



RECOVERY PLAN 'Success Achieved Together'

Year 3: 2021/2022
2019 – 2022



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HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary had another busy, but productive and successful academic year. We welcomed our new starters into school in Ash Class and each class settled into their new year groups quickly and happily. After a turbulent previous year, staffing remained consistent which supported the children to make a smooth start to school.



Although working in class bubbles, we continued to use the Science Lab and Computing Suite which were installed during the previous year, making a real 'hands on' difference to children's knowledge and understanding within Science and Computing. In Science this has also included dissection of pig's hearts and looking at animal intestines.

Improvement within our facility was extended this year to the EYFS department, Ash Class.

To complement the indoor provision, our outside EYFS area has undergone a transformation.

A bespoke, zoned garden has been developed to enable children to engage in purposeful learning through play. This was a large project which had a considerable budget allocated and the children are already enjoying the difference this has made to their outdoor provision.

Areas such as a gardening area, small world play, den making area, sandpit, rubble pit, mud pie kitchen, stage, water play and music corner have all been created.

Teaching staff continue to ensure that our curriculum not only meets the requirements of the National Curriculum, but is also bespoke and meets the needs of our pupils and the locality. Knowledge Organisers for each term as an overview to all foundation subjects have been created for each year group and shared on the school website. This is supported by a clear overview to each year groups reading, writing, maths and science expectations. Relationships and Sex Education is also shared meeting the new requirements set by the DfE.

Post the summer 2020 and January 2021 lockdowns, staff have worked hard to identify gaps in learning for all pupils and have ensured that tailored interventions are in place to fill these gaps. During both lockdowns, staff kept in touch with pupils and set work to ensure that home learning was personalised to meet the needs of each year group. Given the age of our pupils, the school was very aware that parents would need to support home learning, so the balance of ensuring pupils had access to teaching and learning without over-burdening working parents was key. The use of Class Dojo enabled staff to send messages, files, videos and photos to each class to create a virtual classroom which worked well. Parents used the portfolio element to log completed work, acting as the online class workbook. The school SLT was able to see all classes and portfolios, allowing for quality assurance of set and completed work. Children who were not working at home were identified by class teachers and through this quality assurance were invited into school to attend face-to-face learning. The number of children in school in the second

lockdown was significantly more than the first, mostly due to the key worker criteria expanding to include more roles.

Staff worked hard to ensure that the broader curriculum has been offered during this Covid class bubble year. They were aware that the usual offer of sports clubs and dance events have not been feasible; however, we have been able to hold our EYFS and KS1 Christmas productions, Year 3 and 4 Easter talent show, May Dance and sports day whilst remaining in class bubbles and taking lots of photographs and videos for parents.



The children enjoyed these events, especially the termly Super Learning Days as this provides for them the 'This is Because...' of learning (linking to real life experiences). Super Learning Days and events, such as productions, provide pupils with the real-life application of what they have learnt in the classroom. Each class planned an outdoor trip for Term 6 with a special leavers' trip for the Year 6 pupils.

Staff worked hard to ensure that the thematic creative approach to our foundation subjects continued this year, providing pupils with a broad and balanced curriculum. Subject leader learning walks continued to ensure that subject leaders are clear what is offered in each subject. These have been positive and celebrate the many different subjects being followed under the creative curriculum.

A focus for this year has been reading, with the purchasing of books to ensure that the EYFS and KS1 reading diet offered to pupils matches their phonic understanding, and in KS2 the reading diet meets the needs of the pupils. Book bands now continue into Year 6, allowing staff to ensure that the material pupils are reading is challenging and stretching their understanding within reading.

The school has worked hard to support pupils post-Covid, not only in terms of academic progress, but also to support emotional health and wellbeing. Similar to the Waves of Support for children with SEND needs, we have created a Wave approach to supporting children's wellbeing. This ranges from in class support, small

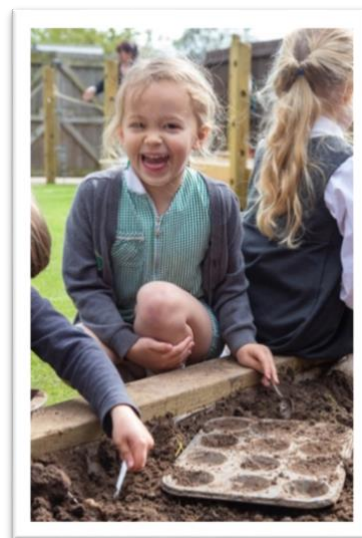


groups in forest school, to targeted ELSA and Learning Mentor support with cognitive behaviour support. This approach enables the school to track children and ensure they are getting not only academic, but wellbeing intervention. This support will be a focus for next year with the introduction of Activity Passports for each year group with a view to looking to develop children's resilience and

sense of wellbeing.

Next year's Transformation Plan will focus upon key areas to ensure that our vision for the school and its pupils remain ambitious and bespoke. The key areas of focus next year are:

- Curriculum Development - Embedding the good work within reading – new reading books and phonic development. Including CPD for staff in Phonics as this will support pupils who still struggle in phonics later on (KS1 and KS2).
- Curriculum Development - Focus on writing to adapt and refine practice in line with up-to-date research and proven best practice.
- Assessment - Ensure all staff are ready for key assessments: EYFS baseline, Year 1 and Year 2 Phonic Screening Check, KS1 and KS2 SATs and Year 4 times table check.
- Recovery – ensure that children make good progress and cover the national curriculum requirements for their year group.
- Recovery – ensure that children have the support they need to be resilient, develop character and have good emotional wellbeing. Continuing to support outstanding behaviour and attendance will be involved in this.



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 2021–2022.
- 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.
- 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 2020-2021 are based upon quality-assured teacher assessments. These are reasonable and based on children's work in school within check point tasks and tests. Evidence of work completed at home has also been taken into consideration. For the Year 6 outcomes, mock data has also been considered.

By the end of the Reception year, 71% achieved the GLD (not including writing) and 59% including phonic session writing. This is in line with national of 71% and reflects good progress from starting points. Writing has been restricted by limited development of gross and fine motor skills due to 2 lockdowns for this cohort (Pre school and Reception year) It has also meant that the usual variety of writing practice and opportunities have not been possible in school.

Phonic screening check outcomes in both Year 1 and Year 2 are both in line with national Year 1 gaining 79% pass rate (national 82%) and Year 2 gaining 90% pass rate (national 92%).

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

In KS2 RWM EXS outcomes are 60%. Outcomes in KS2 are in line with national outcomes at EXS for Reading, Writing and Maths. Greater depth is in line with national.

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

Quality of Education (Curriculum)

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. This is supported by the 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 has enabled 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 clear action plan has also been created.

Personal Development (Curriculum)

Pupils follow the PSHE and Citizenship (including British Values) curriculum in all year groups. SEAL (Emotional and Social Aspects of Learning) supported by PiXL resources are 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, this includes relationships, consent and privacy. Personal

development is also embedded within the RE curriculum, with a focus on tolerance, self-reflection 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 with a new system introduced is the next step for this year.

Personal Development (Electives and Extra-Curricular)

The school has lengthened 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 these. 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.

Post Covid, the Elective programme has also been used and will continue to be used to provide time for pupils to develop their social skills and support good emotional wellbeing.

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. Unfortunately, Covid-19 meant that some trips and visits had to be cancelled and this will be a focus for this academic year.

Behaviour and Attitudes including Safeguarding

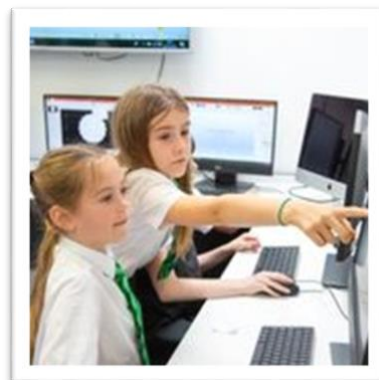
Attendance overall continues to be outstanding at 97.7% over the whole academic year, with no permanent or fixed term exclusions. This is reflective of the staff commitment to noting absences, lateness and behaviour issues, acting promptly and providing the support needed to ensure that children attend school regularly and behave well. The school continues to be oversubscribed for Reception intake with the number on roll at 201 for September 2021. 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. During the national lockdown in Term 4, 113 pupils attended the key worker provision on offer, meaning over 50% of the number on roll were in school. In the pupil survey, 92% of pupils report that they feel safe within the school and 97% behave well and get on with work when at school.

The school uses a house point system to celebrate positive attitudes following the schools 'get ready to learn' motto. With on average 3,000 house points per house (red, yellow, green and blue) were awarded during the year 2020–2021. Yellow house with 3068 point won this years competition, taking home individual 'Catmose' chocolate bars. 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 2021 is shared with all staff with a quiz to test understanding which will then feed in CPD plans for the year. Changes to the Sex and Relationships Education curriculum will be embedded within teaching and learning, particularly at Year 5 and Year 6.

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 8 rated as Outstanding. 97% 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 is the identification of any gaps within curriculum learning for pupils in all subjects to ensure that this is covered within the teaching and learning to embedded understanding. 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 have resulted in the creation of a Big Picture for each subject, giving an overview of the progression. This will be reviewed with additions to reflect current provision.

The school is part of the National College and works closely with the federation schools Catmose College and Harington School to provide national and 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 trainee teachers from local universities as a commitment to developing the next generation of teachers.

QUALITY OF EDUCATION: OUTCOMES

Judgement: Good

Evaluation of 2020/2021 Transformation Plan

Outcomes for Pupils Planning for 2020/2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GLD Target Against National Outcomes GLD EYFS => 71%	Meet the Teacher Parents' Evening (EHT) Online Intervention groups set up for targeted pupils (covid catch up session to start)	Report to parents (EHT)		Report to parents (EHT) Parents' Evening (EHT)		Report to parents (EHT)
YR 1/2 Phonics Check Target Against National Outcomes Year 1 Phonics => 82% Year 2 Phonics => 92%	Phonic packs sent out Year 1&2 (LW/YW) Scorecard created and updated each assessment cycle (RC/KJ) Intervention groups set up for Year 1&2 with targeted pupils (covid catch up session to start)	Screening of Year 1&2 phonics groups (LW/YW/KJ)	Phonic packs sent out Year 1&2 (LW/YW) Parents' meetings for Year 1: Getting Ready for Phonic Screening (LW/YW/KJ)	Screening of Year 1&2 phonics groups (LW/YW/KJ)	Phonic packs sent out Year 1&2 (LW/YW)	Testing of Year 1&2 phonics groups (LW/YW/KJ)
KS1 SATS EXS and GDS	Targets set for all learners (Teams)	Parents' meeting KS1 SATS (LW/KJ)	Targets reviewed for all learners (Teams)	KS1 SATS packs (LW/KJ)	Targets reviewed for all learners (Teams)	Attainment data shared with the next class (Teams)
Target Against National Outcomes Reading EXS => 75% Writing EXS => 69% Maths EXS => 76% Science EXS => 82% Reading GDS => 26% Writing GDS => 16% Maths GDS => 22%	Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ)	Work Moderation KS1 Report to parents (LW/YW)	Work Moderation KS1 Report to parents (LW/YW) Parents' Evening (LW/YW)	Work Moderation KS1 Writing moderation staff meeting	Work Moderation KS1 Report to parents (LW/YW) Attainment data shared with next class (Teams)	
KS2 SATS EXS and GDS	Targets set for all learners (Teams)	Parents' meetings KS2 SATS (GS/RC/JIP)	Targets reviewed for all learners (Teams)	KS2 SATS packs (GS/RC/JIP)	Targets reviewed for all learners (Teams)	Transition booster non EXS (GS/RC/JIP)
Target Against National Outcomes Reading EXS => 73% Writing EXS => 78% Maths EXS => 79% Science EXS => 82% Reading GDS => 27% Writing GDS => 20% Maths GDS => 27%	KS2 Booster sessions. Pupils and gaps identified (GS/RC/JIP) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each	KS2 SATS packs (GS/RC/JIP) Review of targeted pupils' progress and RWM Work Moderation KS2	KS2 SATS packs (GS/RC/JIP) Review of targeted pupils' progress and RWM KS2 Mocks	Review of targeted pupils' progress and RWM Work Moderation KS2 KS2 Mocks Parents Evening (ND/BJ/JIP/GS)	KS2 SATS packs (GS/RC/JIP) Review of targeted pupils' progress and RWM Work Moderation KS2	Attainment data shared with next class (Teams) Report to parents (ND/BJ/JIP/GS)
Target => RWM (+65%) Target => National APS for Reading, Writing, Maths.	assessment cycle (RC/KJ) Bi-weekly Y6 Core meetings to review progress and targets (RC/GS/JIP) PXL SIP meetings (RC/GS/JIP) (covid catch up session to start)	KS2 Mocks Report to parents (ND/BJ/JIP/GS)	External moderation with other schools (JP/RC)	Report to parents (ND/BJ/JIP/GS) Y6 External moderation with other schools (JP/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 97% of children stating that their teachers helped them to understand how to improve their work in lessons. (Pupil Survey 2021).

Pupils read across subjects to a good standard, with fluency and comprehension appropriate to their age. Book bands for KS2 have been 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, has been introduced. Children in Year 1 and Year 2 have maintained good progress despite Covid restrictions and are in line with National Outcomes. Year 1 scored 79% pass and Year 2 90% pass rate. (Phonics Screen Data 2021).

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. 89% of parents believe that children make good progress from starting points including during Covid lockdowns and 99% of children believe they do the very best they can (Ofsted Inspection 2017, Parent, Pupil and Staff Survey 2021).

Quality Assurance Information

EYFS GLD

EYFS Expected

By the end of Reception, 71% achieved the GLD (not including writing). Pupils scored a GLD of 59% including writing within phonic sessions. Including independent writing reflected a score of 38%. This reflects good progress from starting points. Independent writing and the development of early writing skills will be a key focus in Year 1.

Phonic Screening

Year One

79% of Year 1 children passed the phonic screening check, in line with 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

90% of Year 2 children passed the phonic screening check. This is in line with national of 91%. 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 2019	Juniper National Data Base 2021
	67%	75%	65%
	School GDS	National GDS 2019	
	3%	26%	
Year 2 SATs Writing	School EXS	National EXS 2019	Juniper National Data Base 2021
	50%	69%	56%
	School GDS	National GDS 2019	
	13%	16%	
Year 2 SATs Maths	School EXS	National EXS 2019	Juniper National Data Base 2021
	70%	76%	64%
	School GDS	National GDS 2019	
	7%	22%	

Challenge for Greater Depth pupils will be a focus in this academic year.

KS2 Outcomes

Year 6 Achievement: KS2 SATs

Using 2019 SATs Papers

Year 6 SATs Reading	School EXS	National EXS 2019	Juniper National Data Base 2021
	83%	73%	70%
	School GDS	National GDS 2019	
	30%	27%	
Year 6 SATs Writing	School EXS	National EXS 2019	Juniper National Data Base 2021
	73%	78%	59%
	School GDS	National GDS 2019	
	13%	20%	
Year 6 SATs Maths	School EXS	National EXS 2019	Juniper National Data Base 2021
	77%	79%	66%
	School GDS	National GDS 2019	
	20%	27%	
RWM	EXS 60% (National 2019 65%)		
Year 6 SATs GPS	School EXS	National EXS	
	83%	78%	
	School GDS	National GDS	
	40%	36%	

Greater Depth Maths and Writing will be a focus in this academic year.

<https://junipereducation.org/national-dataset-report/>

Outcomes for Pupils Planning for 2021/2022

	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>Pupil Progress review with KJ</p>	<p>Pupil Progress review with KJ</p>	<p>Report to parents (EHT)</p> <p>Parents' Evening (EHT)</p> <p>Pupil Progress review with KJ</p>	<p>Pupil Progress review with KJ</p>	<p>Report to parents (EHT)</p> <p>GLD data analysis.</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/ND/RH)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ)</p> <p>Year 2 Screening Check completed (for 2020/21)</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/ND/RH)</p> <p>CPD for all staff (EYFS/KS1/KS2)</p>	<p>Phonic packs sent out Year1&2 (YW/ND/RH)</p> <p>Parents' meetings re: Getting Ready for Phonic Screening. (YW/ND/RH)</p>	<p>Screening of Year1&2 phonics groups (YW/ND/RH)</p>	<p>Phonic packs sent out Year1&2 (YW/ND/RH)</p>	<p>Testing of Year1&2 phonics groups (YW/ND/RH)</p>

<p>KS1 SATS EXS and GDS</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>Targets set for all learners (Teams)</p> <p>Meet the Teacher: initial sharing of expectations (Teams)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ)</p>	<p>Parents meeting KS1SATS (LW/KJ)</p> <p>Work Moderation KS1</p> <p>Report to parents (LW/ND/RH)</p>	<p>Targets reviewed for all learners (Teams)</p>	<p>KS1 SATs packs (YW/RH)</p> <p>Work Moderation KS1</p> <p>Report to parents (YW/ND/RH)</p> <p>Parents' Evening (YW/ND/RH)</p>	<p>Targets reviewed for all learners (Teams)</p> <p>Writing moderation staff meeting</p>	<p>Attainment data shared with the next class (Teams)</p> <p>Work Moderation KS1</p> <p>Report to parents (YW/ND/RH)</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>Target => RWM (+65%)</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 assessment cycle (RC/KJ)</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>KS2 Mocks</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>External moderation with other schools (JP/RC)</p>	<p>KS2 SATs packs(GS/RC/JP)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work Moderation KS2</p> <p>KS2 Mocks</p> <p>Parents' Evening (ND/BJ/JP/GS)</p> <p>Report to parents (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 => 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)		Y6 External moderation with other schools (JP/RC)		→
						→
	PiXL SIP meetings (RC/GS/JP)					→
	(Covid catch-up session to start)					→

Key Outcome issues to be addressed

- Ensure that gaps in learning due to Covid lockdowns 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 2020/2021 Transformation Plan

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>Timely QA of planning for each year group</p> <p>Curriculum Reviews planned during the year for</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>PXL 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>PXL 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>PR review with teachers (RC/KJ)</p> <p>PR review with TA and Support Staff (RC/KJ)</p> <p>PXL 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 TA and support staff (RC/KJ)</p> <p>PR review with teachers (RC/KJ)</p> <p>PR review with TA and Support Staff (RC/KJ)</p> <p>PXL 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>
	<p>Each subject Feedback given to staff and CPD planned - (All staff)</p> <p>PXL CPD for lead teachers</p> <p>PXL SIP Meeting</p> <p>Staff Meeting Plan shared</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 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>W moderation staff meeting (RC)</p> <p>Observations to monitor quality of R teaching and learning (KJ/RC)</p> <p>Review data from checkpoint (RC)</p> <p>W to monitor the teaching and learning in R and W (RC)</p>	<p>CPD for teachers to focus on GDS in books and classroom environment (KJ/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 train dates 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>Team teach/demo sessions if required (RC)</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 supporting 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 new 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. Feedback of findings (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>	

Review

Throughout the academic year 2020-21, 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. 44% of teaching was Outstanding (Teaching and Learning Scorecard 2021). 97% of parents felt that their child is well taught (Parent Survey 2021).



During national school closures in Term 3 and 4, a Review of Remote Learning Provision was undertaken. To quality assure, Senior Leaders looked at samples of work being set for pupils across age groups, reviewed pre-recorded lesson videos, observed a live lesson, undertook a work scrutiny of completed work submitted on Class Dojo and reviewed whole school events such as assemblies and Super Learning Days. The results were very pleasing. Staff worked hard to ensure that pupils at home remained engaged and were encouraged to work hard and used appropriate pitch and pace to effectively ensure curriculum coverage so that pupils

did not fall behind their peers. 89% of parents felt that their child had made good progress at school, including during the lockdown (Parent Survey 2021). Pupils not engaging as hoped were quickly identified and this was followed up by the Senior Leaders.

Pupils learn better when they are happy and feel safe. 93% of parents felt that their child is happy at school and 96% of parents said that their child felt safe at school (Parent Survey 2021). At Catmose Primary, pupils thrive in lessons and are provided with opportunities to develop new interests and build resilience. Trips and visits are used to enhance learning, and where trips could not take place due to COVID restrictions, other events or opportunities were planned to provide enrichment and compliment learning. In the Parent Survey (2021), 91% felt that the extra-curricular programme offered is an important part of the school week. The extra-curricular offer to pupils this year was reduced due to COVID restrictions, but will be increased again next year, following Government Guidelines.

Parents have continued to be provided with 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 through Parents' Evening meetings, which were held remotely for this year. Responses in the Parent Survey show that 87% of parents feel that they receive valuable information about their child's progress.

A key focus for the academic year 2020-21 was the foundation subjects, ensuring a balance and coherent curriculum for all pupils. Knowledge Organisers have been created for each term and year group to show the core coverage in wider curriculum subjects. These are on our school website, so that parents can access them and are informed of what their child is learning about. During years 2019-20 and 2020-21, a Curriculum Review was undertaken for every National Curriculum subject. This provides Subject Leaders with an overview of teaching and learning within their subject. These will form the basis of Subject Evaluation and Action Plans created by each Subject Leader to move their subject forward. Assessment, tracking and challenge will be embedded as part of this.

Senior Leaders strive to continually improve teaching and learning in school, which is a continued focus following our previous inspection ('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). Leaders plan and deliver training for all staff, which is embedded within whole-school priorities and



CPD plan for 2021-22.

developments. Staff are provided with opportunities to attend training that is up-to-date, which they can then apply into their practice and disseminate to other staff. In the Staff Survey (2021), 100% of staff felt the CPD opportunities offered to them this year have been relevant. Effective CPD enabled staff to respond well to national demands and has given them the confidence to find new and effective ways of ensuring pupil learning has been maintained. Some CPD sessions were postponed to provide opportunities for CPD relating to COVID (such as Emotional Health and Wellbeing training). The postponed sessions will be included in the

Strengths

- 100% of lessons were Good, or better. With 44% of lessons rated as Outstanding.
- Review of Remote Teaching Provision showed that teaching and learning during school closure or pupil isolation in year 2020-21 was Good.
- The continuation of Curriculum Reviews, along with the creation of foundation subject Knowledge Organisers and Big Pictures, ensure a robust approach to both core and foundation subject teaching. Leading to action plans with targets for each subject area.

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 is maintained for all pupils.

Quality Assurance Information

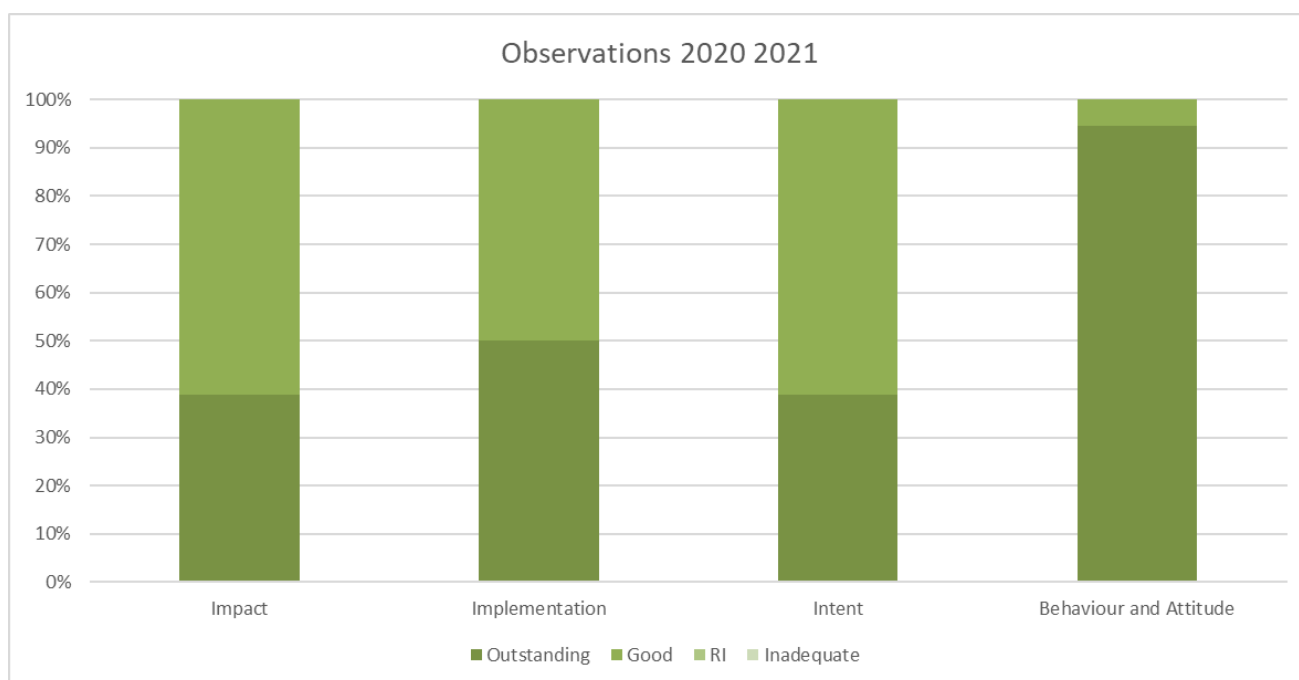
Scorecard

Overall Lesson Grading

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

Lesson Grading by Focus

	Impact	Implementation	Intent	Behaviour and Attitude
Outstanding	7	9	7	17
Good	11	9	11	1
Require Improvement	0	0	0	0
Inadequate	0	0	0	0



Strengths

- Engaging activities to provide purpose for learning and deepen understanding.
- Use of terminology to ensure pupils understand key concepts.
- Identification of barriers to learning – ensuring activities meet the needs of learners.
- Awe and wonder to inspire learning.
- Differentiation so each learner makes good progress.
- Recap / flashback questions.
- Use of key vocabulary.
- Music appreciation being developed to ensure all pupils are exposed to all types of music.
- Range of questioning technique to draw out answers and support the thinking process.
- Strong subject knowledge.
- Children able to demonstrate new skills and understanding of new concepts.

Weaknesses

- Ensure key skills are identified and shared with learners – Knowledge Organisers. These have been created for each 3I topic by RC and shared with pupils / on the school website.
- Consider progression of skills within the lesson – where do the children start and where do you want them to be by the end of the lesson – what is the new skill or sticky knowledge developed?
- Reliant on hands up for AFL feedback – ensure using a range of question and answer technique to ensure all children are active part of direct teaching – observe staff who have good range of questioning technique (strength above)

Quality of Education Curriculum Planning 2021/2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teaching	Teachers use Curriculum Deficit document from previous teacher to plan teaching and learning (All staff)	Observations for all staff (KJ/RC) PR review with TA and Support Staff to agree personal targets (KJ/RC) PiXL resources shared across all year groups. Peer coaching- Phonics CPD for all teachers and TAs(RC/EHT/ teachers)	Observations for all TA and support staff (RC/KJ) PiXL SIP Meeting Peer coaching sessions 1 with a focus on Phonics and GPS (RC/KJ/ teachers) QA of planning for each year group (KJ/RC)	Observations for all staff/Peer Observations (KJ/RC) TA Phonics CPD (RC/EHT/ TAs)	PR review with teachers (KJ/RC) PR review with TA and Support Staff (KJ/RC) PiXL SIP Meeting Peer coaching sessions 2 with a focus on Phonics and GPS (RC/KJ/ teachers) QA of planning for each year group (KJ/RC)	Observations for all TA and support staff (KJ/RC) Review of CPD that has impacted upon Teaching and identify key areas for next year (RC/KJ)
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 (KJ/RC) The National College CPD shared with staff to book (RC) PiXL SIP Meeting QA of planning for each year group (KJ/RC)					
	ECT framework (RC/KW)					
	Curriculum reviews planned					→

	during the year for each subject. Feedback given to staff and CPD planned (All teachers)					
	PiXL CPD for lead teachers.					→
	Staff meeting plan shared					→
<p>English: Reading and Writing</p> <p>Reading target: All Phonics and Reading sessions are 80% Good or better.</p> <p>Writing target: All pupils reach their projected target, reflecting good progress.</p>	<p>Core texts spine created for all year groups (RC)</p> <p>Share DfE The reading review with staff (RC)</p> <p>Embed new Phonics and Spelling whole-school planning (RC/EHT/teachers)</p> <p>EYFS/KS1 book order (RC)</p> <p>Review of handwriting scheme and</p>	<p>Phonics CPD for all staff to develop consistent approach (RC/EHT)</p> <p>Curriculum Review in R-observations to monitor quality of R teaching and learning (KJ/SPW/RC)</p> <p>Review data from checkpoint (RC/ EHT/JP)</p> <p>Create and disseminate W</p>	<p>Peer coaching sessions 1 with a focus on Phonics and GPS (RC/EHT/teachers)</p> <p>W moderation staff meeting (RC/JP)</p> <p>Review of CPD based on needs from data and LWs (RC/EHT/JP)</p> <p>Pupil Progress Reviews used to monitor progress</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>TA Phonics CPD (RC/EHT)</p>	<p>Peer coaching sessions 1 with a focus on Phonics and GPS (RC/EHT/teachers)</p> <p>W moderation staff meeting (RC/JP)</p> <p>Review of CPD based on needs from data and LWs (RC/EHT/JP)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p>	<p>Review data from checkpoints and Key Assessments to inform further focus and needs (RC/EHT/JP)</p> <p>LW to review teaching, learning and evidence in R and W over year (RC)</p>

	<p>renew or find alternative (JP)</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/EHT/JP)</p> <p>Planning QA (KJ/RC)</p>	<p>teaching format (RC/JP)</p>	<p>in R and W (KJ/RC)</p> <p>Planning QA (KJ/RC)</p>	<p>Team teach/demo sessions if required. (RC/EHT)</p>	<p>Book scrutiny (RC/JP)</p> <p>Planning QA (KJ/RC)</p>	
<p>Foundation Subjects</p> <p>80% of lessons observed are good or better.</p>	<p>Subject leader time in staff meeting to review previous Curriculum Reviews, complete Subject Evaluation, update Big Pictures and create Action Plan for the year (RC/All teachers)</p>	<p>Review of assessment (FFT Aspire vs Cornerstones statements) (All teachers)</p>	<p>CPD opportunity for staff planned by subject leaders (All teachers)</p>	<p>PM lesson observations to monitor quality of teaching and learning in foundation subjects (KJ/RC)</p> <p>Review of Action Plans and progress towards targets (All teachers)</p>	<p>Book Scrutiny-time in staff meeting for Subject Leaders to review work in books (All teachers)</p>	<p>Review of Action Plan and identify key focuses for next year (All teachers)</p>

	The National College CPD-staff to sign up to relevant sessions for subject leadership (RC/All teachers)					→
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Key Outcome issues to be addressed

- Ensure Curriculum Deficit documents are used to plan and identify key areas/ misconceptions needing to be addressed.
- Enhanced focus on emotional health and wellbeing.
- Maintain high proportions of Good and Outstanding teaching across the curriculum.
- Curriculum focus to ensure that Phonics and Reading lessons are high-quality, including effective challenge for GDS.
- Curriculum focus to further develop provision in Foundation Subjects.

SUBJECT SPECIFIC PRIORITIES

ENGLISH- PHONICS, READING, WRITING AND SPOKEN LANGUAGE

This year, the focus has been ensuring a robust reading book band system. New books were ordered from a central publisher and bands reintroduced in Key Stage 2. This ensures that the books pupils are given to read independently match their Phonics ability and the bands support pupils in progressively challenging texts. CPD for staff focused on developing a reading-rich environment and understanding the different strands of reading- word reading, comprehension and prosody. Parents were informed of the new format for reading at home in EYFS and KS1, in which pupils are asked to read their book three times. This supports the process of initial decoding using Phonics knowledge, reading for comprehension and then reading again with expression and prosody (for more detail see [here](#)). Time has also been spent this year on implementing ways to develop reading for pleasure. The school library is now an inviting area and teachers have reviewed the texts that they use, identifying new and exciting books to engage pupils.

With the changes to the EYFS curriculum and the revalidation of Phonics schemes, the focus has been on understanding the changes and how they relate to our current practice. Phonics phases and spelling patterns from EYFS to Year 6 have been carefully planned out to ensure coverage and progression, building on previous learning. This will be embedded during year 2021-22.

Oracy was introduced to the school during year 2019-20 and has been continued through the Elective programme. CPD will develop this further in year 2021-22.

During years 2019-20 and 2020-21, Curriculum Reviews were conducted into Writing, Reading and Phonics. Following this, Big Pictures were created to capture how we teach each (see here: [Phonics](#), [Reading](#), [Writing](#), [Spoken Language](#)). A whole-school progression document (see [Phonics Progression](#), [Reading Progression](#), [Writing Progression](#), [Spoken Lang Progression](#)) was created for each subject within English and given to staff so that staff can clearly see previous and future learning within the subject. This enables staff to address misconceptions effectively and ensure pupils are prepared for the next stage in their education.

Priorities for year 2021-22 have been identified and will be addressed via the Action Plan below.

PHONICS- KEY FOCUS

CPD for staff to ensure consistency in teaching and approaches across the school (teachers and TAs).

Embed Phonics Progression overview in EYFS and KS1.

Increase the reading books available for each phase to ensure pupils have a good selection of titles.

READING- KEY FOCUS

Embed prosody (the use of pitch, loudness, tempo, and rhythm in speech, so the listener can understand what is being said) teaching and practice across the school.

Have a tighter focus on frequency that pupils read at home and respond appropriately (identified pupils read more regularly at school).

Raise the profile of non-fiction across the curriculum which will help to develop learning and development in all subjects.

WRITING- KEY FOCUS

Raise the profile of poetry across the school so pupils engage with a wider range and can confidently recite poems.

Develop a writing structure to be used to teach writing.

Embed strategies to improve handwriting and spelling.

SPOKEN LANGUAGE- KEY FOCUS

Develop pupils' vocabulary and their opportunities for talk.

Embed oracy in School so that pupils are more confident speakers.

Implement a more detailed way to assess and track oracy.

MATHS

In Maths, the School has continued to embed White Rose Maths. Use of the worksheets has assisted in ensuring high-quality challenge for pupils both in school and during national school closures.

During years 2019-20 and 2020-21, the School participated in the Year 4 Multiplication Check pilots which has meant that we have a good understanding of the assessment. The introduction of Times Table Rock Stars across the school has developed pupils' knowledge and speed in recalling multiplication facts.

A Curriculum Review was conducted in Maths and a Big Picture created (see [here](#)). Following a review of the calculation policy an updated version has been introduced with clear progression in written strategies (see [here](#)). These will be displayed in classrooms for pupils to refer to. Teachers will also be using the PiXL Multiplication planner (see [here](#)) which ensures appropriate coverage in each year group and progression so that pupils are secure in these in Year 4. A whole-school progression document (see [here](#)) was created and given to staff so that staff can clearly see previous and future learning within the subject. This enables staff to address misconceptions effectively and ensure pupils are prepared for the next stage in their education. Next steps from the Curriculum Review have been shared with staff and will be put into practice in year 2021-22.

MATHS- KEY FOCUS
Embed strategies to target lowest 20% of pupils and ensure that high achievers are challenged appropriately.
Embed the use of White Rose Maths books and Maths jottings book and review the effectiveness of this.
Multiplication Check 2022.

SCIENCE

Following a thorough Curriculum Review in 2018-19 and the implementation of Hamilton Scheme of Work, which is supported by further schemes, the building of a Science Lab and the appointment of a Lab Technician, a further review was conducted to assess the impact during 2019-20 with the creation of a Big Picture (see [here](#)). Pupils thoroughly enjoy Science and the use of the Science Lab has created a buzz of excitement in the subject. Teachers plan engaging and ambitious sessions with a focus on Scientific Enquiry and deepening their understanding of concepts through practicals. Super Learning Days and wider enrichment opportunities (assemblies, visitors) enhance the curriculum and further encourage all pupils to enjoy Science.

Knowledge Organisers and linked Checkpoints were created in year 2020-21 which closely match the National Curriculum and ensure coverage. During nation school closures, Science lessons were adapted to ensure that pupils still covered National Curriculum objectives and were provided with opportunities to conduct practicals and investigations at home.

SCIENCE- KEY FOCUS
Review of Hamilton planning and opportunities to revisit content and skills.
Ensure that assessment statements closely link coverage for careful tracking.
CPD for staff to increase confidence in providing challenge for pupils.

ART AND DESIGN

In the year 2020-21, a Curriculum Review was completed and a Big Picture created (see [here](#)). Art appreciation and skills are taught across the school, progressing from gross motor skills to fine motor skills through different activities. Sketchbooks in KS2 provide pupils with a log of their ideas, exploration and development of skills (such as shading or sketching). A document was created with allocated artists that link to Cornerstones projects and skills. This ensures a varied coverage of art styles and artists (see [here](#)) Super Learning Days provide additional opportunities to develop skills and art appreciation.

ART AND DESIGN- KEY FOCUS
Ensure assessment is appropriate for our curriculum design.

Explore opportunities for all classes to work towards an exhibition so they have a purpose to their work.
CPD for staff to increase confidence in providing challenge for pupils.

COMPUTING

A Computing Curriculum Review was completed in year 2020-21 and Big Picture created (see [here](#)). A whole-school planning document was created has been embedded in all year groups. This gives a progressive structure and ensures the e-safety is covered for a whole term each year. The development of the computer suite has contributed to Computing education, enabling pupils to have regular, individual practise of computer skills. Pupils have the opportunity to develop their digital literacy across the curriculum and are encouraged to use these skills to create their homework.

COMPUTING- KEY FOCUS
Computing lead to become a CEOP Ambassador to ensure that the School is giving highest-quality education in online safety.
Ensure that assessment is skills driven rather than content and enables close tracking of pupils.

DESIGN TECHNOLOGY

A Curriculum Review was undertaken in year 2020-21 and a Big Picture created (see [here](#)). The curriculum provides a wide range of opportunities for pupils to develop their understanding of healthy diets and food safety and preparation. Pupils enjoy making a range of recipes and evaluate effectively. Opportunities to link DT to Science are often used to deepen pupils learning.

Due to national school closures, DT projects were limited sue to lack of resources at home. There will be a focus on wider practical projects (extending past cooking) in year 2021-22.

DESIGN TECHNOLOGY- KEY FOCUS
Ensure coverage of wider practical skills and the use of TASC wheel to ensure planning and evaluative skills are developed.
Ensure assessment statements focus on skills rather than end products.

MODERN FOREIGN LANGUAGES (MFL)

A Curriculum Review was completed in year 2019-20 and a Big Picture created (see [here](#)). Part of the Review was a meeting held with the Head of Languages at Catmose College. This provided an insight into the KS3 curriculum and an opportunity to consider whether our MFL curriculum was effective in preparing pupils for secondary school. Following this, it was decided that the focus language would be French, with the eventual introduction of a second language in UKS2, when French was secure. The School uses La Jolie Ronde Scheme of Work, but are currently working on previous year groups content to learn vocabulary not previously learnt. Whilst year groups are completing the schemes for previous year groups, our MFL curriculum is still meeting National Curriculum objectives. In the year 2021-22, Year 6 will have the addition of German taught by a Catmose College specialist which will further deepen their understanding of language and structure of foreign languages. Whilst MFL is only a statutory subject for KS2, it is taught across the school from EYFS onwards. Super Learning Days and displays are used to familiarise pupils with key vocabulary.

MFL- KEY FOCUS
Ensure pupils are revisiting and embedding key vocabulary by creating a subject knowledge non-negotiable list for teachers to refer to.
Ensure assessment statements meet the coverage of the Scheme of Work to enable close tracking.

GEOGRAPHY

A Geography Curriculum Review was undertaken in 2020-21 and a Big Picture created (see [here](#)). Our geography curriculum meets the requirements for the National Curriculum and pupils learn about life in a range of countries around the world through lessons and Super Learning Days. Displays and atlases are used to interest pupils about different locations, along with a weekly assembly focusing on life in different countries around the world. Our curriculum is designed so that there is a wide spread of coverage across the world.

GEOGRAPHY- KEY FOCUS
Ensure that locational and place knowledge is revisited and secure by creating subject knowledge non-negotiables that teachers can refer to.
Develop a wider range of fieldwork resources and opportunities.
Ensure that assessment is reflective of how our curriculum is organised and can be used for tracking.

HISTORY

A Curriculum Review was conducted in year 2020-21 and a Big Picture created (see [here](#)). The order in which historical periods is taught was reorganised to ensure that these are taught chronologically through the school. UKS2 follow this, but also cover periods further in the past. This helps to develop their knowledge of chronology and offers comparison of civilisations during times already covered.

A cross-curricular approach ensures a deeper understanding of historical periods and events, as pupils apply their knowledge and understanding across subjects. Super Learning Days and enrichment opportunities have been planned and implemented to deepen pupils learning.

HISTORY- KEY FOCUS
Ensure that assessment statements give balance to content knowledge and historical enquiry skills.
Ensure that coverage is progressive and requires more challenging consideration in older year groups (create non-negotiables progression grid).

MUSIC

A Curriculum Review was conducted in year 2019-20 and a Big Picture created (see [here](#)). A Core Coverage document was created to allocate vocabulary, notations, music genres and composers or song writers to each year group. This ensures a balanced coverage and eliminates replication in year groups. Due to COVID guidance, wider opportunities to develop musical skills (such as singing assembly and orchestra) were paused during year 2020-21. However, staff have planned and delivered activities to develop these skills and the wider opportunities will resume in year 2021-22.

Our music curriculum is under review following the release of DfE Non-Statutory guidance for Music and will be embedded in year 2021-22. This will include staff CPD to upskill teachers in delivering high-quality music education.

MUSIC- KEY FOCUS
Ensure our music curriculum is effective and preparing pupils for their next stage in education.

Provide high-quality CPD to upskill teachers in the delivery of music.
Ensure that assessment is reflective of our curriculum and enables tracking of pupils.

PHYSICAL EDUCATION (PE)

A Curriculum Review was conducted during year 2020-21 and Big Picture created (see [here](#)). The focus of this was to review the Scheme of Work and curriculum coverage. A progressive whole-school plan was created, in which pupils revisited sports as they moved through to School to revisit and refine skills. In recognition of the importance of competitive sports, in-school competitions were organised to replace school-to-school competitions cancelled because of the pandemic.

PE- KEY FOCUS
Further develop gymnastics subject knowledge to provide high-quality education to pupils.
Develop Outdoor Adventurous Activities (OAA) to ensure progressively challenging coverage.
Consider how effective assessment is in tracking and identifying next steps.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

A PSHE Curriculum Review was conducted in the year 2019-20 and a further one with a focus on Sex and Relationship Education (SRE) completed in the year 2020-21. A Big Picture was created to capture how we deliver PSHE and SRE (see [here](#)). A new scheme of work (CWP) for SRE was introduced in the year 2020-21 which ensures that the School is meeting the statutory requirements of the SRE curriculum.

There has been a greater focus on emotional health and wellbeing in response to the COVID pandemic. Part of this was the creation of a Mental Health Team with a waved approach of support (see [here](#)). Learning Mentor and ELSA support will continue to be delivered in a newly created space which provides a calm and safe environment for pupils. In the year 2020-21, the School held a Super Learning Day to coincide with Children's Mental Health Day. This raised the profile across the School. The focus on emotional health and wellbeing will continue into the year 2021-22 through PSHE and the Electives programme.

PSHE- KEY FOCUS
Implement Activity Passports across year groups to provide important opportunities for wider enrichment.

Review Scheme of Work (SEAL) and renew or implement a different one.
Ensure that assessment is effective and progressive.

RELIGIOUS EDUCATION (RE)

In RE, a Curriculum Review was undertaken in 2019-20 and Big Pictures created (see [here](#)). The School uses Maestro 'Love to Celebrate' Scheme of Work which covers the 6 major religions. Coverage is matched to key festivals and events during the year to give a deeper understanding of beliefs and context. Opportunities to further develop pupils' knowledge and understanding of different religions are provided across the curriculum and through enrichment activities such as trips and visits. Visitors (such as the 'Open the Book' group) share their beliefs through engaging assemblies. Trips and visits have been limited during 20219-20 and 2020-21 due to the pandemic, but they will be reintroduced in the next academic year.

RE- KEY FOCUS
Provide further opportunities for pupils to deepen their understanding of beliefs and practices.
Consider the inclusion of ethics in conversations in Year 6, particularly including discussions rooted in tolerance in and between religions.
Ensure that assessment is effective and links to teaching.

Review

There is an atmosphere of mutual respect and harmony across all aspects of the school day. Pupils behave well and are courteous and polite towards each other, adults and visitors. They enjoy taking on roles to serve their school and community, such as those of 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 which is 97.73%.



Pupils are 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 are very positive – 94% of parents responded positively to the question 'My child is happy at school' and, 96% 'My child feels safe in school' (Parent Survey 2020).

Pupils value their education and rarely miss a day at school. Current attendance data shows a maintained overall attendance figure of 97.73%. During the January lockdown, pupils attended under the key worker and vulnerable group heading, with many more attending to the previous lockdown. A total of 113 pupils were attending school each day, which is over 50% of the school cohort. 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 2020/2021, Attendance Data 2020/2021).

Pupils' conduct reflects the school's effective strategies to promote high standards of behaviour. Incidences of low-level disruption are rare. In all sessions observed, behaviour was seen as Good or better (Performance Review Cycle 2020/2021).

All members of the school work to prevent all forms of bullying, including online bullying and prejudice-based bullying. In the pupil survey, 91% of pupils feel safe at school and 98% of pupils stated that they knew where to get help if they needed it. 90% of parents stated that bullying was dealt with effectively by the school, with 44% of parents reporting that bullying had not been an issue for their child (Pupil Survey 2021, Parent Survey 2021).



Pupils can explain how to keep themselves healthy. They have an age-appropriate understanding of healthy relationships and are able to say how to keep safe from abuse and exploitation. The SRE policy and scheme of work has been shared with parents. 97% of pupils stated that they can tell you about keeping safe in the real world and online and have enjoyed our relationship lessons. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider society.

All children take part in age appropriate PSHE sessions, supported by the Forest School programme and a learning mentor and ELSA. 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 – 96% agreed that 'I enjoy our assemblies and know about our role within the wider world, for example looking after the environment through saving waste paper'. (Pupil Survey 2021).

Led by the SENCo, a waved approach to identifying pupils who need emotional support and a staggered approach to this support has been created. This is in line with SEN support. All TAs undertook Mental First Aid training to be able to support pupils in class, complemented by the work of the Learning Mentor and ELSA. Support can be offered on a 1:1 basis, or in small groups.

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.
- Attendance is 97% for all pupils (target 97%).
- Attendance during lockdown and wider opening.
- Learning Mentor with Mental Health First Aid training and ELSA to support pupils in the return to school post-lockdown. This support is in place for any further lockdowns or pupil isolation. Waves of provision to identify pupils were created to ensure all children are identified and given support when needed.

Areas for Development

- Introduction of Activity Passports to promote wider experiences for all pupils. The passports will enable tracking to ensure that all children are encouraged to take part in wider curriculum opportunities.

QUALITY ASSURANCE INFORMATION

Absence and Exclusions



Year	Cohort	Attendance	Persistent Absence		Gender		Pupil Premium		SEN			EAL	
			PA No.	PA %	Female	Male	PP	Non PP	E	K	N	EAL	Non EAL
Year 1	29	98.76%		0.00%	98.51%	99.00%	93.69%	98.97%		99.35%	98.71%	98.26%	98.80%
Year 2	30	98.06%		3.33%	97.54%	98.59%	98.00%	98.07%	100.00%		97.98%	98.75%	97.98%
Year 3	29	96.51%		10.34%	94.82%	98.13%	79.77%	98.45%		96.93%	96.42%	93.42%	96.69%
Year 4	30	97.77%		0.00%	97.94%	97.63%	98.18%	97.72%	96.88%	96.32%	98.37%	95.90%	97.90%
Year 5	28	97.77%		7.14%	98.79%	96.71%	97.76%	97.77%		98.32%	97.72%	96.23%	97.82%
Year 6	30	96.85%		6.67%	95.69%	98.00%	90.85%	98.01%		91.36%	97.70%	NaN	96.85%
Reception	24	98.57%		0.00%	98.36%	98.94%	NaN	98.57%			98.57%	NaN	98.57%
Establishment Totals:		97.73%		4.00%	97.36%	98.10%	92.92%	98.23%	97.94%	95.98%	97.93%	96.95%	97.77%

School	
School Target %:	98.00 %
Present %:	97.73%
Persistent Abs:	8

The absence and exclusion data for the school is Outstanding with >97% attendance, placing the school in the top 10% nationally. 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% at the end of each year. This was placed on hold due to the Covid-19 lockdowns, but children were awarded attendance certificates at the end of home school and face to face schooling to celebrate engagement.

Staff performance reviews are linked to staff attendance; therefore ensuring a whole-school approach. Regular 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. If this does not result in improved attendance, parents are issued a fixed penalty with school supplying the required information.

CPOMS DATA
SAFEGUARDING AND BEHAVIOUR TRACKING DATA ONGOING

The school uses CPOMS to track behaviour and concerns and house points to reward. If a child has a behaviour concern 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 % of pupils who have fewer than 5 behaviour related logs by the end of the year. The school was also able to adapt the references for recording within CPOMS, making this personalised for our cohort.

Children without a behaviour related log all year	90%
Children with fewer than 5 behaviour related logs all year	97%

Categories (totals over the year)	Monitored	Incidents
Behaviour Related Log	23	84
Bullying	11	13
Safeguarding concerns	40	88
Contact with external agency <i>Incidents logged have led to a referral</i>	20	48
Safeguarding Actions <i>Referrals have led to an action such as TAF, Early Help.</i>	18	41

PUPIL BEHAVIOUR SUPPORT

	Over the Year
Report card / School Support Plan actioned	3%
ELSA or Learning Mentor Support actioned	15%

House Points

All Year	
Total Points:	
B	3806
G	3646
R	3669
Y	3818
Attendance	Extra-Curricular
B 616	B 107
G 572	G 140
R 569	R 148
Y 571	Y 166
Praise	Reports
B 2397	B 505
G 2251	G 500
R 2282	R 489
Y 2402	Y 500
Spot Checks	
B 181	
G 183	
R 181	
Y 181	

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. 94% of pupils in the survey said they enjoyed getting house points and recognition for good work in school (Pupil Survey 2021).

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 97% of pupils responded that their was a positive learning environment in their class (Pupil Survey 2021).

Number on Roll

2019/20	Number on roll	Pupils Left	Pupils joined
By the end of Term 6	210 places, 200 on roll	3	1 (3 to join in September 2021)

30 children are due to start school in reception in September 2021, with the school over-subscribed for places. 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
Totals	12	9	3	8	32

Total School Support 29

Total EHC 3

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.

The SENCo has created a wave approach document to help teachers and teaching assistants understand the support for pupils at different stages of the SEN support register. This complements the wave approach introduced to support mental health and wellbeing for all pupils. An inclusive classroom approach is also used by all staff, meeting the needs of a wide range of pupils.

PUPIL PREMIUM (PP)

A school review with the creation of a Big Picture to capture the schools approach to supporting Pupil Premium and Pupil Premium Plus children has been created. This is also captured in the Pupil Premium statement.

RE- KEY FOCUS	TARGET
Progress and attainment for all Pupil Premium pupils is tracked across the school to ensure that gaps are closing and that attainment is in line with national.	Progress and attainment for all PP pupils is tracked across the school to ensure that gaps are closing and that attainment is in line with national.
Implement Activity Passports across year groups to provide important opportunities for wider enrichment.	Implement Activity Passports across year groups to provide important opportunities for wider enrichment.
Monitor the impact of the pandemic on PP children and implement any highlighted actions reflecting need identified.	Monitor the impact of the pandemic on PP children and implement any highlighted actions reflecting need identified.

Personal Development Planning 2021/2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Active Citizens</p> <p>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, linked to the Activity Passport.</p> <p>Electives are used to develop emotional wellbeing, oracy skills and problem solving (STEM) skills 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.</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 updated 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>→</p>
<p>Behaviour and Attitudes</p> <p>Reception 2021 intake is at least 30 and oversubscribed.</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG)</p> <p>Attendance rewards (KJ/RC)</p>				<p>→</p> <p>→</p>

<p>97%> attendance for whole school. 96%> attendance for SEN and 95%> for PP.</p>	<p>Codes for Covid attendance reviewed and shared with staff (KJ)</p>					
<p>Fixed term exclusions are below national.</p>	<p>PR planned for intake 2022– online videos including tours, staff videos.</p>					
	<p>Facebook and radio posts post to remind parents of application deadlines. (KJ/EN)</p>					

Key Outcome issues to be addressed

- The extended school day continues to provide a wide range of opportunities for all pupils. This is to support Covid catch-up in terms of mental health and wellbeing, reading and spoken language development.
- The SEN and Mental Health waved approach to support ensures that all children have timely and appropriate support when needed..
- CPOMS continued to be 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 2020/2021 Transformation Plan

Leadership and Management Planning 2020/2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>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.</p>	<p>Governors' Visit (K/J/S)</p> <p>Scrutiny panel (K/J/S/C)</p> <p>Staff training (K/J/S)</p> <p>New appointment (K/J)</p> <p>Perimeter Risk Assessment (K/J/S)</p> <p>Staff Safeguarding training (K/J)</p> <p>Post covid lockdown - ensure any children not in school in regular contact via remote learning (K/J)</p>	<p>Risk Assessment review (K/J/S/C)</p>	<p>New staff safeguarding training (K/J/S)</p> <p>Safeguarding visit newsletter (K/J/S/C)</p>	<p>Risk Assessment review (Team)</p>	<p>New staff safeguarding training (K/J/S/C)</p> <p>Safeguarding visit newsletter (K/J/S/C)</p>	<p>Risk Assessment review (Team)</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 observations by Term 6 90% are good or better. 40% are Outstanding.</p> <p>The school number on roll is 210 (capacity).</p>	<p>Support leader learning walks as identified in plan (K/J)</p> <p>Planning, APP file reviews (K/J/S/C)</p> <p>Weekly 10 observations</p> <p>Contingency plan staff cover / remote learning plan / Risk Assessment are shared with staff with any updates highlighted</p>	<p>→ child only</p> <p>✓</p> <p>Acted: Cedar</p>				
<p>Quality Assurance Pupil progress meetings (K/J/S/C)</p>	<p>✓</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>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 Gaps intervention (K/J/S/C)</p> <p>Discussions with all children with pupil premium children identified (Term 2/4)</p> <p>Annual Review: EPs, PSYs for SEN / L.Sens (K/J)</p> <p>Team moderation of core subjects (Team)</p>	<p>→ T2</p> <p>Discussions with class teachers and further groups of children identified (K/J)</p> <p>Annual Review: EPs, PSYs for SEN children (K/J)</p> <p>Analysis of data and groups of children identified (K/J)</p> <p>Team moderation of core subjects (Team)</p>	<p>Discussions with class teachers and groups of children identified (K/J)</p> <p>Team moderation of core subjects (Team)</p>	<p>Annual Review: EPs, PSYs for SEN / L.Sens (K/J)</p> <p>Analysis of data and groups of children identified (K/J)</p> <p>Team moderation of core subjects (Team)</p>	<p>Discussions with class teachers and groups of children identified (K/J/Team)</p> <p>Team moderation of core subjects (Team)</p>	
<p>Pupil progress is not impacted as a result ensuring that quality of education targets are met.</p>						

Handwritten notes on the table:

- School direct placement 2
- EAL Teacher Term 4
- child only
- T2
- Tracker analysis & star cards

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 do well both academically and personally. They are committed to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are very good. Both the pupil and parent surveys reflect this with 100% of pupils responding that all staff want them to do and achieve their best. 98% of parents responded that their child is taught well at the school. 83% 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 2021).

This was particularly strong during lockdown, with a clear contingency plan shared with staff to ensure all pupils continued 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. The use of Class Dojo as the virtual classroom enable both parents and pupils to still feel a part of the school community. Live lessons and assemblies were offered using Microsoft teams, which supported this.

Governors challenge senior leaders so that the effective deployment of staff and resources, 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 all staff members' 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. These reports are created in the form of scorecards to ensure that all data is clear and concise. Data targets are set with the Executive Principal and Head of School which the governing body receive regular updates upon through the outcomes scorecard. (Governing Body Minutes 2020/2021, Performance Management Cycle 2020/2021) Governors were kept informed of decisions made to support pupils, parents and staff during lockdown, with online Teams meetings. Where possible, these reverted to face to face meetings held in the schools Science lab to allow for space.



Leaders and governors have a good understanding of the school's effectiveness informed by the views of pupils, parents and staff. The school's Transformation Plan, now named Recovery Plan to reflect the post Covid-19 recovery, 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 2021, Governing Body Minutes 2020/2021, Outcomes Scorecard 2021, Teaching and Learning Scorecard 2021, Behaviour and Wellbeing Scorecard 2021).

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. There is also equality for all children. (Parent, Staff and Pupil Survey 2021). 0 records for racist bullying were recorded for 2020/2021 (Behaviour and Wellbeing Scorecard 2021)

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 (for example appropriate policies in place, annual training for all staff, senior safeguarding officer). All senior staff at the Federation have successfully completed Safer Recruitment Training. Both the Head of School and Deputy Head are up to date with DSL training. Referrals are made by all staff using a secure online system – CPOMS - 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 2021).

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 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 through Class Dojo. 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 wraparound 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 99% of parents responded that they knew who to raise concerns with, 94% stating that concerns, once raised, were responded to well (Pupil and Parent Survey 2021).

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 look in detail at policies and procedures to ensure these are being followed and implemented in practice and are making an impact.

Curriculum

The broad and balanced curriculum works to inspire pupils to learn, this is called the 3I curriculum. 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 the next steps in their learning career. 98% of pupils answered that they felt positive about their curriculum, the core subjects and the creative curriculum (foundation subjects). (pupil Survey 2021)



The curriculum continued to be followed by home learners and those within the key worker and vulnerable groups during lockdown in Jan 201. This was set on a daily basis to support parents in planning the home learning for the day. English, including reading, writing and phonics and mathematics was set for each day with the foundation subject. Class Dojo was used as the virtual classroom, enabling teachers to set work and provide feedback. The use of live lessons using Microsoft Teams supported this virtual classroom.

Pupils like their PE sessions, reflecting the use of the Sports Premium to support PE in school. School to school sport was not possible due to Covid 19, with the school making this a priority for 2021 2022.

Middle leaders have completed learning walks to review that the curriculum is meeting the needs of all learners with good progression and pace. This will be continued this year with actions plans created to support the development of the curriculum.

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 provide the best provision for our pupils.

A wide range of intervention groups are well planned for and observed working with lower and upper abilities, as seen in the performance review observations (PM 2020 2021). The school premises have been updated to ensure that children have the best environment to learn and develop within, which includes a science laboratory and a computing room. The EYFS provision for Reception pupils was enhanced with a bespoke outdoor learning environment, designed to support child initiated learning.

Strengths

- 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. 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

- Ensure that all ECT staff are assigned an induction tutor and mentor and have a clear programme of support.
- Ensure that all staff have completed updated Safeguarding training, referring to Keeping Children Safe in Education 2021.
- Ensure that staff CPD supports the curriculum focuses within the Recovery Plan and subject leader action plans. Dissemination of training to be arranged to ensure all staff are up to date with key curriculum focuses.



Leadership and Management Transformation Planning 2021/2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Safeguarding</p> <p>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.</p>	<p>Governors' visit (KJ/SK)</p> <p>Scrutiny Panel (KJ/RC)</p> <p>New appointment induction programme (KJ)</p> <p>Risk Assessment review (KJ/RC)</p> <p>Staff safeguarding training (KJ)</p> <p>Post covid lockdown – ensure any children not in school in regular contact via remote learning (KJ)</p> <p>Liaise with LA for any child not returned to school (KJ)</p>	<p>Risk Assessment review (Teams)</p>	<p>New staff safeguarding training (KJ/RC)</p> <p>Safeguarding staff newsletter (KJ/RC)</p>	<p>Risk Assessment review (Teams)</p>	<p>New staff safeguarding training (KJ/RC)</p> <p>Safeguarding staff newsletter (KJ/RC)</p>	<p>Risk Assessment review (Teams)</p>

<p>Quality Assurance - Staff</p> <p>QA of new staff and new year groups, through Performance Reviews, Probation.</p> <p>CPD package through federation and National College supports subject leadership.</p>	Subject leader learning walks as detailed in termly plan (Team)					→	
	Planning, APP file reviews (KJ/ RC)					→	
	Termly ECT observations					→	
	Termly staff meeting plans shared with teachers and TAs.					→	
<p>Quality Assurance – Progress and Recovery</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>Pupil progress meetings (KJ/ RC)</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</p>	<p>Scrutiny panel with CP Governors</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>Scrutiny panel with CP Governors</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>	→

<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>Pupil progress is not impacted as a result ensuring that quality of</p>		<p>core subjects (Teams)</p>				
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education targets is 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 on expectations and clear on processes.
- Ensure that all ECT staff are assigned an induction tutor and mentor and have a clear programme of support.
- Ensure that all staff have completed updated Safeguarding training, referring to Keeping Children Safe in Education 2021.
- Ensure that staff CPD supports the curriculum focuses within the Recovery Plan and subject leader action plans. Dissemination of training to be arranged to ensure all staff are up to date with key curriculum focuses.

EFFECTIVENESS OF THE EARLY YEARS PROVISION: QUALITY AND STANDARDS

Judgement: Good

Evaluation of 2020/2021 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 observations of the EYFS team have been made and are included in the teaching and learning section of this plan.



Children make 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 71% in 2021 (not including writing). Good outcomes were achieved for a cohort who were impacted by 2 national lockdowns with writing being the only limiting factor. This has been shared as a key focus for the Year 1 staff. The EYFS team focused on ensuring that children were ready for Year 1 in terms of self care, resilience and speaking and listening skills.

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. Detailed intervention planning supports children to make good progress from their starting points.

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 wellbeing are greatly enhanced by the 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 lead holds regular parents' evenings and sends home regular reports. In case of further lockdowns, this will continue through remote systems to keep in touch with all parents.



The EYFS team have an open door policy, this has been adapted with the use of the newly improved 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 programme, Class Dojo, which enables parents to make comments and add evidence of learning from home.

A stimulating indoor and outdoor 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.

'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 track all pupils to highlight those not on track to achieve the end of year expectations and plan support from this. Regular pupil progress meetings are held with the SLT to look at and discuss progress and what support or challenge may be needed. 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 the class teacher delegates well to support staff to lead on areas of the curriculum.

Children are motivated, happy and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are 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 2021). 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.



EYFS staff have ensured they are up to date with the new curriculum changes for the Early Years and have adapted planning approaches to follow 'Big Experiences'. This child-led planning follows children's interests whilst ensuring that they make good progress towards the EYFS GLD (Good Level of Development).



Strengths

- EYFS GLD. The school gained 71% GLD (not including writing) showing the focus on ensuring that children had the skills to be ready for year 1.
- The Reception class indoor environment is now well established with clear learning zones to support child-led development and learning. The newly developed outdoor environment complements this provision.
- EYFS staff work as a team within the Primary and EYFS school staff support the CPD of all staff, for example phonics training planned for this year.

Areas for Development

- To carry out the new baseline assessment for all new starters. This will be quality assured by SLT.
- To ensure that the new EYFS curriculum is followed and implemented through the use of 'Big Experience' planning.

PUPIL TRANSFORMATION PLAN – 2021/2022

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

Foundation Subjects: Pupils will make good progress and retain 'sticky knowledge' in foundation subject areas.

I will be able to tell you what I have learnt in my 31 sessions.

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: completing My Activity Passport.

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

School Community: Pupils are able to support the school and wider community, sharing their British Values.

I take pride in my school, help to keep it tidy and look after my friends. I take part in raising money for local charities.



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