



TRANSFORMATION PLAN 'Success Achieved Together'

Year 1: 2022/2023
2022 – 2025



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HEAD OF SCHOOL INTRODUCTION

Catmose Primary had a busy and successful academic year 2021/2022. Being over subscribed for September 2021, we welcomed our new starters into school in Ash Class and each class settled into their new year groups quickly and happily. After a year of recovery, staffing remained consistent which supported the children to make a smooth start to school. Children continue to be keen to attend school with attendance above national at 96%.

A return to normality not only included a return to national key assessments including the Baseline and Good Level of Development in Reception, Phonic Screening Check in Years 1 and 2, Key Stage One SATs

Assessments, Key Stage Two SATs Assessments and Multiplication Check in Year 4, but also included opportunities for the wider curriculum as Covid measures reduced. This year we were able to offer sports day, the May Dance event with a May King and a May Queen, productions in the Early Years, Key Stage One, Lower Key Stage Two and Upper Key Stage Two. Parents were able to



attend all these events, bringing our school community together, which after two years of Covid restrictions was important. Trips and visits were reintroduced for all year groups including a residential for years 4, 5 and 6. Our Platinum Jubilee celebrations included tree planting with the Lord Lieutenant of Rutland, as part of her Majesty's Green Canopy.

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. All teaching observed this year was rated as Good or better. 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 group's reading, writing, maths and science expectations with progression documents for each core subject enabling staff to see progression from year group to year group. Relationships and Sex Education is also shared with parents meeting the new requirements set by the DfE and is successfully taught within all year groups.

A focus for the school has been developing the Subject Leader role with time provided for CPD, reviews and action planning. Subject reviews have been carried out to ensure that leaders are aware of current practice within their subject. A reduction in the number of subject leads following the School Review day in February 2022 has been actioned. A focus on staff welfare has continued with amendments to reporting in order to reduce teacher workload.

A focus on phonics and early reading has been a priority this academic year with a programme of CPD for all staff which also included College staff, where good practice across the Federation has been shared. This CPD led to the introduction of a bespoke phonics and early reading programme for the school and was developed to meet the needs of our school cohort.

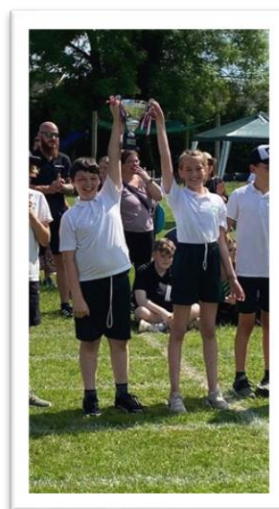
Phonic outcomes show that all learners have made good progress. The school heavily invested in high-quality reading books to support this reading and phonic development ensuring that readers have the right reading diet to match their current reading development.



The school has worked hard to support pupils post-Covid during this first full school year without lockdown, 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 implemented 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 time with cognitive behaviour support. This approach

enables the school to track children and ensure they are getting not only academic, but wellbeing intervention. This help has been supported by the introduction of Activity Passports for each year group with a view to looking to develop children's resilience and sense of wellbeing. Many children gained their bronze, silver and gold Activity Passport badges completing many of the '50 things to do before you are 11 $\frac{3}{4}$ ' from the National Trust list.

In the first year of LAMDA lessons offered within the school, pupils took their first examinations with all pupils passing with either a merit or distinction.



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

- Curriculum Development - Embedding the good work within writing, reading and phonics across all year groups.
- Curriculum Development – continuing to embed the good practice within maths and science and the foundation subjects with a focus upon subject leadership, sharing outstanding practice across the school.
- Recovery – ensure that children continue to make good progress and cover the national curriculum requirements for their year group, particularly for SEN, EAL and PP pupils. CPD to support staff across all subjects including EDI understanding and developing long term memory for all children.
- 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.

A handwritten signature in black ink that reads "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 2022–2023.
- 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.
- Pupils attendance is 97% or higher.
- The attainment of pupils is at least national average.
- The progress pupils make is in line with national by the end of 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 with ongoing transformation planning for the school.

SUMMARY

Quality of Education (Outcomes)

By the end of the Reception year, 60% achieved the GLD (Good Level of Development), the national 2022 indicated GLD is 65%. This reflects good progress from starting points as only 33% of children were on track to gain the GLD from inschool baseline assessments.

Phonic screening check outcomes in both Year 1 and Year 2 are both in line with national. Year 1 gaining 74% pass rate (indicated 2022 national 76%) and Year 2 gaining 87% pass rate (national 2019 91%).

Outcomes in Key Stage 1 are in line with the indicated 2022 national outcome at EXS for Reading, Writing and Maths. Greater depth (GDS) is slightly below indicated 2022 national in Reading and Writing with a focus on Greater Depth pupils in these areas this academic year. Maths GDS is above indicated 2022 national at 17%.

In the Year 4 multiplication check, 77% of children scored 16+ with national 2022 data showing that 80% gained 16+.

In Key Stage 2 RWM EXS outcomes are 67%. Outcomes in Key Stage 2 are in line with national outcomes at EXS Writing, slightly below in reading and above in maths. Greater depth at the end of Key Stage 2 had increased from Key Stage 1 outcomes, ensuring good progress for the more able in Reading, Writing and Maths. 37% of pupils achieved GDS in Grammar, Punctuation and Spelling.

The priority will be to sustain and improve upon outcomes for all pupils, including PP and SEN pupils.

Quality of Education (Curriculum)

Cornerstones with the development of clear progression documents, 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 sharing of exemplary skills has been developed this year with team teaching sessions. Following subject leader learning walks, the creation of curriculum Big Pictures with a clear action plan have been implemented.

Personal Development (Curriculum)

Pupils follow the PSHE and Citizenship (including British Values) curriculum in all year groups. The Twinkl PSHE resources, following an agreed school progression document 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 are also covered in an age appropriate way. The 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. A focus upon Equality, Diversity and Inclusion is a target in this Transformation Plan.

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. The mental health support team with the wave approach of support can be utilised to support any pupil identified within these sessions.

Personal Development (Electives and Extracurricular)

The school has lengthened the school day by 20 minutes to allow enrichment time at the end of each school day. Enrichment is a time for teachers to develop extracurricular opportunities for all pupils, for example reading for pleasure. 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. Key Stage 1 trips are local, whereas, Key Stage 2 trips have been much further afield. This has included a residential trip for years 4 to 6.

Behaviour and Attitudes including safeguarding

Attendance overall continues to be outstanding at 96.3% over the whole academic year, which is well above national at 94%. There has been 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 206 for September 2022. The annual safeguarding review, completed by the safeguarding governor reviewed the single central record and safeguarding practices to ensure that all appropriate actions are taken where needed. In the pupil survey, 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 housepoint system to celebrate positive attitudes following the schools 'get ready to learn' motto. With an average of 3,700 housepoints per house (red, yellow, green and blue) were awarded during the year 2021–2022. Blue house with 3884 points won this year's competition, taking home individual 'Catmose' chocolate bars.

Leadership and Management including Quality Assurance and CPD

Quality assurance takes place throughout the year with subject leader learning walks, lesson observations (1 per member of staff), pupil and staff voice, staff, pupil and parent surveys, work scrutiny and tracking of progress trackers. Of the 20 lessons observed and learning walks, all were good or better with 8 rated as Outstanding. 98% of parents responded in the parent survey that the school is well led and managed and 99% 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, including access to NPQ courses, 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 embed 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 including Catmose College and Harington School. This enables the school to provide national and bespoke training 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 NPQ courses. The school also hosts trainee teachers through the Schools Direct teacher programme as a commitment to developing the next generation of teachers.

Core focuses for the School 2022/2023

The four key areas of focus to further enhance the school's provision are summarised in the following table.

PROGRESS – BEHAVIOUR AND ATTITUDES

Ensure that children continue to make good progress and cover the national curriculum requirements for their year group, particularly for SEN, EAL and Pupil Premium pupils. CPD to support staff across all subjects including EDI understanding and developing long term memory for all children.

- Continue to use Pupil Progress reviews to monitor key groups with class teachers, with feedback to subject leaders.
- Intervention maps in place for all classes to ensure provision for all pupils, including SEN, EAL and Pupil Premium.
- CPD plan for all staff across the year to further understanding of EDI (Equality Diversity and Inclusion) and learning theories.

CURRICULUM DEVELOPMENT – THE QUALITY OF EDUCATION

Embedding the good work within Writing, Reading and Phonics across all year groups.

- Embed SSPP (Systematic Synthetic Phonics Program) across the school (second year of introduction)
- Continue to promote reading across the curriculum, with a focus on ensure that the lowest 20% make good progress from their starting points.
- Recovery – continue to address the impact post Covid within writing across the curriculum with the introduction of the new writing framework.

PERSONAL DEVELOPMENT

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.

- Continue with Activity Passport for all year groups, including house competitions.
- Clubs, Trips and Visits are offered to all year groups, including residential for Upper Key Stage 2.
- Full return to school calendar celebration events and sporting events for all year groups.
- Continue to praise and reward good behaviour, attendance and learning across the curriculum.

CURRICULUM DEVELOPMENT – LEADERSHIP AND MANAGEMENT

Continuing to embed the good practice within maths and science and the foundation subjects with a focus upon subject leadership, sharing Outstanding practice across the school.

- Continue to develop the role of the subject leader with allocated non-contact time and CPD to allow for sharing of outstanding practice.
- Embed the practice of Subject Leader Learning Walks and Action plans share a clear view of current practice in each subject area and what next steps are needed to further improve.

QUALITY OF EDUCATION: OUTCOMES

Judgement: Good

Evaluation of Outcomes Transformation Plan 2021/2022

Outcomes for Pupils Planning for 2021/2022						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GID Target Against National Outcomes GID EYFS => 71%	Meet the Teacher Parents' Evening (EHT) intervention groups set up for targeted pupils (Covid catch-up session to start)	Report to parents (EHT) Pupil Progress review with KJ	Pupil Progress review with KJ	Report to parents (EHT) Parents' Evening (EHT) Pupil Progress review with KJ	Pupil Progress review with KJ	Report to parents (EHT) GID data analysis
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/ND/RH) Scorecard created and updated each assessment cycle (RC/KJ) Year 2 Screening Check completed (for 2020/21) intervention groups set up for Year 1&2 w/in targeted pupils	Screening of Year1&2 phonic groups (LW/ND/RH) CPD for all staff (EYFS/KS1/KS2)	Phonic packs sent out Year 1&2 (YV/ND/RH) Parents' meetings re: Getting Ready for Phonic Screening (YV/ND/RH)	Screening of Year1&2 phonic groups (YV/ND/RH)	Phonic packs sent out Year 1&2 (YV/ND/RH)	Testing of Year 1&2 phonic groups (YV/ND/RH)
KS1 SATS EXS and GDS 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%	Targets set for all learners (Teams) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ)	Parents meeting KS1 SATs (LW/KJ) Work Moderation KS1 Report to parents (LW/ND/RH)	Targets reviewed for all learners (Teams)	KS1 SATs packs (YV/RH) Work Moderation KS1 Report to parents (YV/ND/RH) Parents' Evening (YV/ND/RH)	Targets reviewed for all learners (Teams) Writing moderation staff meeting	Attainment data shared with the next class (Teams) Work Moderation KS1 Report to parents (YV/ND/RH) Attainment data shared with next class (Teams)
KS2 SATS EXS and GDS Target Against National Outcomes Reading EXS =>73% Writing EXS =>78% Maths EXS => 79% Science EXS =>82%	Targets set for all learners (Teams) KS2 Booster sessions: Pupils and gaps identified (GS/RC/JP)	Parents' meetings KS2 SATs (GS/RC/JP) KS2 SATs packs(GS/RC/JP) Review of targeted pupils: progress and RWM	Targets reviewed for all learners (Teams) KS2 SATs packs(GS/RC/JP) Review of targeted pupils: progress and RWM	KS2 SATs packs(GS/RC/JP) Review of targeted pupils: progress and RWM Work Moderation KS2	Targets reviewed for all learners (Teams) KS2 SATs packs(GS/RC/JP)	Transition booster non EXS (GS/RC/JP) Attainment data shared with next class (Teams) Report to parents (ND/BJ/JP/GS)
Reading GDS => 27% Writing GDS =>20% Maths GDS => 27% Target => RWM (+65%) Target => National APS for Reading, Writing, Maths.	Scorecard created and updated each assessment cycle (RC/KJ) Bi-weekly Y6 Core meetings to review progress and targets (RC/GS/JP) RXL SIP meetings (RC/GS/JP) (Covid catch-up session to start)	Work moderation KS2 KS2 Mocks Report to parents (ND/BJ/JP/GS)	KS2 Mocks External moderation with other schools (JP/RC)	KS2 Mocks Parents' Evening (ND/BJ/JP/GS) Report to parents (ND/BJ/JP/GS)	Work Moderation KS2	

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.

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 96% of children stating that their teachers helped them to understand how to improve their work in lessons. (Pupil Survey 2022).

Pupils read across subjects to a good standard, with fluency and comprehension appropriate to their age. Book bands for KS2 have been introduced 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, is used

throughout the school. Reading assessments track children's progress to ensure that all are making good progress from their starting points. Children in Year 1 and Year 2 have maintained good progress despite previous disruption to learning through Covid restrictions and are in line with National Outcomes. Year 1 scored 74% pass and Year 2 87% pass rate. (Phonics Screen Data 2022).

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. 97% of parents believe that children make good progress from starting points and 98% of children believe they do the very best they can (Parent, Pupil and Staff Survey 2022).

Quality Assurance Information

EYFS GLD

EYFS Expected

By the end of Reception, 60% achieved the GLD. This reflects good progress from starting points (33% were on track to achieve the GLD). Indicative National 2022 is 62.5%.

Phonic Screening

Year One

74% of Year 1 children passed the phonic screening check, in line with indicated 2022 national of 76%. A programme of phonic support is in place for pupils who did not pass the check when taught in Year 2.

Year Two

87% of Year 2 children passed the phonic screening check. This is in line with national of 91% (2019). A programme of phonic support is in place for pupils who did not pass the check as they enter Year 3.

Multiplication Check

Year 4

The national 16+ out of 25 score was 80%. The school gained 77% at 16+. This reflected good progress from baseline scores taken at the start of the year. The use of Times Tables Rock Stars, a fun online rapid recall game introduced by the Maths Subject Lead helped to achieve this.



KS1 Outcomes

Year 2 Achievement: KS1 SATs

Year 2 SATs Reading	School EXS	National EXS 2019	FFT EXS 2022
	57%	75%	68%
	School GDS	National GDS 2019	FFT GDS 2022
	13%	26%	18%
Year 2 SATs Writing	School EXS	National EXS 2019	FFT EXS 2022
	50%	69%	58%
	School GDS	National GDS 2019	FFT GDS 2022
	3%	16%	8%
Year 2 SATs Maths	School EXS	National EXS 2019	FFT EXS 2022
	63%	76%	69%
	School GDS	National GDS 2019	FFT GDS 2022
	17%	22%	15%

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

KS2 Outcomes

Year 6 Achievement: KS2 SATs

	EXS+ 2022	KS1 EXS+	2022 Nat	GDS+ 2022	KS1 GDS+	2022 Nat
READING	67%	66%	74%	17%	16%	28%
WRITING	67%	58%	69%	13%	6%	13%
MATHS	83%	70%	71%	23%	16%	22%
COMBINED	57%	53%	59%	10%	6%	
GPS	73%	56%	72%	33%	6%	28%
SCIENCE	83%	80%	79%			

	Average Scaled Score School	Average Scaled Score National
Reading	103	105
Maths	105	104
GPS	105	105

	Progress
Reading	-0.7 (-3.0 to 1.6)
Writing	0.3 (-1.9 to 2.5)
Maths	1.8 (0.4 to 3.9)

Quality of Education Outcomes Planning 2022/2023

	Autumn	Spring	Summer
GLD	Meet the Teacher Parents' Evening (EHT)	Pupil Progress review with KJ	Pupil Progress review with KJ
Target Against National Outcomes	Report to parents (EHT)	Report to parents (EHT)	Report to parents (EHT)
GLD EYFS =>	Pupil Progress review with KJ	Parents' Evening (EHT)	GLD data analysis.
YR 1/2 Phonics Check	Phonic packs sent out Year1&2 (LW/ND/RH)	Phonic packs sent out Year1&2 (LW/ND/RH)	Phonic packs sent out Year1&2 (LW/ND/RH)
Target against National Outcomes	Scorecard created and updated each assessment cycle (RC/KJ)	Parents' meetings re: Getting Ready for Phonic Screening. (YW/ND/RH)	Testing of Year1&2 phonics groups (YW/ND/RH)
Year 1 Phonics => 76%	Intervention groups set up for Year 1&2 with targeted pupils		
Year 2 Phonics => 92%		Screening of Year1&2 phonics groups (LW/ND/RH)	
		CPD for all staff (EYFS/KS1/KS2)	
KS1 SATS EXS and GDS	Targets set for all learners (Teams)	Targets reviewed for all learners (Teams)	Targets reviewed for all learners (Teams)
Target Against National Outcomes	Meet the Teacher: initial sharing of expectations (Teams)	KS1 SATs packs (RH)	Writing moderation staff meeting
Reading EXS =>65%	Scorecard created and updated each assessment cycle (RC/KJ)	Work Moderation KS1	Attainment data shared with the next class (Teams)
Writing EXS =>56%	Parents meeting KS1SATs (LW/KJ)	Report to parents (RH)	Work Moderation KS1
Maths EXS => 64%		Parents' Evening (RH)	Report to parents (RH)
Science EXS =>82%			

<p>Reading GDS => 26%</p> <p>Writing GDS =>16%</p> <p>Maths GDS => 22%</p>	<p>Work Moderation KS1</p> <p>Report to parents (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 =>74%</p> <p>Writing EXS =>69%</p> <p>Maths EXS => 71%</p> <p>Science EXS =>79%</p> <p>Reading GDS =></p> <p>Writing GDS =></p> <p>Maths GDS =></p> <p>Target => RWM (+65%)</p> <p>Target => National APS for Reading, Writing, Maths.</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>Y6 Core meetings to review progress and targets (RC/GS/JP)</p> <p>KS2 Mocks</p> <p>PiXL SIP meetings (RC/GS/JP)</p> <p>Parents' meetings KS2 SATs (GS/RC/JP)</p> <p>KS2 SATs packs(GS/RC/ JP)</p> <p>Work moderation KS2</p> <p>Report to parents (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>KS2 Mocks</p> <p>External moderation with other schools (JP/GS/RC)</p> <p>KS2 SATs packs(GS/RC/JP)</p> <p>Work Moderation KS2</p> <p>KS2 Mocks</p> <p>Parents' Evening (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>

Key Outcome issues to be addressed

- Increase the progress measures for Reading, Writing and Maths by the end of KS2.
- Continue to focus on GDS pupils within all year groups to ensure they reach their full potential.
- Continue to focus on Pupil Premium and SEN children to narrow the gap of attainment further.

QUALITY OF EDUCATION: CURRICULUM

Judgement: Good

Evaluation of Curriculum Transformation Plan 2021/2022

Quality of Education Curriculum Planning 2021/2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teaching Best 2 lesson observations by Term 6 80% of lessons observed are good or better 40% of lessons observed are outstanding or better	Teachers use Curriculum Deficit Document from previous teaching plan meeting and Planning (All staff)	Observations for all staff (K/J/K)	Observations for all TA and support staff (K/J/K)	Observations for all TA/Peer Observations (K/J/K)	PE review with teachers (K/J/K)	Observations for TA and support staff (K/J/K)
English Reading and Writing Reading target: All Phonics and Reading sessions are 80% Good or better. Writing target: All pupils reach their projected target, reflecting good progress.	PE review with teachers to agree personal targets (K/J/K) The National College CPD aligned with staff book (K) PXL SIP Meeting QA of planning for each year group (K/J/K) EHT/Phonics (K/J/K)	PE review with TA and Support Staff to agree personal targets (K/J/K) PXL resources shared across all year groups Peer coaching sessions CPD for teachers and support staff (K/J/K)	PXL SIP Meeting Peer coaching sessions 1 with a focus on Phonics and GDS (K/J/K) QA of planning for each year group (K/J/K)	Peer coaching sessions 2 with a focus on Phonics and GDS (K/J/K) QA of planning for each year group (K/J/K)	Peer coaching sessions 3 with a focus on Phonics and GDS (K/J/K) QA of planning for each year group (K/J/K)	Peer coaching sessions 4 with a focus on Phonics and GDS (K/J/K) QA of planning for each year group (K/J/K)
Foundation Subjects 80% of lessons observed are good or better.	Curriculum review planned during the year for each subject. Feedback given to staff and CPD relevant (All teachers) PXL CPD for lead teachers. Staff meeting plan shared	Curriculum review planned during the year for each subject. Feedback given to staff and CPD relevant (All teachers) PXL CPD for lead teachers. Staff meeting plan shared	Curriculum review planned during the year for each subject. Feedback given to staff and CPD relevant (All teachers) PXL CPD for lead teachers. Staff meeting plan shared	Curriculum review planned during the year for each subject. Feedback given to staff and CPD relevant (All teachers) PXL CPD for lead teachers. Staff meeting plan shared	Curriculum review planned during the year for each subject. Feedback given to staff and CPD relevant (All teachers) PXL CPD for lead teachers. Staff meeting plan shared	Curriculum review planned during the year for each subject. Feedback given to staff and CPD relevant (All teachers) PXL CPD for lead teachers. Staff meeting plan shared
Key Outcome issues to be addressed	<ul style="list-style-type: none"> 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 challenges for GDS. Curriculum focus to further develop provision in Foundation Subjects. 					

Review

Throughout the academic year 2021-22, a performance review cycle is undertaken. 20 lessons were observed by senior leaders. Each teacher was observed teaching and all teaching assistants were observed. 100% of lessons observed were good or better. 40% of teaching was Outstanding (Teaching and Learning Scorecard 2022). 99% of parents felt that their child is well taught (Parent Survey 2022).

Pupils learn better when they are happy and feel safe. 99% of parents felt that their child is happy at school and 99% of parents said that their child felt safe at school (Parent Survey 2022). 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, with

99.5% of children taking part in an off site trip. All children took part in in-school workshops and Super Learning Days. In the Parent Survey (2022), 95% felt that the extracurricular programme offered is an important part of the school week.

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 and face to face for this year. A review of this provision to ensure that parents receive details and timely information regarding their child's progress whilst supporting teacher workload has been made. Responses to the Parent Survey show that 92% of parents feel that they receive valuable information about their child's progress; a particular strength reported by parents is the pastoral report sent home at Christmas time. Parents felt that class teachers knew and understood their child as an individual.

A key focus for the academic year 2021-22 continued to be 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 the year, a Curriculum Review was undertaken for every National Curriculum subject through subject leader learning walks. This provided 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 is 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 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 (2022), 80% of staff felt the CPD opportunities offered to them this year have been relevant, enabling them to learn and grow. 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. The school has access to local training hubs to enable staff to meet at face to face training as well as remote events.

The school undertook a School Review Day within which a Deep Dive into Maths, Reading including Phonics and Science were undertaken. The outcomes of this was shared with all staff. The observations within this fed into the observation data included.

Strengths

- 100% of lessons were Good, or better. With 40% of lessons rated as Outstanding.
- The continuation of curriculum reviews, along with the creation of foundation subject knowledge organisers and big pictures, ensures a robust approach to both core and foundation subject teaching. Leading to action plans with targets for each subject area.

Areas for Development

- 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.

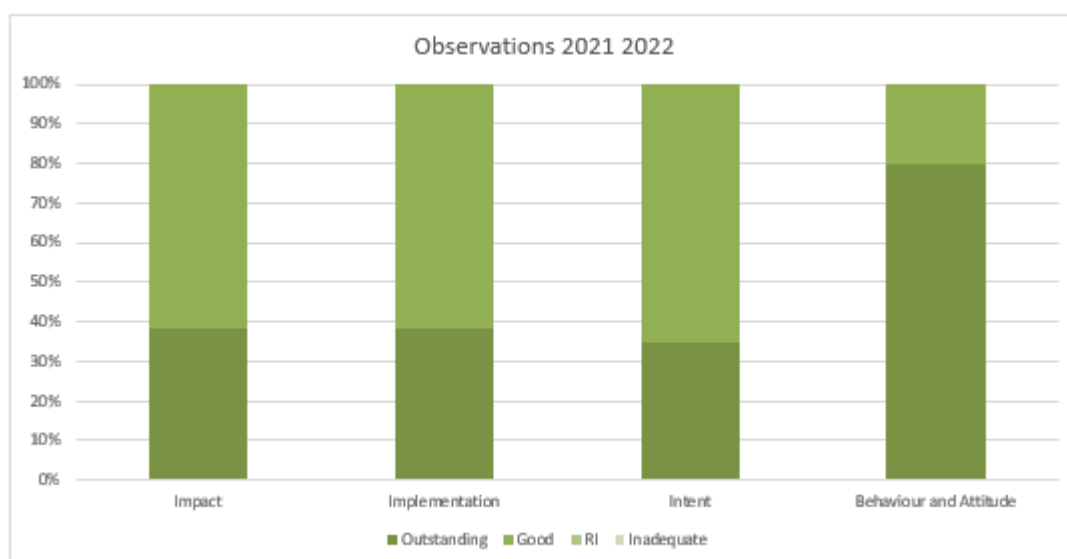
Quality Assurance Information Scorecard

Overall Lesson Grading

Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
20	8	12	0	0

Lesson Grading by Focus

	Impact	Implementation	Intent	Behaviour and Attitude
Outstanding	8	8	8	16
Good	12	12	12	4
Require Improvement	0	0	0	0
Inadequate	0	0	0	0



Strengths

- Inclusion of all children with pace and coverage of phonics at correct level. Tracking and catch up ensure all children are in line.
- Wide range of activities on offer for children to use and apply skills
- Following agreed phonic programme, pace of lesson
- Well planned and implemented lesson building on prior learning
- Skilled questioning leading children to develop understanding within writing.
- Well-structured lesson with a positive and purposeful learning environment
- Language development and questioning skills to fully understand concepts.
- 1.1 support for children within maths session
- Targeted ELSA support for small group
- PPA lead - whole class teaching. Clear description and directions
- Linking music to prosody in English – cross-curricular links made clear to pupils.
- Planning and preparation for session working towards targets for chosen children.
- Small group creative task encouraging children to make own choices and design
- 1.1 low attendance support - working as key worker for child to promote learning
- Sequence of activity leading to practical skills and understanding of science theory.
- PPA PE KS2 teaching - clear directions and instructions. Children eager to take part.

Weaknesses

Those highlighted in green were reviewed and observed as improved at a later date.

- Consider focusing on letter formation when teaching phoneme sound
- Linking phonics directed teaching to writing and reading sessions in school - making these links clear to pupils.
- More challenge for more able pupils
- Consideration of misconceptions which may occur so prepared on how to reteach/recap
- Ensure all children have completed task and give more time if needed
- Check those in child choice tasks are purposeful
- Sharing good practice across school - team teaching for music
- Acting a Forest School leader across the school with TN
- Ensure those in child choice tasks are purposeful.
- Ensure FFT is completed for PE assessment.

Quality of Education Curriculum Planning 2022/2023

QA activities in bold

	Autumn	Spring	Summer
<p>Teaching</p> <p>Best lesson observations by Term 6</p> <p>90% of lessons observed are good or better</p> <p>40% of lessons observed are outstanding or better</p>	<p>Teachers use subject progression docs and overviews to ensure robust coverage in each subject (KJ/RC)</p> <p>PR review with all staff to agree personal targets (KJ/RC)</p> <p>Local CPD package subscription (RC)</p> <p>PiXL SIP Meeting</p> <p>ECT framework (RC/KW)</p> <p>Curriculum reviews planned during the year for each subject. Feedback given to staff and CPD planned (All teachers)</p> <p>PiXL CPD for lead teachers.</p> <p>Staff meeting plan shared</p> <p>Observations for all staff (KJ/RC)</p> <p>Termly TA Meeting</p>	<p>PiXL SIP Meeting</p> <p>Peer coaching sessions- area of focus identified from PR and observations (KJ/RC)</p> <p>Observations for all staff (KJ/RC)</p>	<p>PR review with staff (KJ/RC)</p> <p>PiXL SIP Meeting</p> <p>Further observations offered if staff would like one (KJ/RC)</p> <p>Review of CPD that has impacted upon Teaching and identify key areas for next year (RC/KJ)</p>

	<p>PiXL resources shared across all year groups.</p> <p>CPD sessions for subject leaders and year groups (all staff)</p>		
<p>English: Reading and Writing</p> <p>Reading target: All pupils reach their projected target, reflecting good progress.</p> <p>Writing target: All pupils reach their projected target, reflecting good progress.</p> <p>English and Phonic sessions observed are at least Good or better.</p>	<p>Intro Go read tracking assessment in KS2 to closely monitor reading progress (RC/KS2 staff)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Phonics obs of best practice (EHT)</p> <p>Writing subject review (RC/EHT)</p> <p>PiXL SIP meeting (RC/GS)</p> <p>Start writing conferencing model (all staff)</p> <p>Writing moderation staff meeting (RC)</p> <p>Review data from checkpoint (RC/EHT)</p> <p>Review of progress of lowest 20% (RC/EHT)</p> <p>Staff CPD in English (RC/all staff)</p>	<p>Review of CPD based on needs from data, LWs and Pupil Progress (RC/EHT/JP)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>PiXL SIP meeting (RC/GS)</p> <p>LW to monitor R and W in books and classroom environment (KJ/RC)</p> <p>Writing moderation staff meeting (RC)</p> <p>Team teach/demo sessions if required. (RC/EHT)</p>	<p>Review of CPD based on needs from data and LWs (RC/EHT)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Book scrutiny (RC/JP)</p> <p>PiXL SIP meeting (RC/GS)</p> <p>Review data from checkpoints and Key Assessments to inform further focus and needs (RC/EHT/JP)</p> <p>Writing moderation staff meeting (RC)</p> <p>LW to review teaching, learning and evidence in R and W over year (RC)</p> <p>Analysis of Y6 data and trends across the school (RC)</p>

<p>Foundation Subjects</p> <p>80% of lessons observed are good or better.</p>	<p>Subject leader time in staff meeting or release time to review previous Curriculum Reviews, complete Subject Evaluation, update Big Pictures and create Action Plan for the year (RC/All teachers)</p> <p>Subject Reviews completed to monitor teaching and learning (All teachers)</p> <p>CPD subscription for subject leadership (RC/All teachers)</p> <p>CPD opportunity for staff planned by subject leaders (All teachers)</p>	<p>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>
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Key Outcome issues to be addressed

- Maintain high proportions of Good and Outstanding teaching across the curriculum.
- Curriculum focus to continue to ensure that Phonics and Reading lessons are high-quality, including effective challenge for GDS.
- Curriculum focus to continue to ensure that Writing lessons are high-quality and address non-negotiables.
- Curriculum focus to embed adaptations to foundation subjects from previous year.
- Enhanced focus on emotional health and wellbeing.

SUBJECT SPECIFIC PRIORITIES

ENGLISH - PHONICS, READING, WRITING AND SPOKEN LANGUAGE

This year, the focus has been implementing our Systematic Synthetic Phonics Programme (SSPP) (which can be found here: <http://www.catmoseprimary.com/english/>). All staff have had Phonics training, which was led by the Phonics Queen. Our SSPP has been devised around her resources (Q Phonics). There was bespoke training for EYFS and Key Stage 1 staff, followed by a session for Key Stage 2 staff. After the training, staff CPD continued with observations of best practice and staff meeting time to ensure staff were confident in the teaching of Phonics. A thorough review of the subject was undertaken in the spring, which included interviews with subject leads and staff and pupils, lesson observations and work scrutiny. A large book order was added to the existing books to ensure that pupils have a wide range of decodable books available to them. This year, we will continue to embed this and offer CPD where identified.

The school has also worked to further develop excitement around reading. A reading spine has been created with books specifically chosen to link to topics pupils are learning about, reflect the diversity of society, provide an insight into things pupils have little experience of and ensure that texts are of the appropriate challenge. The reading spine covers fiction (including playscripts), non-fiction and poetry. The reading spine can be found on the school website. During a comprehensive School Review Day, it was identified that some books in the school library were out-dated. The school has invested in new non-fiction books to ensure these are up-to-date and to raise the profile of non-fiction. The library has been reorganised to include a simple index system which will prepare pupils who the more detailed system they use when visiting the local library.

During staff meetings, there have been a range of CPD sessions for teachers which have addressed areas identified during subject reviews or by the staff themselves. Examples of these are: structure of KS2 reading lessons; structure of effective writing unit; how to structure effective Phonics interventions. Writing moderation sessions have also been held during the year, which have been used (alongside subject quality assurance strategies) to identify trends in weaknesses across the school. Appropriate plans have been put into place to address these during 2022-23. For example, during Term 1, teachers will focus on embedding previously taught punctuation before moving on to teaching new. This will ensure that pupils have mastered this and limit the amount of misconceptions around when to use certain punctuation.

During subject reviews, Big Pictures are continued to be updated in line with practice. A whole-school progression document, which can be seen on the school website, was created for English and shared 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 the year have been identified and will be addressed via the action plan below.

PHONICS KEY FOCUS

Continue to embed SSPP across the school.

Fully establish Key Stage 2 phonics interventions which mirror Phonics teaching in EYFS and Key Stage 1.

READING KEY FOCUS

Introduce strategies to track the progress of pupils where reading bands and objectives are broader (KS2).

Continue to develop an ethos of reading for pleasure (including monitoring the frequency of reading at home).

Continue to source books and reading material which is reflective of our pupils and the wider community.

WRITING KEY FOCUS

Refine the way in which writing is 'marked' to include the pupils more.

Provide further opportunities for pupils to develop a 'writing voice' (broaden vocabulary; understanding of sentence structure; free writing).

Embed strategies to improve spelling (Phonics interventions; spelling teaching in KS2).

SPOKEN LANGUAGE KEY FOCUS

Continue to develop pupils' vocabulary and their opportunities for talk.

Continue to embed oracy in School so that pupils are more confident speakers.

Explore wider activities which can enhance our Spoken Language curriculum (e.g. debate club, recordings of readings, presenting to wider audiences).

MATHS

In maths, the school has continued to embed White Rose Maths and has implemented the use of the White Rose workbooks. Lessons are therefore progressive and the tasks require pupils to apply their fluency, reasoning and problem-solving skills and knowledge. The school will continue to use these in 2022-23.

This year, the school successfully implemented the first Year 4 multiplication check with a result of 77% of pupils achieving a score of 16+, in line with national at 80%. The use of Times Tables Rockstars has been successful in supporting pupils to learn their times tables and increase in speed of recall. The school will continue to use TT Rockstars to support times table learning.

A comprehensive subject review of maths was undertaken in the spring term. This included an interview with the subject lead, observations across the school, work scrutiny and pupil voice interviews. The outcome of this was successful and shows that maths is a strength in our school. Actions were identified and we continue to work towards achieving these.

This year, a whole school progression overview was created which clearly maps progression from EYFS to Year 6 in each area of maths. Staff use this to know what pupils have been taught previously, where they will be going next and to plan interventions if needed. This, along with the Maths Big Picture, Calculation Policy and the PiXL Multiplication planner (used in school), can be found here: <http://www.catmoseprimary.com/maths-2/>.

Priorities for the year 2022-23 are identified below:

MATHS KEY FOCUS
Consider and introduce further strategies to continue to raise the profile of learning times tables.
Shape and space focus within all classes
Continue focus on GDS challenge in all classes

SCIENCE

In 2018-19, a thorough review of science was undertaken. Actions were implemented following this, including the implementation of the Hamilton Scheme of Work and the building of a Science Lab and appointment of a Lab Technician. Another comprehensive review was undertaken in the spring of 2021-22 to measure the impact of these changes. The findings of this were pleasing, with pupils' excitement around science much more evident. There was an increased focus on carrying out practicals rather than the emphasis on retaining subject content (as found previously). Actions were identified to enhance the subject even further. The subject lead has started to address these but will continue in the year 2022-23 to ensure they are fully embedded.

Investment has been made into reading material in science this year. New books have been purchased to ensure that information pupils read is up-to-date. Opportunities to link science across subjects have also strengthened and subscriptions to science magazines provides pupils with a broader reading base.

Knowledge organisers continue to be used to support the teaching and learning of science and are regularly reviewed. Documents relating to our science curriculum can be found on the school website.

SCIENCE KEY FOCUS
Continue to adapt the Hamilton Scheme of Work to ensure teaching and learning is appropriate for our learners.
Increased focus on data recording and analysis in units of work.
CPD for staff to increase confidence in providing challenge for pupils

ART AND DESIGN

In the year 2022-23, a progression document was created which clearly outlines the increased knowledge and skills we teach our pupils. This document ensures there is balanced coverage and the opportunity to revisit and practise skills. Our progression document and Big Picture can be found here (<http://www.catmoseprimary.com/foundation-subjects/>).

Sketchbooks in KS2 provide pupils with a log of their ideas, exploration and development of skills (such as shading or sketching). Artists have been allocated to year groups to ensure that pupils are exposed to a broad range of art and styles which link Cornerstones projects. Super Learning Days provide additional opportunities to develop skills and art appreciation.

ART AND DESIGN KEY FOCUS
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 last year which found that pupils are progressing well with knowledge and skills in the subject. A whole-school progression document (<http://www.catmoseprimary.com/foundation-subjects/>) has been embedded in all year groups and staff have planning for support with trickier concepts. This gives a progressive structure and ensures the e-safety is covered for a whole term each year. The computer suite has contributed to our computing education, enabling pupils to have regular, individual practise of computer skills. A bank of laptops also provides further opportunities for pupils to apply their digital literacy in other subjects. CPD for staff in coding was also provided to increase confidence with this.

COMPUTING KEY FOCUS
Computing lead to become a CEOP Ambassador to ensure that the school is giving highest-quality education in online safety.
Review the support available on the school website for issues such as cyber-safety and cyber-bullying.

DESIGN TECHNOLOGY

During the year 2021-22, a whole school progression document was created to map Design Technology from EYFS to Year 6 (see here: <http://www.catmoseprimary.com/foundation-subjects/>). This ensures balanced coverage of the areas of DT along with a progression in the design process as pupils increase in age. 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. The subject lead started to consider allocating 'big projects' to each year group during 2021-22 and will continue to develop this in the year 2022-23.

DESIGN TECHNOLOGY KEY FOCUS

Develop list of allocated inventors and engineers that pupils learn about to broaden their knowledge.

Allocate 'big projects' to year groups in which pupils apply DT knowledge and skills they have developed.

MODERN FOREIGN LANGUAGES (MFL)

Following the subject review in 2019-20, where subject leaders met with Head of Languages from Catmose College, the La Jolie Ronde scheme of work was implemented to assist teachers in the teaching of MFL. A further review was conducted in autumn 2021, which resulted in the creation of our School MFL progression document (see here: <http://www.catmoseprimary.com/foundation-subjects/>). This clearly outlines the progression in vocabulary and skills from EYFS to Year 6 (whilst MFL is not statutory for EYFS and KS1, we have decided to introduce early as evidence shows that children pick up languages easier from a younger age).

In the year 2021-22, Year 6 were also taught German by a Catmose College specialist which will further their understanding of language and the structure of foreign languages. Opportunities to immerse pupils in French were also implemented, including recordings of students from Harington School reading children's books and a visit by them to read and complete activities with Year 6 pupils. The school also took part in the Catmose College Languages Week, and wrote the date in French each day and displayed food at lunchtimes in French. Further links with Catmose College and Harington School are being explored for the year 2022-23.

MFL KEY FOCUS

Review of effective teaching of languages and adapt curriculum accordingly (e.g. learning nouns vs verb phrases).

Take a greater part in CC Languages Week next year.

GEOGRAPHY

This year, a whole school progression document was created to map the learning and coverage from EYFS to Year 6 (see here: <http://www.catmoseprimary.com/foundation-subjects/>). 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. The school purchased a set of new atlases and globes to ensure that pupils have the resources to help them develop their locational knowledge. A weekly assembly focusing on life in different countries around the world provides opportunities to deepen pupils' understanding of place. The reading spine compliments this by ensuring that there is a balance of books from around the world and from different cultures. Our curriculum is designed so that there is a wide spread of coverage across the world.

GEOGRAPHY KEY FOCUS
Embed the range of fieldwork activities introduced last year.
Develop pupils' confidence in map work (e.g. OS maps).

HISTORY

A whole school progression document was created in the year 2021-22 which clearly maps out objectives, chronology and key concepts from EYFS to Year 6 (see here: <http://www.catmoseprimary.com/foundation-subjects/>). The order in which historical periods are taught has been specifically chosen to develop from pupils' own timelines (in EYFS) to understanding change from their parents' or grandparents' lives (KS1). In KS2, the chronology of the periods centres around British History with the opportunities to compare periods from different times in the wider world in UKS2. Timelines are used on knowledge organisers and in classrooms to help secure pupils' understanding of chronology. Subject leaders continue to consider ways in which to deepen this. CPD has been provided for staff to enhance their understanding of disciplinary knowledge and Hinterland knowledge. Books chosen for the school reading spine support pupils' learning about the past.

A cross-curricular approach to history 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
Explore wider opportunities to develop pupils' understanding of disciplinary knowledge in history.
Explore wider opportunities to support pupils' in learning about abstract concepts and time periods.
Continue to implement strategies and resources to enhance chronological knowledge.

MUSIC

A whole school progression document was created in 2021-22 to map the progression in skills from EYFS to Year 6 (see here: <http://www.catmoseprimary.com/music/>). This has been based on the DfE Model Music Curriculum. Additional planning as to which activities meet objectives was created and shared with staff. This is because subject leaders have identified that music is a specialist subject and some staff felt more confident teaching with this for support. CPD on notation was also provided for staff to increase confidence in the teaching of this.

This year saw the return of singing assemblies and choir, which has provided further opportunities to celebrate, enjoy and appreciate music and singing. Furthermore, whole class music instrument lessons resumed along with trips and visits, such as Summer Sing at Oakham School. The subject leader has explored further opportunities to instil a love of music which will be implemented in 2022-23.

MUSIC KEY FOCUS
Implement activities to instill a love of music (CC visits).
Increase the number of pupils taking music tuition
To further develop whole class musical instrument lessons.

PHYSICAL EDUCATION (PE)

In 2020-21, the school implemented the Cambridgeshire Scheme of Work and mapped out sports across the school. This was to ensure a broad balance of sports and the opportunity to revisit previously taught skills. This has been working well and pupils recognise the importance of exercise in keeping healthy. A whole school progression document was created to clearly map the progression of skills (see here: <http://www.catmoseprimary.com/sport/>). This enables staff delivering sessions to see the whole learning journey for the pupils and plan opportunities to revisit and practice previously learnt skills.

This year, we saw a return to competitive sports in the local community. We attended a wide range of events with our pupils doing very well.

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.
To promote the physical activities within the Activity Passport to help all gain their bronze, silver and gold award.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

A review of the PSHE curriculum in 2021-22, led to the implementation of the Twinkl PSHE scheme of work. Subject leaders found that this was much more comprehensive in its coverage when compared to previous and other schemes of work. A whole school progression document was created based on this and our existing scheme of work for Sex and Relationships Education (CWP). This progression document can be found here: <http://www.catmoseprimary.com/foundation-subjects/>.

This year, there has been a greater focus on emotional health and wellbeing in response to the Covid pandemic and school closures. Part of this was the creation of a Mental Health Team with a waded approach of support. Learning Mentor and ELSA support will continue to be delivered in a newly created space which provides a calm and safe environment for pupils. Activity Passports were introduced in each year group to provide important opportunities for wider enrichment both in school and at home.

PSHE KEY FOCUS
Adapt Activity Passports for each class in line with feedback from previous year.
Embed the use of Twinkl PSHE scheme of work.

RELIGIOUS EDUCATION (RE)

In the year 2021-22, a whole-school progression document was created using the Maestro 'Love to Celebrate' Scheme of Work which covers the 6 major religions. The progression document outlines the key learning for each religion, but also includes important opportunities for pupils to compare practices and beliefs between religions. It also includes opportunities for pupils to learn about the beliefs of those who are not religious. The progression document can be found here: <http://www.catmoseprimary.com/foundation-subjects/>. CPD was provided for staff focusing on the disciplinary knowledge of RE and how to encourage pupils to consider whether their own views are similar or different. Coverage is matched to key festivals and events during the year to give a deeper understanding of beliefs and context. Books and stories are used to share peoples' beliefs and develop tolerance of different faiths.

RE KEY FOCUS
Introduce a rolling programme of visits to religious buildings from EYFS to Year 6.
Consider the use of 'Big Questions' to encourage pupils to compare religions and their own beliefs and values.

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

Judgement: Good

Evaluation of Personal Development Transformation Plan 2021/2022

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><i>Staff one here</i></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><i>Drum</i></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/LW)</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>Behaviour and Attitudes</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG)</p>					
<p>Reception 2021 intake is at least 30 and oversubscribed. 97%+ attendance for whole school. 96%+ attendance for SEN and 95%+ for PP.</p> <p>Fixed term exclusions are below national.</p>	<p>Attendance rewards (KJ/RC)</p> <p>Codes for Covid attendance reviewed and shared with staff (KJ)</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 waded 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.

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, house captains 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 96.3%. Pupils value their education and rarely miss a day at school.

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 – 99% of parents responded positively to the question ‘My child is happy at school’ and, 99% ‘My child feels safe in school’ (Parent Survey 2022).

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 2021/2022).

All members of the school work to prevent all forms of bullying, including online bullying and prejudice-based bullying. In the pupil survey, 92% of pupils feel safe at school and 99% of pupils stated that they knew where to get help if they needed it. 95% of parents stated that bullying was dealt with effectively by the school, with 39% of parents reporting that bullying had not been an issue for their child (Pupil Survey 2022, Parent Survey 2022).

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 and is shared annually. 98% 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. The PSHE progression documents clearly shows the development of skills and understanding from Reception to Year 6.

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 – 98% 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 2022).

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 teaching assistants undertook Mental First Aid training to be able to support pupils in class, complemented by the work of the learning mentor and ELSA. The learning mentor has also

completed training within Cognitive Behaviour support. Support can be offered on a 1:1 basis, or in small groups.

Strengths

- Active citizens with the introduction to the Activity Passport– 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 96.3% for all pupils, above national at 94%.
- Learning mentor and ELSA to support pupils. Waves of provision to identify pupils were created to ensure all children are identified and given support when needed.

Areas for Development

- Further development of the Activity Passport to promote wider experiences for all pupils. Editing of class lists to link with class topics.

QUALITY ASSURANCE INFORMATION

ABSENCE AND EXCLUSIONS

The absence and exclusion data for the school is above national at 96.3% attendance. 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. Housepoints for good attendance are given at the end of each term.

Group attendance is also good. Pupil Premium attendance is 96%, SEN EHCP 98%, SEN K code 96% and EAL 95%.

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 percentage 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	96%
Children with fewer than 5 behaviour related logs all year	98%

Categories	Monitored
Behaviour Related Log	41
Bullying	1
Safeguarding concerns	53
Leading to:	
Contact with external agency <i>Incidents logged have led to a referral</i>	111
Safeguarding Actions <i>Referrals have led to an action such as TAF, Early Help.</i>	40

PUPIL BEHAVIOUR SUPPORT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Report card / School Support Plan actioned	1	2	2	1	0	0
ELSA or Learning Mentor Support actioned	10	18	21	20	19	20

HOUSE POINTS

All Year	
Total Points:	
B	3884
G	3868
R	3762
Y	3832
Attendance	Extra-Curricular
B 215	B 187
G 216	G 163
R 227	R 194
Y 222	Y 203
Praise	Reports
B 2881	B 253
G 2829	G 253
R 2661	R 253
Y 2693	Y 253
Spot Checks	
B 348	
G 407	
R 427	
Y 462	

The school uses housepoints to promote independent and group positive behaviour with high levels of house points awarded. Winning teams are given a house prize. Two house captains 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. 93% of pupils in the survey said they enjoyed getting house points and recognition for good work in school (Pupil Survey 2022).

ACTIVITY PASSPORT DATA

The children have enjoyed the wide opportunities provided by the Activity Passport and many have already achieved their individual awards.

Bronze Award	88
Silver Award	60
Gold Award	24

TRIPS AND VISITS

The following participation for each year group is very positive, with an overall 99.5% participation. The numbers show how many pupils did not participate in a trip at some point in the year.

R	1/30
1	0/27
2	0/30
3	0/30
4	0/30
5	0/30
6	0/30

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 92% of pupils responded that their was a positive learning environment in their class (Pupil Survey 2022).

NUMBER ON ROLL

2021/22	Number on roll	Pupils Left	Pupils joined
By the end of Term 6	210 places, 207 on roll	0	5

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 support plan)	Phase 2 (K Code)	EHC (statement)	Health Plans	Totals
Totals	8	24	4	12	

Total School Support 8

Total K code 21

School support plan + K code 29

Total EHC 4

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 school's approach to supporting Pupil Premium and Pupil Premium Plus children has been created. This is also captured in the Pupil Premium statement.

KEY FOCUS
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.
Embed Activity Passports across year groups to provide important opportunities for wider enrichment.
Monitor the ongoing impact of the pandemic on PP children and implement any highlighted actions reflecting need identified.



Personal Development Transformation Planning 2022/2023

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	Autumn	Spring	Summer
<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>Enrichment Time provides opportunities for pupils to develop wider interests and skills, linked to the Activity Passport.</p> <p>Pupil and parental surveys are at least 80% positive about the wider opportunities on offer.</p> <p>CPOMS used to track behaviour. All staff log incidents when required and follow up actions.</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 enrichment timetable – focusing upon developing good mental health and wellbeing post lockdown. Focus also on reading skills and development of spoken language.</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)</p> <p>House point training recap for all staff (KJ/GS)</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 enrichment time over the year. (Staff)</p> <p>Planned RE visits to a wide range of places of workshop (LW)</p> <p>Review of house point allocation (KJ/GS)</p>	<p>Pupil Survey (KJ)</p> <p>Parent Survey (KJ)</p> <p>Cultural workshop visit (KJ)</p> <p>Review of house point allocation (KJ/GS)</p>

Class Dojo and house points are awarded each term by all staff – linked to praise, attendance, reports (at least 30 per team)	Review of resources used for diversity and shared with staff. Pupil Voice LW (KJ/RC)	Pupil Voice LW (KJ/RC)	Art Attack Super Learning Day to focus on diversity (RC/ staff)
Behaviour and Attitudes Reception 2021 intake is at least 30 and oversubscribed. 97%> attendance for whole school. 96%> attendance for SEN and 95%> for PP. Fixed term exclusions are below national.	Regular attendance check in liaison with LA (KJ/RC/SG) Attendance rewards (KJ/RC) Codes for Covid attendance reviewed and shared with staff (KJ) PR planned for intake 2022– online videos including tours, staff videos. Open Morning Sept 2023 Facebook and radio posts post to remind parents of application deadlines. (KJ/EN)		

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 Leadership and Management Transformation Plan 2021/2022

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 supported 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>Meet with LA for...</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>CPA of new staff and new year groups, through Performance Reviews, Probation.</p> <p>CPD package through federation and National College supports subject leadership.</p>	<p>Subject leader training...</p> <p>Planning, APP file reviews (KJ/RC)</p> <p>Termly ECT observations</p> <p>Termly staff meeting plans shared with teachers and TAs.</p>					
<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>Discussions with class teachers and further groups of children identified (KJ)</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>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 education targets is met.</p>	<p>Annual Reviews, IEPs, PSPs for SEN children (RH)</p>	<p>Team moderation of core subjects (Teams)</p>				<p>Team moderation of core subjects (Teams)</p>
<p>Key Outcome issues to be addressed</p> <ul style="list-style-type: none"> 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. 						

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. 99% of parents responded that their child is taught well at the school and 98% believe the school is well led and managed. 100% of parents would recommend the school to another family. 88% 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 2022).

Governors challenge senior leaders so that the effective deployment of staff and resources, secures good outcomes for pupils. Governor scrutiny panels meet during the year to discuss key focuses. Leaders and governors use performance management that leads to professional development that encourages, challenges and supports all staff members' improvement. As an Academy Trust, trustees meet at least 3 times a year to discuss Resources (Finance and Human Resources), and the Catmose Primary local governing body meets 6 times a year. 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 2021/2022, Performance Management Cycle 2021/2022).

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 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 2022, Governing Body Minutes 2021/2022, Outcomes Scorecard 2021/2022, Teaching and Learning Scorecard 2021/2022, Behaviour and Wellbeing Scorecard 2021/2022).

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 2022). Zero records for racist bullying were recorded for 2021/2022 (Behaviour and Wellbeing Scorecard 2021/2022)

'The school is very well managed and the head teacher exudes such passion, care and enthusiasm and is a visible presence each and every day. To know each child by name and remember details about them is nothing short of amazing. It really does make a difference to the children and parents and a huge part of why we opted for this primary school. Communication regarding events is excellent and sent out in a timely manner' Parent Survey comment 2022.

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 their Designated Safeguarding Lead 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 2021/2022).

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 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.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. In the parent survey, 99% of parents reported that their child feels safe in school and 99% of parents responded that they knew who to raise concerns with, 96% stating that concerns, once raised, were responded to well (Pupil and Parent Survey 2022).

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 31 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/GPS, mathematics and science. Significant work has been undertaken to ensure that each subject has a clear progression from year group to year group, with clear cross-curricular links. Parents responded positively that their child was well prepared for the next steps in their learning career. 97% of pupils answered that they felt positive about their curriculum, saying they learnt lots during the creative curriculum (foundation subjects) and Super Learning Days. (Pupil Survey 2022).

Pupils like their PE sessions, reflecting the use of the sports premium to support PE in school. The school has made successful links with a local MAT to provide pupils with a wide range of sporting opportunities. This has been in conjunction with Catmose College.

Subject 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. 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 and observed working with lower and upper abilities, as seen in the performance review observations (PM 2021 2022). 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 has been recently 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 despite ongoing disruption due to Covid 19.

Areas for Development

- Ensure that all ECT staff continue to have a clear programme of support.
- Ensure that all Schools Direct teacher trainees have an assigned mentor and have a clear programme of support.
- Ensure that all staff have completed the updated safeguarding training, referring to Keeping Children Safe in Education 2022.
- Ensure that staff CPD supports the curriculum and focuses within the Transformation 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 2022/2023

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	Autumn	Spring	Summer
<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 for all staff (KJ)</p> <p>Liaise with LA for any child not returned to school (KJ)</p>	<p>Safeguarding staff newsletter (KJ/RC)</p> <p>Risk Assessment review (Teams)</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 local provider supports subject leadership.</p>	<p>Subject leader learning walks as detailed in termly plan (Team)</p> <p>Termly ECT observations</p> <p>Year staff meeting plan shared with teachers and TAs.</p>		

<p>Quality Assurance – Pupil Progress</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>	Pupil progress meetings (KJ/ RC)		
	Scrutiny panel with CP Governors	Scrutiny panel with CP Governors	Scrutiny panel with CP Governors
	Intervention mapping set up for all children with pupil premium children identified (Teams/RH)		
	Annual Reviews, IEPs, PSPs for SEN children (RH)	Annual Reviews, IEPs, PSPs for SEN children (KJ)	Annual Reviews, IEPs, PSPs for SEN children (KJ)
	Discussions with class teachers and further groups of children identified (KJ) Team moderation of core subjects (Teams)	Analysis of data and groups of children identified (KJ) Discussions with class teachers and groups of children identified (KJ) Team moderation of core subjects (Teams)	Analysis of data and groups of children identified (KJ) Discussions with class teachers and groups of children identified (KJ/Teams) Team moderation of core subjects (Teams)

Key Outcome issues to be addressed

- Progress and attainment for all PP / SEN / GDS pupils tracked across the school to ensure that gaps are closing and that attainment is in line with national. Attainment at GDS level at both KS1 and KS2 improves.
- Foundation subjects are taught well with robust schemes of work in place.
- Ensure that all ECT staff and Schools Direct trainee teachers 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 2022.
- Ensure that staff CPD supports the curriculum focuses within the Transformation 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 the effectiveness of the early years provision Transformation Plan 2021/2022

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. This has led to a GLD of 60% in 2021 from a 33% starting point. Good outcomes were achieved for a cohort who were impacted by two national lockdowns affecting their preschool education. 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. 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. The EYFS team also use Class Dojo to keep parents up to date.

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.

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 2022). The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate 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 60% GLD from a starting point of 33%.
- 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 ensure that the new EYFS curriculum is followed and implemented through the use of 'Big Experience' planning.

PUPIL TRANSFORMATION PLAN – 2022/2023

CURRICULUM DEVELOPMENT – THE QUALITY OF EDUCATION

My reading, writing and phonics are better at the end of the year than at the start of the year. I have made good progress.

PROGRESS – BEHAVIOUR AND ATTITUDES

I know about people from around the world and I celebrate the diverse world we live in.

PERSONAL DEVELOPMENT

I am independent and resilient. I attend school each day.

CURRICULUM DEVELOPMENT – LEADERSHIP AND MANAGEMENT

I learn about lots of subjects and can tell you my favourite subject.

SCHOOL COUNCIL TARGET

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.

