

TRANSFORMATION PLAN

'Success Achieved Together'

Year 1: 2019/2020
2019 – 2021



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HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary is now at the start of the fourth 3-year self-reflection cycle, working within the Rutland and District Schools' Federation. This successful federation has been in place for 10 years, with the school now an Ofsted 'Good', 7-class primary, which is oversubscribed year on year.



There are many things to celebrate about the primary and I continue to be extremely proud of the education and care our children receive on a daily basis. Teaching is consistently good or better with a strong staffing team providing a curriculum, which caters for children's next step in learning. Children are happy and feel safe within school, supported by feedback from both the Pupil and Parent survey. In respect of the conduct of pupils at the school, this continues to be a strength, which is also reflected in the survey outcomes and low rates of any disruptive behaviour across the school day.

Self-review and quality assurance is at the heart of what we do; we are always looking to improve further. Last year the school undertook a Science subject review, which led to the investment into a bespoke Science laboratory within the school. This development will enable high quality practical skills and investigation teaching and learning. We are one of the very few primary schools within the UK to have a Science laboratory. The children and staff are quite rightly very excited about further developing a scheme of work this year for Science with this fantastic facility on offer.

Another new and exciting development within the school is the creation of an IT suite to further the teaching of core computing skills. All classrooms have a mini IT suite to enable cross curricular IT learning, however with the development of the IT suite, we will be able to ensure that pupils leave primary school with the computing skills they need to be secondary ready.

Our trips and visit continue to be a strength within the school, providing children with the 'so what' of learning. Without being able to use and apply learning within the real world, children find it difficult to make links with what they learn in the classroom to the world around them. Out of 206 pupils, 194 participated in at least 1 trip, therefore 94% have taken part in a trip or visit. This included 12 different trips over the course of the last year, some of which included residential stays. Memorable trips have included, Harry Potter World, Sacrewell Farm and Stratford-Upon-Avon.





The provision of sport also continues to grow, we entered thirty-four competitions this year and came a credible sixth out of twenty-four schools. This is a very strong result given that we prioritise participation over winning, with every child being given the opportunity to compete.

Transition and the many ways in which we support our Year 6 pupils to be ready to move successfully to College has been a focus project for the last and this academic year. A bespoke package for children who

may feel anxious, who may be at risk of exclusion or may have SEN needs has been created with a key worker visiting children whilst in Primary to ensure they have a main point of contact when moving to College. College staff taking Primary PPA sessions, Primary pupils making use of the various facilities at the College, support this and regular cross key stage activities, for example KS3 Arts Awards students undertook several projects with KS2 pupils. Our children make a smooth and confident start to their time at College, which is reflected in pupil and parent surveys.

Finally, I would like to praise the hardworking staff here at Catmose Primary. All staff members work tirelessly to ensure that the children in our care receive the very best teaching and learning. Staff also ensure that children are well cared for, feel safe and supported within school – creating a true Catmose school family. The hard work undertaken to provide this for all pupils is not to be underestimated and I am grateful to all our hardworking staff.

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 that will help us to achieve this objective.

A summary of the key focuses for this year are:

- To continue to improve upon the good outcomes for all pupils at GLD, Year 1 and Year 2 Phonics Screening Check.
- To continue to improve upon outcomes for all pupils at KS1 SATs and KS2 SATs at Greater Depth level.
- The extended school day and trips and visits continue to provide a wide range of opportunities for all pupils.
- The continued development and entrenching of a science curriculum, using knowledge organisers, which ensures that practical and investigation skills are embedded.
- To further develop the teaching of foundation subjects with clear Scheme of Work for each year group.



K Jackson

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 2020-2021.
- 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. These next steps have continued to be a focus within on going Transformation Planning for the school.

School Context

Catmose Primary is a slightly below average sized school, 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.

Basic characteristics trends

This is final data for 2017/2018 (January 2018 census data).

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Up to Key stage 2 basic characteristics trends						
Breakdown	2016		2017		2018	
	School	National ?	School	National ?	School	National ?
Number on roll	232	275	209	279	208	281
Male % ?	45.3	51.0	44.5	51.0	45.2	51.0
Female % ?	54.7	49.0	55.5	49.0	54.8	49.0
Ever 6 FSM % ?	16.3	25.2	15.3	24.3	12.0	23.5
Minority ethnic groups % ?	7.3	31.6	6.7	32.3	7.3	32.9
SEN with statement or EHC plan % ?	1.3	1.3	1.4	1.3	1.0	1.4
SEN support % ?	8.2	12.1	7.2	12.2	9.1	12.4
English additional language % ?	2.8	20.1	2.8	20.7	3.9	20.9
Stability % ?	76.5	85.7	80.3	85.7	84.8	85.8
School deprivation indicator ?	0.12	0.21	0.12	0.21	0.12	0.21

SUMMARIES

Transformation Plan

Quality of Education (Outcomes)

From a starting point of 56% on track to achieve the Good Level of Development by the end of the Reception year, 60% achieved the GLD. This is slightly below national of 71%, but reflects good progress from starting points.

Phonic Screening Check Outcomes in both Year One and Year Two are above national with Year One gaining 87% pass rate (national 82%) and Year Two 97% pass rate (national 92%).

Outcomes in KS1 are above national in Science 84% (national 83%) and just below in Reading 71% (national 76%) Writing 61% (70%) and Maths 71% (national 76%). This reflects good progress for this cohort as a class who have a large number of SEN issues (2 EHC applications in process for example).

In KS2 RWM EXS outcomes are 67% above national 65%. Average scaled scores are in line with national Reading 104 (national 104) Maths 105 (national 105) and Writing 101 (national 102). Outcomes in Reading are in line with national, EXS 73% (national 73%) and slightly below GDS 23% (national 27%). Outcomes in Writing are slightly below national, EXS 73% (national 79%) GDS 13% (national 20%). Outcomes in Maths are well above national at EXS 90% (national 79%) and slightly below GDS 20% (national 24%). Progress in above Floor Targets with Reading -1.7 (floor -5) Writing -2.3 (floor -7) and Maths -0.5 (floor -5).

The priority will be to sustain and improve upon Outcomes for all pupils, including PP and SEN pupils, with a particular focus on attainment at Greater Depth.

Quality of Education (Curriculum)

The School has focused upon developing a rigorous approach to the teaching of science as a core subject. This was the key focus for a 'deep dive' School Review in which all teachers were observed, work scrutiny made and pupil and staff voice consulted. Whilst science content teaching, on the whole, was Good the review reflected the need to further develop pupil practical skills and the inclusion of investigation within lessons. Resources, space for teaching and staff knowledge and understanding were identified as next steps. The School resourced a new science lab, to be in place for September 2019, and focused upon policy and curriculum development with the support of specialist science teachers. The School has used staff meeting time to review staff understanding, with the introduction and development of Knowledge Organisers.

The focus for next year is to continue with staff CPD, with the support of specialist Science teachers and to use the science lab, with new resources, following the new curriculum (Hamilton Trust) and development of Knowledge Organisers. This implementation will be reviewed through a subject specific review lead by the subject leader and SLT.

Writing and Reading (within English) has also been a development strand for the School this year, with the creation of an outside library, writing exemplar folder and CPD for staff. Staff support in the development of drama to support writing and the development of greater depth writing in all year groups will be a continuing focus.

Cornerstones has been embedded to provide a consistent and clear coverage for the foundation subjects to ensure that each year group cover the key knowledge and skills. The next step is the development of a tracker system to allow teachers to judge attainment and progress within these foundation subjects, this is in place ready to embed this year. The role of the subject leader has also been a school focus and will be further developed this year with subject specific reviews by leaders, enabling subject leaders to have a clear view of subject teaching and learning across the school, providing staff support where required.

Personal Development (Curriculum)

Pupils follow the PSHE and Citizenship (including British Values) curriculum in all year groups. SEAL (Emotional and Social Aspects of Learning) is used to provide age appropriate activities to develop personal skills. Circle time is a regular tool used to give children space to explore curriculum content. Cyber safety and Sex and Relationships Education is also covered in an age-appropriate way. Personal development is also embedded within the RE curriculum, with a focus upon tolerance and respect.

Through the development of year group trackers, teachers will be able to track how each pupil has attained within personal development and flag any child who may need further support. This tracking is the next step for this year.

Personal Development (Electives and Extra Curriculum)

The school took an exciting step to lengthen the school day by 20 minutes to allow 'electives' time at the end of each day. Electives are time for teachers to develop extra curricular opportunities for all pupils. This was developed after a review of clubs on offer and which pupils attended clubs. The school found that the same pupils attended similar clubs and not all pupils were partaking in the opportunities on offer. Through the elective program, we can ensure that all pupils have the opportunities to develop their personal skills. Examples such as yoga, whole class music, class novel time exposing children to authors they may not have otherwise accessed, peer massage, debating and enterprise activities have been on offer to pupils. Peer activities have also taken place during elective times to ensure that pupils feel part of the Primary community, rather than just a class community.

Trips and visits have also been a focus for the school, with the expectation of at least one 'outside the classroom' learning opportunity per term for each year group. This allows pupils to use and apply their curriculum learning within the real world. KS1 trips are local whereas KS2 trips have been much further afield, for example Stratford-Upon-Avon and York.

The next step is to create a year plan per class for trips and visits to ensure that the best learning opportunities are catered for and an agreed Electives plan for the whole school. Staff CPD in areas such as peer massage will also be a focus for this year.

Behaviour and Attitudes including Safeguarding

Attendance overall continues to be outstanding at 97% with no permanent or fixed term exclusions. This is reflective of the staff commitment to noting absences, lateness and behaviour issues, acting promptly and providing the support needed to ensure that children attend school regularly and

behave well. The school continues to be fully subscribed for the Reception year with the number on roll at 210 for September 2019. A safeguarding review, made by a federation link DSL and the local governing body reviewed the SCR and safeguarding practices to ensure that all appropriate actions are taken where needed. In the pupil survey 98% of pupils report that they feel safe within the school and 97.5% feel enjoy and feel happy at school.

The School uses a house point system to celebrate positive attitudes following the schools 'get ready to learn' motto. Over 2000 house points per house (Red, Yellow, Green and Blue) were awarded during the year 2018 2019 with the winning house reaching 3054 points. Children are awarded individual medals for house points with 91% achieving bronze award (25+) and 49% achieving silver (50+) Over 80% of pupils have taken part in an inter school sporting event, representing the school.

Next steps will include ensuring that the new Keeping Children Safe in Education 2019 is shared with all staff with changes to the Sex and Relationships Education curriculum are embedded within teaching and learning, particularly at Year 5 and Year 6. Targeting of pupils who have not as yet taken part within a sporting event will be made by the Sports Coach within the School to ensure that all pupils are active.

Leadership and Management including Quality Assurance and CPD

Quality assurance takes place throughout the year with learning walks, lesson observations, pupil and staff voice, staff, pupil and parent surveys, work scrutiny and tracking of progress trackers. Areas of development are supported within the school for example Mathematics outcomes which in 2017 were 53% EXS and in 2019 reached 90% EXS by the end of KS2. Of the 35 lessons observed in lesson observations and learning walks, all were Good or better with 13 rated as Outstanding. This Outstanding teaching was then shared across the staff team through peer coaching sessions – a recommendation made by Ofsted in 2017. 93% of parents responded in the parent survey is well led and managed.

Staff CPD in order to provide support for staff to feel confident in delivering a broad and balanced curriculum is planned throughout the year within staff meeting times with the development of the Subject Leader role a priority for this year. The School is a part of the Rutland Teaching Alliance who provide bespoke training and courses to meet the Schools next steps. Training opportunities are shared with all staff with support provided for staff to access further accreditation such as masters or NPQH courses. The School also hosts Schools Direct trainees as a commitment to developing the next generation of teachers. We will host 2 Schools' Direct trainees this year within school.

A year plan for quality assurance with subject led 'deep dives' planned throughout the school year is the priority for this year – issues raised from the subject scrutiny will lead to planned staff CPD and support.

EVALUATION: QUALITY OF EDUCATION (OUTCOMES)

Judgement: Good

Evaluation of 2018/2019 Transformation Plan

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 (>=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. 44% under age - why? 56% GLD.		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.		Term 3			
YR 1/2 Phonics Check Attainment Attainment in the Year Two Phonics screening at least national (>=90%) Progress Attainment in the Year One Phonics 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) JC to do Term 2	Screening of Year 1,2,3 phonic groups (LC/YW/KJ) Term 2 Sent	Phonic packs sent out Y1 (LC/YW) Parents' meetings re: Getting ready for phonic screening. (LC/YW/KJ)	Screening of Year 1,2,3 phonic groups (LC/YW/KJ)	Phonic packs sent out Y1 (LC/YW)	Testing of Year 1,2 phonic 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

	Elm group targeted	No Elm Teacher	Elm group targeted		Elm group targeted	
	Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ)					
KS2 SATS Progress Progress measures by the end of KS2 are above -0.2 for reading, writing and maths. Attainment in KS2 RWM at least in line with national (>=64% and floor >= 65%)	Targets set for all learners, focused against targets set. (Teams) KS2 Booster sessions. Pupils and gaps identified (GS/RC/SF) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ)	Parents meetings KS2 SATs (GS/RC/SF) KS2 SATs packs(GS/RC/SF) Review of targeted pupils: progress and RWM Work Moderation KS2 KS2 Mocks	Targets reviewed for all learners, focused against targets set. (Teams) KS2 SATs packs(GS/RC/SF) Review of targeted pupils: progress and RWM KS2 Mocks	KS2 SATs packs(GS/RC/SF) Review of targeted pupils: progress and RWM Work Moderation KS2	KS2 SATs packs(GS/RC/SF) Review of targeted pupils: progress and RWM Work Moderation KS2	Transition booster non EXS (GS/RC/SF) Attainment data shared with next class (Teams)
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.

Review

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 84% of children able to describe their next steps in learning in English, Mathematics and Science (Pupil Survey 2019)

Pupils read across subjects to a good standard, with fluency and comprehension appropriate to their age. Children in Year 1 and Year 2 achieve above national in the national phonics check (Phonics Screen Data 2019)

Pupils are well prepared for the next stage of their education (EYFS to KS1, KS1 to KS2 and KS2 to KS3) 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 98% of children believe they achieve the very best they can. (Ofsted Inspection 2017, Parent, Pupil and Staff Survey 2019)

Quality Assurance Information

Raise Online Data

EYFS GLD

EYFS Expected

From a starting point of 56% on track to achieve the Good Level of Development by the end of the Reception year, 60% achieved the GLD. This is slightly below national of 71%, but reflects good progress from starting points.

PHONIC SCREENING

Year One

87% of Year One children passed the Phonic Screening Check, this is above national 82%. A programme of phonic support is in place for pupils who did not pass the check when taught in Year Two.

Year Two

97% of Year Two children passed the Phonic Screening Check. This is above the national 92%. A programme of phonic support is in place for pupils who did not pass the check as they enter Year Three. All but one pupil has now passed the phonic screening check. An EHC application is in process for this child.

KS1 OUTCOMES

Year Two Achievement: KS1 SATs

	Reading	Writing	Maths	Science
School EXS	71%	61%	71%	84%
National EXS	76%	70%	76%	83%
School GDS	6%	9%	9%	NA
National GDS	26%	16%	22%	NA

This reflects good progress for this cohort as a class who have a large number of SEN issues (2 EHC applications in process for example).

KS2 OUTCOMES

KS2 SATs Teacher Assessment

	Reading	Writing	Maths	Science
School EXS	73%	73%	83%	80%
National EXS	73%	78%	79%	80%
School GDS	30%	13%	16%	NA
National GDS	27%	20%	24%	NA

KS2 SATs Examinations Results

	Reading	Writing	Maths
School EXS	73%	73%	90%
National EXS 2019	73%	79%	79%
School GDS	23%	13%	20%
National GDS	27%	20%	24%
Progress	-1.7	-2.3	-0.5
Floor Nat 2018	-5	-7	-5
Average Scaled Score	104	101	105
Average Scaled Score Nat 2019	104	102	105
RWM School	67%		
RWM Nat 2019	65%		

KS2 SATs APS

	School APS 2018	School APS 2019	Nat APS
Reading	103	104	104
Writing		101	102
Maths	104	105	105

2019 2020 PLAN OUTCOMES FOR PUPILS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GLD Attainment EYFS => Nat GLD (71%)	Meet the Teacher Parents Evening (EHT) Intervention groups set up for targeted pupils	Report to parents (EHT)		Report to parents (EHT) Parents Evening (EHT)		Report to parents (EHT)
						→
YR 1/2 Phonics Check Attainment Year 1 Phonics => Nat (82%) Year 2 Phonics => Nat (92%)	Phonic packs sent out Year1&2 (LW/YW) Scorecard created and updated each assessment cycle (RC/KJ) Intervention groups set up for Year 1&2 with targeted pupils	Screening of Year1&2 phonics groups (LW/YW/KJ)	Phonic packs sent out Year1&2 (LW/YW) Parents' meetings re: Getting ready for phonic screening. (LW/YW/KJ)	Screening of Year1&2 phonics groups (LW/YW/KJ)	Phonic packs sent out Year1&2 (LW/YW)	Testing of Year1&2 phonics groups (LW/YW/KJ)
						→

KS1 SATS EXS and GDS Target => National Reading EXS =>76% Reading GDS => 26% Writing EXS =>70% Writing GDS =>16% Maths EXS => 76% Maths => 22%	Targets set for all learners (Teams) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ)	Parents meeting KS1 SATs (LW/KJ) Work Moderation KS1 Report to parents (LW/YW)	Targets reviewed for all learners (Teams)	KS1 SATs packs(LW/KJ) Work Moderation KS1 Report to parents (LW/YW) Parents Evening (LW/YW)	Targets reviewed for all learners (Teams)	Attainment data shared with the next class (Teams) Work Moderation KS1 Report to parents (LW/YW) Attainment data shared with next class (Teams)
KS2 SATS Target from KS1 Outcomes Reading EXS =>56% (N 73%) Reading GDS => 13% (N28%) Writing EXS =>53% (N78%) Writing GDS =>10% (N20%) Maths EXS => 60% (N79%) Maths => 10%	Targets set for all learners (Teams) KS2 Booster sessions. Pupils and gaps identified (GS/RC) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each	Parents meetings KS2 SATs (GS/RC) KS2 SATs packs(GS/RC) Review of targeted pupils: progress and RWM	Targets reviewed for all learners (Teams) KS2 SATs packs(GS/RC) Review of targeted pupils: progress and RWM KS2 Mocks	KS2 SATs packs(GS/RC) Review of targeted pupils: progress and RWM Work Moderation KS2 KS2 Mocks Parents Evening (ND/BJ/JP/GS)	Targets reviewed for all learners (Teams) KS2 SATs packs(GS/RC) Review of targeted pupils: progress and RWM Work Moderation KS2	Transition booster non EXS (GS/RC) Attainment data shared with next class (Teams) Report to parents (ND/BJ/JP/GS)

(N24%) Target => RWM (+65%) Target => National APS for reading, writing, maths.	assessment cycle (RC/KJ)	Work Moderation KS2 KS2 Mocks Report to parents (ND/BJ/JP/GS)		Report to parents (ND/BJ/JP/GS)		
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 GDS pupils within all year groups to ensure they reach their full potential.
- Continue to focus on Pupil Premium and SEN children to narrow the gap of attainment further.

EVALUATION: QUALITY OF EDUCATION (CURRICULUM)

Judgement: Good

Evaluation of 2018/2019 Transformation plan

2018/2019 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) 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.	Observations for all staff / Peer Observations (RC/KJ) PR review with TA and Support Staff to agree personal targets (RC/KJ) Coaching pairs set up to share key skills. PiXL resources shared across all year groups.	Observations for all TA and support staff (RC/KJ) Staff LW - subject leaders PiXL SIP Meeting <i>Science review</i>	Observations for all staff / Peer Observations (RC/KJ) Coaching pair time. <i>Low Subject</i>	PR review with teachers to agree personal targets (RC/KJ) PR review with TA and Support Staff to agree personal targets (RC/KJ) PiXL SIP Meeting	Staff LW - subject leaders. 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 across the school (eg library) (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) 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)
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 <i>Term 3</i>	Observations for all staff (RC/KJ)	Book Scrutiny - Science Focus (KJ)	Analysis of Science Outcomes (RC/KJ)
Key Outcome Issues to be addressed <ul style="list-style-type: none"> • 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. 						

Review

Throughout the academic year a performance review cycle is undertaken. 35 lessons were observed by senior leaders. Each teacher was observed teaching at least twice and all TAs at least twice. 100% of lessons observed were good or better. 37% of teaching was Outstanding (31% in 2018), with 100% graded Good or better for Behaviour. (teaching and learning scorecards)

Teachers are determined that pupils should achieve well. Both the Pupil and Staff surveys reflect this with 100% of pupils responding that all staff want them to do and achieve their best. 100% of staff responded positively to the question, 'At work, I have the opportunity to do what I do best every day. In the parent survey a parent responded that the staff are good at 'Providing an excellent education and making all students feel cared for and valuable' (Parent, Staff and Pupil Surveys 2019)

Pupils love the challenge of learning and are building the skills to be resilient to failure. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. In the pupil survey 98% 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 2019)

Parents are provided with clear and regular 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 85% of parents feel well informed about their child's progress in school. (Parent Survey 2019)

The School Review Day focused upon the teaching and learning of Science as a core subject. Observations, displays, book scrutiny, tracking data, pupil voice and teacher voice were all sources of evidence for the review. Whilst the review found that content delivery was of a good standard, teachers felt unconfident in tackling more in depth Science concepts and developing children's thinking through questioning. This led to a series of CPD sessions within staff meetings. The School Review also identified a need to further develop practical and investigation skills. This led to discussion with Science specialists at Catmose College to develop a primary laboratory and the ordering of the resources needed to support the development of practical and investigative skills. The School is very excited by the development of a Science laboratory-the focus for this year is to develop Science through teaching within this specialist environment and the development of a scheme of work, with knowledge organisers. (School Review Day 2018/19)

From this School Review day and the development of knowledge organisers, the School will also be looking at the foundation subjects to ensure that the high quality provision in the Core Subjects is matched within the Foundation Subjects.

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

- 100% of lessons were good or better. With 37% of lessons rated as Outstanding.
- Maths Mastery and the implementation of the White Rose maths hub approach improved outcomes at KS2 at EXS from 73% - 83% - 90%.
- 30 out of 35 lessons saw behaviour rated as Outstanding.
- Science Review Day found that Science content teaching was good.

Areas for Development

- Whilst GDS attainment improved from 2018 -2019 at KS2, 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.
- Science Review Day found that Science practical skills and investigation skills needed further developing – leading to building of new Science lab with resources.

Quality Assurance Information

Scorecard

Overall Lesson Grading

OVERALL LESSON GRADING

Term 1

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
2	1	1	0	0

Term 2

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
9	4	5	0	0

Term 4

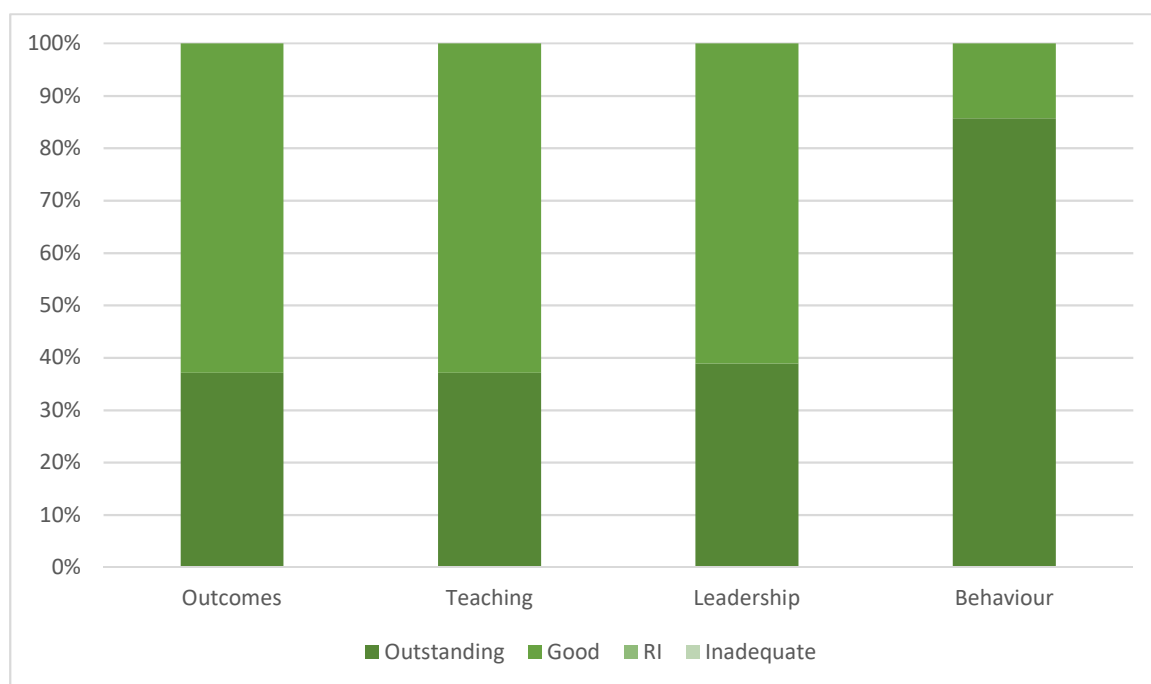
Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
TA Learning Walk	0	7	0	0

Term 6

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
7	2	5	0	0
TA Learning Walk	6	4	0	0

LESSON GRADING BY FOCUS

	Outcomes	Teaching	Leadership	Behaviour
Outstanding	13	13	7	30
Good	22	22	11	5
Require Improvement	0	0	0	0
Inadequate	0	0	0	0



Lesson Strengths

- Small group work differentiated.
- Behaviour and engagement.
- Displays and books reflect challenge.
- Range of activities on offer.
- Incorporation of literacy and numeracy skills within 3I session.

- Use and direction of TA.
- Strong relationships and good use of names.
- Good questioning to develop ideas and challenge thinking.
- Pace within the lesson.
- Links to purpose for learning.

Lesson Weaknesses

- Creation of literacy and numeracy challenge bays for those wanting to further develop skills – developed through staff CPD.
- Ensure misconceptions are addressed – use of marking to provide immediate feedback.
- Ensure more able are challenged – continued focus for staff CPD.

2019 2020 PLAN QUALITY OF CURRICULUM

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teaching	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 (RC/KJ)	Observations for all TA and support staff (RC/KJ)
Best 2 lesson observations by Term 6	CPD menu shared with staff to book (RC/KJ)	PR review with TA and Support Staff to agree personal targets (RC/KJ)	PiXL SIP Meeting		PR review with TA and Support Staff (RC/KJ)	
80% of lessons observed are good or better (Foundation Subjects focus)	Termly QA of planning for each year group.	PiXL resources shared across all year groups.	Deep Dive – GDS provision		PiXL SIP Meeting	
40% of lessons observed are outstanding or better (Foundation Subjects focus)	Subject Leaders in place to provide CPD across school team. Subject Leader LW planned throughout year.				Deep Dive - Reading	→
						→

	PiXL CPD for lead teachers.					
	PiXL SIP Meeting					
	Staff Meeting Plan shared					→
English: Reading and Writing Reading target: GDS targeted readers achieve GDS outcomes in each cohort. Writing target: 25% of each cohort are targeted with GDS writing experience – as seen in GDS Deep Dive.	CPD for teachers and TAs to share good practice for teaching reading and writing and introduce initiatives (e.g. class texts) (RC)	Continued CPD for teachers (RC) PM lesson observations to monitor quality of R and W teaching and learning (KJ/RC)	Moderation staff meeting (RC) 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)	Moderation staff meeting (RC) Review of CPD based on needs from data and LWs (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)
	English deep-dive to review current teaching in R and W (RC/YW)	Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)	Review of CPD based on needs from data and LWs (RC)	Review data from checkpoint to inform training or support (RC)		
	Subject leader attend training to ensure up-to-date knowledge (RC)	Review data from checkpoint to inform training or support (RC)	Review of resources for teaching reading (eg books and texts) (RC)	Team teach sessions to share expertise. (RC)		→

		Team teach sessions to share expertise. (RC)				
Science 80% of lessons observed are good or better and 100% of lessons are practical with an AT1 element, using the new Science Lab.	CPD for staff – AT1 focus and use of the Science lab (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, Maths and Science
- Curriculum Focus upon Reading, Writing and Science.
- Curriculum Focus upon provision and Scheme of Work for Foundation Subjects.

EVALUATION: PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

Judgement: Good

Evaluation of 2018/19 Transformation plan

2018/2019 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 term) The extended School day continues to be 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.	Phase teams – EYFS, KS1, Lower KS2 and Upper KS2 agree 31 topics and plan a trip, visit or visitor for each term. Sleuth and House point Training for all staff (KJ/GS). Phase teams – EYFS, KS1, Lower KS2 and Upper KS2 agree on sporting afternoon and club focuses (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)	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) Pupil Led Theme for Creative Curriculum (RC)
Behaviour and Wellbeing Reception 2019 intake is at least 30 and oversubscribed. 97%+ attendance for whole school. 96%+ attendance for SEN and 95%+ for PP. Fixed term exclusions are below national.	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/OT) New appointment sheet (KJ) Perimeter Risk Assessment review (KJ/RC) Staff Safeguarding training (KJ)	Risk Assessment review (Teams) Safeguarding staff newsletter (KJ/RC)	New staff safeguarding training (KJ/RC) Risk Assessment review (Teams)	Risk Assessment review (Teams) New staff safeguarding training (KJ/RC)	Risk Assessment review (Teams) Safeguarding staff newsletter (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 and happy learners. They are proud of their achievements and of their school. They are prepared for the next stage of their education and make smooth transitions (joining school, KS1-KS2 and KS2-KS3). Parent survey results for the federation are very positive- 91% of parents responded positively to the question 'My child was well prepared for their first year and settled quickly'. With 73% strongly agreeing to this question. 100% responded strongly agree to the question 'the school prepared my child well for their move between schools'. 100% of pupils also responded that they are proud to be a part of the Catmose Federation Family (Pupil and Parent Survey 2019)

Pupils value their education and rarely miss a day at school. Current attendance data shows a maintained overall attendance figure of 97%. (Attendance Data 2019)

Pupils' very good 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 2019)

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. In the pupil survey, 99% (from 92% 2018) of pupils feel safe at school and 97% of pupils stated that they knew where to get help if they needed it. 96% of parents stated that bullying was dealt with effectively by the school, with 35% of parents reporting that bullying had not been an issue for their child (Pupil Survey 2019, Parent Survey 2019)

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. The SRE policy and scheme of work will be shared with parents and piloted ready for statutory implementation for September 2020. 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' 98% (from 94% 2018) 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, 94% agreed (Pupil Survey 2019)

Strengths

- Active Citizens – the school Facebook page, Instagram and newsletter In Focus celebrates the wide range of activities our pupils have engaged in, seeking to encourage further participation.
- 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 96% for SEN pupils (target 96%)
- Attendance is 95% for PP pupils (target 95%)

Areas for Development

- Further support for targeted pupils, working with the LA, will be made to further improve attendance.

Quality Assurance Information

ABSENCE AND EXCLUSIONS

	2018/2019 Total for year)
% Persistent absentees – absent for 10% or more sessions Nat 8.8% Highest 10% Nat 14.57%	3.35%
% of sessions missed due to Overall Absence	2.77%
FSM	97.23%
Non FSM	94.88%
Boys	97.36%
Girls	97.92%
SEN	96.45%
No SEN	95.98%
	97.29%

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.

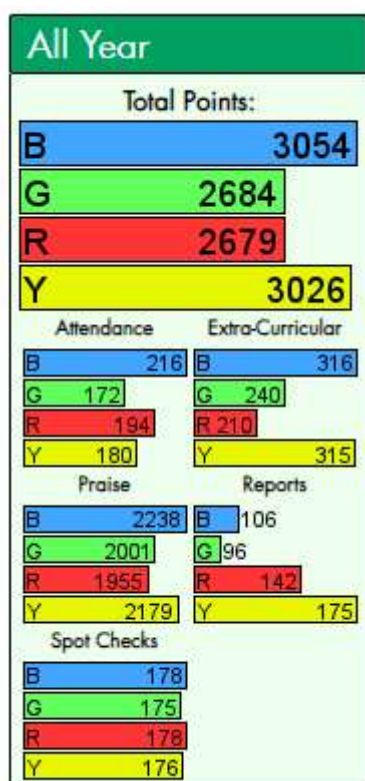
Attendance has been a focus for the school. The importance of attendance is shared with the children. Awards given to children with gold / silver / bronze rating for 100% 99% and 98% attendance. Staff PR is linked to staff attendance; ensuring whole school approach. Reports are linked to attendance with 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. Parents of persistently absent pupils are invited into school for an attendance review meeting, with a referral to the Early Help Team.

Sleuth Data

2018/2019	Incidents logged	Pupils	Analysis
Term 1	5	5	2 incidents involved 2 pupils. 1 pupil with 3 incidents recorded. 3 pupils placed on report which stopped issues.
Term 2	4	2	2 pupils placed on report which stopped issues.
Term 3	10	4	1 pupil with 4 incidents recorded. 1 pupils with 3 incidents recorded. 1 pupil with 1 incident recorded. 1 pupils with 6 incidents recorded – stage 3 support. Higher need application.
Term 4	3	2	1 pupil with 1 incident reported. 1 pupils with 2 incidents reported. Stage 3 support. Higher need application
Term 5	2	2	1 pupil with 1 incident reported. 1 pupil with 1 incident reported.
Term 6	4	4	1 pupil with 1 incident reported. 3 pupil with 1 incidents recorded, placed on report.

The school uses a sleuth email 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 was introduced to award house points to those who get 'all green' reports, which rewarded children for excellent attitude and progress within their learning.

Racist Incidents Data

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. The development of a robust PSHE curriculum, SRE curriculum including LGBT issues and RE Curriculum, with trips and visits to places of worship enable pupils to be aware of the many different people within the world and the need to tolerate and respect all. In the pupil survey 99% of pupils responded that they knew how to respect others (Pupil Survey 2019)

Number on Roll

2018/2019	Number on roll	Pupils Left	Pupils joined
Term 1	210 places, 206 on roll	0	2
Term 2	210 places, 207 on roll	0	1

Term 3	210 places, 209 on roll (place in Yr 3 and place in Yr 4)	0	2
Term 4	210 places, 209 on roll (place in Yr 3 and place in Yr 4)	0	0
Term 5	210 places, 210 on roll (place in year 4)	0	0
Term 6	210 places, 209 on roll (2 places in year 4)	1	0

The school gained 27 application (first choice) on Reception 2019 offer day, however by the start of September the school has 30 on roll to start school. Offers are being made throughout the school year with waiting lists in places for some classes. 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	2	0	0	1	3
Beech	1	0	0	2	3
Cedar	4	1	0	2	7
Oak	0	1	0	1	2
Redwood	1	1	0	1	3
Silver Birch	3	2	1	0	6
Willow	2	0	1	2	5
Totals	13	5	2	9	29

Total School Support 29

Total EHC 2

High Needs Funding 2

2 EHC applications in assessment (tribunal 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. Two pupils are supported with SEN Higher Funding.

2019 2020 PLAN PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

	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 email continue to be used 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)	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)	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) Pupil Led Theme for Creative Curriculum (RC)

The extended School day continues to be 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 Attitudes	Regular attendance check					
Reception 2020 intake is at least 30 and oversubscribed.	in liaison with LA (KJ/RC/SG)					→
97%> attendance for whole school.	Attendance					
96%> attendance for SEN and 95%> for PP.	assembly rewards (KJ/RC)					→
Fixed term exclusions are below national.	1.1 tours with KJ of school for new starters and parents.					

	Postcards and Facebook post to remind parents of application deadlines. (KJ/EN)					
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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.
- 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 including safeguarding.

Judgement: Good

Evaluation of 2018 2019 Transformation plan

2018 2019 PLAN EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>QA of new staff and new year groups, through Performance Reviews, Probation.</p> <p>Schools Direct induction and training is successful.</p> <p>Best 2 lesson observation by Term 6 90% are Good or better. 40% are Outstanding.</p> <p>The school continues to be oversubscribed.</p>	<p>Learning walks</p> <p>Weekly focus shared in Staff Meeting (KJ/RC)</p> <p>Planning, APP file reviews (KJ/RC)</p> <p>Termly SD observations.</p> <p>School Review Day</p>		<p>TA Observations</p> <p>Teacher Observations</p> <p>Science Review</p> <p>TA & Teachers</p>			
<p>Quality Assurance</p> <p>Progress and attainment for all PP / SEN / MA pupils is tracked across the school to ensure that gaps are closing and that attainment is in line with national.</p> <p>Moderation of all core subjects is undertaken on a regular basis to ensure assessment processes are robust.</p>	<p>Pupil progress meetings (KJ/RC)</p> <p>Scrutiny Panel with CP Govs</p> <p>Intervention mapping set up for all children with pupil premium children identified (Teams/RH)</p> <p>Annual Reviews, IEPs, PSPs for SEN children (RH)</p>	<p>Scrutiny Panel with CP Govs</p> <p>Discussions with class teachers and further groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</p>	<p>Scrutiny Panel with CP Govs</p> <p>Annual Reviews, IEPs, PSPs for SEN children (KJ)</p> <p>Analysis of data and groups of children identified (KJ)</p>	<p>Scrutiny Panel with CP Govs</p> <p>Discussions with class teachers and groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</p>	<p>Scrutiny Panel with CP Govs</p> <p>Annual Reviews, IEPs, PSPs for SEN children (KJ)</p> <p>Analysis of data and groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</p>	<p>Scrutiny Panel with CP Govs</p> <p>Discussions with class teachers and groups of children identified (KJ/Teams)</p> <p>Team moderation of core subjects (Teams)</p>
<p>Assessment</p> <p>Assessment includes both formative regular checkpoints and timetabled key summative assessments.</p>	<p>Cycle One: 29 Aug to 15 Nov</p> <p>Review of Assessment Cycle (KJ/RC)</p> <p>Trackers for all classes set ready for year (KJ/JC)</p>	<p>Cycle Two: 19 Nov to 31 Jan</p> <p>QA of Checkpoint Assessments (KJ/RC)</p>	<p>Cycle Three: 4 Feb to 25 April</p> <p>QA of Checkpoint Assessments (KJ/RC)</p>	<p>Cycle Four: 29 April to 4 July</p> <p>QA of Checkpoint Assessments (KJ/RC)</p>		
<p>Challenge for the More Able pupils ensures attainment of GDS levels in Reading, Writing and Maths and => expected progress for these pupils.</p>	<p>Pupil Progress Meetings (KJ/RC)</p> <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 1A 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>Handover of information to new class teacher (teams)</p> <p>PIXL National Test (KS2) 11th March (under test conditions)</p> <p>PIXL National Test (KS2) 3rd June (under test conditions)</p>
<p>Key Outcome Issues to be addressed</p> <ul style="list-style-type: none"> 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. 						

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 100% of pupils responding that all staff want them to do and achieve their best. 92% 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'. (Parent, Staff and Pupil Surveys 2019)

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 4 times a year to discuss key focuses within the school. Leaders and governors use 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. Data targets are set within the Executive Principal and Head of Schools Performance Targets which the Governing Body receive regular updates upon. (Governing Body Minutes 2019, Performance Management Cycle 2018 2019)

Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. The schools Transformation Plan is drawn up using information from Staff, Parent and Pupil surveys, school reviews, data analysis, and governor feedback in meetings. (Parent, Pupil and staff Surveys 2019, Governing Body Minutes 2019, Outcomes Scorecard 2019, Teaching and Learning Scorecard 2019, Behaviour and Wellbeing Scorecard 2019)

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 2019)

Safeguarding

The school is good 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). All senior staff at the Federation have successfully completed Safer Recruitment Training. In September 2018, the Head of School updated her Designated Safeguarding Officer training. The Deputy Head of School is undertook her DSL training in October 2017. Referrals are made by all staff using an email system to ensure that issues are passed on immediately. This has enabled the school to support many families, whether at Early Help, Child in Need or Child Protection level (Behaviour and wellbeing scorecard 2019)

Regular checks of the safeguarding procedures are made by the Governors through scrutiny panels and all staff are updated annually on their obligations and training.

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. 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 off. Annual training for all staff takes place, which includes current high priorities such as FGM, upskirting and the Prevent Agenda.

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, 97% of parents reported that their child feels safe in school and 99% of parents responded that they knew who to raise concerns with (Pupil and Parent Survey 2019)

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 works to inspire pupils to learn. 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, Mathematics and Science. Parents responded positively that their child was well prepared for their next steps in their learning career. Over 88% of pupils answered that they felt positive about their curriculum, the core subjects and the creative curriculum (foundation subjects) 98% of pupils like their Science lessons which is reflective of the introduction of a investigative curriculum and Science laboratory. 97% of pupils like their PE sessions, reflecting the use of the Sports Premium to support PE in School. (Parent and Pupil Survey 2019)

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 (Performance Management Cycle 2019). A wide range of intervention groups are 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, which this year has included a Science Laboratory and a Computing room.

Strengths

- Mathematics attainment continued improved from 83% EXS at KS2 to 90% EXS, with Progress improving to be in line with national.
- The 3I Curriculum is enjoyed by pupils with clear links to reading, writing and mathematics.
- Safeguarding reviews proved that children are kept safe and support for their welfare is effective, as reviewed by Ofsted 2017 and regular Safeguarding Governor Scrutiny.

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.
- Continue to improve GDS attainment at KS1 and KS2 in Reading, Writing and Maths.

2019 2020 PLAN EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

including safeguarding

	Tem 1	Term 2	Term 3	Term 4	Term 5	Term 6
Safeguarding Ensuring children are kept safe and support for their welfare is effective. 80% of Parents and Pupils respond that their children feel safe in School.	Governors Visit (KJ/SK) Scrutiny panel (KJ/RC) Staff training (KJ/OT) New appointment sheet (KJ) Perimeter Risk Assessment review (KJ/RC)	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)

	Staff Safeguarding training (KJ)					
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)					→
Best 2 lesson observations by Term 6 90% are Good or better. 40% are Outstanding.	Termly SD observations. School Review Day.		TA Observations	Teacher Observations		
The school continues to be oversubscribed.						
Quality Assurance	Pupil progress meetings (KJ/ RC)					→

Progress and attainment for all PP / SEN / GDS pupils is tracked across the school to ensure that gaps are closing and that attainment is in line with national.	Scrutiny Panel with CP Governors					→
Moderation of all core subjects is undertaken on a regular basis to ensure assessment processes are robust, leading to foundation subject teaching and learning is reviewed with robust schemes of work in place.	Intervention mapping set up for all children with pupil premium children identified (Teams/RH) Annual Reviews, IEPs, PSPs for SEN children (RH)	Discussions with class teachers and further groups of children identified (KJ) Team moderation of core subjects (Teams)	Annual Reviews, IEPs, PSPs for SEN children (KJ) Analysis of data and groups of children identified (KJ)	Discussions with class teachers and groups of children identified (KJ) Team moderation of core subjects (Teams)	Annual Reviews, IEPs, PSPs for SEN children (KJ) Analysis of data and groups of children identified (KJ)	Discussions with class teachers and groups of children identified (KJ/Teams) Team moderation of core subjects (Teams)

Key Outcome Issues to be addressed

- Progress and attainment for all PP / SEN / GDS pupils tracked across the school to ensure that gaps are closing and that attainment is in line with national. Attainment at GDS level at both KS1 and KS2 improves.
- Foundation subjects are taught well with robust schemes of work in place.

EFFECTIVENESS OF THE EARLY YEARS

PROVISION: QUALITY AND STANDARDS

Judgement: Good

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 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 60% in 2019. 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, are identified and supported. 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.

The EYFS lead uses 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 stimulating indoor 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. The development of the outdoor environment is the focus for this academic year.

Observations show Good provision. An external review resulted in the Reception Class rated as Good. This is supported by the annual visits made by the Local Authority.

'The children are making progress and were applying the skills they have been taught in their independent play, making phonetically plausible attempts at writing words. There were strong

interactions between the adults and the children and the children and their peers, with questions challenging children's thinking'. (LA EYFS review 2019)

Assessment is accurate and based on 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. This includes evidence of achievement such as annotated and levelled work, photographs and comments made by the child. This formative assessment is then inputted 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. A moderation visit of the GLD outcomes in 2019 reflected how robust and detailed the evidence gathered is. EYFS staff have undertaken many CPD opportunities to ensure they are current in level attainment.

Children are motivated, happy 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 60% GLD. This was from a baseline of 56%.
- The Reception class indoor environment is now well established with clear learning zones to support child led development and learning.
- EYFS staff work as a team within the Primary and EYFS school staff support the CPD of all staff.

Areas for Development

- Further development of the outdoor environment to enrich the opportunities on offer.



PUPIL TRANSFORMATION PLAN

2019/20

QUALITY OF EDUCATION: OUTCOMES

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

I will work hard towards my own personal target.

QUALITY OF EDUCATION: CURRICULUM

Science: Lessons will be 80% Good, or better, with 100% 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

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.

BEHAVIOUR AND ATTITUDES

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.

LEADERSHIP AND MANAGEMENT

Quality Assurance: challenge for the more able is provided in all subjects.

I have the opportunity to develop my learning in lessons to a mastery level.

SCHOOL COUNCIL TARGET

Proud to be Catmose: To look after our environment.

I look after my school and environment - using the gardening area, woodland area, recycling.

