



TRANSFORMATION PLAN 'Success Achieved Together'

Year 2: 2023/2024
2022 – 2025



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HEAD OF SCHOOL'S INTRODUCTION

Catmose Primary has had a successful and busy academic year 2022-2023. The school continues to provide an inclusive, exciting and enriching educational offer for all children – something which was verified in the recent Ofsted inspection. The school remains graded as



Good with many strengths detailed in the report.

"Catmose Primary is a happy and welcoming place. Teachers have high expectations of pupils. The school's motto of 'Success Achieved Together' drives all that the school does." (Ofsted January 2023).

Being oversubscribed for September 2022, we welcomed our new starters into school in Ash Class successfully and

each class settled into their new year groups quickly and happily. This has meant a smooth start to school life for all.

"Children in the Reception class settle well to routines. They meet high staff expectations. Adults ensure that activities and resources are well planned. They guide children's learning and they check learning through careful questioning." (Ofsted January 2023).

Staffing remained consistent which supported all children to transition well into their new year groups. A movement of teaching assistants was required during the academic year to support children with SEN within the Federation. This was to ensure that staffing is best placed to support the greatest need. 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 support (SEMH) offer, helping children to overcome barriers to learning.

"Pupils have positive relationships with staff and know they can share any worries. They say that teachers and other pupils help them if they do not understand something. Pupils with special educational needs and/or disabilities are well supported. Leaders ensure that there are robust processes in place to identify pupils' needs. Teachers adapt the curriculum to meet pupils' individual needs. Some pupils attend sessions to build their emotional wellbeing. This help means they can focus on their learning in lessons." (Ofsted January 2023).

Behaviour and attendance continue to be a real strength within the school. Children are keen to attend school with attendance above national average at 97% (national is 94%). In all observed lessons behaviour was seen as Good and Outstanding with no exclusions noted for the academic year.

"Pupils like being at school and attend regularly. They enjoy learning. Leaders have established a calm and orderly environment. Pupils behave well." (Ofsted January 2023).

Teaching and learning is strong within the school. In all lessons observed and learning walks conducted, teaching was seen as Good or Outstanding. The school supports the development of teaching staff with accreditations in Mental Health Lead and NPQ for Teaching gained this year. The school has supported Schools Direct Trainee teachers culminating in successful



completion of the course. The school also won a recent science fair competition reflecting the importance of science and the development of a strong curriculum within the school.

Outcomes continue to be at least in line with national, if not above in some areas. The EYFS GLD (Good Level of Development) is 66% (national 65% 2022) 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 79% in Year 1

(national 75% 2022) and 86% in Year 2 (national 87% 2022), meaning that they have the necessary phonic skills to access the curriculum. Pupils who did not pass the screen check will have tailored support to further develop their phonic and reading skills.

In Key Stage 1 results are in line with national with EXS reading 68% (national 67% 2022) EXS writing 61% (national 58% 2022), EXS maths 68% (national 68% 2022) and EXS science 82% (national 77% 2022). GDS outcomes for reading 18% (national 18% 2022), writing 7% (national 7% 2022) and maths 18% (national 15% 2022) are also good. This reflects the hard work of Key Stage 1 staff to ensure that post-Covid recovery is in place to ensure that gaps in learning and understanding have been addressed.

In Key Stage 2 teacher assessed results in writing and science are strong. In writing, from a starting point of 57% EXS in Key Stage 1, 80% of pupils reached EXS levels by the end of Key Stage 2 (national EXS 69% 2022). GDS is 17% from a starting point of 7% in Key Stage 1 and is in line with national.

In science 83% reached EXS in Key Stage 2 (national 79% 2022). Teacher assessment in reading, maths and grammar shows good progress from Key Stage 1 with a predicted combined (RWM) of 63% (national 59% 2022).



Following a return to a full extracurricular calendar in the last academic year, this has been expanded upon this year, with a range of clubs on offer each term at lunchtimes and after school. Each class has enjoyed a Wing Hall Farm trip, allowing children to see a working farm through the year and in different weathers. Year 4, 5 and 6 enjoyed a two-night residential, with some children staying away from home for the first time. Other trips have been offered such as The National Space Centre, Leicester Museum, Rockingham Castle, Tom Palmer Author trip, Woolsthorpe Manor, Faizan e Madina Mosque and many more. Workshops were offered to each class including our school lead super learning days, Karl Nova poet visit and African drumming.



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 all Key Stage 1 and upper Key Stage 2 pupils, a new gymnastics event held at Catmose College and a new swimming gala at Oakham pool. Looking to ensure that a full range is offered, the sports coach has coordinated a range of new events for the pupils at Catmose Primary.

Productions by each class have been enjoyed by the pupils and parents. From the lovely EYFS Christmas Nativity, fun-filled Year 1 and 2 Christmas show, game-focused Year 3 and 4 Easter performance and Year 5 and 6 'Music Through the Ages,' each child has had the chance to shine and perform. We have also held our annual May Dance and Catmose Dance Festival.



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:

- Leadership and management - to further develop the role of subject leadership, sharing outstanding practice across the school.
- Quality of education – curriculum - embedding the good work within reading and phonics across all year groups.
- Personal development, behaviour and attitudes - ensure that children have the support they need to be resilient, develop character and have good emotional wellbeing. Children will understand British values. Continuing to support outstanding behaviour and attendance will be involved in this.
- Quality of education – outcomes - ensure that children continue to make good progress and cover the national curriculum requirements for their year group, particularly for SEN, English as an additional language (EAL) and Pupil Premium pupils.



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 2023–2024.
- 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 stated '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 the subject leader role and curriculum development.

KEY PRIORITIES FOR 2023-2024

QUALITY OF EDUCATION - CURRICULUM

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

- Continue to promote Phonics in the EYFS and KS1, linking to reading within the classroom.
- Continue to promote reading progress and enjoyment, by introducing whole class reading across KS2 with dedicated reading lessons daily.
- Support more able pupils to achieve greater depth in grammar through the new reading programme.

LEADERSHIP AND MANAGEMENT

To further develop the role of 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, including the further development of schemes of work.
- Use of 'Walk Thru's' to develop and refine practice within the classroom. Senior teachers to lead these, sharing effective and exemplary practice.

QUALITY OF EDUCATION - OUTCOMES

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, with subject leaders.
- Outcomes at GLD, Phonics, KS1 and KS2 are in line with national.
- Inclusive classroom practices are in place for all classes to ensure provision for all pupils; including SEN, EAL and Pupil Premium.

PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

Ensure that children have the support they need to be resilient, develop character and have good emotional wellbeing. Children will understand British Values. Continuing to support outstanding behaviour and attendance will be involved in this.

- Continue with British Values Program e.g. Activity Passport, PSHE and RE curriculum.
- Clubs, Trips and Visits are offered to all year groups, including residential for Year 4, 5 and 6.
- Continue to praise and reward good behaviour, attendance and learning across the curriculum with Class Dojo points and House points.

QUALITY OF EDUCATION: OUTCOMES

Judgement: Good

Evaluation of Outcomes Transformation Plan 2022/2023

Quality of Education Outcomes Planning 2022/2023

	Autumn	Spring	Summer
GLD	Meet the Teacher Parents' Evening (EH)	Pupil Progress review with KJ	Pupil Progress review with KJ
Target Against National Outcomes	Report to parents (EH)	Report to parents (EH)	Report to parents (EH)
GLD EYFS =>	Pupil Progress review with KJ	Parents' Evening (EH)	GLD data analysis
YR 1&2 Phonics Check	Phonic packs sent out Year 1&2 (LW/ND/RH)	Phonic packs sent out Year 1&2 (LW/ND/RH)	Phonic packs sent out Year 1&2 (LW/ND/RH)
Target against National Outcomes	Scorecard created and updated work assessment cycle (RC/KJ)	Parents' meetings re: Getting Ready for Phonic Screening (YV/ND/RH)	Testing of Year 1&2 phonic groups (YV/ND/RH)
Year 1 Phonics => 76%	Intervention groups set up for Year 1&2 with targeted pupils		
Year 2 Phonics => 92%	Screening of Year 1&2 phonic 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 work assessment cycle (RC/KJ)	Work Moderation KS1	Assessment data shared with the next class (Teams)
Writing EXS => 56%	Parents meeting KS1 SATs (LW/KJ)	Report to parents (RH)	Work Moderation KS1
Maths EXS => 64%		Parents' Evening (RH)	Report to parents (RH)
Science EXS => 82%			
Reading GDS => 26%	Work Moderation KS1		Assessment data shared with next class (Teams)
Writing GDS => 16%	Report to parents (RH)		
Maths GDS => 22%			
KS2 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	KS2 Booster sessions - Pupils and gaps identified (GS/RC/P)	KS2 SATs packs (GS/RC/P)	KS2 SATs packs (GS/RC/P)
Reading EXS => 74%	Meet the Teacher: initial sharing of expectations (Teams)	Review of targeted pupils' progress and EWM	Review of targeted pupils' progress and EWM
Writing EXS => 69%	Scorecard created and updated work assessment cycle (RC/KJ)	KS2 Mocks	Work Moderation KS2
Maths EXS => 71%		External moderator with other schools (SP/GS/RC)	Transition booster work EXS (GS/RC/P)
Science EXS => 79%	TS Core meetings to review progress and targets (RC/GS/P)	KS2 SATs packs (GS/RC/P)	Assessment data shared with next class (Teams)
Reading GDS =>	KS2 Mocks		Report to parents (ND/BS/RP/GS)
Writing GDS =>	KS2 SP meetings (RC/GS/P)	Work Moderation KS2	
Maths GDS =>	Parents' meetings KS2 SATs (GS/RC/P)	KS2 Mocks	
Target => EWM (+65%)	KS2 SATs packs (GS/RC/P)	Parents' Evening (RP/GS)	
Target => National APS for Reading, Writing, Maths	Work moderation KS2		
	Report to parents (RP/GS)		

Review

Strengths

- Pupil behaviour is good. With 98% of parents stating that pupils behave well and 97% of pupils feeling behaviour is good within the school. Ofsted also observed that *Leaders have established a calm and orderly environment. Pupils behave well.* (Ofsted 2023 and Pupil and Parent Surveys 2023)
- Attainment in GLD (Good Level of Development), Phonics, KS1 SATs and KS2 SATs is inline or above national. This reflects the hard work of the staffing team. (2023 outcomes)

Weaknesses

- Reading KS2 SATs at EXS and KS2 SATs Combined RWM (reading, writing and maths). This was slightly below national outcomes with Reading. Considering the updated Reading Framework, is an area of focus for this Transformation Plan (2023 outcomes)
- Grammar outcomes at greater depth was below national so focus on supporting the more able to achieve in this area is a focus.

Opportunities

- New style pupil progress meetings as a whole staff to share experience and ideas will be introduced this year, allowing staff to focus on core subjects and foundation subjects. Subject leaders will be able to offer guidance to staff during pupil progress meetings.
- Pupil Progress Meetings Terms 1,3,5 Core Subjects – whole class and Terms 2,4,6 foundations subjects - pupils needing support or gifted. This new structure will allow a collaborative approach to ensuring good pupil progress across all subjects. (staff meeting plan 2023 2024)

Threats

- Due to Covid, how KS2 progress will be measured has not yet been shared by the DfE. This cohort did not sit the KS1 SATs, which are currently used to measure impact. The school will use in house data to measure this to ensure good progress.

Quality Assurance Data 2023 Outcomes

Good Level of Development GLD

GLD (30 pupils)	School GLD 2023	Nat 2022 GLD
	(43% starting point) 66%.	65%

Phonics

Year 1

Year 1 (29 pupils)	School 2023	Nat 2022 Year 1
	79%	75%

Year 2

Year 2 (28 pupils)	School 2023	Nat 2022 Year 2
	86%	87%

KS1 SATs Confirmed Teacher Assessments

28 pupils	EXS 2023 (expected)	Nat EXS 2022	GDS 2023 (greater depth)	Nat GDS 2022
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READING	68%	67%	18%	18%
WRITING	61%	58%	7%	8%
MATHS	68%	68%	18%	15%
SCIENCE	82%	77%		

KS2 SATs

30 pupils	EXT 2023	Nat EXS 2023	GDS 2023	Nat GDS 2022
READING	70% (KS1 70%)	73%	27% (KS1 7%)	28%
WRITING Teacher Assessed	80% (KS1 57%)	71%	13% (KS1 7%)	13%
MATHS	77% (KS1 70%)	73%	27% (KS1 7%)	23%
COMBINED	57% (KS1 57%)	59%	10% (KS1 3%)	7%
GRAMMAR	83%	72%	13%	28%
SCIENCE	90% (KS1 83%)	80%		

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

	Progress Score School 2023	Progress Score School 2022
Reading	1.3	-0.7
Writing	2.6	0.3
Maths	1.4	1.8

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, with subject leaders.
- Outcomes at GLD, Phonics, KS1 and KS2 are in line with national.
- Inclusive classroom practices are in place for all classes to ensure provision for all pupils; including SEN, EAL and Pupil Premium.

Quality of Education Outcomes Planning 2023/2024

	Autumn	Spring	Summer
GLD Target Against National Outcomes GLD EYFS => 65%	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 => 76% Year 2 Phonics => 92%	Phonic packs sent out Year1&2 (ND/LW/RH) Scorecard created and updated each assessment cycle (RC/KJ) Intervention groups set up for Year 1&2 with targeted pupils	Phonic packs sent out Year1&2 (ND/LW/RH) Parents' meetings re: Getting Ready for Phonic Screening. (ND/LW/RH)	Phonic packs sent out Year1&2 (ND/LW/RH) Testing of Year1&2 phonics groups (ND/LW/RH)
	Screening of Year1&2 phonics groups (ND/LW/RH) Pupil Progress discussion (all teachers)	Reports to parents with next step suggestions for pupils needing support	Results reported to parents
KS1 EXS and GDS Target Against National Outcomes Reading EXS =>67% Writing EXS =>58% Maths EXS => 68% Science EXS =>80% Reading GDS => 20%	Targets set for all learners (Teams) Meet the Teacher: initial sharing of expectations (RH) Scorecard created and updated each assessment cycle (RC/KJ) Work Moderation KS1 Report to parents (RH)	Targets reviewed for all learners (Teams) Work Moderation KS1 Parents' Evening (RH)	Targets reviewed for all learners Writing moderation staff meeting Attainment data shared with the next class (Teams) Work Moderation KS1 Report to parents (RH)

Writing GDS =>15% Maths GDS => 25%	Pupil Progress discussion (all teachers)		
KS2 SATS EXS and GDS Target Against National Outcomes Reading EXS =>73% Writing EXS =>71% Maths EXS => 73% Science EXS =>80% Grammar EXS =>72% Reading GDS => 28% Writing GDS => 13% Maths GDS => 23% Grammar GDS =>28% Target => RWM (+60%)	Targets set for all learners (Teams) KS2 Booster sessions. Pupils and gaps identified (GS/RC) Meet the Teacher: initial sharing of expectations (Teams) Scorecard created and updated each assessment cycle (RC/KJ) Y6 Core meetings to review progress and targets (RC/GS) KS2 Mocks Parents' meetings KS2 SATs (GS/RC)	Targets reviewed for all learners (Teams) KS2 SATs packs(GS/RC) Review of targeted pupils: progress and RWM KS2 Mocks External moderation with other schools (GS/RC) Work Moderation KS2 KS2 Mocks Parents' Evening (GS)	Targets reviewed for all learners (Teams) KS2 SATs packs(GS/RC) Review of targeted pupils: progress and RWM Work Moderation KS2 Transition booster non EXS (GS/RC/JP) Attainment data shared with next class (Teams) Report to parents (BJ/KW/JP/GS)
Highlighted as 2022 National comparative	PiXL SIP meetings (RC/GS) Pupil Progress discussion (all teachers) KS2 SATs packs (GS/RC) Work moderation KS2 Report to parents (GS/RC)		

QUALITY OF EDUCATION: CURRICULUM

Judgement: Good

Evaluation of Curriculum Transformation Plan 2022/2023

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 of 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>PUR SF Meeting</p> <p>ECT framework (RC/OW)</p> <p>Curriculum reviews planned during the year for each subject. Feedback given to staff and OPD planned (All teachers)</p> <p>PUR CPD for lead teachers</p> <p>Staff meeting plan shared</p> <p>Observations for all staff (KJ/RC)</p> <p>Early TA Meeting</p>	<p>PUR SF Meeting</p> <p>Four coaching sessions areas 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>PUR SF 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>PUR 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 Phonics sessions observed are at least Good or better</p>	<p>One 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>Focus on use of best practice (EHT)</p> <p>Writing subject review (RC/EHT)</p> <p>PUR SF meeting (RC/OW)</p> <p>Start writing conferencing model (EHT)</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>Self CPD in English (RC/all staff)</p>	<p>Review of CPD based on needs from data, LW and Pupil Progress (RC/EHT/JP)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>PUR SF meeting (RC/OW)</p> <p>LW to monitor R and W in books and classroom environment (KJ/RC)</p> <p>Writing moderation staff meeting (RC)</p> <p>Topic teach/demo sessions if required (RC/EHT)</p>	<p>Review of CPD based on needs from data (EHT/JP)</p> <p>Pupil Progress Reviews used to monitor progress in R and W (KJ/RC)</p> <p>Book scrutiny (RC/JP)</p> <p>PUR SF meeting (RC/OW)</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 TA data and books across the school (RC)</p>
<p>Foundation Subjects</p> <p>80% of lessons observed are good or better</p>	<p>Subject leader take in staff meeting at release time to review previous Curriculum Review, complete subject reviews, update Key Performance Indicators 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 for 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>

Review

Strengths

- Provision in Maths, Phonics, Science is strong with good outcomes (Outcomes 2023)
- All teaching is good or better with 48% of lessons observed rated outstanding and 52% rated as good (Lesson Observation Data)
- The school offers a strong wider curriculum offer with many trips, visits and sporting events. 98% of pupils said they had attended a trip and had enjoyed this. The pupils also shared the wide range of clubs they had attended during the school year (Pupil Survey 2023)
- A Good Ofsted graded was gained by the school in January 2023 with only one next step of looking at some foundation subject curriculum tweaks (Ofsted 2023)
- Writing progress and attainment has improved at KS2, as a result of the new writing approach introduced by the English lead (Outcomes 2023)

Weaknesses

- The provision of MFL in KS2 has been identified as an area to develop. A new scheme of work has been introduced with sessions to support teacher confidence.

Opportunities

- KS2 Reading – reading framework recommendations will be implemented within KS2 with CPD (continuing professional development) for all staff.
- The school will welcome a Schools' Direct Trainee in EYFS. This will add capacity to the EFYS team with 3 adults in the setting.
- A new programme of daily intervention allocated time directed by SENCo is to be introduced to ensure that interventions best meet the needs of the pupils who need these the most. A clear intervention map across the whole school, highlighting the children who need support with their next steps is in place.
- In response to a small number of parent's comments on the parent survey, asking for further support in how to help with home learning tasks, parental workshops have been planned for the academic year. These will be tailored to each year group or key stage phase.

Threats

- There have been some curriculum guidance changes, such as the revised Reading Framework, which the school will ensure all staff have received CPD with a whole school KS2 approach agreed.

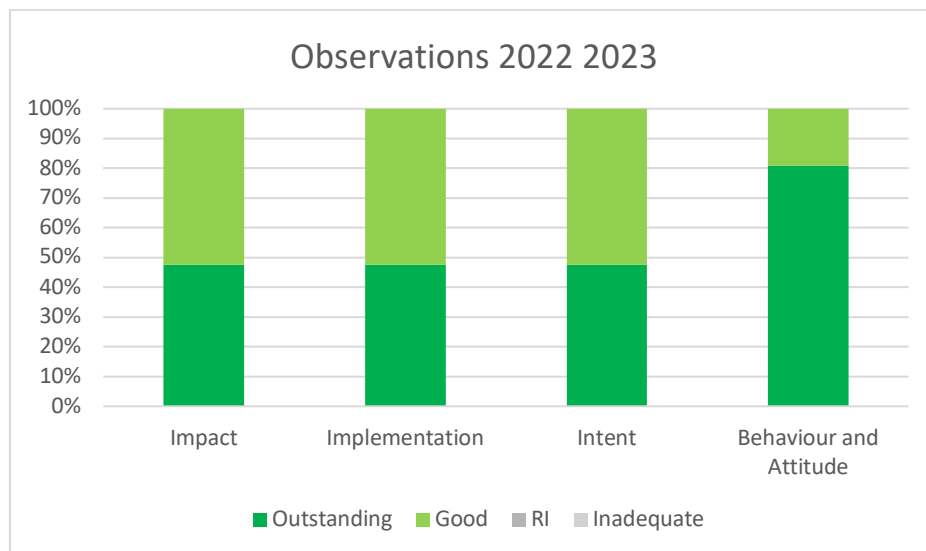
Quality Assurance Data

Lesson Observation

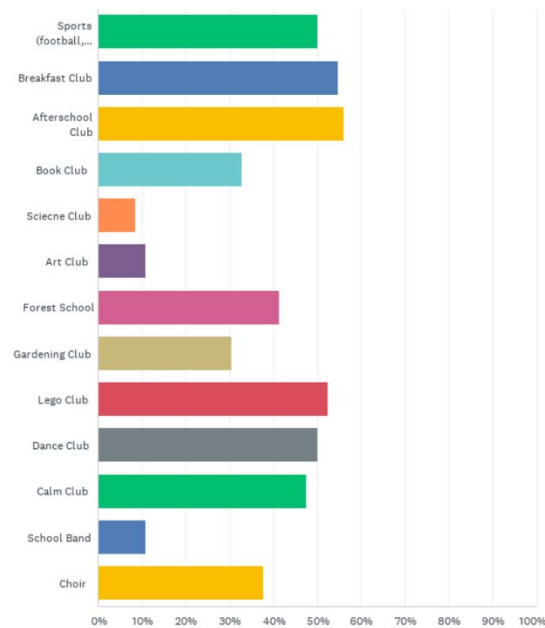
Number of lessons observed	Outstanding	Good	Require Improvement	Inadequate
21	10	11	0	0

Lesson Grading by Focus

	Impact	Implementation	Intent	Behaviour and Attitude
Outstanding	10	10	10	17
Good	11	11	11	4
Requires Improvement	0	0	0	0
Inadequate	0	0	0	0



Q21 Which of the following clubs have you been to? Tick as many as apply.



Key issues to be addressed

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

- Continue to promote Phonics in the EYFS and KS1, linking to reading within the classroom.
- Continue to promote reading progress and enjoyment, by introducing whole class reading across KS2 with dedicated reading lessons daily.

Quality of Education Curriculum Planning 2023/2024

	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) Walk thrus CPD programme in staff meeting with follow up the following meeting Staff meeting plan shared	Observations for all staff (KJ/RC) with Walk thrus given to support next steps	PiXL SIP Meeting 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) with Walk thrus given to support next steps Termly TA Meeting CPD sessions for subject leaders and year groups (all staff)		
English: Reading	Whole Class Reading (WCR) training for all teachers (RC) WCR to start end of T1	Review of CPD based on needs from data, LWs and Pupil Progress (RC/EHT)	Review of CPD based on needs from data and LWs (RC/EHT)

<p>Phonics target: All pupils reach their projective target, reflecting Effective progress.</p> <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>Disseminate Reading Framework to all staff (RC)</p> <p>Pupil Progress grids used to monitor progress in R (KJ/RC)</p> <p>Phonics observations of best practice (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>Whole Class Reading (WCR) training for TAs (RC)</p> <p>Pupil Progress discussions</p>	<p>Pupil Progress grids used to monitor progress in R (KJ/RC)</p> <p>PiXL SIP meeting (RC/GS)</p> <p>LW to monitor R evidence (academic and reading for pleasure) (KJ/RC)</p> <p>Just Read project (KS2)</p>	<p>Pupil Progress grids used to monitor progress in R (KJ/RC)</p> <p>Reading scrutiny (books, reading with pupils, analysis of data) (RC)</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>
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PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

Judgement: Good

Evaluation of Personal Development Transformation Plan 2022/2023

Personal Development Transformation Planning 2022/2023

	Autumn	Spring	Summer
Active Citizens	Staff meeting to share strategies to raise cultural and diversity awareness (RC)	Plan workshop to explore stereotypes in employment for all school (possible visitors) (RC/KJ)	Pupil Survey (KJ) Parent Survey (KJ)
Pupils have an understanding of diversity and equality, and are respectful of individuals and their differences (B/M, family makeup, disabilities etc)	Weekly assembly celebrating countries and cultures (KJ) Embed SKE CWP scheme that covers diversity (Staff)	Pupil choice – pupils to identify activities they would like included in enrichment time over the year (Staff) Planned RE visits to a wide range of places of worship (AW)	Cultural workshop visit (KJ)
Enrichment time provides opportunities for pupils to develop wider interests and skills, linked to the Activity Passport.	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. KS1 and KS2 Forest times set up to ensure that all children have a session during the school year (KJ/TN/W)		
Pupil and parental surveys are at least 80% positive about the wider opportunities on offer.	Regular Facebook posts and news on website (KJ)		
CPOMS used to track behaviour. All staff log incidents when required and follow up actions.	Staff updated training on CPOMS (KJ) All classes to set up Class Dojo (staff)		
Class Dojo and house points are awarded each term by all staff – linked to praise, attendance, reports (at least 30 per team)	House point training recap for all staff (KJ/GS)	Review of house point allocation (KJ/GS)	Review of house point allocation (KJ/GS)
Behaviour and Attitudes	Review of resources used for diversity and shared with staff Pupil Voice (W) (KJ/RC)	Pupil Voice (W) (KJ/RC)	Art Attack Super Learning Day to focus on diversity (RC/ staff)
Reception 2021 intake is at least 30 and oversubscribed.	Regular attendance check in liaison with LA (KJ/RC/SG)		
97%+ attendance for whole school.	Attendance rewards (KJ/RC) HP		
96%+ attendance for SEN and 95%+ for PP.	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		
Fixed term exclusions are below national.	Facebook and radio posts paid to remind parents of application deadlines (KJ/LN)		

Handwritten notes: 'SC' in green at the top; 'running message' written vertically in green on the right side of the table.

Review Strengths

- Attendance 97%. This is above national at 94% and shows that children enjoy coming to school.
- Pupil behaviour is good (Ofsted and Pupil and Parent Surveys)
- High rate of house points, class dojos and activity passport awards given with the winning house awarded 4927 points over the year (Behaviour and Attitudes Scorecard 2023)
- Wide off of extracurricular offer each term with clear plan shared with pupils and parents. Attendance at these are rewarded with house points with a total of 1134 given.
- We have a strong sports offer working with RLT (Rutland Learning Trust) and have taken part in a wide range of events over the school year with all KS1 and upper KS2 pupils taking part in an athletic event (Behaviour and Attitudes Scorecard 2023)

- Trips and visits have been offered to all classes, including local trips and residentials, whilst trying to ensure that trips are not too expensive for parents and carers.
- The school has strong mental health support with learning mentor and ELSA / ARNA (Emotional Literacy Support) (Anxiety Related Nonattendance) with children being supported in a timely manner (Behaviour and Attitudes Scorecard 2023)
- The school has good safeguarding routines in place with a DSL and 2 deputy DSL. All staff are trained annually with a safeguarding scrutiny panel with the local governing body (Behaviour and Attitudes Scorecard 2023)
- Strong first aid provision with health care plans in place.

Weaknesses

- The school would like to explore further RE (Religious Education) and PSHE (Personal Social Health Education) experiences to consolidate learning and build upon British Values understanding.

Opportunities

- Further events within the sporting calendar working with the RLT and within the school calendar are planned.
- The sports coach will act as Mentor for specific pupils – developing a good key worker relationship.

Threats

- With budget constraints, staff cover for residentials and sporting events will be a possible threat. Cover will be planned in advance of events to ensure staffing ratios are correct.

Quality Assurance Data House Point Data 2023

All Year	
Total Points:	
B	4927
G	3818
R	4415
Y	4766
Attendance	Extra-Curricular
B 233	B 280
G 237	G 302
R 227	R 238
Y 232	Y 314
Praise	Reports
B 3910	B 253
G 2772	G 257
R 3442	R 257
Y 3712	Y 257
Spot Checks	
B 251	
G 249	
R 249	
Y 250	

Trips and Visits, Assemblies and Workshops 2023

- Maths Super Learning Day – problem solving workshop.
- Meet the Teacher – for parents.
- Open the Book Assembly x 2
- Wear it Pink Day – charity fundraising.
- Police visit for KS1 and EYFS.
- Police visit KS2.
- Harvest Tea with VIP guests
- World Car Free Day Assembly
- Peterborough United Assembly Year 2
- Rockingham Castle Trip
- Remembrance Workshop
- Remembrance Assembly
- Remembrance Super Learning Day
- Open the Book Assembly x 2
- Shakespeare Workshop
- Children in Need – Funny Hair
- Year 6 Wing Hall Trip
- Christmas PTA Fair
- EYFS Christmas Show
- KS1 Christmas Show
- Santa Dash (PTA)
- Christmas PTA Disco
- Christmas Assembly
- Super Learning Day – India.
- NSPCC Assembly – whole school and workshop for Year 5 and Year 6.
- Zoolab visit for Rec, Year 1 and Year 2.
- Balance Bike workshop for Reception.
- Scooter workshop for Year 3.
- Open the Book Assembly – whole school.
- Wing Hall Farm Trip – Year 2.
- Chinese New Year Workshop – whole school.
- Spelling Bee – whole school.
- Silver Birch Show and Tell.
- Willow Class Show and Tell.
- Lamda Examinations.
- Egyptian Trip – Year 5.
- Valentine tuck shop for Turkey and Syria
- Earthquake appeal.
- World Book Day
- Author visit
- Book related Art Workshop
- Year 1 Wing Hall Farm trip
- Year 3 scooter training
- Parents Evening for all year groups.
- Cedar Class Show and Tell
- Year 6 visit to Oakham School – Tom Palmer Author visit
- Red Nose Day ‘Catmose Comedy Store’
- PTA disco
- Beech Class Show and Tell
- Oak and Redwood Production
- Open the Book Assembly
- Yr 3 Woolsthorpe Manor trip.
- Yr 3 Wing Hall Farm trip.
- Yr 5 Wing Hall Farm trip.
- Non Hilltop pupils to see Legally Blonde at Catmose College
- Yr4-6 Hilltop Residential Trip
- Yr 5 and 1 Fire and rescue presentation
- Whole school photo
- Whole school Coronation celebrations – picnic on school field and wear red/white/blue
- Oak Class Show and Tell
- Redwood Class Show and tell
- May Dance – whole school
- Open the Book Assembly
- Ash Class Show and Tell
- Open the Book Assembly
- Prize giving
- Leavers Assembly
- Yr5/6 Production

- Thriving through Change Yr 2 and Yr 5
- Yr 6 Transition days and workshops
- Ash Class Wing Hall trip
- Redwood Class Wing Hall trip
- Mosque Trip Yr5/6
- Non-uniform day – Oakham Pride
- Science Club Trip
- National Space Centre Trip – Yr 5
- Shuffle up sessions for all classes x 4
- Welcome stay and play sessions for new intake x 4
- Art Attack Super Learning Day
- Leavers Lunch
- Circus Skills day

Sporting Events 2023

- Year 3 swimming
- Year 2 swimming
- Girls Tag Ruby
- KS2 boys football
- Girls football
- Girls Football x 4
- Sports Hall Athletics

- KS1 Multi Skills
- KS2 boys football
- Gym session for Year 5 @CC
- Year 4 swimming
- Year 1 swimming
- Boccia Team KS2
- Dodgeball KS2
- Energise Festival KS2
- Boys Football KS2
- Tag Rugby Year 5 and 6.
- Year 5 swimming
- KS2 Girls Football
- KS2 Tennis
- KS2 sportsability
- KS2 boys football
- Dance festival at Catmose College
- Year 6 swimming
- Rec swimming
- RLT dance show – with other primary schools
- Bikeability for Year 5 – 2 groups
- Yr5/6 Rounders
- KS2 Netball
- Yr 5 /6 Hockey
- Yr 3 / 4 Hockey
- KS2 Football – boys and girls
- KS1 athletics
- KS2 athletics
- Swimming Gala KS2

- Cricket event
- Gymnastics event

Clubs 2023

- 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
- KS2 Board Games Club
- KS2 Karaoke Club
- Peer Massage Club
- Stem / Whizz Pop Bang Club
- School Band
- Dance Club
- KS2 Computer club
- KS1 just dance club
- KS1 colour to music club
- KS1 karaoke club
- KS2 karaoke club
- Book Club

Key issues to be addressed

Ensure that children have the support they need to be resilient, develop character and have good emotional wellbeing. Children will understand British Values. Continuing to support outstanding behaviour and attendance will be involved in this.

- Continue with British Values Programme e.g. Activity Passport, PSHE and RE curriculum.
- Clubs, Trips and Visits are offered to all year groups, including residential for Year 4, 5 and 6.
- Continue to praise and reward good behaviour, attendance and learning across the curriculum with Class Dojo points and House points.

Personal Development Transformation Planning 2023/2024

	Autumn	Spring	Summer
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 of RE and PSHE opportunities and experiences to consolidate and enhance their personal development and attitudes.	Whole school assembly on British Values (KJ) Weekly assembly celebrating countries and cultures (RC) Review of resources and experiences used to enhance pupils' personal development and attitudes (RC/KJ)	Pupil choice – school council to choose potential whole school celebrations later in the year (KJ)	
Pupil and parental surveys are at least 80% positive about the wider opportunities on offer.	RE trips to places of worship (LW/ all staff)		
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.	KS1 and KS2 Woodland sessions to happen termly (all teachers and TN/PS) (EYFS weekly) Staff training on updated CPOMS categories (KJ) All classes to set up Class Dojo (staff) House point training recap for all staff (KJ/GS) Pupil Voice LW (KJ/RC)	Review of house point allocation (KJ/GS) Pupil Voice LW (KJ/RC)	Review of house point allocation (KJ/GS)
Class Dojo and house points are awarded each term by all staff – linked to praise, attendance,			

reports (at least 30 per term)			
Attendance =>97% attendance for whole school (national 22-23 94%). =>96% attendance for SEN (nat 22-23 89%) and =>95% for PP (nat 22-23 88%). Fixed term exclusions are below national Reception 2024 intake is at least 30	Regular attendance check in liaison with LA (KJ/RC/SG) Attendance rewards (KJ/RC) School tours for prospective parents (KJ/RC) Open Morning Sept 2024 (KJ/EHT) Facebook and radio posts post to remind parents of application deadlines. (KJ/NL)		→ →

LEADERSHIP AND MANAGEMENT

Judgement: Good

Evaluation of Leadership and Management Transformation Plan 2022/2023

Leadership and Management Transformation Planning 2022/2023

	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/SC)</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>Update with SA 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 (Teams)</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>	<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/SH)</p> <p>Annual Reviews, EPs, PSPs for SEN children (RH)</p> <p>Discussions with class teachers and further groups of children identified (KJ)</p> <p>Team moderation of core subjects (Teams)</p>	<p>Scrutiny panel with CP Governors</p> <p>Annual Reviews, EPs, 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, EPs, PSPs for SEN children (KJ)</p> <p>Analysis of data and groups of children identified (KJ)</p> <p>Discussions with class teachers and groups of children identified (KJ/Teams)</p> <p>Team moderation of core subjects (Teams)</p>

Review

Strengths

- Subject lead actions plan and subject overviews in place for all subjects. This provides clear next steps for all subject areas and allows all staff to have a clear view of learning progression within each subject. (Primary website)
- Termly overviews for curriculum teaching are shared with pupils and parents each big term. This allows parents to track what their children are learning each term in school and support at home if required (Primary website)
- Primary SLT has a clear view of school's next steps and this is shared with all staff to enable a collaborative approach to further improvement. 97% of parents feel that the school is well-led and managed (Transformation Plan, Parent survey 2023)

- The school has strong SEN support, with a fully qualified SENCo who has the resources and knowledge to advise and support staff in providing SEND children with good provision each day. 98% of parents feel that their child made good progress at the school (Parent survey 2023)
- The school has strong leadership including subject leadership and governance. Robust processes are in place to ensure a high standard of quality assurance

Weaknesses

- On the local governing body, there are some governor positions vacant. Adverts have been placed to attract governors to the school.

Opportunities

- This year Walk Thrus to develop and refine classroom practice will be introduced and shared in staff meetings for all staff.
- The SLT will support further curriculum development with subject leads linking to the new foundation curriculum plans for 2023 2024
- Some staff will be new to acting as a subject lead and will be supported in developing this role of leadership
- A significant change to how lesson observations and the performance reviews will be made this year with the removal of Ofsted gradings. This should support teacher workload and wellbeing.

Threats

- Budget and staffing. The school has reduced the number of teaching assistants leading to a redeployment of Teaching Assistant time within the school. The school budget is under review to ensure that we maintain financial stability.
- Release time for subject leads will be worked into the staff meeting plan to provide time for subject leads.
- 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.

teachers parents teaching
individuals Communication
fun children learning
sports club staff good great
Supporting events
celebrating success

Key outcome issues to be addressed

To further develop the role of subject leadership, sharing Outstanding practice across the school.

- Continue to develop the role of the subject leader with allocated time and CPD to allow for sharing of outstanding practice, including the further development of schemes of work.
- Use of 'Walk Thrus' to develop and refine practice within the classroom. Senior teachers to lead these, sharing effective and exemplary practice.

Leadership and Management Transformation Planning 2023/2024

	Autumn	Spring	Summer
<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) Reading focus</p> <p>Scrutiny Panel safeguarding focus (KJ)</p> <p>New appointment induction programme (DO'C/KJ)</p> <p>Staff safeguarding training for all staff (AE/KJ)</p> <p>Risk Assessment Review (KJ/RC)</p> <p>Liaise with LA for any child not returned to school (KJ)</p> <p>Staff training on updated CPOMS categories (KJ)</p> <p>Score card 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>
<p>Subject Leadership</p> <p>All subjects are led Effectively and pupils make Effective progress from their starting points</p> <p>Workload</p>	<p>Subject Review session to include scrutiny of each subject by subject leaders (all teachers)</p> <p>Subject action plans written based on Subject Review session (all teachers)</p> <p>Newer subject leaders supported in Subject Review and action plan (KW/BJ/RC)</p>	<p>Review of action plans and impact of actions from Subject Review (all teachers)</p> <p>Learning Walk of subjects (RC/KJ)</p> <p>Review of subject leadership needs and relevant CPD required (RC/KJ)</p>	<p>Review of action plans and impact of actions from Subject Review (all teachers)</p> <p>Learning Walk of subjects (RC/KJ)</p>

Continue support all staff with work life harmony.	Walk thrus CPD led by UPS teachers based on their subject area (KJ/RC/EHT/ND/LW/RH/GS)		→
90% if staff repositnd positively to questions regarding workload.	Embed new curriculum planning documents (history, geography, art, DT, RE) (all teachers)		→
	New curriculum planning created for Computing and Music (RC/JP)		
	Subject leader CPD offered through external provider (LRTSH) and disseminated to staff (RC/ all teachers)		→
	Pupil Progress discussions (all teachers)		→
	Staff celebrations and reward		
	Staff meeting time dedicated to wellbeing		
	Extra non-contact time at busy periods such as report writing		

PUPIL TRANSFORMATION PLAN – 2023/2024

QUALITY OF EDUCATION

My reading is better at the end of the year than at the start of the year. I enjoy the books that I read.

PERSONAL DEVELOPMENT

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

BEHAVIOUR AND ATTITUDES

I am independent and resilient. I attend school each day. I behave well at school.

LEADERSHIP AND MANAGEMENT

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

SCHOOL COUNCIL TARGET

I work hard and get lots of praise and rewards. I go to lots of clubs.



The transformation plan is shared with the school council to ensure that pupils understand the next steps for the school. A school council target is then set by the pupils for the school to work towards.