



# TRANSFORMATION PLAN 'Success Achieved Together'

2025 – 2026



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## HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary has had a successful and busy academic year. The school continues to provide an inclusive, exciting and enriching educational offer for all children – something which was verified in the 2023 Ofsted inspection. The school remains graded as Good with many strengths detailed in the report.

We welcomed our new starters in Ash Class and each class settled into their new year groups quickly and happily. This has meant a smooth start to school life for all.

Staffing remained consistent which supported all children to transition well into their new year groups. Catmose Primary pupils continue to have the support and intervention required through an inclusive classroom practice. This includes a robust Social Emotional and Mental Health (SEMH) support offer, helping children to overcome barriers to learning. The school has taken part in the Nurture Schools programme this year, working towards an accreditation which will reflect the support on offer for all pupils.

Behaviour and attendance continue to be a real strength within the school. Children are keen to attend and attendance is above the national average at 97% (national is 95%). In all observed lessons behaviour was seen as effective or exemplary, with no exclusions noted for the academic year. Teaching and learning are strong within the school. In all lessons observed and learning walks conducted, teaching was seen as either effective or exemplary.

Outcomes continue to be at least in line with national, if not above in some areas. The Early Years Foundation Stage (EYFS) Good Level of Development (GLD) is 59% (66% with only RWM combined) from a starting point of 43%, ensuring that children have a good foundation of skills and knowledge ready to start the National Curriculum in Year 1. Year 1 and 2 Phonic Screening check outcomes are 83% in Year 1 (national 80%) and 77% in Year 2 (national 89%), meaning that they have the necessary phonic skills to access the curriculum. Year 2 pupils who did not pass all improved their score from Year 1. Pupils who did not pass the screening check will have tailored support to further develop their phonic and reading skills.

In Key Stage 1 results are in line with national for Science Expected Level (EXS) 77% (national 79%) and above in maths EXS 77% (national 70%), Greater Depth Level (GDS) 16% (national 16%). Reading outcomes are EXS 61% (national 68%) and GDS 10% (national 19%) and Writing EXS 52% (national 60%) and GDS 6% (national 8%). Reading and writing are a focus for this cohort.

In Key Stage 2, results show good progress. In writing 70% of pupils reached EXS levels by the end of Key Stage 2 (national EXS 72%). GDS is 6% (national GDS 13%). In reading 70% reached EXS (national EXS 74%) and 30% reached GDS (national 29%). This attainment is strong and reflects the hard work developing the Reading curriculum.



In maths 73% gained EXS (national 73%) and 20% gained GDS (national 24%). In science 80% reached EXS in Key Stage 2 (national 81%). In grammar 57% achieved EXS (national 72%) and 13% gained GDS (national 30%). This is an area of focus which will be implemented following the Writing Framework.

A wide range of clubs have been offered each term at lunchtimes and after school. Each class has enjoyed a Wing Hall Farm trip, allowing children to see a working farm throughout the year and in different weathers. Year 4 and 5 enjoyed a two-night residential, with some children staying away from home for the first time. Year 6 enjoyed a day trip to the beach to celebrate their achievements. Other trips have been offered such as; a Burrough Hill visit, warning zone trip, German twin village visit and many more. Workshops were offered to each class including our school led super learning days, relate workshops, NSPCC workshops, water safety talks and an art gallery day.

The sports coach has worked with the Rutland Learning Trust to ensure that a full sporting event calendar has been offered to all pupils. This has included athletics at Corby Athletics track for Key Stage 2 pupils, a gymnastics event held at Catmose College and a swimming gala at Oakham School. Looking to ensure that a full range is offered, the sports coach has coordinated a range of events for pupils at Catmose Primary. Children who have not previously participated in sporting events have been encouraged to try this and represent the school.

Productions by each class have been enjoyed by pupils and parents. From the lovely EYFS Christmas Nativity, Year 5 and 6 Christmas Carol Concert, Year 1 and 2 Easter performance and Year 3 and 4 summer production each child has had the chance to shine and perform. We have also held our annual Harvest VIP Afternoon Tea, May Dance and Catmose Dance Festival.



The key areas of focus next year are:

- The Good Level of Development (EYFS), Phonic Screening Check, KS1 SATs, Year 4 Multiplication check and KS2 SATs are all in line or above national data at both Expected Level and Greater Depth Level. This includes good progress from starting points for Free School Meal (FSM), English as an additional language (EAL) and special educational needs (SEN) children.
- Recommendations from the Writing Framework will be embedded into current schemes of work and the teaching of Writing.
- Foundation Subject assessment tracking is embedded and used to inform clear next steps for pupils.
- Attendance continues to be above national with over 80% pupils stating they feel safe in school. The Paul Dix behaviour support programme will be embedded into behaviour management.
- The new Personal, Health and Social Education (PHSE) curriculum is embedded with changes made to the Sex and Relationships Education (SRE) curriculum once updates have been made to the scheme of work ready for September 2026.

- Inclusion for all pupils ensures that children feel supported in their learning and for their mental health, through the work of the Nurture School project.

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 full for each year group.
- An embedded whole-school curriculum that is Individual, Inspiring and Innovative and ensures that children are secondary-ready.
- >90% of lessons are rated effective 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 January 2023. The Ofsted report asked 'What does the school need to do to improve?'

*'In a few foundation subjects, the curriculums do not identify, with precision, the key knowledge that pupils need to learn. As a result, some pupils struggle to recall what they learn in these subjects. Leaders should refine the curriculum thinking in these subjects to make clear the key knowledge that pupils need to learn and remember.'*

This next step has been incorporated into this Transformation Plan through the further development of some foundation subject's schemes of work and the assessment of these subjects.



# ACHIEVEMENT

## Evaluation of Achievement 2024/2025

	Autumn	Spring	Summer
GLD Target Against National Outcomes GLD EYFS => 67%	Meet the Teacher Parents' Evening (EHT) Report to parents (EHT) Pupil Progress discussion	Parents' Evening (EHT)	Report to parents (EHT) GLD data analysis
YR 1/2 Phonics Check Target against National Outcomes Year 1 Phonics => 79% Year 2 Phonics => 89%	Phonic packs sent out Year 1 & 2 (BJ/JJ) Scorecard created and updated each assessment cycle (RC/KJ) Intervention groups set up for Year 1 & 2 with targeted pupils Screening of Year 1 & 2 phonic groups (BJ/JJ) Pupil Progress discussion (all teachers)	Phonic packs sent out Year 1 & 2 (BJ/JJ) Parents' meetings re: Getting Ready for Phonic Screening. (BJ/JJ) Reports to parents with next step suggestions for pupils needing support	Phonic packs sent out Year 1 & 2 (BJ/JJ) Testing of Year 1 & 2 phonic groups (BJ/JJ) Results reported to parents
KS1 EXS and GDS Target Against National Outcomes Reading EXS => 68% Writing EXS => 60%	Targets set for all learners (Teams) Meet the Teacher: initial sharing of expectations (JJ) Scorecard created and updated each assessment cycle (RC/KJ) Work Moderation KS1	Targets reviewed for all learners (Teams) Work Moderation KS1 Parents' Evening (JJ)	Targets reviewed for all learners Writing moderation staff meeting Attainment data shared with the next class (Teams) Work Moderation KS1

<p>Maths EXS =&gt; 70%</p> <p>Science EXS =&gt;79%</p> <p>Reading GDS =&gt; 19%</p> <p>Writing GDS =&gt;8%</p> <p>Maths GDS =&gt; 16%</p>	<p>Report to parents (JJ)</p> <p>Pupil Progress discussion (all teachers)</p>		<p>Report to parents (JJ)</p>
<p>KS2 SATS EXS and GDS</p> <p>Target Against National Outcomes</p> <p>Reading EXS =&gt;74%</p> <p>Writing EXS =&gt;72%</p> <p>Maths EXS =&gt; 73%</p> <p>Science EXS =&gt;81%</p> <p>Grammar EXS =&gt;72%</p> <p>Reading GDS =&gt; 29%</p> <p>Writing GDS =&gt; 13%</p> <p>Maths GDS =&gt; 24%</p> <p>Grammar GDS =&gt;30%</p> <p>Target =&gt;</p> <p>RWM EXS +61%</p> <p>RWM GDS +8%</p>	<p>Targets set for all learners (Teams)</p> <p>KS2 Booster sessions. Pupils and gaps identified (GS/RC)</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)</p> <p>KS2 Mocks</p> <p>Parents' meetings KS2 SATs (GS/RC)</p> <p>PiXL SIP meetings (RC/GS)</p> <p>Pupil Progress discussion (all teachers)</p> <p>KS2 SATs packs (GS/RC)</p> <p>Work moderation KS2</p> <p>Report to parents (GS/RC)</p>	<p>Targets reviewed for all learners (Teams)</p> <p>KS2 SATs packs(GS/RC)</p> <p>Review of targeted pupils: progress and RWM</p> <p>KS2 Mocks</p> <p>External moderation with other schools (GS/RC)</p> <p>Work Moderation KS2</p> <p>KS2 Mocks</p> <p>Parents' Evening (GS)</p>	<p>Targets reviewed for all learners (Teams)</p> <p>KS2 SATs packs(GS/RC)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work Moderation KS2</p> <p>Transition booster non EXS (GS/RC/KW)</p> <p>Attainment data shared with next class (Teams)</p> <p>Report to parents (ND/LW/RH/KW/GS)</p>

## Review

### Strengths

- Pupil behaviour is good with 98% of parents stating that pupils behave well and 100% of pupils feeling behaviour is good within the school. (Pupil and Parent Surveys 2025)
- Attainment at GDS Level by KS2 has improved with GDS Reading above national outcomes.
- In the Year 4 Multiplication check the school average score was above national.

### Weaknesses

- A focus upon phonics in Year 2 to ensure those who do not pass the Phonics Check in Year 1 go onto pass in Year 2 will be made. A review of interventions to support this is in place.
- EXS achievement at KS2 in Grammar, spelling and punctuation was not as high as previous years – this will be a focus for 2025/2026 inline with the writing framework recommendations.

### Opportunities

- The implementation of the Writing Framework within school practice will help to improve writing and grammar outcomes for all pupils.

### Threats

- The Department for Education may make curriculum and assessment guidance changes following the review of the National Curriculum. The school needs to ensure any changes are met and actioned.

## Quality Assurance Data

### 2025 Achievement

#### GLD

GLD	School	Nat 2024
	Starting point of 43% 59% (66% RWM)	66%

#### Year 1

Year 1	School 2024	Nat 2024
	83%	80%

#### Year 2

Year 2	School 2024	Nat 2024
	77%	89%

#### KS1 SATs

KS1	EXT 2025	Nat EXS 2023	GDS 2025	Nat GDS 2023
READING	61%	68%	10%	19%
WRITING	52%	60%	6%	8%
MATHS	77%	70%	16%	16%
SCIENCE	77%	79%		

### YEAR 4 Multiplication Check

Full Marks 25/25	Nat Full Marks 2024	20+ Marks	Ave Score 2025	Nat Ave Score 2024
13 pupils 43%	34%	25 pupils 83%	22	20.6

### KS2 SATs

30 pupils	EXT 2025	Nat EXS 2024	GDS 2025	Nat GDS 2024
READING	70%	74%	30%	29%
WRITING Teacher Assessed	70%	72%	6%	13%
MATHS	73%	73%	20%	24%
COMBINED	50%	61%	7%	8%
GRAMMAR	57%	72%	13%	30%
SCIENCE Teacher Assessed	80%	81%		

### Key issues to be addressed

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.

- Continue to use Pupil Progress reviews to monitor key groups with class teachers linked to national outcomes per Key Stage, with feedback to subject leaders.
- Outcomes at GLD, Phonics, KS1 and KS2 are in line with national or above.
- Inclusive classroom practices are in place for all classes to ensure provision for all pupils; developing practice to support the increase in pupils with SEN and SEMH needs in each class.



## Achievement Planning 2025/2026

ACHIEVEMENT	Targets set for all learners (Teams)	Targets reviewed for all learners (Teams)	Targets reviewed for all learners (Teams)	
<p>EYFS GLD, Year 1 and 2 Phonics, KS1 SATs, Year 4 Multiplication Check and KS2 SATs =&gt; National Outcomes.</p> <p>KS2 SATs progress is =&gt; National</p>	<p>KS2 Booster sessions. Pupils and gaps identified (GS/RC)</p>	<p>Targets reviewed for all learners (Teams)</p>	<p>Targets reviewed for all learners (Teams)</p>	
	<p>Meet the Teacher: initial sharing of expectations (Teams) all classes</p>	<p>KS2 SATs packs(GS/RC)</p> <p>Review of targeted pupils: progress and RWM</p>	<p>KS2 SATs packs(GS/RC)</p> <p>Phonics Packs (JJ/BJ)</p>	<p>KS2 SATs packs(GS/RC)</p>
	<p>Scorecard created and updated each assessment cycle (RC/KJ) all classes</p>	<p>KS2 Mocks – all KS2 classes</p>	<p>Multiplication Packs (RH)</p>	<p>Review of targeted pupils: progress and RWM</p>
	<p>Y6 Core meetings to review progress and targets (RC/GS)</p>	<p>External moderation with other schools</p>	<p>Work Moderation</p>	<p>Work Moderation</p>
	<p>Y6 Mocks</p>	<p>Work Moderation</p>	<p>Transition booster non EXS (GS/RC/KW)</p>	<p>Transition booster non EXS (GS/RC/KW)</p>
	<p>Parents’ meetings KS2 SATs (GS/RC)</p>	<p>KS2 Mocks – all KS2 classes</p>	<p>Attainment data shared with next class (Teams)</p>	<p>Attainment data shared with next class (Teams)</p>
	<p>PiXL SIP meetings (RC/GS)</p>	<p>Parents’ Evening</p>	<p>Report to parents</p>	<p>Report to parents</p>
	<p>Pupil Progress discussion (all teachers)</p>	<p>Pupil Progress discussion (all teachers)</p>	<p>Pupil Progress discussion (all teachers)</p>	<p>Pupil Progress discussion (all teachers)</p>
<p>Phonic packs, KS1 and KS2 SATs packs</p>				
<p>Work moderation all classes</p>				
<p>Report to parents (pastoral) all classes</p>				

## CURRICULUM AND DEVELOPING TEACHING

### Evaluation of Curriculum and Developing Teaching 2024/2025

	Autumn	Spring	Summer
Teaching Best lesson observations by Term 6	PR review with all staff to agree personal targets (KJ/RC)	PiXL SIP Meeting (GS/RC) and disseminated to staff	PR review with staff (KJ/RC)
90% of lessons observed are Effective or better	Local CPD package subscription (RC)  PiXL SIP Meeting (GS/RC) and disseminated to staff  Curriculum reviews planned during the year for each subject. Feedback given to staff and CPD planned (All teachers)  Staff meeting plan shared	Observations for all staff (KJ/RC). Walk thrus given to support next steps where applicable	PiXL SIP Meeting (GS/RC) and disseminated to staff  Further observations offered if staff would like one (KJ/RC)  Review of CPD that has impacted upon Teaching and identify key areas for next year (RC/KJ)
	Observations for all staff (KJ/RC). Walk thrus given to support next steps where applicable  Termly TA Meeting  CPD sessions for subject leaders and year groups (all staff)		
English: Reading  Phonics target: All pupils reach their projective target, reflecting Effective progress.	Share review of progress made towards Reading Framework recommendations for 2023/24 with all teachers. (RC)	Review of CPD based on needs from data, LWs and Pupil Progress (RC/EHT)  Pupil Progress grids used to monitor progress in R. (KJ/RC)	Review of CPD based on needs from data and LWs (RC/EHT)  Pupil Progress grids used to monitor progress in R. (KJ/RC)

<p>Reading target: All pupils reach their projected target, reflecting Effective progress.</p> <p>Reading and Phonics sessions observed are at least Effective or better.</p>	<p>Whole Class Reading (WCR) training for all TAs (RC).</p> <p>Further WCR training for staff new to KS2 if required (RC).</p> <p>Pupil Progress grids used to monitor progress in R (KJ/RC).</p> <p>Phonics observations of best practice for staff new to KS1 (BJ/JJ/EHT).</p> <p>PiXL SIP meeting (RC/GS).</p> <p>Review data from checkpoint (all teachers).</p> <p>Review of progress of lowest 20% of readers and Y2/Y3 Phonics non-passers (RC/EHT).</p> <p>Pupil Progress discussions</p>	<p>PiXL SIP meeting (RC/GS)</p> <p>LW to monitor reading evidence (academic and reading for pleasure) (KJ/RC) Covered by reading club feedback</p> <p>Just Read project (KS2)</p>	<p>Reading scrutiny (books, reading with pupils, analysis of data) (RC) Covered in Pupil Survey to capture feedback.</p> <p>PiXL SIP meeting (RC/GS)</p> <p>Review data from checkpoints and Key Assessments to inform further focus and needs (RC/EHT)</p> <p>Analysis of Y6 data and trends across the school (RC)</p>
<p>Music</p> <p>Following the Music Subject Review, all lessons observed at Effective or better.</p>	<p>Review of music curriculum and schemes available. Begin to develop and update planning- focus on Listening and Singing (RC/JJ).</p> <p>Disseminate changes to music curriculum to date. (JJ/RC)</p> <p>Music subject review to review work on developing the curriculum so far- T2 (SPW/JJ/RC/KJ).</p>	<p>Continue to develop and update planning- Notation and Composition. Disseminate to staff when completed (JJ/RC).</p> <p>Act on next steps from music subject review (JJ/RC).</p>	

## Review

### Strengths

- Provision in Phonics, Reading, Writing and Maths is strong with good outcomes (Outcomes 2025).
- GLD in Reading, Writing and Maths was also good, being in line with National data. (Outcomes 2025).
- All teaching is Effective or better with 50% of lessons observed rated Exemplary. In the curriculum focus, 100% of observations were Effective or better. In Teaching Assistant observations, all observations were at least Good with 57% Outstanding (Lesson Observation Data). This is supported by all pupils saying that they feel their teacher wants them to do well, with 80% of pupils strongly agreeing (Pupil Survey 2025).
- The school offers a strong wider curriculum offer with many trips, visits and sporting events. 97% of pupils said they had attended a trip and had enjoyed this. Pupils also shared the wide range of clubs they had attended during the school year (Pupil Survey 2025).
- A Good Ofsted grade was gained by the school in January 2023 with only one next step of looking at some foundation subject curriculum tweaks (Ofsted 2023). In the year 2024-25, a full review of the Music and PSHE curriculums was undertaken with next steps followed up. This now means that all Foundation Subjects have now been updated in line with the area for improvement.
- Reading attainment at KS2 has been maintained and is in line with National for EXS. GDS attainment has also increased, with GDS above National. (Outcomes 2024). The impact of the introduction of a new strategy for teaching reading (FRED's Teach) in autumn 2023 has been seen in the end of KS2 results and in class assessment across KS2. This was fully embedded into practice during the year 2024-2025.

### Weaknesses

- Following reviews of Writing progress and attainment, including discussions with pupils and staff, the School identified that handwriting is a weakness in our English curriculum. This will become a focus for curriculum development this year.
- EXS outcomes for grammar, spelling and punctuation is also a focus for 2025/2026.

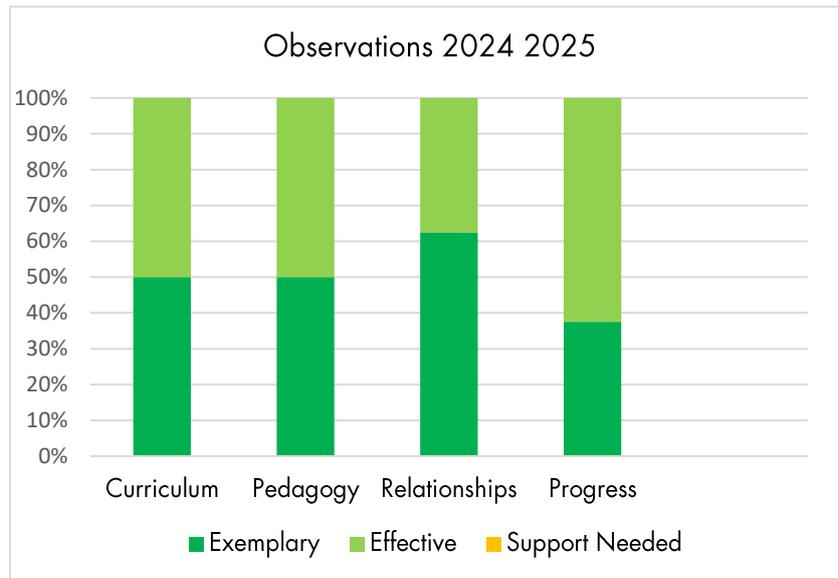
### Opportunities

- The school will welcome a PGCE trainee in Year 1.
- The SENDCo has created an updated daily intervention map with allocated time (directed by SENDCo) to ensure that interventions best meet the needs of the pupils who require them the most. A clear intervention map across the whole school, highlighting the children who need support with their next steps, is in place. Teaching assistants continue to lead interventions for one area to help with workload and ensure consistency (Phonics, Maths, Nurture).
- The DfE released the Writing Framework in July 2025 which includes recommendations to enhance the teaching and learning of Writing. This will become a focus for the next two academic years to embed these recommendations into practice.
- Assessment trackers for Foundation Subjects have been created and will be implemented this academic year. This will allow teachers to have a clear understanding of their pupils' starting points and track their progress.

## Threats

- There has been an increase in the level of both SEN (EHCP and HNF) and SEMH needs within the school.
- The DfE is undertaking a review of the National Curriculum. This may lead to curriculum changes which need implementing. Should this be the case, the relevant staff members will review the documentation and ensure that the School's curriculum documents are updated and the relevant CPD is provided for staff.

## Quality Assurance Data



## Key issues to be addressed

### Curriculum:

Following the recommendations in the Writing Framework, curriculum development will focus on Writing:

- Strengthening the handwriting curriculum and provision.
- Developing and embedding increased opportunities for pupils to practice and improve their transcription (spelling and handwriting).

### Developing Teaching:

Teacher CPD on the use of the assessment trackers for foundation subjects will be delivered. Regular reviews of this during the year will provide the opportunity for staff to feedback on this and ask for support in using if required.

## Curriculum and Developing Teaching Planning 2025/2026

<p><b>CURRICULUM</b></p> <p>Writing outcomes for KS1 and KS2 =&gt; National.</p> <p>KS2 writing progress is =&gt; National</p>	<p>Writing Learning Walk to review current practices against recommendations in the Writing Framework including Grammar, spelling and punctuation. (RC)</p> <p>Staff CPD and dissemination of key changes- TRANSCRIPTION FOCUS (RC)</p> <p>Wholeschool writing moderation (RC and teachers)</p>	<p>Embed Transcription changes into practice (Teachers)</p> <p>Identification of focus pupils in Writing from Pupils Progress. Targeted support planned (KJ/Teachers)</p>	<p>→</p> <p>Y2 and Y6 writing moderation (GS and Y2 teacher)</p> <p>Pupil survey to assess whether pupils feel they have improved in Transcription (KJ)</p> <p>→</p>
<p><b>DEVELOPING TEACHING</b></p> <p>At least 80% of lessons observed are at least Effective.</p> <p>Assessment for foundation subjects is robust and moderated (learning walk shows assessment reflect work in pupil books)</p>	<p>Finalisation of Foundation Subject Trackers, shared with staff (KJ)</p> <p>Staff to input Foundation Subject topics taught</p>	<p>Staff to input Foundation Subject topics taught</p> <p>Foundation Subject Observations (KJ)</p>	<p>Staff to input Foundation Subject topics taught</p> <p>Foundation Subject Observations (KJ)</p> <p>Pupil Survey</p>

## PERSONAL DEVELOPMENT AND WELLBEING WITH BEHAVIOUR AND ATTITUDES

### Evaluation of Personal Development and Wellbeing with Behaviour and Attitudes 2024/2025

Pupils know and understand British Values.	Embed SRE CWP scheme that covers diversity (Staff)	Plan workshop to explore stereotypes in employment for all school (possible visitors) (RC/KJ)	Pupil Survey (KJ) Parent Survey (KJ)
Pupils are offered at least 3 RE and PSHE opportunities and experiences to consolidate and enhance their personal development and attitudes.	Whole school assembly on British Values each term (KJ)	Pupil choice – school council to choose potential whole school celebrations later in the year (KJ)	Review of house point allocation (KJ)
Pupil and parental surveys are at least 80% positive about the wider opportunities on offer.	Weekly assembly celebrating countries and cultures (RC)	Review of house point allocation (KJ)	
CPOMS used to track behaviour and safeguarding. All staff log incidents when required and follow up actions leading to over 90% positive responses in pupil and parent surveys regarding	Review of resources and experiences used to enhance pupils' personal development and attitudes linked to PSHE Curriculum review (RC/KJ)	Pupil Voice LW (KJ/RC)	
	RE trips to places of worship (LW/ all staff)		
	KS1 and KS2 Woodland sessions to happen termly (all teachers and TN/PS) (EYFS weekly)		
	All classes to set up Class Dojo (staff)		
	Pupil Voice LW (KJ/RC)		

<p>behaviour and response to issues.</p> <p>Class Dojo and house points are awarded each term by all staff – linked to praise, attendance, reports (at least 30 per term)</p>			
<p>PSHE and SRE</p> <p>In Pupil Surveys (both wellbeing and end of year), 80% or more pupils respond positively to questions about their wellbeing.</p>	<p>Review of PSHE scheme of work. (RC).</p> <p>Refine planning to include more opportunities for class discussions around 'Big Questions' which link to British Values and digital wellbeing (RC).</p>	<p>Create digital wellbeing pupil survey for pupils. Identify and act on any trends, Update planning as necessary. (KJ/RC)</p> <p>Covered by pupil survey feedback</p> <p>Disseminate new planning to all teachers (RC).</p> <p>Digital wellbeing parents workshop (JJ/KJ/RC). Newsletter used to share info</p>	<p>PSHE/ SRE learning walk to review the updated curriculum and opportunities for discussions (RC/KJ). School Council Feedback taken to gauge impact of curriculum and curriculum changes.</p> <p>End of year pupil survey which includes British Values and wellbeing questions (KJ/RC).</p>

## Review

### Strengths

- Attendance 97%
- Pupil behaviour is good (Ofsted and Pupil and Parent Surveys). 100% of pupils stated that they and their peers behaved well in class. 98% of parents feel that their child behaves well at school. Staff survey showed that low level disruption was the only cause for behavioural concern and was rare, with support given by the senior leadership team to improve this.
- High rate of house points, class dojos and activity passport awards given.
- Wide extracurricular offer each term with a clear plan shared with pupils and parents.
- Strong sports offer working with Rutland Learning Trust (RLT).
- As part of the Nurture Project, an extensive review of our provision for SEMH was undertaken and CPD equipped teachers and TAs with a better understanding of how to support pupils. The Learning Mentor and ELSA roles further support this.
- Strong safeguarding within the school with Designated Safeguarding Lead (DSL) and 2 deputy DSLs.
- Strong first aid provision with health care plans in place. All staff first aid trained.

### Weaknesses

- The PSHE curriculum was reviewed and updated in the year 2024-25 as the scheme used was outdated. This has been completed and the curriculum now uses higher quality planning and resources. This will be introduced and embedded in the year 2025-26.

### Opportunities

- Changes to the requirements of SRE provision by the DfE mean that the scheme of work will need to be updated. The School follows CWP for SRE teaching. Once the updated plans are available from CWP, these will be implemented and shared with parents and carers.
- Staff CPD will be provided based on Paul Dix's 'When the adults change'. Updates will also be made to the Behaviour Management policy to reflect changes in practice. This will support the work undertaken as part of the Nurture Project in the year 2024-25.

### Threats

- Staff cover for residential and sporting events.
- Increase in level of SEMH need – ELSA/Nurture. The new intervention timetable reflects this, with more time being given for ELSA sessions.
- Impact of technology affecting children's mental health: digital wellbeing and resilience.

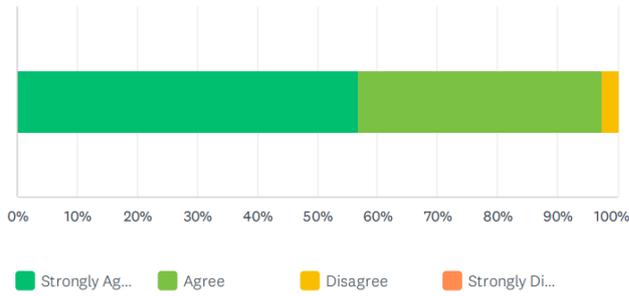
## Quality Assurance Data

### House Point Data 2025

Running Total	Red	Points	Yellow	Points	Green	Points	Blue	Points
		7441		7255		7251		7379

### Q9 My child behaves well at school.

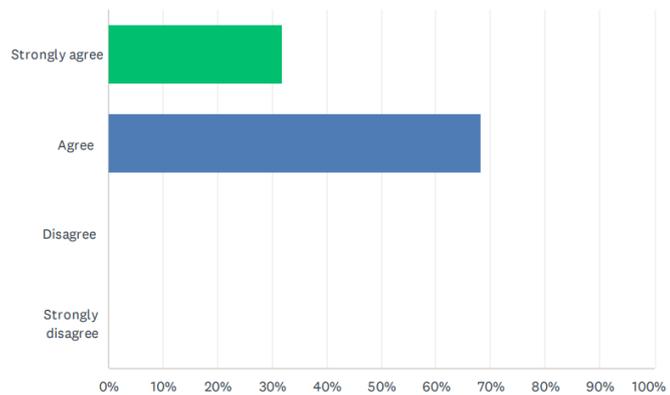
Answered: 37 Skipped: 9



97% of parents feel that their child is safe in school with 97% of parents stating that their child behaves well at school. Pupils are in agreement at 100% stating they behave well and get on with their work. This shows that pupils are well behaved and feel safe.

### Q9 In my lessons I behave well and get on with my work

Answered: 88 Skipped: 1



## Trips and Visits, Assemblies and Workshops 2025/2026

- Maths Super Learning Day – problem solving workshop.
- Meet the Teacher – for parents.
- Open the Book Assemblies
- Harvest Tea with VIP guests
- House competition – Harvest colouring
- All classes - Wing Hall Farm trip
- Uppingham Theatre Trip
- Halloween Disco
- Remembrance Day
- Children in Need Day
- Road Safety Assembly and competition
- Parents Workshop – Early Reading and Phonics
- Panto and pop corn
- UKS2 Christmas Carol Concert
- EYFS Christmas Show
- Santa Dash
- Christmas Fair
- Catmose Has Talent
- Christmas Super Learning Day
- Christmas Assembly
- Year 2 walkwise training
- Year 6 gym session at CC
- All classes - Show and Tell Assembly
- LAMDA Exams
- School Council meeting
- PTA tuck shop
- Year 2 walkwise training
- Bikeability Level 1 and 2 Year 5 x 2 groups.
- World Book Day.
- Red Nose Day
- Year 5 and 6 at Catmose College – Matilda
- Water Safety Assembly
- Choir performances
- May Dance – whole school
- Residential Years 4 and 5.

## Sporting Events 2025

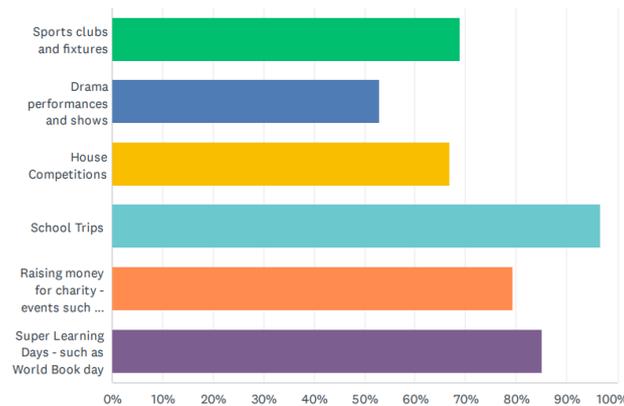
- KS2 swimming
- KS1 swimming
- Girls' tag rugby
- KS2 boys' football
- Girls' football
- KS2 basketball
- KS2 cross country
- Sports hall athletics KS2
- Boccia
- Tag Rugby – Year 5 and 6.
- CPD course (Sports lead)
- Catmose Dance Show
- KS2 sports ability festival
- Cricket engagement day

## Clubs 2025

- Fencing taster Upper KS2
- Year 6 football
- Red Nose Day event
- KS2 Tennis
- School games live sessions – whole school
- Rounders KS2
- Netball
- Hockey KS2
- RLT dance show
- KS2 Gym event
- Swim Gala
- Cross Country
- Breakfast Club
- After School Club
- KS1 sport club
- Lower KS2 sports club
- Upper KS2 sports club
- Calm Club
- Homework Club
- Gardening Club
- Choir
- Art Club
- Book Club
- Dance Club
- Colouring Club
- Chess club
- Lego Club
- Uno Club

## Q16 Which of the following activities have you enjoyed this year?

Answered: 87 Skipped: 2



Pupils enjoy the range of wider curriculum opportunities as seen in the pupil survey results. Trips and visits are the most enjoyed by pupils (pupil survey 2025).

### Key issues to be addressed

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.

- Embed practice recommended through the Nurture Project and from related CPD.
- Disseminate Paul Dix strategies and update the Behaviour Management policy to reflect this.
- Introduce the updated SRE curriculum once changes have been made by CWP.
- Embed the updated PSHE curriculum and monitor through the year for any adaptations that need to be made.



## Personal Development and Wellbeing with Behaviour and Attitudes Planning 2025/2026

<p style="color: green;"><b>PERSONAL DEVELOPMENT AND WELLBEING</b></p> <p>New PSHE Curriculum is embedded with 80% observations (Learning Walk) effective.</p> <p>Adaptations in line with DfE updates made to the SRE Curriculum (Learning Walk) with 80% lessons observed effective.</p>	<p>Staff CPD to embedded new PHSE scheme of work (RC)</p> <p>Current SRE scheme of work shared in consultation with all parent (KJ)</p> <p>School Council meetings</p>	<p>PSHE Learning Walk to monitor teaching and impact (KJ)</p> <p>Updated SRE scheme of work shared with all staff (KJ)</p> <p>New scheme of work (adaptations to meet new guidance) shared with parents (KJ)</p>	<p>SRE Learning Walk to monitor teaching and impact (KJ)</p>
<p style="color: green;"><b>BEHAVIOUR AND ATTITUDES</b></p> <p>80% of pupils have less than 5 CPOMS in an academic year.</p> <p>80% of parents agree that their child behaves well in School.</p> <p>At least 1 house competition per team to engage pupils in rewards.</p>	<p>Paul Dix 'when the adults change' CPD sessions for staff</p> <p>CPOMS tracking and follow up (KJ)</p> <p>Class Dojo points exchanged for house points. Termly class house leaders announced by House Captains</p>		<p>Parent Survey</p>

# ATTENDANCE

## Evaluation of Attendance 2024/2025

<p>Attendance</p> <p>=&gt;97% attendance for whole school (national 95%).</p> <p>=&gt;96% attendance for SEN (nat 89%) and =&gt;95% for PP (nat 88%).</p> <p>Fixed term exclusions are below national</p> <p>Reception 2024 intake is at least 30</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG)</p> <p>Attendance rewards (KJ/RC) now linked to housepoints</p> <p>School tours for prospective parents (KJ/RC)</p> <p>Open Morning November 2024 (KJ/EHT)</p> <p>Facebook and radio posts post to remind parents of application deadlines. (KJ/NL)</p>		<p>→</p> <p>→</p>
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## Review

### Strengths

- Attendance is above national at 97% with no permanent exclusions.
- The Head of School and Deputy Head of School monitor attendance including lateness and follow up on a 1.1 basis with families. Early Help or free breakfast club can be offered to support school attendance.
- Parents are kept well informed of their child's current attendance and how to seek support if needed. 95% of parents responded with agree or strongly agree to the question 'I know what my child's attendance is and where to seek support if required' (Parent Survey 2025)

### Weaknesses

- Non-engagement by the few persistent absentee families can hinder support for the pupils. The school works hard with other agencies to improve this.

### Opportunities

- The offer of welcome club, ARNA and free breakfast club all support children in attending regularly where a support plan is needed. Further development of this under the Nurture School accreditation programme will be made.
- Increased staffing due to timetabling for the welcome group provided for key children each morning will increase capacity.

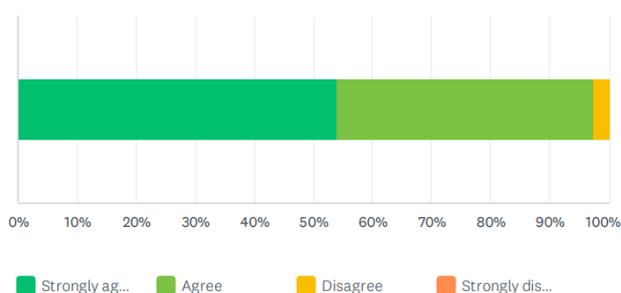
### Threats

- The new term-time holiday guidance may be used by families to take term time holidays resulting in absences for pupils.

## Quality Assurance

### Q16 My child is usually happy at school.

Answered: 37 Skipped: 9



In the Parent Survey, 97% agreed that their child is usually happy in school, matching the attendance data. Happy children want to attend school and we are continuing to ensure that children feel welcomed and safe. Class teachers welcome and dismiss on a 1.1 basis each day with SLT on duty in the playground to support smooth transitions.

The Head of School holds regular meetings to discuss attendance with the Local Inclusion Officer. Current data is very strong.

	Overall Attendance	Unauthorised Absence	Persistent Absence	Severe Absence
School	96.6%	0.7%	6.7%	0%
Rutland	94.5%	1.3%	13.2%	2%
National	93.4%	2.1%	18.7%	Data not available

### Key outcome issues to be addressed

Ensure that attendance continues to be above national with lateness at a minimum.

- ARNA and Welcome Club targeted support for key children.
- SLT available each day to support smooth transitions for all children.
- Head of School to continue to work with the local Inclusion officer and other agencies to provide support to families when needed.



## Attendance Planning 2025/2026

<p><b>ATTENDANCE</b>  Attendance for all is 95% (exemplary)  Attendance for FSM 90%</p>	<p>Attendance data checks and follow up (KJ)  Support plans in place for key pupils (KJ)</p>	<p>Support plans reviewed (KJ)</p>	<p>Support plans reviewed (KJ)</p>
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## LEADERSHIP AND GOVERNANCE

### Evaluation of Leadership and Governance 2024/2025

<p>Subject Leadership</p> <p>All subjects are led effectively and pupils make effective progress from their starting points</p>	<p>Release time for subject leads timetabled for during the year. Subject leaders to review their subjects and identify next steps (KJ/RC/ all teachers) Music and History completed Newer subject leaders supported in Subject Review (KW/RC)</p> <p>Subject leads attend any relevant training (all teachers)</p>	<p>Learning Walk of subjects (RC/KJ)</p> <p>Relevant CPD for staff following findings from subject reviews (all teachers)</p> <p>Review of subject leadership needs and relevant CPD required (RC/KJ)</p> <p>Maths, music, history and computing covered.</p>	<p>Learning Walk of subjects (RC/KJ)</p>
<p>Workload</p> <p>Continue to support all staff with work/life harmony.</p>	<p>Embed new curriculum planning documents that will help to reduce planning time (history, geography, art, DT, RE, Computing) (all teachers)</p>		
<p>90% of staff respond positively to questions regarding workload.</p>	<p>New curriculum planning created for Music and PSHE (RC/JJ)</p>		
	<p>Subject leader CPD offered through external provider (LRTSH) and disseminated to staff (RC/ all teachers)</p>		
	<p>Pupil Progress discussions (KJ/RC/all teachers)</p>		
	<p>Staff celebrations and reward</p>		
	<p>Staff meeting time dedicated to wellbeing Extra non-contact time at busy periods such as report writing</p>		<p>Extra non-contact time at busy periods such as report writing</p>

## Review

### Strengths

- Subject overviews in place for all subjects. This provides clear coverage for all subject areas and allows all staff to have a clear view of learning progression within each subject (Primary website).
- In response to Ofsted 2023 feedback of refining some of the Foundation Subjects planning to make clear the knowledge pupils need to learn and remember. A substantial amount of work has been completed to develop planning and schemes of work in all foundation subjects. Provision in these subjects has strengthened due to this.
- Termly overviews for curriculum teaching are shared with parents each term. This allows parents to track what their children are learning each term in school and support at home if required (Primary website). Knowledge Organisers are also in place.
- The primary senior leadership team have a clear view of the school's next steps and this is shared with all staff to enable a collaborative approach to further improvement. 100% of parents feel that the school is well-led and managed and 100% of parents would recommend the school to other prospective parents (Parent survey 2025).
- The school has strong SEND support, with a fully qualified SENDCo who has the resources and knowledge to advise and support staff in providing SEND children with good provision each day (Parent survey 2025). This is support by the work of an ELSA who can also deliver ARNA. The ELSA has also led on the Nurture School project with the SENCo which has supported all pupils for example, with the creation of a nurture corner in each classroom.
- The school has strong leadership including subject leadership and governance. Robust processes are in place to ensure a high standard of quality assurance (Rutland and District Schools' Federation website for LGB meeting minutes).
- In the surveys, 97% of parents say that their child feels safe at school and 98% of pupils say they feel safe in school (Parent and pupil surveys 2025).
- In the staff survey, there was positive feedback on leadership and management questions including 93% of staff say that they can effectively manage their workload (Staff survey 2025).

### Weaknesses

- On the local governing body, there is a governor position vacant. Adverts have been placed to attract governors to the school.

### Opportunities

- The senior leadership team will support the implementation of the Writing Framework into the current Writing scheme of work.
- Continue the inclusion support for all pupils within the work of the Nurture School project.
- Release time for subject leads will be worked into the school year to provide time for them to review their subject and identify next steps.

### Threats

- Budget and staffing. The school has a limited number of teaching assistants who each have a full timetable of interventions or support. The school budget is under review to ensure that we maintain financial stability.
- Providing release time for subject leads to complete reviews with limited staffing capacity.

- National curriculum guidance changes will affect subject development and teaching and learning. Time will be given to subject leads to disseminate any changes to all staff.

### Quality Assurance Data

In response to the question "What does the school do well?" in the parent survey the following responses were captured.

environment support  
 help good feel welcoming well  
 catmose children Encouraging  
 parents know  
 great Providing school events

One parent replied 'Providing a safe and friendly environment for my child to learn, my child is seen and understood and known by their teacher and the school community' Another stated 'Good communication, strong leadership. Great community feel and extracurricular opportunities. We really enjoy Catmose. All the staff are great' (Parent Survey 2025).

### Key outcome issues to be addressed

To support all staff in implementing the changes to the curriculum and schemes of work:

- The Senior Leadership Team will support the implementation of the Writing Framework into the current Writing scheme of work.
- Continue the inclusion support for all pupils within the work of the Nurture School project.
- Release time for subject leads will be worked into the school year to provide time for them to review their subject and identify next steps.
- Continue to monitor staff workload and support where needed.



## Leadership and Governance Planning 2025/2026

<p><b>LEADERSHIP AND GOVERNANCE</b></p> <p>80% of parents agree that the School is well led and managed</p> <p>80% of staff say that they can manage their workload.</p>	Staff rotas and staff meeting (CPD) plans shared with all staff (KJ/RC)		→
	In Focus newsletter produced each term with diary dates for the academic year (KJ)		Parent survey →
	Clear communications sent on a regular basis to all stakeholders to provide notice of events and deadlines.		Staff survey
	Last staff meeting of each term given for staff wellbeing and report writing time built into staff meeting time.		→
	Support and CPD provided to all staff to implement the Writing Framework scheme of work changes and other curriculum changes.		→
	Subject lead time to enable staff to develop next steps within subject areas across the school.		→

# SAFEGUARDING AND INCLUSION

## Evaluation of Safeguarding and Inclusion 2024/2025

<p>Safeguarding</p> <p>Ensure children are kept safe and support for their welfare is effective.</p> <p>90% of parents and pupils respond that their child/ they feel safe in school in surveys.</p>	<p>Governors' visit (KJ/RC)</p> <p>Scrutiny Panel safeguarding focus (KJ)</p> <p>New appointment induction programme (MS/KJ)</p> <p>Staff safeguarding training for all staff (CPU/KJ)</p> <p>Risk Assessment Review (KJ/RC)</p> <p>Liaise with LA for any child not returned to school (KJ)</p> <p>To run alongside the PSHE curriculum review, parent safeguarding letter focusing upon digital resilience and wellbeing.</p> <p>Scorecards analysed and presented to governors (KJ/RC)</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>
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## Review

### Strengths

- The school has a DSL (Head of School) and 2 Deputy DSLs (Deputy Head of School and Learning Mentor) ensuring that support is available at all times for pupils, parents and staff. The DSL team attend conferences for pupils and work closely with agencies to support families (CPOMS logs)
- All staff and governors undergo annual safeguarding training which is assessed with follow up training provided on a 1.1 basis if required. This is supplemented by termly staffing updates in response to local and national issues (Safeguarding Training Log)
- The SLT are trained in safer recruitment with access to the single central record and are also trained in Prevent on a regular basis (SCR)
- A safeguarding audit is carried out by the governing body and SLT on an annual basis to ensure all protocols are followed. Any actions are noted and actioned, this is reported to the governing body (Governors Minutes – Catmose Primary LGB)
- Termly newsletters are provided to parents to make them aware of local and national issues and how support can be accessed.
- The school has a fully qualified SENCo who works with staff, pupils and parents to ensure that children with SEN needs are supported effectively. The SENCo liaises with the team of Teaching Assistants to ensure that interventions are well planned and effective. 97% of parents agree that 'my child makes good progress' (Parent Survey 2025)
- The school has a qualified ELSA who can also offer ARNA support to pupils. This invaluable resource enables the school to quickly offer SEMH support when needed. With long waiting lists for CAMHs and other services, the ability to offer support in a timely manner makes a difference to our pupils and their families.
- The SENCo, ELSA and SLT work well together to ensure that regular reviews of interventions and support are made to enable resources to be deployed effectively (SLT Meeting Minutes)

### Weaknesses

- Further training for all staff via a termly SEN focused staff meeting will be offered to meet the ever-changing SEN and SEMH needs of our pupils. Equipping staff with the knowledge and resources needed to support our pupils well.

### Opportunities

- The PSHE curriculum has been updated to reflect the current world our pupils navigate. This will ensure that pupils have the skills and knowledge needed to be safe. A review of this new curriculum is planned for this academic year.

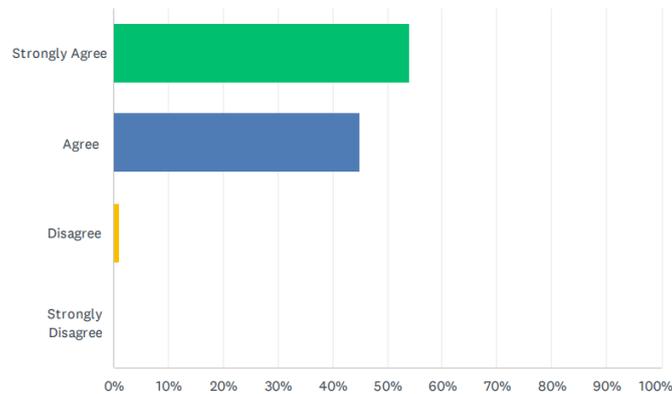
### Threats

- The increasing number of pupils with SEN and SEMH needs continues to grow, ensuring an inclusive practice for all pupils will help to navigate this.

## Quality Assurance

### Q4 I do the very best I can

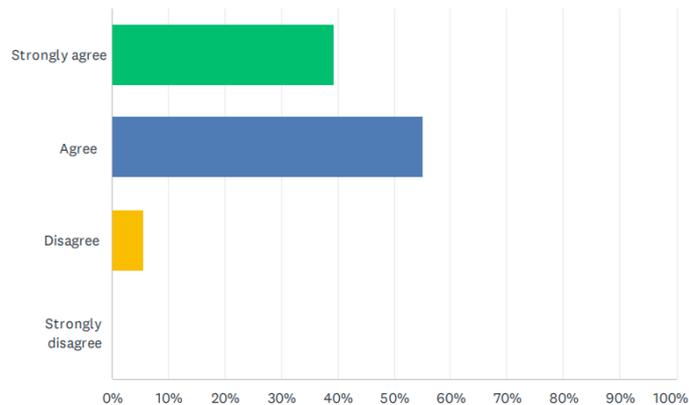
Answered: 89 Skipped: 0



The support offer to pupils means that they feel they are able to do the very best they can in lessons. 99% of pupils responded agree or strongly agree to the statement 'I do the very best I can' (Pupil Survey 2025)

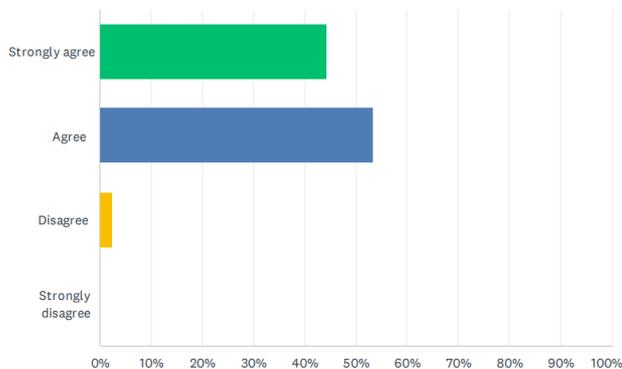
### Q6 If I have a problem I know how to get help.

Answered: 89 Skipped: 0



### Q7 My teachers help me understand how to improve my work

Answered: 88 Skipped: 1



94% of pupils feel they know how to access help when needed and 97% state that teachers help them to understand how to improve their work. In the core subjects Pupils state that they are making good progress (over 85% agree) with 90% agreeing they are making good progress in foundation subjects (Pupil Survey 2025) 97% of parents feel their child is making good progress reflecting the support on offer to pupils in the school (Parent Survey 2025)

### Key outcome issues to be addressed

To ensure all children are safe and well supported within school:

- Continue practice for safeguarding to pupils, parents and staff.
- Continue practice for SEN provision, including SEMH support for all pupils, parents and staff. This includes ensuring funding for pupils is correct.
- Implement the new PHSE curriculum and SRE curriculum.
- Termly SEN focused staff meetings to provide high quality CPD for staff, this will also link with the Nurture School project work.



## Safeguarding and Inclusion Planning 2025/2026

<p><b>SAFEGUARDING</b></p> <p>Ensure children are kept safe and support for their welfare is effective.</p> <p>90% Pupils state that they feel safe within School.</p> <p>The School is fully compliant with the guidance set out in KCSIE(2025)</p>	<p>CPOMS checks and follow ups (KJ)</p> <p>First aid updates for all staff with class lists</p> <p>Updated care plans for key pupils</p> <p>Termly safeguarding updates for staff</p> <p>Termly safeguarding newsletter for parents</p> <p>All staff annual Safeguarding training</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>Pupil Survey</p> <p>Staff Survey</p> <p>→</p> <p>Parent Survey</p> <p>→</p>
<p><b>INCLUSION</b></p> <p>80% of parents whose child with EHCP and Higher Needs Funding say their child's needs are met and they are making good progress.</p> <p>Funding for all EHCP and Higher Needs Funding is correct and outstanding monies followed up.</p>	<p>Updated Pupil Profiles for all SEN and EHCP children shared with staff and parents (RH)</p> <p>Intervention maps in place for all SEN pupils</p> <p>Termly TA meeting with SENCo to review provision</p>	<p>Review of pupil profiles</p> <p>Learning Walk to review impact of interventions</p> <p>→</p> <p>→</p>	<p>Review of Pupil Profiles</p> <p>Pupil Survey</p> <p>Parent Survey</p> <p>Staff Survey</p> <p>→</p> <p>→</p>

## GLOSSARY OF EDUCATIONAL TERMS



<b>AAR</b>	Abbreviated Annual Return
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>AoA</b>	Articles of Association
<b>AMP</b>	Asset Management Plan
<b>AO</b>	Accounting Officer (Stuart Williams)
<b>APT&amp;C</b>	Administrative, Professional Technical and Clerical
<b>AQA</b>	English Exam Board
<b>AR Programme</b>	Accelerated Reader programme
<b>ARE</b>	Age Related Expectations
<b>ASCL</b>	Association of School and College Leaders
<b>ASD</b>	Autistic Spectrum Disorder
<b>ASP</b>	Analyse School Performance (replaces RAISE Online)
<b>AWPU</b>	Age Weighted Pupil Units
<b>BME</b>	Black and Minority Ethnic
<b>CAMHS</b>	Child and Adult Mental Health Services (NHS Service)
<b>CATs</b>	Cognitive Ability Tests
<b>CFO</b>	Chief Finance Officer (Natalie Ray)
<b>CFR</b>	Consistent Financial Reporting
<b>CIS</b>	Construction Industry Scheme
<b>CP</b>	Checkpoint Report
<b>CPOMS</b>	Child Protection Online Management System
<b>CPD</b>	Continuous Professional Development
<b>DBS</b>	Disclosure and Barring Service
<b>DDA</b>	Disability Discrimination Act
<b>DEC</b>	Display Energy Certificate
<b>DFC</b>	Devolved Formula Capital
<b>DfE</b>	Department for Education
<b>DofE</b>	Duke of Edinburgh's Award
<b>DPA</b>	Data Protection Act
<b>DSG</b>	Dedicated Schools Grant
<b>DSL</b>	Designated Safeguarding Lead
<b>DSP</b>	Designated Special Provision
<b>EAL</b>	English as an Additional Language
<b>EBacc</b>	English Baccalaureate – the EBacc is a measure of entry and attainment at Key Stage 4 in English, maths, science, a language, history or geography
<b>EBD</b>	Emotional and Behavioural Difficulties
<b>ECT</b>	Early Careers Teacher

<b>EDEXCEL</b>	English Exam Board
<b>EDI</b>	Equality, Diversity, Inclusion
<b>EHCP</b>	Education Health and Care Plan
<b>Ed. Psych</b>	Educational Psychologist (often referred to as EP)
<b>ELGs</b>	Early Learning Goals
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>EMTAS</b>	Ethnic Minority and Traveller Advisory Service
<b>EOTAS</b>	Education other than at school
<b>EPS</b>	Education Personnel Services
<b>ESG</b>	Education Services Grant
<b>ESFA</b>	Education and Skills Funding Agency
<b>EYFS</b>	Early Years Foundation Stage: for children up to the age of 5
<b>FFT</b>	Fischer Family Trust
<b>FGM</b>	Female Genital Mutilation
<b>FMSiS</b>	Financial Management Standard in Schools
<b>FOI</b>	Freedom of Information Act
<b>FSM</b>	Free School Meals
<b>FTE</b>	Full Time Equivalent
<b>GAG</b>	General Annual Grant
<b>GCSE</b>	General Certificate of Secondary Education:
<b>GLD</b>	Good Level of Development (EYFS)
<b>GNVQ</b>	General National Vocational Qualification
<b>GTC</b>	General Teaching Council
<b>HMI</b>	Her Majesty's Inspector of Schools
<b>HMRC</b>	Her Majesty's Revenue & Customs, incorporating Inland Revenue
<b>HR</b>	Human Resources
<b>IDSR</b>	Inspection Data Summary Report: Ofsted report available for each school
<b>INSET</b>	In-Service Education and Training of Teachers
<b>ISB</b>	Individual Schools Budget
<b>ITT</b>	Initial Teacher Training
<b>ITT</b>	(Capital context) Invitation to Tender
<b>K Code</b>	Student requiring SEN support
<b>KCSIE</b>	Keeping Children Safe in Education
<b>KA</b>	Key Assessment
<b>KS1, 2, 3, 4, 5</b>	Key Stage 1, 2, 3, 4, 5
<b>L1 to L43</b>	Leadership Group Spine (School Teachers' Pay & Conditions)
<b>LA</b>	Local Authority
<b>LAC</b>	Looked After Children
<b>LGB</b>	Local Governing Body
<b>LGBTQ+</b>	Lesbian, gay, bisexual, transgender, queer or questioning
<b>LGPS</b>	Local Government Pension Scheme
<b>LLP</b>	Leadership and Learning Partner

<b>LMT</b>	Leadership and Management Team
<b>LO</b>	Lesson Observation
<b>LSA</b>	Learning Support Assistant
<b>M1 – M6</b>	Main Pay Scale for qualified classroom teachers
<b>MAT</b>	Multi Academy Trust
<b>MFG</b>	Minimum Funding Guarantee
<b>MFL</b>	Modern Foreign Languages
<b>MIS</b>	Management Information System (school data and information)
<b>MLD</b>	Moderate Learning Difficulty
<b>MPR</b>	Main Pay Range
<b>NAHT</b>	National Association of Head Teachers
<b>NASMB</b>	National Association of School Business Management
<b>NASUWT</b>	National Association of Schoolmasters and Union of Women Teachers
<b>NC</b>	National Curriculum
<b>NCSL</b>	National College of School Leadership
<b>NEET</b>	Not in Education, Employment or Training
<b>NGA</b>	National Governance Association
<b>NI</b>	National Insurance
<b>NNDR</b>	National Non-Domestic Rates, or business rates
<b>NOR</b>	Number on Roll: The total number of pupils on the school's register
<b>NPQH</b>	National Professional Qualification for Headship
<b>NSPCC</b>	National Society for the Prevention of Cruelty to Children
<b>NUT</b>	National Union of Teachers
<b>NVQ</b>	National Vocational Qualifications
<b>OCR</b>	English Exam Board
<b>OFSTED</b>	Office for Standards in Education, Children's Services and Skills
<b>Ofqual</b>	Office for Qualifications and Examinations Regulator
<b>P Levels</b>	Used to assess pupils' achievements. (Special schools only)
<b>PAN</b>	Published Admissions Number
<b>PFI</b>	Private Finance Initiative
<b>PGCE</b>	Postgraduate Certificate of Education
<b>PMLD</b>	Profound & Multiple Learning Disabilities
<b>PPA</b>	Planning, Preparation and Assessment time
<b>PP (G)</b>	Pupil Premium (Grant)
<b>PSED</b>	Personal, Social and Emotional Development
<b>PSHE</b>	Personal, Social and Health Education
<b>PSP</b>	Pastoral Support Plan
<b>QTS</b>	Qualified Teacher Status
<b>RAISE</b>	Reporting and Analysis for Improvement through School Self-Evaluation
<b>RCC</b>	Rutland County Council
<b>RO</b>	Responsible Officer
<b>RP</b>	Responsibility Point Scale
<b>R&amp;R</b>	Recruitment and Retention Allowance (School Teachers' Pay & Conditions)

<b>RSC</b>	Regional Schools Commissioner
<b>RE</b>	Religious Education
<b>SACRE</b>	Standing Advisory Council on Religious Education
<b>SATS</b>	Standard Assessment Tasks: Tests to find out if a child's academic ability
<b>SBS</b>	School Budget Share
<b>SCP</b>	Spinal Column Point, point on salary scale
<b>SCR</b>	Single Central Record
<b>SEF</b>	Self-Evaluation Form
<b>SEMH</b>	Social, Emotional and Mental Health
<b>SEND</b>	Special Educational Needs and Disability
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>SFVS</b>	School Financial Values Statement
<b>SHIP</b>	School, Home Integrated Project (school intervention at home)
<b>SIMS</b>	School information Management System (pupil and staff data, registers)
<b>SIP</b>	School Improvement Plan
<b>SISRA</b>	Platform for analysing KS3, 4 and 5 student data
<b>SLA</b>	Service Level Agreement
<b>SLD</b>	Severe Learning Difficulties
<b>SLT</b>	Senior Leadership Team
<b>SMSC</b>	Spiritual Moral Social and Cultural development
<b>SoW</b>	Scheme of work
<b>SPI</b>	Subject Progress Index
<b>SSR</b>	Service Strategy and Regulation
<b>STA</b>	Senior Teaching Assistant
<b>STPCD</b>	School Teachers' Pay & Conditions Document
<b>STRB</b>	School Teachers' Review Body
<b>TA</b>	Teaching Assistant
<b>TB</b>	Trial Balance
<b>TES</b>	Times Educational Supplement
<b>TLR</b>	Teaching and Learning Responsibilities
<b>TOP</b>	Thomas Outreach Programme (Early years help)
<b>TP</b>	Transformation Plan
<b>TPA</b>	Teachers' Pensions Agency
<b>TPS</b>	Teachers' Pension Scheme
<b>UCAS</b>	University and College Admissions Service
<b>UPS</b>	Upper Pay Scale (School Teachers' Pay & Conditions)
<b>UQT</b>	Unqualified Teacher: also, their pay scale
<b>VA</b>	Voluntary Aided
<b>VC</b>	Voluntary Controlled
<b>VfM</b>	Value for money
<b>VLE</b>	Virtual Learning Environment
<b>ZPD</b>	Zone of Proximal Development