 makes sure that my child is well prepared for the future (for example, changing year group or changing school)' 94% responded positively. 96% of pupils also responded that they are proud to be a part of the Catmose Federation Family (Pupil and Parent Survey 2017)

Pupils value their education and rarely miss a day at school. Current attendance data shows a maintained overall attendance figure of 97%. (Attendance Data 2017)

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 by Terms 5&6 (Review Day 2017, Performance Review Cycle 2017)

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. In the pupil survey, 95% of pupils feel safe at school and 96% of pupils stated that they knew where to get help if they needed it. 91% of parents stated that bullying was dealt with effectively by the school (Pupil Survey 2017, Parent Survey 2017)

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, 98% of parents reported that their child feels safe in school and 90% of parents responded that any concerns raised are dealt with. (Pupil and Parent Survey 2017)

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' 95% of pupils agreed that they could. All children take part in age appropriate PSHE sessions, supported by the Forest School programme. 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, 92% agreed (Pupil Survey 2017)

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 96% for PP pupils (target 95%)
- Safeguarding reviews proved that children are kept safe and support for their welfare is effective.

Areas for Development

- The school council pupil page needs further development to share the pupil voice with the wider community.

Quality Assurance Information

ABSENCE AND EXCLUSIONS

Absence	2014				2015				2016				2017			
	School	National average for primary schools	FSM	SEND	School	National average for primary schools	FSM	SEND	School	National average for primary schools	FSM	SEND	School	National average for primary schools	FSM	SEND
% Persistent absentees – absent for 15% or more sessions	1.3	2.8	3.0	0.0	1.1	2.7	0.0	0.0	0.9	-	0.9	0	0	-	-	-
% of sessions missed due to Overall Absence	2.8	3.9	3.6	2.5	3.1	4.0	3.0	2.9	2.76	3.9	3.2	2.9	3.04	-	3.72	2.53
Exclusions																
Permanent exclusions as a % of the pupil group	0.00	0.02	0	0	0.00	-	0	0	0.00	-	0	0	0.00	-	0	0
% enrolments with 1 or more fixed term exclusions	0.00	0.49	0	0	0.00	-	0	0	0.00	-	0	0	0.00	-	0	0
Fixed term exclusions as a % of the pupil group	0.00	1.01	0	0	0.00	-	0	0	0.00	-	0	0	0.00	-	0	0

	2016/17
% Persistent absentees – absent for 10% or more sessions Nat 8.8% Highest 10% Nat 14.57%	2.87
% of sessions missed due to Overall Absence	2.89
FSM	94.91
Non FSM	97.06
Boys	97.36
Girls	96.65
SEN	97.41
No SEN	96.92
Permanent exclusions as a % of the pupil group	0
% enrolments with 1 or more fixed term exclusions	0
Fixed term exclusions as a % of the pupil group	0

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.

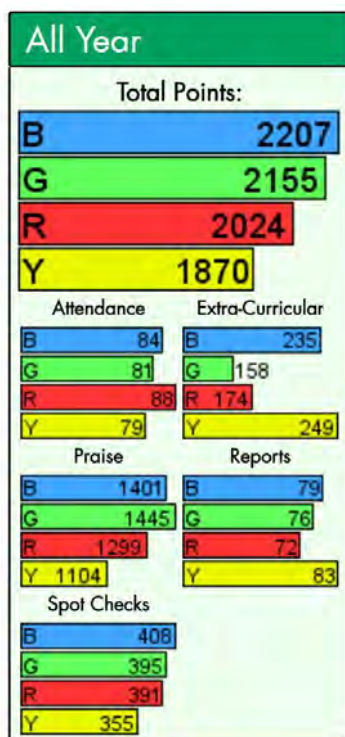
Attendance has been a focus for the school, with class attendance celebrated in whole school assemblies with a focus display in the main hall. The importance of attendance is shared with the children. Awards given to children with gold / silver / bronze rating for 100% 99% and 98% attendance. Staff PR 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. Fortnightly 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

	Incidents logged	Pupils	Analysis
Term 1	7 Events	4	1 child = 4 logged incidents (pastoral support) 3 children = 1 logged incident
Term 2	5 Events	2	1 child = 3 logged incidents (pastoral support and report card, meeting with parents) 2 children = 1 logged incident
Term 3	3 Event	1	3 children = 1 logged incident
Term 4	4 Events	1	1 child = 2 logged incidents (report card issued and meeting with parents) 1 child = 2 logged incidents (report card issued and meeting with parents)
Term 5	7 Events	5	3 children = 1 logged incident involving them all (warning given) 1 child = 3 incidents (report card issued, ADHD diagnosis and IEP in place, EHC application to be made) 1 children = 3 incidents (report card, PSP and internal exclusion for 1 day)
Term 6	5 Events	3	2 children = 1 incident (ADHD diagnosis and IEP in place and CP in place with regular core group meetings) 1 child = 3 incidents (report card issued – no further incidents)

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.

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	209 + 24 place preschool	2	4
Term 2	209 + 24 place preschool	1	1
Term 3	209 + 24 place preschool	2	0
Term 4	209 + 24 place preschool	0	2
Term 5	209 + 24 place preschool	0	0
Term 6	209 + 24 place preschool	0	0

The School is over subscribed for the 3rd year and will be full with a number on roll of 210 for September 2017. This reflects the high regard the local community has for the School.

SEN Data

Class	Phase 1 (School Action)	Phase 2 (School Action Plus)	EHC (statement)	Health Plans	Totals
Ash	3	0	0	2	2

Beech	1	0	0	1	2
Cedar	0	1	0	1	2
Oak	4	1	0	0	5
Redwood	2	0	1	2	5
Silver Birch	3	0	0	4	7
Willow	3	0	2	1	5
Totals	16	2	3	11	
Total School Support 32					
Total EHC 3 EHC applications pending 2 – 1 approved/draft stage					

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.

2016 2017 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 (at least 30 per team) The extended School day continues to be utilised to provide Club	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)	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)

and Key Stage sports opportunities.	afternoon and club focuses (Teams)					
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)					→
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/ABW)	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)

	<p>New appointment sheet (KJ)</p> <p>Perimeter Risk Assessment review (KJ/RC)</p> <p>Staff Safeguarding training (KJ)</p> <p>Handover to DHoS Safeguarding – DSL training (KJ/RC)</p> <p>Handover to SENCo (RH/KJ)</p> <p>Prevent update training (KJ)</p>					
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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 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.

EVALUATION: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Judgement: Outstanding

Evaluation of 2016/17 Transformation plan

2016 2017 PLAN						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Mathematics CPD still focus - White Rose Hub with termly focus. Action Research projects in class. (Teams)					
Curriculum						
Mathematics Focus: High quality. Mathematics is taught as a core subject and across the curriculum within a context.	Introduction of White Rose Maths Hub SOW to support contextualised learning in Mathematics (SL/K)	Embed White Rose Maths Hub SOW to support contextualised learning in Mathematics (SL/K)				Review White Rose Maths Hub SOW to support contextualised learning in Mathematics (SL/K)
Attainment Targets for KS1 and KS2. Mathematics are met. Attainment is in line with national.	Moderation of Maths levels (Teams)	A Moderation workshops KS1/KS2	Moderation of Maths levels (Teams)	A Moderation workshops KS1/KS2	Moderation of Maths levels (Teams)	A Moderation KS1/KS2
31 Creative Curriculum meets the new National Curriculum standards and fits the needs of the pupils.			Phase Reading focus. Boys reading focus in phase teams.	Books ordered. Phase Plans. Probe Essay. (Creativity)		

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/RH)					
	Scrutiny Panel with CP Govs: Safeguarding Intervention mapping set up for all children with pupil	Scrutiny Panel with CP Govs: EYF5 Discussions with class teachers and further groups of children	Scrutiny Panel with CP Govs: Outcomes 2016 Analysis Annual Reviews: IEP's, PSP's for SEN children (KJ)	Scrutiny Panel with CP Govs: Teaching and Learning Discussions with class teachers and groups of children identified (KJ)	Scrutiny Panel with CP Govs: Behaviour and Welfare Annual Reviews: IEP's, PSP's for SEN children (KJ)	Scrutiny Panel with CP Govs: Leadership Discussions with class teachers and groups of children identified (KJ)
	premium children identified (Teams/ KJ/RH) Annual Reviews: IEP's, PSP's for SEN children (RH)	identified (KJ/RH)	Analysis of data and groups of children identified (KJ)		Analysis of data and groups of children identified (KJ)	
	Learning walks Weekly focus shared in Staff Meeting (KJ/ RH) Planning, APP Rla reviews (KJ/RH)					

Review

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 100% 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 2017)

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 data, an example of

this is RAISE data understanding, following some update training the Chair of Primary Governors and 2 Primary Governors met with the Head of School to discuss further the current RAISE for the school. 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 2017, Performance Management Cycle 2016 2017)

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 schools 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 2017, Governing Body Minutes 2017, 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 2017)

Strengths

- Mathematics improved from 53% EXS at KS2 to 73% EXS.
- At KS1 and KS2 Mathematics was in line or above national at EXS.
- The 3I Curriculum is enjoyed by pupils.

Areas for Development

- A further review of the 3I curriculum to ensure Literacy and Mathematics skills are embedded in the Foundation Subjects.
- Continued support to ensure that PP and SEN pupils make good progress from their starting points.
- Ensure positive transition of new staff (to the school and year groups) to sustain and further develop improvements made within the last QA cycle.

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. 100% 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 95% 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, all but 1 parent reported that bullying is dealt with effectively, 100% reported that the school ensures that all children are well behaved and all but 1 parent believe that the school is well led by the SLT and that their child is looked after (Parent, Staff and Pupil Survey 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. 94% of parents responded that their child was well prepared for their next steps in their learning career. Over 92% of pupils answered that they felt positive about their curriculum, the core subjects and the creative curriculum (foundation subjects) 100% of pupils like their PE sessions,

reflecting the use of the Sports Premium to support PE in School. (Parent and Pupil Survey 2017)

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.

2016 2017 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)					→
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 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/RH) 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 (RH)	Scrutiny Panel with CP Govs Annual Reviews, IEPs, PSPs 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, IEPs, PSPs 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 3I Curriculum.	Review of the 3I 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 3I curriculum (RC)	Pupil Voice and work scrutiny (RC) Sample lessons (RC)	LW 3I curriculum (RC)	Team QA of 3I learning (RC)
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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 3I curriculum (foundation subjects)

EFFECTIVENESS OF THE EARLY YEARS

PROVISION: QUALITY AND STANDARDS

Judgement: Outstanding

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.

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 74% in 2017. This is above national average. 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. Due to low numbers of Pupil Premium children (there is only 2 PP Child in Year R for example) it is hard to compare against national data averages. However, when making a comparison of FSM to non-FSM, the data shows that good progress has been made by the FSM children from their starting points.

Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. The EYFS team at the school are fortunate to share resources across a Preschool and Reception class, enabling the development of an EYFS unit. Staff work closely together to share ideas and best practice. This is being further developed with peer observation and timetabled teaching slots across sites for example. Transition for children is exceptional due to this team work approach.

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 evening (3 a year), send home regular reports (3 in Reception Class and 4 in Preschool per year). 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 and, also 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 teams in both the Reception Class and Preschool have worked hard to create an environment which stimulates children's learning. The Preschool is a new setting, in place for 3 years, and has quickly grown to be an inviting and exciting environment for the children to spend their day. In the Reception Class the class teachers delegate well to the Nursery Nurse to led on the outdoor environment, encouraging a the children to further their learning independently.

Teaching is of a very high quality, inspirational 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 within the Reception Class and Preschool. An external review resulted in the Reception Class rated as Outstanding and the Preschool as Good. 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'. These books contain 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 74% GLD above national 69%.
- 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, lunch provision and shared resources have enable a smooth transition into school for our youngest pupils.

Areas for Development

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

2016 2017 PLAN EARLY YEARS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
At the end of the reception year: =>% of pupils achieve Nat GLD (69%)	All children have updated observations for all areas of learning and current level (reviewed each term)	EYFS reports to parents.	Inclusion in School Review to give EYFS a grade.	EYFS reports to parents.	EYFS parents meeting.	EYFS final report to parents.
In Preschool, =>70% of children are working within the correct age band for their age.	Parents given access to Tapestry to review and add observations.		EYFS parents meeting.			GLD reported to parents for Reception children.
By Term 6, the best 2 observations per EYFS practitioner are 90% Good or better. 40% are Outstanding.	Children who are not working within age band are highlighted with intervention planned.					
All children have updated observations for all areas of learning.	EYFS parents meeting.					
The EYFS has regular sessions as a unit (Reception and Preschool)						

	Peer Observations within EYFS team.					→
	Team teaching sessions planned for each term.					→

Key Outcome Issues to be addressed

EYFS Recommendations

- At the end of the reception year: =>% of pupils achieve Nat GLD (69%)
- In Preschool, =>70% of children are working within the correct age band for their age.
- By Term 6, the best 2 observations per EYFS practitioner are 90% Good or better. 40% are Outstanding.
- All children have updated observations for all areas of learning.
- The EYFS has regular sessions as a unit (Reception and Preschool)



PUPIL TRANSFORMATION PLAN

2017/18

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 40% 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 3I curriculum ensures that Literacy and Mathematics skills are practiced.
I enjoy my 3I Curriculum sessions and am making good progress.

SCHOOL COUNCIL TARGET

Development of leadership skills
I take a lead within my lessons and playtimes (friendship bench suggestion)