



TRANSFORMATION PLAN 'Success Achieved Together'

Year 2: 2020/2021
2019 – 2022



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HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary is now in year 2 of the fourth 3-year self-reflection cycle, working within the Rutland and District Schools' Federation. This successful Federation has been in place for over 10 years, with the school now an Ofsted 'Good' Primary.



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. This was particularly the case during the Covid-19 crisis in which teaching and learning had to be drastically changed. Teaching continued to be Good with a strong staffing team providing a curriculum, which not only catered for children's next steps in learning, but also supported parents at home. Daily tasks were set in week blocks via our Groupcall email system with follow-up feedback provided through Class Dojo, acting as a virtual classroom. Some families did not have access to online resources, so the school provided paper copies when requested. Families who needed extra support were offered part-time places within the key worker groupings to ensure the emotional health and wellbeing of all our pupils.



The staffing team worked extremely hard to ensure that the teacher/pupil relationship and communication continued through the online platform Class Dojo, which was chosen by the school to adhere to online safety guidelines. The school's Facebook page was also used to upload regular video messages from staff, replacing the traditional school assembly. Fun challenges were also set, for example, decorate your home for VE day and sporting activities.

Children are happy and feel safe within school and continued to feel safe at home and on return to school under the wider opening offer; this was supported by feedback from both the pupil and parent survey. The conduct of pupils at the school and at home continues to be a strength which is also reflected in the survey outcomes and low rates of any disruptive behaviour across the school day.

In the autumn term and first spring term the school was successful in many sporting events. Our gymnastics and swimming teams did particularly well and held 5th position within the local schools competition. The sports coach held regular practices during lunch and playtime provisions, targeting pupils who had not taken part in events before. Many pupils from all classes took part in our annual dance show with over 90 pupils performing dances to families and friends.



Many trips, visits and workshops took place in the autumn term, with each class taking part in at least two activities. Super Learning Days planned to support the creative curriculum and metacognition learning took place, such as a yoga wellbeing workshop and a maths-based challenge day. We also held our KS1 and EYFS Christmas productions, invited our VIP guests to our Harvest Festival and enjoyed many musical performances as part of our Stars Assemblies. Each class also shared their learning in our Show and Tell assemblies.

The new science lab and computing suite were used by all classes in the autumn term, with the appointment of a science technician supporting the delivery of the science curriculum. Pupils voiced a love of learning when using these new facilities and observations were good or better.

From pupil progress meetings, pupils were on track to gain their targeted end of year outcomes and in order to set targets for progression for this year, pupils were awarded outcomes based on completion of work completed in school, at home and as part of the wider opening provision. Lesson observations made during time in school showed all teaching to be of a good or better standard.



The innovative use of the Catmose College site to host both Year 6 and Year 5 pupils during the summer term as part of the wider offer, provided excellent transition support for our upper KS2 pupils. This allowed pupils to get to know the site, meet staff and use the variety of rooms such as the cookery and IT rooms. Transition support for targeted children had begun in the autumn term with a key worker visiting pupils whilst at primary school.

The academic year of 2019/2020 was not the year the school had planned. However, I am proud of the way in which our community, pupils, parents and staff, worked together. The team will continue this hard work in the academic year 2020/2021 to ensure a good education for all pupils.

A summary of the key focuses for this year are:

- To provide a recovery curriculum to ensure that children have good routines for learning, feel happy and safe in school and that any gaps in curriculum coverage are identified for teaching and learning catch-up.
- To continue to improve upon outcomes for all pupils at KS1 SATs and KS2 SATs at Greater Depth level.
- To continue to ensure good progress for all pupils, by the end of KS2.
- 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 a clear Scheme of Work for each year group.



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 at PAN for each year group 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 with national by the end Key Stage 2.
- Ofsted in their next inspection rate the School as good or better.

Ofsted: Key Priorities

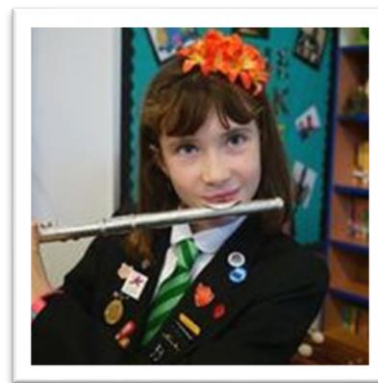
The school was graded as Good when inspected in February 2017.

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 ongoing Transformation Planning for the school.

SUMMARY

Quality of Education (Outcomes)

Outcome measures for 2019-2020 are based upon quality-assured teacher assessments. These are reasonable and based on children's work before the school lockdown due to Covid-19. Evidence of work completed at home and during the wider opening has also been taken into consideration. For the Year 6 outcomes, mock data has also been considered.



By the end of the Reception year, 73% achieved the GLD. This is above national of 71% and reflects good progress from starting points.

Phonic screening check outcomes in both Year 1 and Year 2 are above national with Year 1 gaining 83% pass rate (national 82%) and Year 2 97% pass rate (national 92%).

Outcomes in KS1 are in line with national outcome at EXS for Reading, Writing and Maths. Greater depth maths is in line with national with a focus on Greater Depth reading and writing this academic year.

In KS2 RWM EXS outcomes are 58%, slightly below national of 65% but from a starting point of 50% in KS1. Attainment at EXS and GDS in Reading, Writing, Maths, Science and Grammar all show improvement from KS1 outcomes. The % of improvement is shown in the Outcomes breakdown.

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 the content of the science teaching on the whole was good, the review reflected the need to further develop pupils 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 laboratory 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 a science technician and to continue the science laboratory, with new resources, following the new curriculum (Hamilton Trust) and further development of Knowledge Organisers. Due to Covid-19, staff had only three terms to implement the Scheme of Work for science. This implementation, including ensuring that missed core blocks of science understanding is covered, 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 will be supported to develop drama in order to assist pupils with their writing and greater depth writing across all year groups.

Cornerstones has been used to complement our curriculum, providing a consistent and clear coverage for the foundation subjects to ensure that each year group covers the key knowledge and skills. The next step is the further development and use of a tracker system to allow teachers to judge attainment and progress within these foundation subjects, including RE. The role of the subject leader has also been a school focus and will be developed further 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. The creation of curriculum Big Pictures for each subject with a year-on-year progression tracker is a key aim.

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. The new SRE curriculum requirement is being followed using CWP resources. Personal development is also embedded within the RE curriculum, with a focus on tolerance and respect.

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

Personal Development (Electives and Extra-Curricular)

The school took an exciting step to lengthen the school day by 20 minutes to allow Electives time at the end of each school day. Electives is a 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 electives programme, 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 time 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, in previous years Stratford-upon-Avon and York. Unfortunately, Covid-19 meant that trips and visits had to be cancelled and this will be a focus for this academic year. The recent Black Lives Matter and LGBT issues have also raised the importance of children understanding the wider world around them, which is a focus for this year.

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. This plan will include 'virtual visits,' whilst guidance around trips and visits remain in place during the Covid-19 crisis.

Behaviour and Attitudes including Safeguarding

Attendance overall continues to be outstanding at 97% before lockdown, 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 well subscribed with the number on roll at 202 for September 2020. A safeguarding review, completed by the safeguarding governor reviewed the single central record and safeguarding practices to ensure that all appropriate actions are taken where needed. In the pupil survey, 100% of pupils report that they feel safe within the school and 100% 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 3,000 house points per house (red, yellow, green and blue) were awarded during the year 2019–2020. Pupils continued to receive house points for work completed at home and 'green' reports during Covid-19.

The next steps will include ensuring that the new Keeping Children Safe in Education 2020 is shared with all staff. Changes to the Sex and Relationships Education curriculum will be embedded within teaching and learning, particularly at Year 5 and Year 6. Targeting of pupils (who have not as yet taken part in a sporting event) will be done by the sports coach 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. Of the 18 lessons observed in lesson observations and learning walks, all were good or better with four rated as Outstanding. This Outstanding teaching was then shared across the staff team through peer coaching sessions – a recommendation made by Ofsted in 2017. 98% of parents responded in the parent survey that the school is well led and managed and 98% responded that their child is well taught. In order to provide support for staff to feel confident in delivering a broad and balanced curriculum, staff CPD is planned throughout the year with the continued development of the subject leader role a priority for this year.

Another priority for this year is the identification of gaps within curriculum coverage for all subjects to ensure that this is covered within the teaching and learning. Quality assurance with subject-led learning walks is planned throughout the school year and issues raised from the subject scrutiny will lead to planned staff CPD and support. The learning walks will also result in the creation of a Big Picture for each subject, giving an overview of the progression.



The school is part of the Rutland Teaching Alliance which provides bespoke training and courses to meet the school's next steps. Training opportunities are shared with all staff with support provided for staff to access further accreditation such as a master's degree or, NPQH courses. The school also hosts Schools Direct trainees as a commitment to developing the next generation of teachers. We will host three Schools Direct trainees this year.

QUALITY OF EDUCATION: OUTCOMES

Judgement: Good

Evaluation of 2019/2020 Transformation Plan

	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 SA folder	Report to parents (EHT)		Report to parent (EHT) Parents Evening (EHT)		Report to parents (EHT) Predicted
YR 1/2 Phonics Check Attainment Year 1 Phonics => Nat (82%) Year 2 Phonics => Nat (92%)	Phonic packs sent out Year 1&2 (LW/YW) Scorecard created and updated each assessment cycle (RC/KJ) Phonics added Intervention groups set up for Year 1&2 with targeted pupils SA folder	Screening of Year 1&2 phonic groups (LW/YW/KJ) Sent as HW Parents meetings re: Getting ready for phonic screening (LW/YW/KJ)	Phonic packs sent out Year 1&2 (LW/YW) Parents meetings re: Getting ready for phonic screening (LW/YW/KJ)	Screening of Year 1&2 phonic groups (LW/YW/KJ) Terms began	Phonic packs sent out Year 1&2 (LW/YW) home learning	Testing of Year 1&2 phonic groups (LW/YW/KJ) Predicted
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) cycle 1	Targets reviewed for all learners (Teams) Work Moderation KS1 Report to parents (LW/YW) Parents Evening (LW/YW)	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 Outcomes Reading EXS => (N73%) Reading GDS => (N28%) Writing EXS => (N78%) Writing GDS => (N20%) Maths EXS => (N79%) Maths => (N24%) Target => RWM (+65%)	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 assessment cycle (RC/KJ)	Parents meetings KS2 SATS (GS/RC) KS2 SATS packs (GS/RC) Review of targeted pupils: progress and RWM KS2 Mocks	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)
Target => National APS for reading, writing, maths.	assessment cycle (RC/KJ)	Work Moderation KS2 KS2 Mocks Report to parents (ND/BJ/JP/GS) cycle 1	Terms 3	Report to parents (ND/BJ/JP/GS) PIXL		Reports to sent with Predicted Outcomes
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)	EPs and support review per class (KJ)	Pupil Progress Meetings - focus on vulnerable groups (teams with KJ/RC)	EPs and support review per class (KJ)	Pupil Progress Meetings - focus on vulnerable groups (teams with KJ/RC)

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 an average of 79% of children able to describe their next steps in English, mathematics and science. (Pupil Survey 2020).

Pupils read across subjects to a good standard, with fluency and comprehension appropriate to their age. Book bands for KS2 will be introduced for this year to ensure children continue to read at a challenging level. Reading Eggs, an online reading programme that is matched to pupils' abilities and provides activities and lessons to enable them to make good progress, will be introduced. Children in Year 1 and Year 2 achieve above national in the national phonics check, (Phonics Screen Data 2020).

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. 98% of parents believe that children make good progress from starting points and 100% of children believe they do the very best they can (Ofsted Inspection 2017, Parent, Pupil and Staff Survey 2020).

Quality Assurance Information

EYFS GLD

EYFS Expected

By the end of Reception, 73% achieved the GLD. This is above national of 71% and reflects good progress from starting points.

Phonic Screening

Year One

83% of Year 1 children passed the phonic screening check, this is above national of 82%. A programme of phonic support is in place for pupils who did not pass the check when taught in Year 2.

Year Two

97% of Year 2 children passed the phonic screening check. This is above the national of 92%. A programme of phonic support is in place for pupils who did not pass the check as they enter Year 3.

KS1 Outcomes

Year 2 Achievement: KS1 SATs

Year 2 SATs Reading	School EXS	National EXS
	70%	75%
	School GDS	National GDS
	13%	26%
Year 2 SATs Writing	School EXS	National EXS
	70%	69%
	School GDS	National GDS
	9%	16%
Year 2 SATs Maths	School EXS	National EXS
	77%	76%
	School GDS	National GDS
	20%	22%

Greater Depth Reading and Writing will continue to be a focus in this academic year.

KS2 Outcomes

Year 6 Achievement: KS2 SATs

Year 6 SATs Reading	School EXS	National EXS
	75% (KS1 64%) + 11%	73%
	School GDS	National GDS
	18% (KS1 14%) +4%	27%
Year 6 SATs Writing	School EXS	National EXS
	61% (KS1 61%)	78%
	School GDS	National GDS
	18% (KS1 11%) +7%	20%
Year 6 SATs Maths	School EXS	National EXS
	64% (KS1 60%) + 4%	79%
	School GDS	National GDS
	11% (KS1 11%)	27%
RWM	58% (KS1 50%)	
Year 6 SATs SPAG	School EXS	National EXS
	61%	78%
	School GDS	National GDS
	11%	36%

Greater Depth Maths, Reading and Writing will continue to be a focus in this academic year.

Outcomes for Pupils Planning for 2020/2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>GLD</p> <p>Target Against National Outcomes</p> <p>GLD EYFS => 71%</p>	<p>Meet the Teacher Parents' Evening (EHT)</p> <p>Intervention groups set up for targeted pupils (Covid catch-up session to start)</p>	<p>Report to parents (EHT)</p>		<p>Report to parents (EHT)</p> <p>Parents' Evening (EHT)</p>		<p>Report to parents (EHT)</p>
<p>YR 1/2 Phonics Check</p> <p>Target against National Outcomes</p> <p>Year 1 Phonics => 82%</p> <p>Year 2 Phonics => 92%</p>	<p>Phonic packs sent out Year1&2 (LW/YW)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ)</p> <p>Intervention groups set up for Year 1&2 with targeted pupils (Covid catch-up session to start)</p>	<p>Screening of Year1&2 phonics groups (LW/YW/KJ)</p>	<p>Phonic packs sent out Year1&2 (LW/YW)</p> <p>Parents' meetings re: Getting Ready for Phonic Screening. (LW/YW/KJ)</p>	<p>Screening of Year1&2 phonics groups (LW/YW/KJ)</p>	<p>Phonic packs sent out Year1&2 (LW/YW)</p>	<p>Testing of Year1&2 phonics groups (LW/YW/KJ)</p>
<p>KS1 SATS</p> <p>EXS and GDS</p>	<p>Targets set for all learners (Teams)</p>	<p>Parents meeting KS1 SATs (LW/KJ)</p>	<p>Targets reviewed for all learners (Teams)</p>	<p>KS1 SATs packs(LW/KJ)</p>	<p>Targets reviewed for all learners (Teams)</p>	<p>Attainment data shared with the next class (Teams)</p>

<p>Target Against National Outcomes</p> <p>Reading EXS =>75% Writing EXS =>69% Maths EXS => 76% Science EXS =>82%</p> <p>Reading GDS => 26% Writing GDS =>16% Maths GDS => 22%</p>	<p>Meet the Teacher: initial sharing of expectations (Teams)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ)</p>	<p>Work Moderation KS1</p> <p>Report to parents (LW/YW)</p>		<p>Work Moderation KS1</p> <p>Report to parents (LW/YW)</p> <p>Parents' Evening (LW/YW)</p>	<p>Writing moderation staff meeting</p>	<p>Work Moderation KS1</p> <p>Report to parents (LW/YW)</p> <p>Attainment data shared with next class (Teams)</p>
<p>KS2 SATS EXS and GDS</p> <p>Target Against National Outcomes</p> <p>Reading EXS =>73% Writing EXS =>78% Maths EXS => 79% Science EXS =>82%</p> <p>Reading GDS => 27% Writing GDS =>20% Maths GDS => 27%</p>	<p>Targets set for all learners (Teams)</p> <p>KS2 Booster sessions. Pupils and gaps identified (GS/RC/JP)</p> <p>Meet the Teacher: initial sharing of expectations (Teams)</p> <p>Scorecard created and updated each</p>	<p>Parents' meetings KS2 SATs (GS/RC/JP)</p> <p>KS2 SATs packs(GS/RC/ JP)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work moderation KS2</p>	<p>Targets reviewed for all learners (Teams)</p> <p>KS2 SATs packs(GS/RC/ JP)</p> <p>Review of targeted pupils: progress and RWM</p> <p>KS2 Mocks</p>	<p>KS2 SATs packs(GS/RC/JP)</p> <p>Review of targeted pupils: progress and RWM</p> <p>KS2 Mocks</p> <p>Parents' Evening (ND/BJ/JP/GS)</p>	<p>Targets reviewed for all learners (Teams)</p> <p>KS2 SATs packs(GS/RC/JP)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work Moderation KS2</p>	<p>Transition booster non EXS (GS/RC/JP)</p> <p>Attainment data shared with next class (Teams)</p> <p>Report to parents (ND/BJ/JP/GS)</p>

Target => RWM (+65%)	assessment cycle (RC/KJ)	KS2 Mocks	External moderation with other schools (JP/RC)	Report to parents (ND/BJ/JP/GS)		
Target => National APS for Reading, Writing, Maths.	Bi-weekly Y6 Core meetings to review progress and targets (RC/GS/JP)	Report to parents (ND/BJ/JP/GS)				→
	PiXL SIP meetings (RC/GS/JP)			Y6 External moderation with other schools (JP/RC)		→
	(Covid catch-up session to start)					→

Key Outcome issues to be addressed

- Ensure that gaps in learning due to Covid lockdown are identified and addressed in catch-up sessions.
- 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.

QUALITY OF EDUCATION: CURRICULUM

Judgement: Good

Evaluation of 2019/2020 Transformation Plan

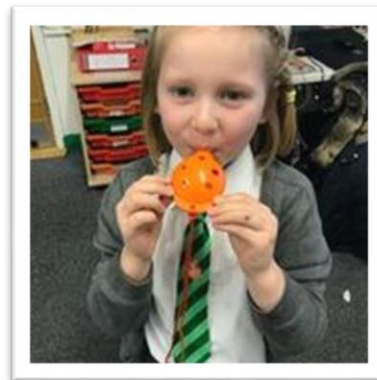
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Teaching</p> <p>Best 2 lesson observations by Term 6</p> <p>80% of lessons observed are good or better (Foundation Subjects focus)</p> <p>40% of lessons observed are outstanding or better (Foundation Subjects focus)</p>	<p>PR review with teachers to agree personal targets (RC/KJ)</p> <p>CPD menu shared with staff to book (RC/KJ)</p> <p>Termly QA of planning for each year group</p> <p>Subject Leaders in place to provide CPD across school team. Subject leader LW planned throughout year.</p>	<p>Observations for all staff / Peer Observations (RC/KJ)</p> <p>PR review with TA and Support Staff to agree personal targets (RC/KJ)</p> <p>PiXL SIP Meeting</p> <p>PiXL resources shared across all year groups.</p>	<p>Observations for all TA and support staff (RC/KJ)</p> <p>Deep Dive - GDS provision</p> <p>science →</p>	<p>Observations for all staff / Peer Observations (RC/KJ)</p> <p>LW</p> <p>KJ-EHT GND KJ-LW-phonics</p> <p>RC-LW-KS1 RC-GS-KS2</p>	<p>PR review with teachers (RC/KJ)</p> <p>PR review with TA and Support Staff (RC/KJ)</p> <p>PiXL SIP Meeting</p> <p>Deep Dive - Reading</p>	<p>Observations for all TA and support staff (RC/KJ)</p> <p>SATs cancelled</p>
<p>English: Reading and Writing</p> <p>Reading target: GDS targeted readers achieve GDS outcomes in each cohort.</p> <p>Writing target: 25% of each cohort are targeted with GDS writing experience - as seen in GDS Deep Dive</p>	<p>PiXL CPD for lead teachers.</p> <p>PiXL SIP Meeting</p> <p>Staff Meeting Plan shared</p> <p>CPD for teachers and TAs to share good practice for teaching reading and writing and introduce initiatives (eg class texts) (RC)</p> <p>English deep-dive to review current teaching in R and W (RC/YW)</p> <p>Subject leader attend training to ensure up-to-date knowledge (RC)</p>	<p>Continued CPD for teachers (RC)</p> <p>PM lesson observations to monitor quality of R and W teaching and learning (KJ/RC)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Review of CPD based on needs from data and LWs (RC)</p> <p>Review of resources for teaching reading (eg books and texts) (RC)</p>	<p>Moderation staff meeting (RC)</p> <p>LW to check evidence in books and classroom environment (KJ/RC)</p> <p>Review of CPD based on needs from data and LWs (RC)</p> <p>Review of resources for teaching reading (eg books and texts) (RC)</p>	<p>PM lesson observations to monitor quality of R and W teaching and learning (KJ/RC)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Review data from checkpoint to inform training or support (RC)</p> <p>Team teach sessions to share expertise. (RC)</p>	<p>Moderation staff meeting (RC)</p> <p>Review of CPD based on needs from data and LWs (RC)</p> <p>Reading 20/20</p> <p>Writing 20/21</p> <p>Team teach sessions to share expertise. (RC)</p>	<p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Review data from checkpoints and KS1/2 SATs to inform further focus (RC)</p> <p>Team teach sessions to share expertise. (RC)</p> <p>End of Year Reports</p>
<p>Science</p> <p>80% of lessons observed are good or better and 100% of lessons are practical with an AT1 element, using the new Science Lab.</p>	<p>CPD for staff - AT1 focus and use of the Science lab (KJ/RC/GS)</p> <p>Team appointed</p>	<p>Book Scrutiny - Science Focus (KJ)</p> <p>Team teach sessions to share expertise. (RC)</p>	<p>Staff LW - subject leaders</p> <p>JP/BJ LW/TB</p>	<p>Observations for all staff (RC/KJ)</p> <p>Term 4 Deep Dive</p> <p>1 X Obs each</p>	<p>Book Scrutiny - Science Focus (KJ)</p> <p>KSPW</p>	<p>Analysis of Science Outcomes (RC/KJ)</p> <p>make to Tracker (TA)</p>

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 SoW for Foundation Subjects.

Review

Throughout the academic year a performance review cycle is undertaken. 18 lessons were observed by senior leaders. Each teacher was observed teaching and all Teaching Assistants were observed during a Learning Walk. 100% of lessons observed were good or better. 22% of teaching was Outstanding. (Teaching and Learning Scorecard 2020).



Teachers are determined that pupils should achieve well. Both the Pupil and Parent surveys reflect this with 100% of pupils responding that all staff want them to do and achieve their best and 98% of parents responding that their child makes good progress at the school. 100% of staff responded positively to the question, "At work, I have the opportunity to do what I do best every day" (Parent, Staff and Pupil Surveys 2020).

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 100% of pupils responded that they had taken part in school swimming lessons and saw it as important. 100% of pupils had been on a trip and felt it had added to their learning. Trips and visits as well as swimming halted after March 2020, so this will be a focus for the school to ensure that all children have access to this during 2020/2021. (Pupil Survey 2020).

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 94% of parents feel well informed about their child's progress in school. This is an improvement from 85% in the 2019 Parent Survey and the school has worked hard to respond to parent feedback in the style and timing of progress reports (Parent Survey 2020).

Following a science-focused school review day, the focus upon foundation subjects became a key focus, ensuring a balance and coherent curriculum for all pupils. With the further 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. Tracking within the foundation subjects to measure the impact and ensure good progress will also be embedded.

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 22% of lessons rated as Outstanding.
- Science review day found that science content teaching was good.
- The creation of foundation subject knowledge organisers, tracking system and Big Picture ensuring a robust approach to both core and foundation subject teaching.

Areas for Development

- Whilst GDS attainment improved from 2018–2019 at KS2, challenge for GDS learners at KS2 and KS1 was slightly below national. Therefore challenge for more able learners across reading, writing and maths will be a key focus. This will improve progress scores by the end of KS2.
- Following the impact of the Covid-19 crisis, teachers and subject leaders need to continue to review core and foundation subject teaching to ensure that any curriculum gaps are covered and progress maintained for all pupils.

Quality Assurance Information

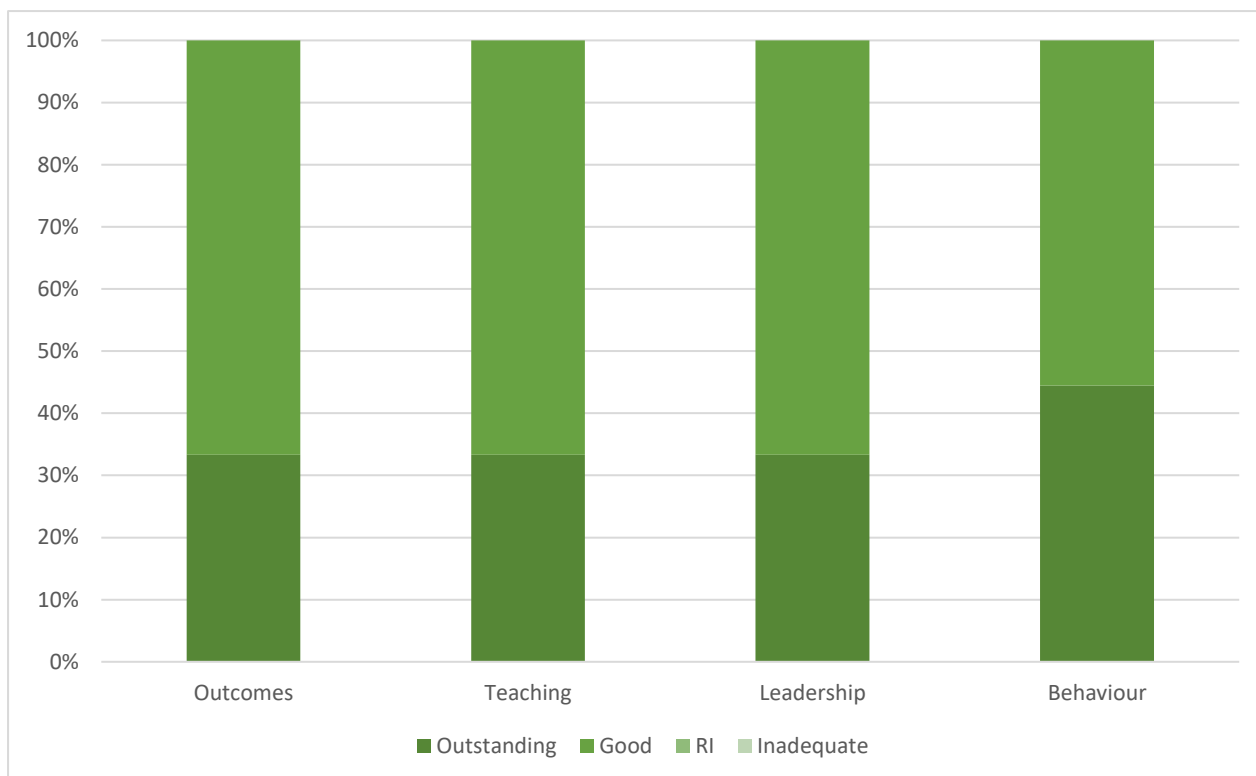
Scorecard

Overall Lesson Grading

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
9	3	6	0	0
TA Learning Walk	1	8	0	0

Lesson Grading By Focus

	Impact	Implementation	Intent	Behaviour
Outstanding	3	3	3	4
Good	6	6	6	5
Require Improvement	0	0	0	0
Inadequate	0	0	0	0



Lesson Strengths

Lesson strengths are shared in staff CPD sessions and also through team coaching to share good practice within the school.

- Small group work differentiated
- Behaviour and engagement
- Planning and teaching deepened pupil understanding
- Use of TA
- Good relationships with pupils
- Pace of lesson/sequence of learning
- Questioning skills – developing understanding by asking pupils to prove and explain
- Positive learning attitudes in pupils
- Foundation subject planning provides a range of opportunities to develop thinking
- Well-planned curriculum for science teaching and learning
- Behaviour reminder cues used
- Use of oracy skills to develop writing skills
- Tight analysis of assessment to feed into next cycle planning
- Modelling skills for pupils to try

Lesson Weaknesses

- Consider challenge for more able in terms of foundation subject skills for example, geographical skills.
- Use of paired or individual work rather than group work makes sure all pupils are engaged in learning.

Quality of Education Curriculum Planning 2020/2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Teaching</p> <p>Best 2 lesson observations by Term 6</p> <p>80% of lessons observed are good or better</p> <p>40% of lessons observed are outstanding or better</p>	<p>Recovery curriculum in place to ensure pupils' return to school is positive and gaps in learning identified (KJ/RC/All staff)</p> <p>PR review with teachers to agree personal targets (RC/KJ)</p> <p>CPD menu shared with staff to book (RC/KJ)</p> <p>Termly QA of planning for each year group.</p> <p>Curriculum reviews planned during the year for each</p>	<p>Recovery curriculum review to ensure gaps in learning have been identified with interventions in place. (KJ/RC/All staff)</p> <p>Observations for all staff / Peer Observations (RC/KJ)</p> <p>PR review with TA and Support Staff to agree personal targets (RC/KJ)</p> <p>PiXL resources shared across all year groups.</p>	<p>Recovery curriculum review to ensure gaps in learning have been identified with interventions in place. (KJ/RC/All staff)</p> <p>Observations for all TA and support staff (RC/KJ)</p> <p>PiXL SIP Meeting</p>	<p>Recovery curriculum review to ensure gaps in learning have been identified with interventions in place. (KJ/RC/All staff)</p> <p>Observations for all staff/Peer Observations (RC/KJ)</p>	<p>Recovery curriculum review to ensure gaps in learning have been identified with interventions in place. (KJ/RC/All staff)</p> <p>PR review with teachers (RC/KJ)</p> <p>PR review with TA and Support Staff (RC/KJ)</p> <p>PiXL SIP Meeting</p>	<p>Recovery curriculum review to assess impact of interventions and identify further support needed in following year for some pupils (KJ/RC/All staff)</p> <p>Observations for all TA and support staff (RC/KJ)</p>

	subject. Feedback given to staff and CPD planned. (All staff)						
	PiXL CPD for lead teachers.						→
	PiXL SIP Meeting						
	Staff meeting plan shared						→
<p>English: Reading and Writing</p> <p>Reading target: GDS targeted readers achieve GDS outcomes in each cohort.</p> <p>Writing target: 25% of each cohort is targeted with GDS writing experience – as seen in GDS Deep Dive.</p>	<p>CPD for teachers – focus on BAME text choices (RC)</p> <p>English curriculum Review teaching in W (RC/JP)</p> <p>Establish writing genre coverage to ensure balance (RC/All staff)</p> <p>Order reading books for KS2 and establish reading bands, with</p>	<p>CPD for teachers to focus on W and feedback from Curric Review (RC)</p> <p>PM lesson observations to monitor quality of R teaching and learning (KJ/RC)</p> <p>Review data from checkpoint (RC)</p> <p>LW to monitor the teaching and learning in R and W (RC)</p>	<p>CPD for teachers to focus on GDS in R and W (RC)</p> <p>W moderation staff meeting (RC)</p> <p>English Curriculum Review of teaching in R (RC/LW)</p> <p>Review of CPD based on needs from data and LWs (RC)</p> <p>Review data from checkpoints (RC)</p>	<p>LW to monitor W in books and classroom environment (KJ/RC)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Review data from checkpoint to inform training or support (RC)</p> <p><i>Team teach/demo sessions if required. (RC)</i></p>	<p>W moderation staff meeting (RC)</p> <p>Review of CPD based on needs from data and LWs (RC)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Book scrutiny (RC)</p>	<p>Review data from checkpoints and KS1/2 SATs to inform further focus and needs (RC)</p> <p>LW to review teaching, learning and evidence in R and W over year (RC)</p> <p>Team teach/demo sessions if required. (RC)</p>	

	<p>Reading programme (RC)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Subject leader attend training to ensure up-to-date knowledge (RC)</p> <p>Planning QA (RC)</p>	<p>Review of resources for teaching reading (reading books in KS1) (RC)</p>	<p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Planning QA (RC)</p>			
<p>Science</p> <p>80% of lessons observed are good or better and 100% of lessons are practical with an AT1 element, using the science lab.</p>	<p>Subject leader time in staff meeting to review previous year and set priorities for current (YW/ND)</p> <p>Introduction of Science Knowledge Organisers (RC)</p>		<p>CPD opportunity for staff planned by subject leaders – particular focus on GDS (YW/ND)</p>	<p>PM lesson observations to monitor quality of Science teaching and learning (KJ/RC)</p> <p>Science Curriculum Review teaching and learning. Feedback of findings (YW/ND)</p>	<p>Book Scrutiny – Science Focus (YW/ND)</p>	<p>Analysis of Science Outcomes (RC/KJ)</p>

Key Outcome issues to be addressed

- Recovery curriculum focus on mental wellbeing and transition back to school, along with analysis and identification of gaps in learning.
- 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 on Reading, Writing and Science. Use of reading recovery programme to ensure good reading progress for all pupils.
- Curriculum Focus on provision and Scheme of Work for Foundation Subject.

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

Judgement: Good

Evaluation of 2019/2020 Transformation Plan

2019 2020 PLAN PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Active Citizens</p> <p>All classes have at least one trip, visit or visitor per term linked to current learning.</p> <p>Sleuth email continue to be used to track behaviour. All staff log incidents when required and follow up actions.</p> <p>House points are awarded each term by all staff - linked to praise, attendance, reports (at least 30 per team)</p>	<p>Phase teams - EYFS, KS1, Lower KS2 and Upper KS2 agree 31 topics and plan a trip, visit or visitor for each term (Teams)</p> <p>Sleuth and House point Training for all staff (KJ/GS)</p> <p>Phase teams - EYFS, KS1, Lower KS2 and Upper KS2 agree on sporting</p>	<p>Pupil Voice LW (KJ/RC)</p> <p>Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Pupil Voice LW (KJ/RC)</p> <p>Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Pupil Survey (KJ)</p> <p>Parent Survey (KJ)</p> <p>Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p>	<p>Timetables per phase team on agreed extended day time use - LW to QA (Teams/KJ/RC)</p> <p>Activities record on Pupil Page on website (KJ/RC)</p> <p>Pupil Led Theme for Creative Curriculum (RC)</p>
<p>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.</p>	<p>afternoon and club focuses (Teams)</p>	<p>MA Feedback facebook, school council with ND, Instagram, Newsfeed instead</p>				
<p>Behaviour and Attitudes</p> <p>Reception 2020 intake is at least 30 and oversubscribed.</p> <p>97%> attendance for whole school.</p> <p>96%> attendance for SEN and 95%> for PP.</p> <p>Fixed term exclusions are below national.</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG)</p> <p>Attendance assembly rewards (KJ/RC)</p> <p>1.1 tours with KJ of school for new starters and parents.</p>	<p>choice x2 LO, → proaction</p>				
	<p>Postcards and Facebook post to remind aprents of application delines. (KJ/EN)</p>					

COVID-19 Reach to 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 fundraising 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 – 96% of parents responded positively to the question ‘My child is happy at school’ and, 98% ‘My child feels safe in school’. 100% of pupils also responded that they like being part of the Federation. (Pupil and Parent Survey 2020).

Pupils value their education and rarely miss a day at school. Current attendance data shows a maintained overall attendance figure of 97%. During lockdown, pupils attended under the key worker and vulnerable group heading, with many more attending during the wider opening to Reception, Year 1, Year 5 and Year 6. 27/30 reception children, 23/29 Year 1, 29/30 Year 5 and 28/30 Year 6 pupils all returned to school before the summer break. A total of 136 pupils were attending school each day before the summer break. Any child who fell under the vulnerable category was encouraged to attend school with weekly contact from senior leaders. All vulnerable children attended school by the summer break (Covid Registers 2020, Attendance Data 2020).

Pupils’ 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 2020).

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. In the pupil survey, 100% of pupils feel safe at school and 100% of pupils stated that they knew where to get help if they needed it. 94% of parents stated that bullying was dealt with effectively by the school, with 39% of parents reporting that bullying had not been an issue for their child (Pupil Survey 2020, Parent Survey 2020).

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 has been 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 the 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', 100% 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 – 100% agreed (Pupil Survey 2020).

Following lockdown, the Learning Mentor, who support children to have a good 'Get Ready to Learn' attitude and good mental health, now has a full day to support pupils. This is an extension to the half day in previous years.

Strengths

- Active Citizens – the school Facebook page, Instagram and In Focus newsletter celebrate 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 during lockdown and wider opening.
- Learning Mentor with Mental Health First Aid training to support pupils in the return to school post lockdown. This support is in place for any further lockdowns or pupil isolation.

Areas for Development

- Further support for targeted pupils, for example, working with the local authority will be done to improve attendance further. Focus will also be on supporting pupils who are not attending due to Covid-19. (E.g. remote learning support).

QUALITY ASSURANCE INFORMATION

Absence and Exclusions

	2019/2020 Total for year up to Term 4 – Covid lockdown
% Persistent absentees – absent for 10% or more sessions Nat 8.8% Highest 10% National 14.57%	3.34%
% of sessions missed due to overall absence	2.73%
FSM	4.31%
Non FSM	2.6%
Boys	2.4%
Girls	3.07%
SEN	2.53%
No SEN	2.75%

The absence and exclusion data for the school is Outstanding with >97% attendance, placing the school in the top 10%. The school has had no 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 are given to children with gold/silver/bronze attendance for 100%, 99% and 98%. Staff performance reviews are linked to staff attendance; therefore ensuring a whole-school approach. Termly attendance reviews with the local authority enable patterns of absence to be picked up and responded to, ensuring that the school is 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

2019/2020	Incidents logged	Pupils	Analysis
Term 1	3	1	Placed on report, TAF meeting attended to focus upon behaviour and support at home/school. Behaviour has now improved
Term 2	4	1	Placed on report.
Term 3	5	4	All placed on report. 2 days internal isolation for 1 pupil.
Term 4	3	2	1 pupil with 1 incident reported. 1 pupil with 2 incidents reported. Stage 3 support.
Term 5	2	2	1 pupil with 1 incident reported. 1 pupil with 1 incident reported.
Term 6	1	2	2 pupils with 1 incident reported.

The school uses a Sleuth email to track negative behaviour and house points to reward positive. If a child has a negative Sleuth entry, support is put in place to enable the child to reflect on and improve upon their behaviour. The impact of this can be seen in the reduction of incidents as the year progresses. The school has recently purchased CPOMS, allowing for behaviour and safeguarding issues to be recorded. This will be implemented in September 2020.

House Points

All Year	
Total Points:	
B	3666
G	3402
R	3319
Y	3679
Attendance	Extra-Curricular
B 97	B 271
G 108	G 216
R 79	R 235
Y 86	Y 226
Praise	Reports
B 3053	B 105
G 2841	G 105
R 2768	R 105
Y 3129	Y 105
Spot Checks	
B 140	
G 132	
R 132	
Y 133	

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. House points continued to be awarded during lockdown to ensure that pupils stayed motivated to learn whilst at home.

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 100% of pupils responded that they knew how to respect others (Pupil Survey 2020).

Number on Roll

2019/20	Number on roll	Pupils Left	Pupils joined
By the end of Term 6	210 places, 208 on roll	2	0

24 children are due to start school in reception in September 2020. Whilst this is low, the local authority confirmed this cohort was a low birth year with all schools undersubscribed within the local area. 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	0	0	0	0	0
Beech	0	1	0	1	2
Cedar	4	0	0	2	6
Oak	4	4	1	2	11
Redwood	2	1	0	1	4
Silver Birch	2	2	0	1	5
Willow	6	1	1	2	8
Totals	18	9	2	7	36

Total School Support 27

Total EHC 2



High Needs Funding 1

1 EHC applications in assessment (tribunal stage)

The school supports SEN pupils at Phases 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. One pupil is supported with SEN Higher Funding.

Personal Development Planning 2020/2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Active Citizens Pupils have an understanding of diversity and equality, and are respectful of individuals and their differences (BLM, family make-up, disabilities etc.)</p> <p>Electives provide opportunities for pupils to develop wider interests and skills.</p> <p>Electives in Terms 1 and 2 are used to develop emotional wellbeing post lockdown.</p>	<p>Staff meeting to share strategies to raise cultural and diversity awareness (RC)</p> <p>Weekly assembly celebrating countries and cultures (RC)</p> <p>Embed SRE CWP scheme that covers diversity (Staff)</p> <p>Teachers to create Electives timetable – focusing upon developing good mental health and wellbeing post lockdown. Focus also on reading skills and development of spoken language. Terms 1 and 2.</p>	<p>Review of resources used for diversity and shared with staff.</p> <p>Pupil Voice LW (KJ/RC)</p>	<p>Plan workshop to explore stereotypes in employment for all school (possible visitors) (RC/KJ)</p> <p>Pupil choice – pupils to identify activities they would like included in electives over the year. (Staff)</p>	<p>Pupil Voice LW (KJ/RC)</p> <p>Timetables per phase team on agreed extended day time use – LW to QA (Teams/KJ/RC)</p>	<p>Pupil Survey (KJ)</p> <p>Parent Survey (KJ)</p> <p>Cultural workshop visit</p>	<p>Art Attack Super Learning Day to focus on diversity (RC/ staff)</p>

<p>Pupil and parental surveys are at least 80% positive about the wide school opportunities on offer.</p> <p>CPOMS used to track behaviour. All staff log incidents when required and follow up actions.</p> <p>Class Dojo and house points are awarded each term by all staff – linked to praise, attendance, reports (at least 30 per team)</p>	<p>KS1 and KS2 Forest times set up to ensure that all children have a session during the school year (KJ/TN/JW)</p> <p>Regular Facebook posts and news on website (KJ)</p> <p>Staff training on CPOMS. (KJ)</p> <p>All classes to set up Class Dojo (staff) This will also be used as the virtual classroom during potential further lockdowns.</p> <p>House point training recap for all staff (KJ/GS)</p>		<p>Review of house point allocation (KJ/GS)</p>	<p>Review of house point allocation (KJ/GS)</p>		
<p>Behaviour and Attitudes</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG)</p>					

<p>Reception 2021 intake is at least 30 and oversubscribed. 97%> attendance for whole school. 96%> attendance for SEN and 95%> for PP.</p>	<p>Attendance rewards (KJ/RC)</p> <p>Codes for Covid attendance reviewed and shared with staff (KJ)</p>					<p>→</p>
<p>Fixed term exclusions are below national.</p>	<p>Alternative PR planned – online videos including tours, staff videos. Opportunity to arrange a 1:1 call with HoS or DHoS. Tours using the outside of the building only offered.</p> <p>Postcards and Facebook post to remind parents of application deadlines. (KJ/EN)</p>					<p>→</p>

Key Outcome issues to be addressed

- The extended school day continues to provide a wide range of opportunities for all pupils. This is used in Term1 and 2 for Covid catch-up in terms of mental health and wellbeing, reading and spoken language development.
- Extended Learning Mentor time for one to one support for pupils post lockdown and also for potential future lockdowns/pupil isolation periods.
- CPOMS used to track behaviour. Class Dojo and house points also used to encourage positive behaviour.
- Attendance continues to be a strength for the school for all pupils, including SEN and PP pupils.

LEADERSHIP AND MANAGEMENT

Judgement: Good

Evaluation of 2019/2020 Transformation Plan

2019 2020 PLAN EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT including safeguarding

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Safeguarding</p> <p>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.</p>	<p>Governors Visit (KJ/SK)</p> <p>Scrutiny panel (KJ/RC)</p> <p>Staff training (KJ/OT)</p> <p>New appointment sheet (KJ)</p> <p>Perimeter Risk Assessment review (KJ/RC)</p>	<p>Risk Assessment review (Teams)</p> <p><i>Term 2 in 30 days</i></p>	<p>New staff safeguarding training (KJ/RC)</p> <p>Safeguarding staff newsletter (KJ/RC)</p>	<p>Risk Assessment review (Teams)</p> <p><i>more CC " Five Dnll etc.</i></p>	<p>New staff - CP safeguarding training (KJ/RC)</p> <p>Safeguarding staff newsletter (KJ/RC)</p> <p><i>lots of parent updates during comp-19</i></p>	<p>Risk Assessment review (Teams)</p> <p><i>CC CP</i></p>
<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 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>Quality Assurance</p> <p>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.</p> <p>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.</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>Discussions with class teachers and further groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</p> <p><i>Term 2</i></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><i>Ready for Term 4</i></p>	<p>Discussions with class teachers and groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</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><i>Ready for Term 4</i></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>Discussions with class teachers and groups of children identified (KJ/Teams)</p> <p>Team moderation of core subjects (Teams)</p> <p><i>Ready for Term 4</i></p>	<p>Discussions with class teachers and groups of children identified (KJ/Teams)</p> <p>Team moderation of core subjects (Teams)</p> <p><i>Geog. GDS Deep Dive</i></p> <p><i>Ready for Term 4</i></p> <p><i>LNW / GSI / YW / ENT</i></p>

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, with 80% strongly agreeing with this statement. 98% 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 2020). This was particularly strong during lockdown, with a clear contingency plan shared with staff to ensure all pupils continue to follow the planned curriculum within a home learning package. This was a mixture of online and paper based learning to enable all learners, regardless of online access, to learn and continue to make progress.

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 during the 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 local governing body. Within these meetings, strategic decisions are made and discussed, current achievement data is looked at and a report on the school's current position is made by the Head of School. Data targets are set with the Executive Principal and Head of School which the governing body receive regular updates on. (Governing Body Minutes 2020, Performance Management Cycle 2019-2020) Governors were kept informed of decisions made to support pupils, parents and staff during lockdown, with online Teams meetings.

Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. The school's Transformation Plan is drawn up using information from staff, parent and pupil surveys, school reviews, data analysis, and governor feedback in meetings (Parent, Pupil and staff Surveys 2020, Governing Body Minutes 2020, Outcomes Scorecard 2020, Teaching and Learning Scorecard 2020, Behaviour and Wellbeing Scorecard 2020).



Leaders, staff and pupils do not tolerate prejudiced behaviour. Staff, parent and pupil surveys reflect that the school does not tolerate bullying in any instance and equality for all children. (Parent, Staff and Pupil Survey 2020).

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 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 undertook her DSL training in October 2019. 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 2020).

Regular safeguarding procedures are checked by governors, through scrutiny panels and all staff are updated annually on their obligations and training, this includes Prevent 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 of. Annual training for all staff takes place, which includes current high priorities such as Mental health, FGM, up-skirting and the Prevent Agenda.

During home schooling due to lockdown, weekly phone calls were made by senior leaders to targeted pupils, e.g. LAC/post LAC/FSM/behaviour and welfare concerns. Notes were made on a weekly basis. All pupils had regular contact with class teachers to ensure that all children were happy and safe at home during lockdown. Class teachers notified the senior leadership team if regular contact was not made with a pupil which then led to weekly phone calls. Children who were finding home schooling difficult, which affected their behaviour or mental health or wellbeing were offered spaces within the vulnerable bubble to support them and their families. This has continued with access to our wrap around care, both breakfast and after school club, for children who have found returning to school hard.

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 100% of parents responded that they knew who to raise concerns with, 96% stating that concerns, once raised, were responded to well (Pupil and Parent Survey 2020).

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 reviewed 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 challenge the senior leadership team and to ensure these are being followed and implemented in practice 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. 100% of pupils answered that they felt positive about their curriculum, the core subjects and the creative curriculum (foundation subjects). 100% of pupils like their science lessons which is reflective of the introduction of an investigative curriculum and science laboratory.

The curriculum continues to be followed by home learners and those within the key worker and vulnerable groups during lockdown. This was set on a weekly basis to support parents in planning the home learning for the week. English, including reading, writing and phonics and mathematics was set for each day with the foundation subjects assigned as a topic grid for the week. A contingency plan for remote learning for 2020-2021 for potential further lockdowns has been shared with all staff, including the use of live lessons using Microsoft Teams.

Pupils like their PE sessions, reflecting the use of the Sports Premium to support PE in school, with 80% of all pupils having represented the school in a sporting event. Those who have not yet done this will be targeted this year. This is very positive given that all inter-school events were cancelled from March 2020 (Parent and Pupil Survey 2020).

Middle leaders will complete a learning walk review to ensure that the curriculum is meeting the needs of all learners with good progression and pace.

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. Each class is assigned a teaching assistant which allows for a pupil teacher ratio of 1:15 in all classes.

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's 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 teaching assistants were effectively deployed and worked well with small groups of pupils with a range of abilities (Performance Management Cycle 2020). 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

- The 31 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. This continued during lockdown with regular checks and invites to attend school, when issues were identified.
- Continue to support good attendance with clear expectations during post Covid return to school and support for pupils who are unsure of return.

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.
- Ensure contingency plan is in place for remote learning for any lockdown during 2020-2021.

Leadership and Management Transformation Planning 2020/2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Safeguarding - Ensure children are kept safe and support for their welfare is effective. 80% of parents and pupils respond that their child feels 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) Post covid lockdown – ensure any children not in school in regular	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)

	contact via remote learning (KJ)					
	Liasie with LA for any child not returned to school (KJ)					
QA of new staff and new year groups, through Performance Reviews, Probation.	Subject leader learning walks as detailed in termly plan (Team)					→
Schools Direct induction and training is successful.	Planning, APP file reviews (KJ/ RC)					→
Best 2 lesson observation by Term 6 90% are good or better. 40% are Outstanding.	Termly SD observations					→
The school number on roll is 210 (capacity).	Contingency plan: staffing cover/ remote learning plan/ Risk Assessment is shared with staff with any updates highlighted.					→
Quality Assurance	Pupil progress meetings (KJ/ RC)					→

<p>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.</p> <p>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.</p> <p>Ensure that there is an effective contingency plan in place for any subsequent full or partial lockdowns. At least 90% of parents are satisfied by the quality of education provided during a substantial closure of more than 14 days.</p>	<p>Scrutiny panel with CP Governors</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>Discussions with class teachers and further groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</p>	<p>Annual Reviews, IEPs, PSPs for SEN children (KJ)</p> <p>Analysis of data and groups of children identified (KJ)</p>	<p>Discussions with class teachers and groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</p>	<p>Annual Reviews, IEPs, PSPs for SEN children (KJ)</p> <p>Analysis of data and groups of children identified (KJ)</p>	<p>Discussions with class teachers and groups of children identified (KJ/Teams)</p> <p>Team moderation of core subjects (Teams)</p>
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Pupil progress is not impacted as a result ensuring that quality of education targets are met.						
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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.
- A robust contingency plan is in place for continuing Covid-19 crisis. Staff are well briefed in expectations and clear on processes.

EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY AND STANDARDS

Judgement: Good

Evaluation of 2019/2020 Transformation Plan

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 is used 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 2019 of 60% to a GLD of 73% in 2020. This increase is due to strategic target setting, 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, with support for pupils.

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's 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, this will continue through remote systems to keep in touch with all parents. 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 has been adapted with the use of the EYFS garden area as the drop off zone to allow our youngest children and parents a happy and smooth handover and start to the day. This is important as it is an opportunity to share current learning with parents and carers. The team uses 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 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 children's learning and development. Provision across all areas of learning is planned and is based on rigorous and sharply focused assessments of their 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 children's progress. Regular pupil progress meetings are held to look at and discuss 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 sessions and 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 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. This was particularly strong during lockdown with the class teacher sharing many video messages through Class Dojo, our virtual classroom. The children enjoyed watching the videos then sending (with parent help) photographs of the fun and learning they were completing at home.

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 (Parent Survey 2020). 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 73% GLD. This is above national (2019 national).
- 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. Phase 1 is complete with Phase 2 of development planned.



PUPIL TRANSFORMATION PLAN – 2020/2021

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: Pupils 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 and recycling.



GLOSSARY OF EDUCATIONAL TERMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ARE	Age Related Expectations
ASD	Autistic Spectrum Disorder
ASDAN	Award Scheme Development and Accreditation Network (vocational qualification)
ASP	Analyse School Performance (replaces RAISE Online)
BME	Black and Minority Ethnic
BST	Behaviour Support Team
CATs	Cognitive Ability Tests
CiC	Children in Care, sometimes referred to as LAC (Looked After Children, or CLA (Children Looked After)
CPD	Continuing Professional Development
CSD	Children's Services Department
CYPP	Children and Young People's Plan
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
E Bacc	English Baccalaureate
EHCP	Education Health and Care Plan
Ed. Psych	Educational Psychologist (often referred to as EP)
ELSA	Emotional Literacy Support Assistant
EMTAS	Ethnic Minority and Traveller Advisory Service
EOTAS	Education other than at school
EPS	Education Personnel Services
EYFS	Early Years Foundation Stage: for children up to the age of 5

FFT	Fischer Family Trust
FGM	Female Genital Mutilation
FSM	Free School Meals
GCSE	General Certificate of Secondary Education:
GLBT	Gay, Lesbian, Bi-Sexual, Transgender
HIAS	Hampshire Inspection and Advisory Service (assist with school developments)
HMI	Her Majesty's Inspectorate for Education
KS	Key Stages within the National Curriculum
IDSR	Inspection Data Summary Report: Ofsted report available for each school
INSET	In-Service Education and Training of Teachers
LA	Local Authority
LLP	Leadership and Learning Partner
LMT	Leadership and Management Team
LSA	Learning Support Assistant
MIS	Management Information System (school data and information)
MFL	Modern Foreign Languages
MLD	Moderate Learning Difficulty
MPR	Main Pay Range
NC	National Curriculum
NCTL	National College for Teaching and Leadership
NEET	Not in Education, Employment or Training
NOR	Number on Roll: The total number of pupils on the school's register
NPQH	National Professional Qualification for Headship
NQT	Newly Qualified Teacher
OFST	Office for Standards in Education
P Levels	Used to assess pupils achievements. (Special schools only)

PAN	Published Admissions Number
PMLD	Profound & Multiple Learning Disabilities
PPA	Planning, Preparation and Assessment time
PSED	Personal, Social and Emotional Development
PSHE	Personal, Social and Health Education
QTS	Qualified Teacher Status.
RE	Religious Education
SACRE	Standing Advisory Council on Religious Education
SAP	A financial and human resources system used by Hampshire County Council
SATS	Standard Assessment Tasks: Tests to find out if a child's academic ability
SCR	Single Central Record
SEF	Self-Evaluation Form
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SFVS	School Financial Values Statement
SHIP	School, Home Integrated Project (school intervention at home)
SIM	School Improvement Manager
SIMS	School information Management System (pupil and staff data, registers)
SIP	School Improvement Plan
SLD	Severe Learning Difficulties
SMSC	Spiritual Moral Social and Cultural development
TLR	Teaching and Learning Responsibilities
TOP	Thomas Outreach Programme (Early years help)
UPR	Upper Pay Range