

TRANSFORMATION PLAN 'Success Achieved Together'

2026 - 2027



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HEAD OF SCHOOL'S INTRODUCTION

QUALITY OF EDUCATION

The school continues to provide a broad and balanced curriculum which ensures that children experience a wide range of learning opportunities. Inclusive practices and a nurture school approach means that learning is tailored to meet individual pupil needs. Core and foundation subjects are assessed and tracked against learning outcomes to ensure that pupils learn more and know more. Foundation subject tracking also ensures teachers are covering all elements of the curriculum.



The outcome at the end of reception, the Good Level of Development (GLD) is above national, as is the phonic screening check outcomes at the end of Year 1 and Year 2. KS1 SATs outcomes are in line with national showing good progress from starting points. The Year 4 Multiplication check showed good results with 63% of children scoring 25/25 and an average score of 23.4 (National 21). Key Stage 2 SATs data is predicted to be in line with national, however Writing outcomes have dipped slightly at expected level (EXS) and greater depth (GDS). Writing and the teaching of writing in line with the national framework will continue to be a focus for the school as it embeds this practice across the school including handwriting, spelling and transcription skills.

Teaching across the school continues to be strong despite two maternity leaves and significant long term staff absence, with all teaching observed as effective or exemplary, those that have been rated as required support have then improved by the next observation.

Key Impact

- Outcomes remain in line with national averages, with good progress across subjects
- Teaching continued to be strong throughout the school
- Core and foundation subjects are assessed and tracked against learning outcomes to ensure all subjects are taught to the correct pitch and challenge
- Inclusive practice means that the SEN and LAC pupils are well supported through a wide range of interventions

BEHAVIOUR AND ATTITUDES

Behaviour across the Primary has remained strong, in most lessons observed relationships and behaviour was rated as exemplary. House points, Star awards and Top Table awards are all given on a regular basis to pupils, showing that staff are 'noticing the good' (Paul Dix behaviour approach) and are keen to reward positive behaviour choices.

Children who need support with behaviour are supported through ELSA (Emotional Literacy Support Assistant), ARNA (anxiety related non attendance), welcome group, sensory circuits and a softer end to the school day. Breakfast club is also used to support pupils who need a calm and regulated start to the day. This wide range of support is then seen within the classroom. As SEMH (social, emotional and mental health needs) and SEN (special educational needs) needs increase this support is vital.

All staff are first aid trained, this includes the EYFS key staff meeting the new EYFS first aid guidance and also the Benedict's Law training for all staff (allergy and epi pen guidance). Pupils with health care plans are well supported and their attendance is good. Attendance continues to be above national for all pupils including SEN and FSM. Children are happy in school which the high attendance reflects.

Key impact

- Behaviour in 78% (7 lessons out of 9 observed) of lessons observed was rated as exemplary (Relationships). Children were observed as calm and engaged in their learning.
- Attendance remains at 97%, significantly above national averages (93%).
- First aid support is up to date with pupils with health care plans well cared for.



PERSONAL DEVELOPMENT

Personal development is a strength within the Primary. Children enjoy a wide range of clubs, trips and visits with all children having taken part on at least one trip this year. This has included residential and local trips. Children who are FSM or LAC are supported to attend these trips. All children swim each year, have PE lessons taught by a sport specialist and enjoy a free of charge sports club after school.

Our sporting offer ensures that all children have participated in an interschool sporting event including a fun EYFS athletics day.

The PSHE (personal social and health education) and SRE (sex and relationships education) curriculums have been updated and are ready to be delivered from September 2026 in accordance with the new updated guidance. This has been shared with parents and pupils, with pupil feedback as positive.

Participation in the Activity Passport award programme is high with pupils achieving bronze, silver and gold awards. Year 5 pupils have also undertaken a community volunteering project with VAR (Voluntary Action Rutland) with 3 pupils nominated for a special award.



Key impact

- High participation in trips, visits and sporting events with all pupils having been on at least one trip this year, including FSM and LAC.
- Updated PSHE and SRE curriculum in line with current needs and 2026 guidelines.
- High participation in community-focused awards such as the Activity Passport and VAR project.

LEADERSHIP AND MANAGEMENT

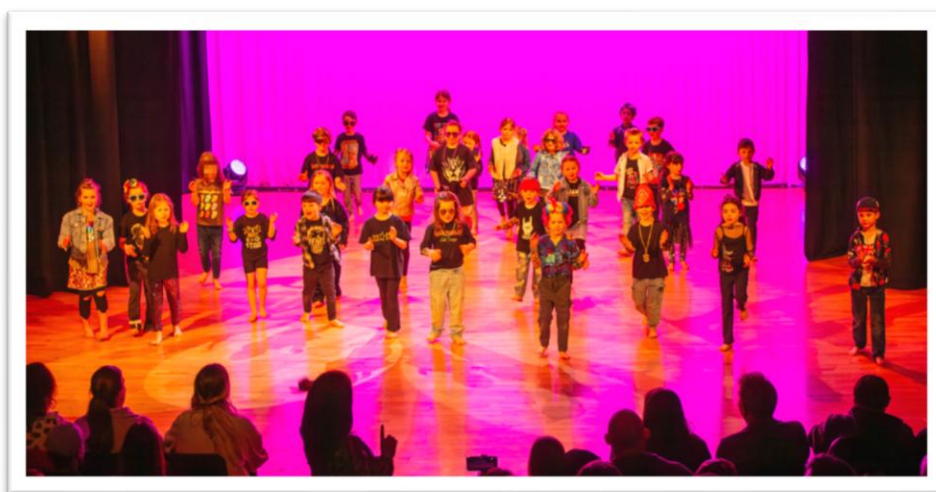
Leadership this year has focused on ensuring that the high standards within the school have not dropped, for example outcomes, behaviour and attendance despite two maternity leaves and long-term staff illness. Ensuring that pupils are well taught and supported has been a major focus. Parents and carers have been happy and reassured that the school continues to be a safe learning environment within which their child is making good progress. The Reception Class applications for 2026 were 79 with 43 first choices, making the school oversubscribed in a low birth rate year.

Tracking within the core and foundation subjects has allowed leadership to ensure that the correct pitch and challenge is being provided to pupils. The next step is a clear assessment calendar to data drop this information to be quality assured. A further look at core subject schemes of work to ensure it is adapted to meet the needs of all pupils is also a next step.

Safeguarding remains strong, with clear systems, regular training and a culture in which all staff understand their responsibilities. All staff are up to date with training including the DSL (Designated Safeguarding Lead).

Key impact

- Children continued to learn in a safe environment, making good progress as outcomes show.
- The school continues to uphold a strong reputation within the local community as Reception 2026 applications reflect.
- Safeguarding continues to be a strong thread throughout the school with all staff proactive in supporting pupils and families.



OVERALL EVALUATION

This has been a year of ensuring that standards continue to be upheld, ensuring good quality education for all pupils.

- Sustained good academic outcomes at all points of assessment within the school.
- Continued strength in attendance, behaviour and personal development.
- Embedded nurture and inclusion practices so all pupils' needs are met.

LOOKING AHEAD

The next 12 months will see us continue to focus on sustaining strong outcomes within a calm and purposeful environment by:

- Continued implementation of the Writing Framework recommendations with a termly assessment point for writing to track progress throughout KS2.
- Ensuring our current planning is in line with the new Ofsted framework, placing even greater emphasis on inclusion and supporting disadvantaged students.
- Implementing further refined support for SEND students, recognising the increased needs of our pupils alongside the reduced resources available to support them.
- Supporting more able students to ensure they reach their potential.
- Use of Paul Dix behaviour support materials for staff training as supplied by the Virtual School.
- Continued refinement of the assessment and tracking process.

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 expected standard 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 the School's ongoing Transformation Plan through the further development of some foundation subject's schemes of work and the assessment of these subjects.

ACHIEVEMENT

Evaluation of Achievement 2025/2026

ACHIEVEMENT	Targets set for all learners (Teams)	Targets reviewed for all learners (Teams)	Targets reviewed for all learners (Teams)
EYFS GLD, Year 1 and 2 Phonics, KS1 SATs, Year 4 Multiplication Check and KS2 SATs => National Outcomes.	KS2 Booster sessions. Pupils and gaps identified (GS/RC)	KS2 SATs packs(GS/RC)	KS2 SATs packs(GS/RC)
KS2 SATs progress is => National	Meet the Teacher: initial sharing of expectations (Teams) all classes	Review of targeted pupils: progress and RWM	Phonics Packs (JJ/BJ)
	Scorecard created and updated each assessment cycle (RC/KJ) all classes	KS2 Mocks – all KS2 classes	Mutliplication Packs (RH)
	Y6 Core meetings to review progress and targets (RC/GS)	External moderation with other schools <i>To be arranged for 2026 2027</i>	Review of targeted pupils: progress and RWM
	Y6 Mocks	Work Moderation	Work Moderation
	Parents' meetings KS2 SATs (GS/RC)	Parents' Evening	Transition booster non EXS (GS/RC/KW)
	PiXL SIP meetings (RC/GS)	Pupil Progress discussion (all teachers)	KS2 Mocks – all KS2 classes
	Pupil Progress discussion (all teachers)		Attainment data shared with next class (Teams)
	Phonic packs, KS1 and KS2 SATs packs		Report to parents
	Work moderation all classes		Pupil Progress discussion (all teachers)
	Report to parents (pastoral) all classes		

Review – Expected Standard

Strengths

- Attainment at GDS Level by KS2 has improved with GDS Reading and Maths above national outcomes.
- In the Year 4 Multiplication check the school average score was above national.
- Year 1 phonics and Year 2 phonics outcomes are above national.
- EYFS GLD outcomes are above national.
- KS2 SATs outcomes are in line with national.

Weaknesses

- A focus upon KS2 EXS in Reading and Writing to improve outcomes to be in line with national.
- EXS achievement at KS2 in Grammar, spelling and punctuation has improved from last year, however will remain a focus alongside writing.

Opportunities

- Continued implementation of the Writing Framework within school practice to embedded high quality classroom practice to improve writing and grammar outcomes for all pupils.
- To work with other local primary schools to moderate and make use of the schools' monitoring and moderation provider to review KS2 provision.

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.
- High level of SEN and SEMH needs within cohorts.

Quality Assurance Data

2026 Achievement

GLD

GLD	School GLD 2026	Nat 2025 GLD
	43% baseline 73%	68%

Phonics based upon test results and a pass score of 32/40.

Year 1	School 2026	Nat 2025 Year 1
	75% baseline 82%	81%
Year 2	School 2026	Nat 2025 Year 2
	82% baseline 97%	89%

KS1 SATs

	EXT 2026	Nat EXS 2023	GDS 2026	Nat GDS 2023
READING	60% baseline 69%	68%	14% baseline 17%	19%
WRITING	50% baseline 62%	60%	6% baseline 9%	8%
MATHS	70% baseline 69%	70%	14% baseline 17%	16%
SCIENCE	75% baseline 79%	79%		

Year Four Multiplication Check

Scoring 25/25 School	63%
Class Average	23.4
National Average 2025	21

KS2 SATs

	EXT 2026	Nat EXS 2026	GDS 2026	Nat GDS 2025
READING	57% baseline 63%	75%	13% baseline 37%	33%
WRITING Teacher Assessed	50% baseline 67%	72%	3% baseline 3%	13%
MATHS	63% baseline 70%	75%	17% baseline 37%	24%
COMBINED	47% baseline 57%	62%	3% baseline 3%	8%
GRAMMAR	50% baseline 67%	74%	3% baseline 27%	30%
SCIENCE Teacher Assessed	67% baseline 83%	82%		

Baseline data is attainment in KS1 SATs to show progress from KS1 to KS2.

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. Learning Walks focus on targeted pupils to ensure good progress from starting points.
- A focus upon Writing and Reading to ensure outcomes are in line with national.
- 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 2026/2027

ACHIEVEMENT	Term 1 and 2	Term 3 and 4	Term 5 and 6
<p>Target EYFS GLD, Year 1 and 2 Phonics, KS1 SATs, Year 4 Multiplication Check and KS2 SATs => National Outcomes.</p> <p>KS2 SATs progress is => National</p>	<p>Targets set for all learners (Teams)</p> <p>KS2 Booster sessions: Pupils and gaps identified (KJ/KW/RC)</p> <p>Meet the Teacher: initial sharing of expectations (Teams) all classes</p> <p>Scorecard created and updated each assessment cycle (RC/KJ) all classes</p> <p>Y6 Core meetings to review progress and targets (KJ/KW/RC)</p> <p>Y6 Mocks</p> <p>Parents' meetings KS2 SATs (KW/KJ)</p> <p>PiXL SIP meetings (KJ/KW/RC)</p> <p>Pupil Progress discussion with follow up Learning Walk (KJ/RC/RH)</p> <p>Work moderation Reading and Writing – all classes</p> <p>Report to parents (pastoral) all classes</p>	<p>Targets reviewed for all learners with Learning Walk (Teams/SLT)</p> <p>KS2 Booster sessions: Pupils and gaps identified (KJ/KW/RC)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ) all classes</p> <p>KS2 SATs packs(KJ/KW/RC)</p> <p>Review of targeted pupils: progress and RWM – all KS2 classes</p> <p>KS2 Mocks – all KS2 classes</p> <p>External moderation with other schools and moderation with moderation provider</p> <p>Work Moderation</p> <p>Parents' Evening</p> <p>Pupil Progress discussion with follow up Learning Walk (KJ/RC/RH)</p>	<p>Targets reviewed for all learners with Learning Walk (Teams/SLT)</p> <p>KS2 Booster sessions: Pupils and gaps identified (KJ/KW/RC)</p> <p>Scorecard created and updated each assessment cycle (RC/KJ) all classes</p> <p>KS2 SATs packs(KJ/KW/RC)</p> <p>Phonics Packs (JJ/BJ)</p> <p>Multiplication Packs (RH)</p> <p>Review of targeted pupils: progress and RWM</p> <p>Work Moderation</p> <p>Transition booster non EXS (GS/RC/KW)</p> <p>Attainment data shared with next class (Teams)</p> <p>Report to parents</p> <p>Pupil Progress discussion with follow up Learning Walk (KJ/RC/RH)</p>

CURRICULUM AND DEVELOPING TEACHING

Evaluation of Curriculum and Developing Teaching 2025/2026

<p>CURRICULUM</p> <p>Writing outcomes for KS1 and KS2 => National.</p> <p>KS2 writing progress is => 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>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>DEVELOPING TEACHING</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) Core Subject Observations completed</p> <p>Pupil Survey</p>

Review – Expected Standard

Strengths

- GLD and Phonics Screening in Year 1 and Year 2 was good, being above National data. (Outcomes 2026).
- Attainment at GDS in reading and maths was above National data (Outcomes 2026).
- All teaching is Effective or better with 37% 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 Effective with 50% Exemplary (Lesson Observation Data). This is supported by 98% of pupils saying that they feel their teacher wants them to do well, and 93% of pupils agreeing that their teacher helps them to understand how to improve in their learning (Pupil Survey 2026). Furthermore, 92% of parents feel that the School gives their child the right support to enable them to learn well (Parent Survey 2026).
- The school offers a strong wider curriculum offer with many trips, visits and sporting events. 92% 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 2026).
- Foundation Subject assessment trackers are now embedded in KS1 and KS2.

Weaknesses

- A continued focus on writing and reading will improve outcomes at EXS+ in KS2.

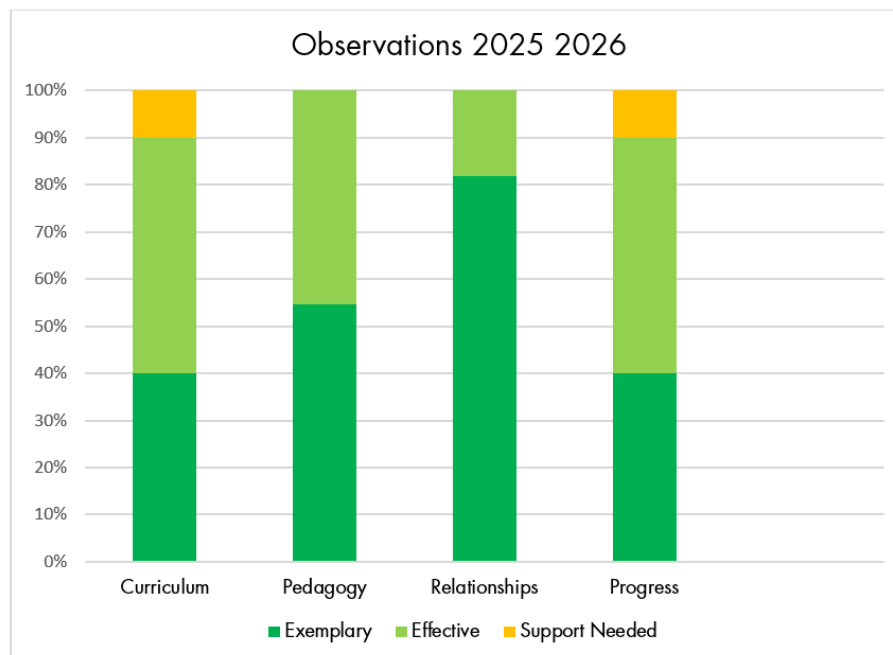
Opportunities

- Clear intervention mapping across the whole school, highlighting the children who need support with their next steps, will continue to be used. This includes some allocated time for TAs to be in class to be directed to support pupils. Teaching assistants continue to lead interventions for one area to help with workload and ensure consistency (Phonics, Maths, Nurture).
- The School started to adapt and enhance the writing curriculum in 2025-26 based on the recommendations in the Writing Framework, released in July 2025. These adaptations will continue to be developed and embedded this year.

Threats

- There has been an increase in the level of both SEN (EHCP and HNF) and SEMH needs within the school.
- The DfE has undertaken 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



Lesson observations where it was identified that support was needed, CPD was provided and subsequent observations were Effective.

Key issues to be addressed

Curriculum:

- Reviewing and embedding the adaptations made to Transcription and Composition in the School's writing curriculum.
- Review of the teaching and learning in reading and appropriate adaptations made to address areas of weakness.

Developing Teaching:

- Teacher CPD on the effective teaching in writing and reading to increase standards.

Curriculum and Developing Teaching Planning 2026/2027

<p>CURRICULUM</p> <p>Target Writing outcomes for KS1 and KS2 => National.</p> <p>KS2 writing progress is => National</p>	<p>Term 1 and 2</p> <p>Writing Learning Walk to review implementation of adaptations to Writing teaching (Transcription and Composition) (EHT/KW)</p> <p>Pupil progress identifying focus pupils (All teachers)</p> <p>Whole-school writing moderation (All teachers)</p>	<p>Term 3 and 4</p> <p>Implement any adaptations to Writing teaching based on Learning Walk (RC/EHT/KW)</p> <p>Staff CPD and dissemination of key changes to writing teaching and learning- Oracy focus. (RC)</p> <p>Identification of focus pupils in Writing from Pupil Progress. Targeted support planned (KJ/RC/Teachers)</p> <p>Whole-school writing moderation (All teachers)</p>	<p>Term 5 and 6</p> <p>Embed Oracy teaching and learning. (All staff)</p> <p>Pupil survey to assess whether pupils feel they have improved in writing (KJ)</p> <p>Y2 and Y6 writing moderation (GS/KW)</p> <p>Whole-school writing moderation (All teachers)</p>
<p>CURRICULUM</p> <p>Target Reading outcomes for KS1 and KS2 => National.</p> <p>KS2 reading progress is => National</p>	<p>Term 1 and 2</p> <p>Pupil progress identifying focus pupils (All teachers)</p>	<p>Term 3 and 4</p> <p>Reading Learning Walk to review teaching and learning. (RC)</p> <p>Identification of focus pupils in Writing from Pupil Progress. Targeted support planned (KJ/RC/Teachers)</p>	<p>Term 5 and 6</p> <p>Identification of focus pupils in Writing from Pupil Progress. Targeted support planned (KJ/RC/Teachers)</p> <p>Pupil survey to assess whether pupils feel they have improved in reading (KJ)</p>
<p>DEVELOPING TEACHING</p> <p>Target At least 80% of lessons observed are Effective or better.</p>	<p>Term 1 and 2</p> <p>Writing Learning Walk used to identify areas of CPD in teaching. (EHT/KW)</p>	<p>Term 3 and 4</p> <p>Reading Learning Walk to review teaching and learning. (RC)</p>	<p>Term 5 and 6</p> <p>Lesson observations with tailored feedback to staff. (All staff)</p>

		<p>Writing and Reading Learning Walk used to identify areas of CPD in teaching. (RC)</p> <p>Lesson observations with tailored feedback to staff. (All staff)</p>	
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PERSONAL DEVELOPMENT AND WELLBEING WITH BEHAVIOUR AND ATTITUDES

Evaluation of Personal Development and Wellbeing with Behaviour and Attitudes 2025/2026

<p>PERSONAL DEVELOPMENT AND WELLBEING</p> <p>Target 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>SRE Learning Walk to monitor teaching and impact (KJ)</p> <p>New scheme of work (adaptations to meet new guidance) shared with parents (KJ)</p>
<p>BEHAVIOUR AND ATTITUDES</p> <p>Target 80% of pupils have fewer 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>Work with the Virtual School in 2026 2027 will further embed this practice</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> <p>Pupil Survey</p> <p>Staff Survey</p>

Review – Strong Standard

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 feels safe in school and 98% believe makes sure its pupils behave well. Staff survey showed that all staff felt they were able to manage the behaviour of the pupils in their class well.
- 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).
- The school is an accredited Nurture School with a high level of SEMH provision.
- 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.
- All children attended a school trip at least once in the academic year and by the end of KS2, all children had taken part in a sporting event.

Opportunities

- The SRE curriculum has been reviewed and updated to meet the new requirements for September 2026. This has been shared with parents to consult on the new SRE curriculum. This will be introduced and embedded in the year 2026-27.
- Staff CPD will be provided based on Paul Dix's 'When the adults change' through the Virtual School training offer. Updates have been made to the Behaviour Management policy to reflect changes in practice. This will support the work undertaken as part of the Nurture Project, as the school is now an accredited Nurture School.

Threats

- Staff cover for residentials 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.

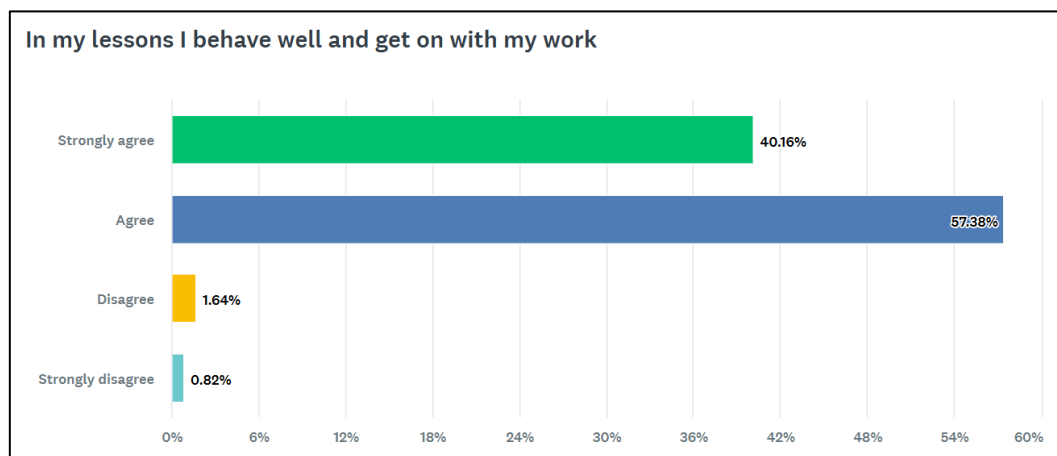
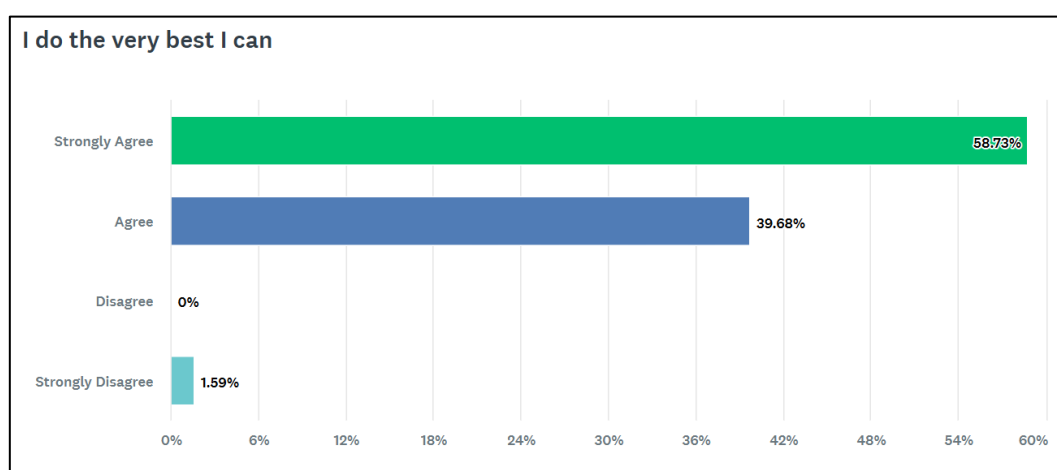
Quality Assurance Data

House Point Data 2026

House points are awarded for good effort in lessons, positive behaviour choices, team participation, competitions and engagement in the wider offer provided by the school.

Points	Points	Points	Points
6395	6416	6430	6388

Pupils are in agreement at 98% stating they behave well and get on with their work. 98% of pupils also said they do the very best they can. This shows that pupils are well behaved and feel safe, meaning they are ready to learn.



Trips and Visits, Assemblies and Workshops 2026

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 • Panto and pop corn • UKS2 Christmas Carol Concert • EYFS Christmas Show • Santa Dash • Christmas Fair • Catmose Has Talent • Christmas Assembly • Year 6 gym session at CC • All classes - Show and Tell Assembly • LAMDA Exams • School Council meetings • PTA tuck shop • Year 2 Walkwise training | <ul style="list-style-type: none"> • Bikeability Level 1 and 2 Year 5 x 2 groups. • World Book Day. • Red Nose Day • Year 5 and 6 at Catmose College – year 7 musical. • Water Safety Assembly • Choir performances • May Dance – whole school. • Residential Years 4 and 5. • RAF Stem workshop – Year 5 with visit to RAF Wittering. |
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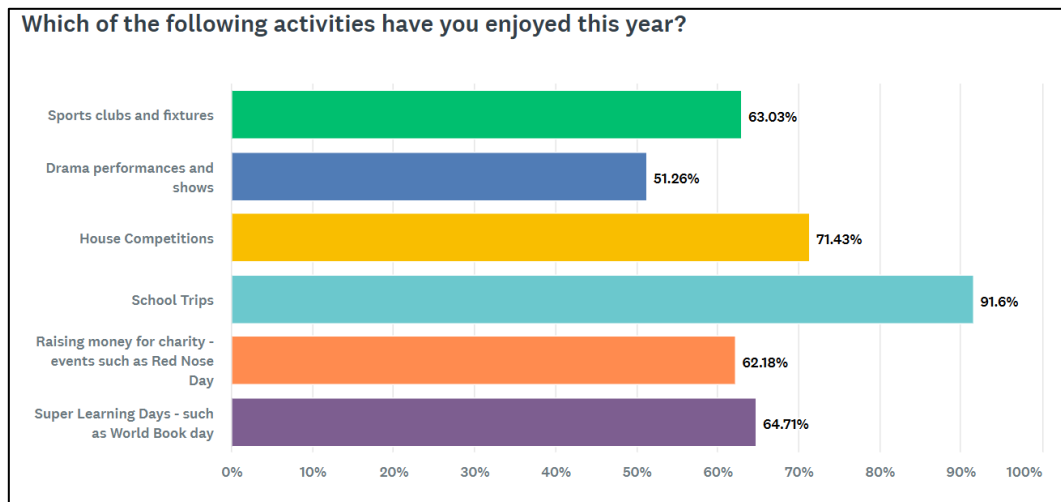
Sporting Events 2026

- 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.
- Catmose Dance Show
- KS2 sportsability festival
- Cricket engagement day
- Year 6 football
- Red Nose Day event

- KS2 Tennis
- Rounders KS2
- Netball
- Hockey KS2
- RLT dance show
- KS2 Gym event
- Swim Gala
- Cross Country

Clubs 2025

- Breakfast Club
- After School Club
- KS1 sports club
- Lower KS2 sports club
- Upper KS2 sports club
- Calm Club
- Welcome Club
- Homework Club
- Gardening Club
- Choir
- Art Club
- Book Club (KS2)
- Dance Club
- Colouring Club
- Chess club
- Lego Club
- Uno Club



Pupils enjoy the range of wider curriculum opportunities as seen in the pupil survey results. Trips and visits are the most enjoyed by pupils with 92% of children stating they enjoyed these opportunities (pupil survey 2026).

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.

- Disseminate Paul Dix strategies and update the Behaviour Management policy to reflect this. This will be supported through the Nurture School approach already embedded within the school.
- Introduce the updated SRE curriculum, this has been shared with parents in order consult on the curriculum.

Personal Development and Wellbeing with Behaviour and Attitudes Planning 2026/2027

PERSONAL DEVELOPMENT AND WELLBEING	Term 1 and 2	Term 3 and 4	Term 5 and 6
	<p>Staff continue to embedded new PHSE scheme of work (KJ)</p> <p>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>School Council meetings</p>	<p>SRE Learning Walk to monitor teaching and impact (KJ)</p> <p>School Council meetings</p>

BEHAVIOUR AND ATTITUDES	Term 1 and 2	Term 3 and 4	Term 5 and 6
	<p>Paul Dix 'when the adults change' CPD sessions for staff via the Virtual School to complement Nurture school practice.</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>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>Learning Walk to track behaviour management approach across the school.</p>	<p>Parent Survey Pupil Survey Staff Survey</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>

ATTENDANCE

Evaluation of Attendance 2025/2026

Attendance	Regular attendance check in liaison with LA (KJ/RC/SG)		
=>97% attendance for whole school (National 95%).	Attendance rewards (KJ/RC) linked to housepoints		
=>94% attendance for SEN (nat 89%) and =>95% for PP (nat 88%).	School tours for prospective parents (KJ/RC)		
	Open Morning October 2026 (KJ/EHT)		
Fixed term exclusions are below national	Facebook and radio posts post to remind parents of application deadlines. (KJ/NL)		
Reception 2026 intake is at least 30			

Review – Strong Standard

Strengths

- Attendance is above national at 97% with no permanent exclusions.
- Unauthorised and persistent absences during the year 2025-26 have decreased from the previous school year.
- 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.
- 98% of parents feel that their child(ren) feel safe and are happy at school, which means pupils are more likely to attend (Parent Survey 2026).

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, with further development of this following the School's Nurture School accreditation.
- Welcome group staffing will increase capacity for key pupils to benefit from.

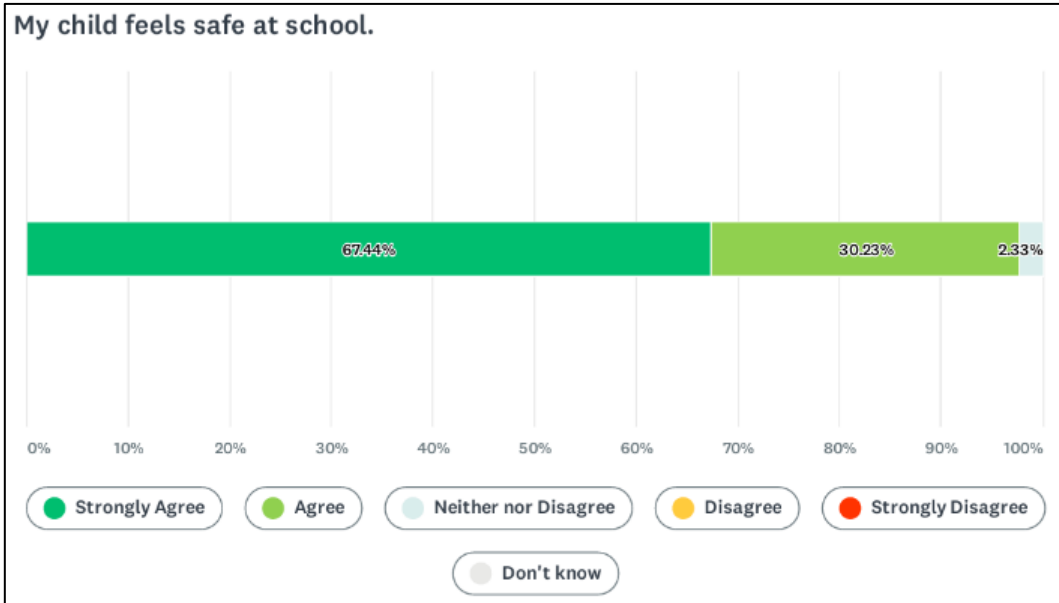
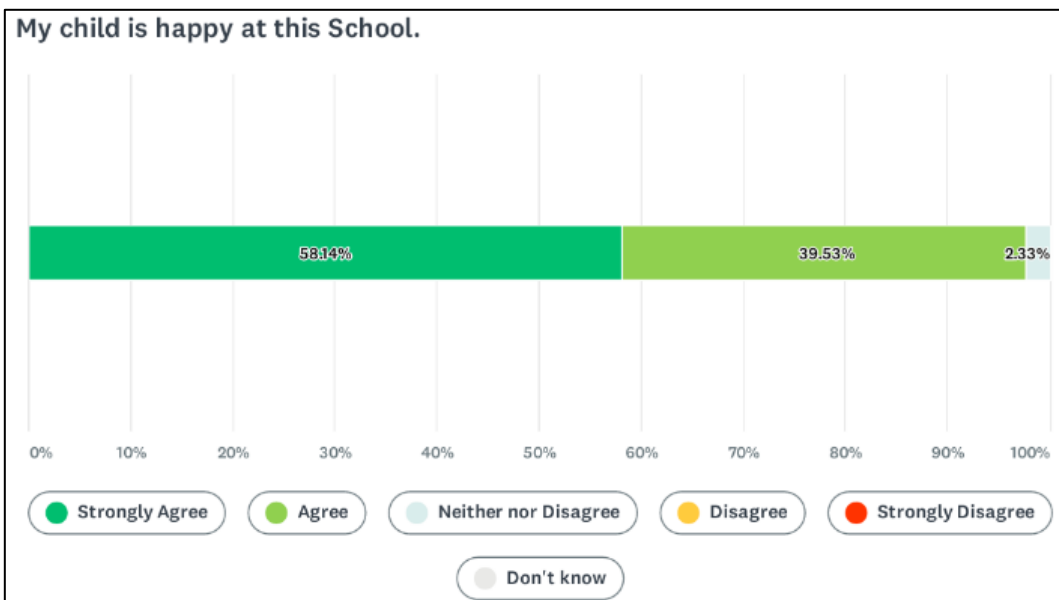
Threats

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

Quality Assurance

In the Parent Survey (2026), 98% agreed that their child is happy and feels safe in school with no parents disagreeing to both. This matches attendance data. Happy children who feel safe want to attend school. 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	96.8%	0.3%	5.2%	0%
National	94.7%	1.52%	13.8%	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 2026/2027

ATTENDANCE	Term 1 and 2	Term 3 and 4	Term 5 and 6
<p>Target</p> <p>=>97% attendance for whole school (National 95%).</p> <p>=>94% attendance for SEN (nat 89%) and =>95% for FSM (nat 89%).</p> <p>Fixed term exclusions are below national.</p> <p>Reception 2026 intake is at least 30.</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG) Use of ARNA with attendance plans where needed.</p> <p>SEN and FSM pupil attendance monitored to enable support to be put into place where needed. (KJ/RH)</p> <p>Attendance rewards (KJ/RC) linked to house points</p> <p>Welfare checks where required (KJ/RC)</p> <p>School tours for prospective parents (KJ/RC)</p> <p>Open Morning October 2026 (KJ/EHT)</p> <p>Facebook and radio posts post to remind parents of application deadlines. (KJ/NL)</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG) Use of ARNA with attendance plans where needed.</p> <p>SEN and FSM pupil attendance monitored to enable support to be put into place where needed. (KJ/RH)</p> <p>Attendance rewards (KJ/RC) linked to house points</p> <p>Welfare checks where required (KJ/RC)</p>	<p>Regular attendance check in liaison with LA (KJ/RC/SG) Use of ARNA with attendance plans where needed.</p> <p>SEN and FSM pupil attendance monitored to enable support to be put into place where needed. (KJ/RH)</p> <p>Attendance rewards (KJ/RC) linked to house points</p> <p>Welfare checks where required (KJ/RC)</p> <p>New intake visits and parents' information evening (KJ/EHT)</p>

LEADERSHIP AND GOVERNANCE

Evaluation of Leadership and Governance 2025/2026

LEADERSHIP AND GOVERNANCE	Staff rotas and staff meeting (CPD) plans shared with all staff (KJ/RC)		Parent survey
	80% of parents agree that the School is well led and managed.	In Focus newsletter produced each term with diary dates for the academic year (KJ)	→
	80% of staff say that they can manage their workload.	Clear communications sent on a regular basis to all stakeholders to provide notice of events and deadlines.	→
		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. <i>Some curriculum areas were covered but further review to be actions 2026/2027</i>	→

Review – Expected Standard

Strengths

- 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. 86% of parents feel that when decisions are made, it is with the child's best interest at heart and 97% of parents would recommend the School to other parents (Parent Survey 2026).
- 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).
- 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. This is supported by the work of an ELSA who can also deliver ARNA. This year, the School achieved Nurture School status. This has provided enhanced support for all pupils and their wellbeing.
- In the staff survey, 100% of staff feel that leaders enable them to support all students, including those with additional needs or who are disadvantaged (Staff Survey 2026).
- 92% of parents feel that their child is well supported at School (Parent Survey 2026).
- In the surveys, 98% of parents say that their child feels happy and safe at school and 97% of pupils say that they feel safe in school (Parent and pupil surveys 2026).
- 80% of staff feel that leaders take workload into account (Staff survey 2026).

Weaknesses

- Due to staffing constraints, it was difficult to release some subject leaders from teaching to review their subject. This is something that will be facilitated in year 2026/27.

Opportunities

- The senior leadership team will support the continued implementation of the Writing Framework into the current Writing scheme of work.
- Continue the inclusion support for all pupils with adaptations made to provision for all pupils.
- 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 one parent replied *'I think Catmose Primary is a lovely school. It's wonderful that all the children are known as individuals. I'm really happy to see the different age groups interacting positively with each other. There is a nice atmosphere. All the staff are very caring and approachable. I'm happy that we chose this school.'* Another parent added 'Creating a community feel to the school which includes parents and carers. (Parent Survey 2026).

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 continued implementation of the Writing Framework into the current Writing scheme of work.
- Continue the inclusion support for all pupils with adaptations made to provision for all pupils.
- 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 2026/2027

<p>LEADERSHIP AND GOVERNANCE</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> <p>Effective implementation of adaptations to the Writing Curriculum, with all lessons observations of the subject being at least Effective.</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 (KJ). →
	Clear communications sent on a regular basis to all stakeholders to provide notice of events and deadlines (relevant staff).		Staff survey (KJ). Staff meeting time given for teachers to complete lengthy tasks such as report writing.
	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 (EHT/KW/RC).		→
	Subject lead time to enable staff to develop next steps within subject areas across the school.		→

SAFEGUARDING AND INCLUSION

Evaluation of Safeguarding and Inclusion 2025/2026

<p>SAFEGUARDING</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>Pupil Survey</p> <p>Staff Survey</p> <p>Parent Survey</p>
<p>INCLUSION</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 SENDCo to review provision</p>	<p>Review of pupil profiles</p> <p>Learning Walk to review impact of interventions</p>	<p>Review of Pupil Profiles</p> <p>Pupil Survey</p> <p>Parent Survey</p> <p>Staff Survey</p>

Review - Strong Standard

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)
- All staff have first aid training which includes Epi Pen and Allergy awareness training.
- 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 SENDCo who works with staff, pupils and parents to ensure that children with SEN needs are supported effectively. The SENDCo liaises with the team of Teaching Assistants to ensure that interventions are well planned and effective. 927% of parents agree that 'The School gives my child the right support to enable them to learn well' (Parent Survey 2026)
- 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 SENDCo, 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

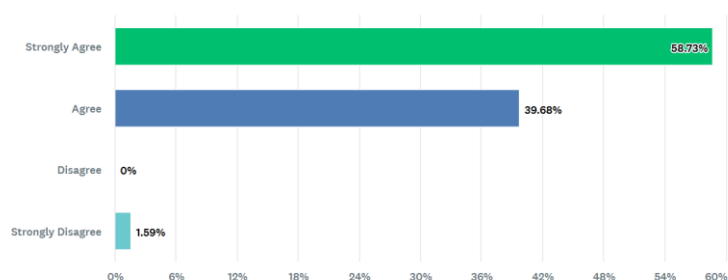
- The PSHE curriculum has been updated to reflect the current world our pupils navigate. This will ensure that pupils have the skills and knowledge needed to be safe. This is supported by the updated SRE curriculum which has been shared with parents and carers.

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.

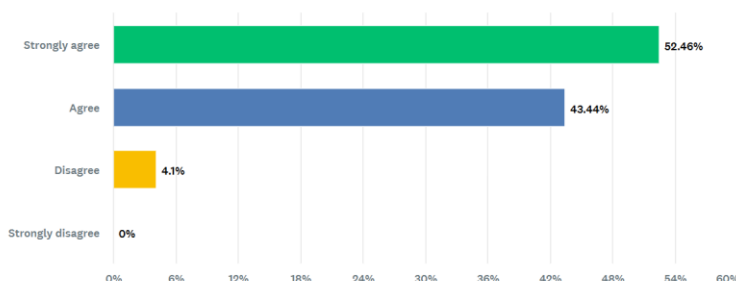
Quality Assurance

I do the very best I can

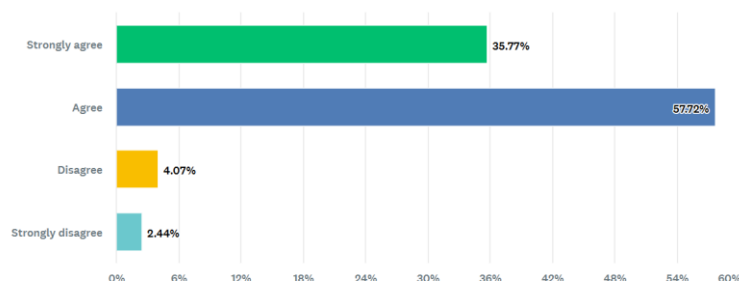


The support offer to pupils means that they feel they are able to do the very best they can in lessons. 98% of pupils responded agree or strongly agree to the statement 'I do the very best I can' (Pupil Survey 2026)

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



My teachers help me understand how to improve my work



96% of pupils feel they know how to access help when needed and 94% 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 80% agreeing they are making good progress in foundation subjects (Pupil Survey 2026)

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 SRE curriculum in consultation with parents and carers.
- 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 2026/2027

SAFEGUARDING	Term 1 and 2	Term 3 and 4	Term 5 and 6
<p>90% pupils state that they feel safe within school.</p> <p>The Primary is fully compliant with the guidance set out in KCSIE(2026)</p> <p>90% of parents feel their child is safe at College</p> <p>100% of Filtering and Monitoring Checks are completed termly to ensure compliance and safety for Primary community</p>	<p>CPOMS checks and follow ups (KJ)</p> <p>First aid updates for all staff with class lists including epi pen update training</p> <p>Updated care plans for key pupils (KJ)</p> <p>Termly safeguarding updates for staff</p> <p>Termly safeguarding newsletter for parents</p> <p>All staff annual Safeguarding training</p> <p>New Mobile phone policy shared with parents and pupils.</p> <p>Ensure filtering and monitoring checks are completed (KJ/GSt)</p>	<p>CPOMS checks and follow ups (KJ)</p> <p>Check and update care plans for key pupils (KJ)</p> <p>Termly safeguarding updates for staff</p> <p>Termly safeguarding newsletter for parents</p> <p>Ensure filtering and monitoring checks are completed (KJ/GSt)</p>	<p>SRE curriculum taught in all classes (2026 compliant)</p> <p>CPOMS checks and follow ups (KJ)</p> <p>Check and update care plans for key pupils (KJ)</p> <p>Termly safeguarding updates for staff</p> <p>Termly safeguarding newsletter for parents</p> <p>Pupil Survey</p> <p>Staff Survey</p> <p>Parent Survey</p> <p>Ensure filtering and monitoring checks are completed (KJ/GSt)</p>

<p>INCLUSION</p> <p>80% of parents who have a child with EHCP and Higher Needs Funding say their child's needs are met and they are making good progress.</p> <p>All SEN, LAC, FSM pupils attend at least 1 club and 1 visit during the school year.</p> <p>Primary Inclusion Strategy to be published to ensure 100% compliance.</p> <p>Provision is judged as effective or better for Identified Vulnerable students within QA.</p>	<p>Term 1 and 2</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 using new tracker - termly LW to QA provision in place</p> <p>Termly TA meeting with SENDCo to review provision (RH/KJ)</p> <p>Track participation in clubs and visits - pupil voice to see what pupils would like to take part in (RH/KJ)</p> <p>Primary Inclusion strategy completed and on school website (RH/KJ)</p> <p>Termly CPD for staff focusing upon SEN (RH)</p>	<p>Term 3 and 4</p> <p>Review of pupil profiles (RH)</p> <p>Intervention maps in place for all SEN pupils using new tracker - termly LW to QA provision in place</p> <p>Termly TA meeting with SENDCo to review provision (RH/KJ)</p> <p>Track participation in clubs and visits - target children now yet participated (RH/KJ)</p> <p>Termly CPD for staff focusing upon SEN (RH)</p>	<p>Term 5 and 6</p> <p>Review of Pupil Profiles (RH)</p> <p>Intervention maps in place for all SEN pupils using new tracker - termly LW to QA provision in place</p> <p>Pupil Survey</p> <p>Parent Survey</p> <p>Staff Survey</p> <p>Termly TA meeting with SENDCo to review provision (RH/KJ)</p> <p>Track participation in clubs and visits - ensure all children have participated in a trip and club (RH/KJ)</p> <p>Termly CPD for staff focusing upon SEN (RH)</p>
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