



TRANSFORMATION PLAN

'Equal Value, Outstanding Progress'

2014 – 2017
Year 1: 2014/2015



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PRINCIPAL'S INTRODUCTION

We have completed another very busy and productive year at Catmose. We continually strive to offer a service that responds to the needs of each and every student both in and out of the classroom. In developing our provision this year we have seen a number of significant developments and achievements that are worth mentioning.

The College has offered the Duke of Edinburgh (DoE) award scheme for a number of years, however this year has seen us achieve licensed centre status under the leadership of our Chair of Governors, Andrew Holt and DoE lead, Simon Mellors. We are now able to lead on offering the Bronze and Silver award to Catmose students; with nearly half of Year 9 enrolled alongside a Year 10 silver award group, this has already been a huge success.



http://www.catmosecollege.com/dofe_award



In February this year we achieved another first, performing Phantom Love on the stage at a public theatre, the Curve in Leicester. Written by local playwright Tracey Dene Powell, the dramatic musical was brought to life by Director of Music, Matt Sammy and Director of Drama, Leanne Mitchell, together with our talented students.

<http://www.catmosecollege.com/news/phantom-love-3#>

The performing arts team have since performed at local venues and of course we also celebrated Beauty and the Beast, a KS3 production and in the summer term, Charlie and the Chocolate Factory. The year culminated with the performing arts team performing a variety of acts on tour in Spain.

<http://www.catmosecollege.com/extra-curricular-drama>

In March we celebrated World Book Day in style with staff and students being invited to dress as their favourite fictional character.

<http://www.catmosecollege.com/news/world-book-day>

Trips and visits are central to life at Catmose and we encourage every student to take part in at least one every year in order that their education is broadened beyond the confines of the College. The list of experiences continues to grow and once again we have published a guide to parents to inform their choices. This year we have seen trips to





Paris, Berlin, Benalmadena, Kingswood, Black Country Museum and the WW1 Battlefields. This extensive programme is led by Jude Macdonald but couldn't happen without the support of so many staff who give their time to organise and lead them.

<http://www.catmosecollege.com/tripplanner>

Sport is a considerable strength of the College, with us regularly competing and winning in the local region. This year's many successes culminated in the College once again winning the Rutland and Melton varsity competition. This is a year-long competition involving the full range of traditional winter and summer sports; this is the second year in the last three that we have won this prestigious award. Oliver Teasel has ably led the sports team once again to this accomplishment.



For a number of years, Sue McGrath has led our successful teams in the Youth Speaks and the English Speaking Union public speaking competitions. This was our most successful year yet with both the junior and senior teams doing very well winning against the local grammar and independent schools. <http://www.catmosecollege.com/news/youth-speaks-teams-to-represent-college-at-finals>



Beth Smith leads our media team which has achieved national recognition this year by interviewing a number of international sports people and national politicians such as Michael Gove. They persuaded Mr Gove to not only pose for a 'selfie' with them but also were responsible for his rendition of a rap which featured on the front page of a number of national newspapers!

<http://www.catmosecollege.com/news/gove-raps-for-catmose-student>

The wider Catmose Federation continues to prosper; we were designated as a National Support School, which will offer opportunities to support other schools within the local area who are in challenging circumstances. John Harrison, Vice Principal, led a bid to be a Teaching School,



which was successful, we will now be leading on the Rutland Teaching Alliance which will bring high quality teacher training to the Rutland area.

We have also expanded our nursery provision by building a new pre-school on the Catmose Primary site. Catmose Primary also enjoyed excellent KS2 SAT outcomes and is now over-subscribed. Catmose Primary has also benefitted from significant expansion with an outside learning

environment and new outside-play facilities to complement the internal refurbishment that has seen every aspect of the Primary building improved. Natalie Ray, the Federation Manager, has done a tremendous job of leading our finance and site teams to carry out this work to an exceptionally high standard whilst providing very good value for money.

<http://www.catmoseprimary.com/nursery>

<http://www.catmoseprimary.com/>

Virginia Savage, Vice Principal, has led the bid for Harington School, which if successful will be an academic free school for students looking to study at the best universities. This has been a hugely significant piece of work that has the potential to transform the opportunities of not only Catmose students but those from the other colleges in Rutland and wider afield. This will be an important piece of work that the Harington Trust, which also involves UCC and Oakham School, will lead on to create a much needed local provision.

<http://www.haringtonschool.com/>



This year will see a continued emphasis on ensuring that our students enjoy high quality lessons, in particular that they are able to effectively act on the written feedback they receive to support their own development, that there are no impediments to them being able to do their best in every lesson, that homework effectively challenges them and that reading is something they regularly do in every subject area.

We will also see the Federation look to expand its primary provision, the extension of the College and, if the bid is successful, leading on making Harington School the sixth form of choice for Rutland and the local area.

SP Williams

Stuart Williams

CATMOSE ETHOS

The College exists to ensure that its students are successful. Students and staff at the College have equal value and the same entitlement to maximise their potential. We will ensure all students become independent learners, capable of making informed choices about the skills, knowledge, understanding and qualifications they need to meet their aspirations and those of a rapidly changing world.

We will do this by:

- Encouraging mutual respect by equally valuing staff and students.
- Setting high expectations for staff and students.
- Creating a personalised curriculum centred on student choice that encourages independent learning and personal responsibility.
- Ensuring that the environment in which we work is of the highest quality.
- Facilitating access to high quality resources that enhance learning.

Key Objectives

- To be in the upper quartile of student progression for all groups of students.
- To attract and retain the best staff, to develop a highly committed, cohesive staff group.
- To ensure students graduate with the education, self-confidence and maturity they need to enter the global modern world.
- To be the first choice for students and their parents, to attract at least 180 applications for each year group.
- To achieve an 'Outstanding' evaluation by Ofsted, overall and in each category.
- To ensure all members of our community have a strong pride in the College.
- To ensure the College has a strong positive public image and be seen as an exemplar of citizenship and civility.
- To offer a broad curriculum offering core academic subjects, including Languages, the Sciences and Humanities, complemented by a challenging range of enrichment and applied subjects.
- To be an exemplar of best practice in SEN provision; and have a fully inclusive philosophy.
- To be a beacon of education for the Rutland community, through leadership and partnership.

CATMOSE VALUES

Equal Value for all

We value every member of the College equally whether a member of staff, student, parent or visitor from the community. All should receive the highest quality of service and respect. We recognise that no two of us are the same, approaches should be personalised to reflect our individual strengths and needs - Equal Value does not mean we are treated the same.

We also expect of every student the same high expectations we have of ourselves as staff, namely hard work, smart dress, excellent behaviour, mutual respect and civility.

High Expectations

Students know the difference between right and wrong; it is the expected norm that we behave well. We expect students to dress smartly, be the model of civility, to have the highest aspirations for themselves and to be respectful.

The College should have the feel of a university: happy, calm and purposeful.

Client Centred Curriculum

The people best placed to choose what is best for them are well-informed students and parents or guardians. The College curriculum should allow students a considerable degree of flexibility in the courses they follow in order to maximise their aspirations. Students learn best when they are able to apply their learning to their own lives and we will endeavour to construct a curriculum that is relevant.

By ensuring that students are 'co-constructors' of their curriculum, it allows them to have ownership of it and are more likely to engage with it.

Well-informed clients are in the best position to decide what they need to study.

New Technologies

Students take technology for granted; they use it as naturally as we would a light switch. We need to ensure that our students can use new technology appropriately and in ways that maximise their productivity. Our ICT facilities should be robust enough to allow students access using their own portable devices and from home; learning anytime, anywhere.

Interactive, interesting and engaging lessons are the best way to ensure that our students behave well and are motivated by what they are studying.

Students should be able to access new technologies at all times without restriction.

The Arts

We believe that being creative should drive the way we approach our curriculum, its delivery and the wider offering we make to College members and the wider community. We believe that taking a creative approach will help improve the progress that our students make. Our arts specialism is not just about the curriculum area; it is how we approach everything we do.

Creative thinkers are successful people.

ATTAINMENT AND TARGETS SUMMARY

Key Stage 4 (KS4)	2014	2013	2012	2011	2010
5 A*-C	80%	91%	89%	86%	86%
5 A*-C including English and Maths	69%	69%	59%	64%	63%
EBAC	29%	22%	12%	11%	-
Progression English	86%	78%	63%	86%	76%
Progression Maths	70%	81%	61%	75%	66%
At least 3 A/A* grades	35%	36%	46%	45%	29%
Percentage of A/A* grades	27%	22%	27%	25%	21%
Value Added (KS2-KS4)	XX	1008	1007	1014	999
2 academic Science Passes (A*-C)	61%	55%	69%	63%	61%
A Language (A*-C)	31%	28%	23%	18%	36%
Attendance	97%	96%	96%	95.2	96%
Admissions to Y7	180	185	180	180	180

Achievement Summary

The 5 A*-C including English and Maths has remained at a high level at 69%, this is in a year of significant changes to the GCSE courses which included a move to linear exams, the end of early entry and in English the removal of speaking and listening. A number of these changes were introduced mid-year and therefore didn't allow the College to plan for them; it is a testament to the staff and students that they responded so positively to secure such strong outcomes.

The move to a more academic curriculum has penalised students who would traditionally have performed higher through the BTEC and OCT courses than GCSE, but nevertheless the pass rate has remained strong.

The progress of students from KS2 is also encouraging and above national expectations with 86% of students making 3 levels of progress in English and 71% in Maths. The decline in Maths is the likely result of the removal of early entry in October, mid-year, that will have penalised some students who find Maths more challenging. Early entry would have allowed targeted intervention and support to be put in place; in 2013 this contributed to our best ever Maths outcomes.

Attendance has improved once again to 96.8% which is our highest ever.

The College was significantly over-subscribed this year, however, there were fewer appeals and none that were successful. This is a crucial figure to our success and demonstrates the confidence our local community has in the provision we offer.

In recent years we have sustained considerable improvement whilst managing significant turbulence due to the admission of students outside of Year 7, for example there were 33 students in Year 11 who joined us from another secondary school. These students inevitably perform less well than those students who have worked with us since Year 7. This is the last year that this will be a significant factor. In the new academic Year 11 there are almost no late starters.

EVALUATION: ACHIEVEMENT

Summary Judgement: Good, Transformation Plan Aim: Outstanding



The College has seen five years of sustained improvement in student outcomes in respect of performance against national trends. Analysis of particular groups of students shows that gaps are identified and effective action taken in order to ensure that performance improves. This is demonstrated by the improvements seen in the A*-C pass rates of 15 subjects.

The performance of students has risen above national expectation by almost every performance measure and has now been sustained over a number of years. Locally we remain one of the highest performing schools.

The College programme of intervention provides effective support to all students whatever their need. Students and parents are fully involved in this process and recognise the value it has; this is not done to students but with them, very much in line with our ethos of working together. This year we have identified a number of 'gaps' in performance which will be a priority over the next 12 months, namely the performance of boys and those eligible for the pupil premium.

The analysis in this document is supported by a more detailed subject-by-subject 'gaps' analysis which supports this assertion. There were 156 students within our mainstream provision at the College and 2 students within our DSP who followed an alternative curriculum. There were an additional 3 students who had a statement of special educational needs.

The results show overall improvement but the introduction of linear courses, the changes being made to many applied courses, those already made to early entry and the Progress 8 (P8) and Attainment 8 (A8) performance measures will require the College to be more focussed on tracking, reporting and intervention when required if we are to sustain the student performance we have achieved this year.

Conclusions

Ofsted criteria for Outstanding

- Pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for other pupils nationally and in the school.
- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching¹ those of other pupils nationally and in the school.
- Pupils read widely and often across all subjects to a high standard.
- Pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in sixth form provision and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

The best fit for College achievement is Outstanding in that we match very well against the criteria for good and the majority of the Outstanding criteria. There are, however, areas of weakness in respect of the performance in some subject areas and of some groups of students; these will need to be the focus of support and intervention if the College is to be securely Outstanding. The analysis that follows this conclusion justifies these conclusions and further subject based analysis is available that underpins this work.

Areas of Strength

- English attainment and progress figures are high for all groups and overall.
- Attainment gaps between pupil premium students and the rest of the cohort have narrowed.
- A significant number of subject areas have improved performance in a year of significant volatility; this momentum needs to be maintained.
- The progress of students in ICT, English and Literature, Music, BTEC Science, The Arts, History, Philosophy and Ethics and Sport are all high compared to expectations.

¹ Where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.

Areas for improvement

- The performance of boys – although it is high compared to boys' performance nationally, it is not yet higher than the national average of all students.
- The performance of students eligible for the pupil premium – although it is high compared to similar students nationally it is not yet higher than the average for all students nationally, particularly in Maths.
- The progress of students in Computer Science, Core and Additional Science, Food Technology, Graphics, Product Design, Geography, Business Studies, French, German and Spanish all need to be improved.

Progress Analysis

This section looks in greater depth at particular groups of students in order to check that we are ensuring all our students make outstanding progress. One has to be careful in the interpretation of this data as the numbers of students are often very small and therefore statistically not significant. By focussing on this area it will lead to further improvement given that the majority of our students do so well.

Proportions of students making expected progress

Maths - GOOD

In Maths, overall progress is in line with national expectations (2013 data). A small number of students failed to make enough progress with prior performance at levels 4 and 5; this is likely to limit Maths achievement to Good overall.

Mathematics		Key Stage 4 Grade										Expected Progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	+A	Students Achieving Expected Progress	Catmose % Achieving Expected Progress	Mathematics Expected	students Achieving More Than Expected Progress	Catmose % Achieving More Than Expected Progress	Mathematics Exceeds
KS2 Mathematics Test Level	no_prior	0	1	1	1	1	0	3	3	1	0	4	80%	54%	1	20%	29%
	W	0	0	0	0	0	0	0	0	0	0	0		2%	0		2%
	one	0	0	0	0	0	0	0	0	0	0	0		15%	0		7%
	two	0	0	0	0	0	0	0	0	0	0	0		18%	0		9%
	three	0	0	3	1	1	5	2	2	0	0	9	64%	44%	4	29%	23%
	four	0	0	1	1	3	14	30	10	5	2	47	71%	77%	17	26%	26%
five		0	0	0	0	0	1	18	19	22	4	45	70%	81%	26	41%	50%
summary												105	71%	70%	48	32%	32%
												Total Cohort		155			
Key																	
Represents pupils making more than expected progress																	
Represents pupils making expected progress																	
Represents pupils making less than expected progress																	
Indicates those pupils whose progress could not be determined and who																	

English – OUTSTANDING

Performance is high in English compared to the national level at each of the starting points and overall by a significant proportion.

English		Key Stage 4 Grade										Expected Progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	+A	Students Achieving Expected Progress	Catmose % Achieving Expected Progress	English Expected	students Achieving More Than Expected Progress	Catmose % Achieving More Than Expected Progress	English Exceeds
KS2 English Test Level	no_prior	0	0	0	0	2	1	1	1	3	0	4	100%	46%	3	75%	20%
	W	0	0	0	0	0	0	0	0	0	0	0		3%	0		3%
	one	0	0	0	0	0	0	0	0	0	0	0		37%	0		22%
	two	0	0	0	0	0	0	0	0	0	0	0		48%	0		21%
	three	0	0	0	1	4	7	4	0	0	0	11	69%	55%	4	25%	21%
	four	0	0	0	0	5	9	29	23	18	3	72	84%	71%	44	51%	27%
five		0	0	0	0	0	0	0	7	23	11	41	100%	79%	34	83%	43%
summary												128	87%	69%	85	58%	30%

Key

Represents pupils making more than expected progress
Represents pupils making expected progress
Represents pupils making less than expected progress
Indicates those pupils whose progress could not be determined and who

Total Cohort 151

Pupil Premium

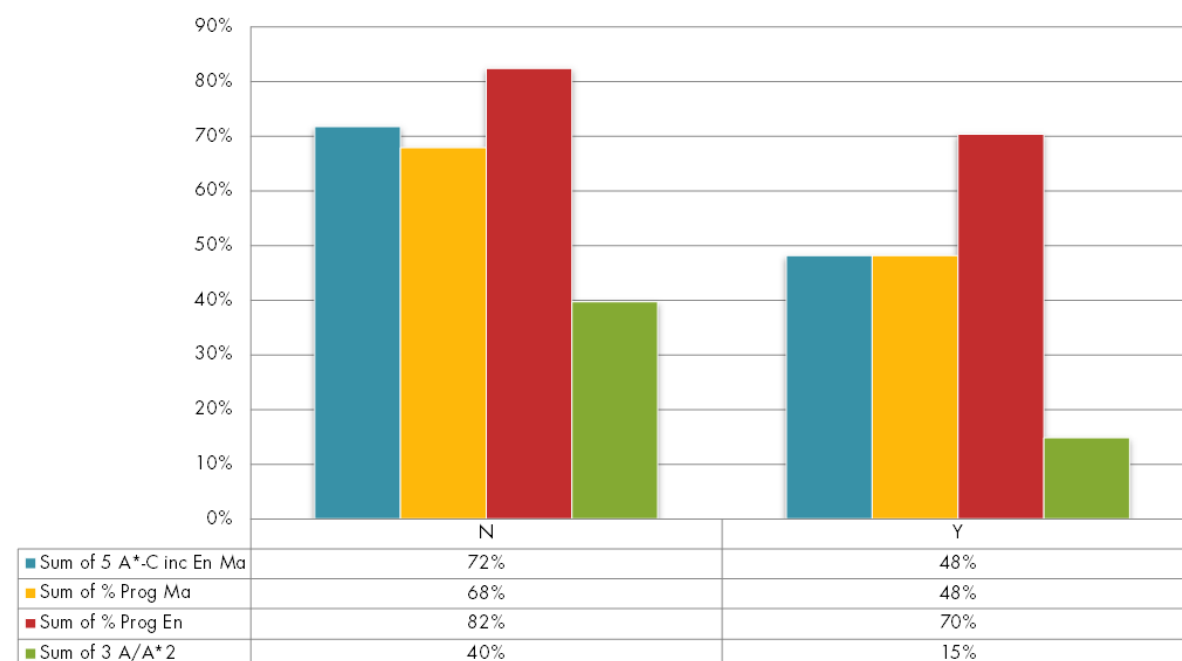
Nationally 26% fewer pupil premium students achieve 5 A*-C inc En and Ma, it is predicted that this year, as a result of the changes to applied courses (the Wolf review) and early entry rules (introduced mid-year), that this gap is likely to widen to approximately 29%.

http://www.fft.org.uk/News/FFTBlog/February-2014/How-many-pupils-will-achieve-5-or-more-A-C-grades.aspx#.U_m9cPmwlUo

The gap between College students is 24% lower than the national 2013 gap and therefore very likely to be lower than the 2014 one. The College gap between pupil premium students and others is lower than the national one. The gap between College students is also closing, last year it was 26% and this year it was 24%.

The performance of pupil premium students improved from 40% to 48% this year, compared with a national average performance of 58%, this suggests that the gap is closing year on year.

Their performance needs to continue as a focus as the progress they are making remains slower than their peers. In English this gap closed and in Maths it widened.



Pupil Premium

English Pupil Premium performance

High compared to the national and from each starting points. This should be treated with caution as the small sample size makes analysis statistically unreliable. Individual case studies are required to look in more detail at the performance of students.

English		Key Stage 4 Grade										Expected Progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	+A	Students Achieving Expected Progress	Catmose % Achieving Expected Progress	English Expected	students Achieving More Than Expected Progress	Catmose % Achieving More Than Expected Progress	English Exceeds
KS2 English Test Level	no_prior	0	0	0	0	1	0	0	0	1	0	1	100%	46%	1	100%	20%
	W	0	0	0	0	0	0	0	0	0	0	0		3%	0		3%
	one	0	0	0	0	0	0	0	0	0	0	0		37%	0		22%
	two	0	0	0	0	0	0	0	0	0	0	0		48%	0		21%
	three	0	0	0	0	1	2	1	0	0	0	3	75%	55%	1	25%	21%
	four	0	0	0	0	1	3	6	5	0	0	11	73%	71%	5	33%	27%
	five	0	0	0	0	0	0	0	1	2	1	4	100%	79%	3	75%	43%
summary												19	79%	69%	10	42%	30%
												Total Cohort		25			
Key																	
Represents pupils making more than expected progress																	
Represents pupils making expected progress																	
Represents pupils making less than expected progress																	
Indicates those pupils whose progress could not be determined and who																	

Maths Pupil Premium performance

Low compared to national at KS2 levels 4 and 5. This should be treated with caution as the small sample size makes analysis statistically unreliable. Individual case studies are required to look in more detail at the performance of students.

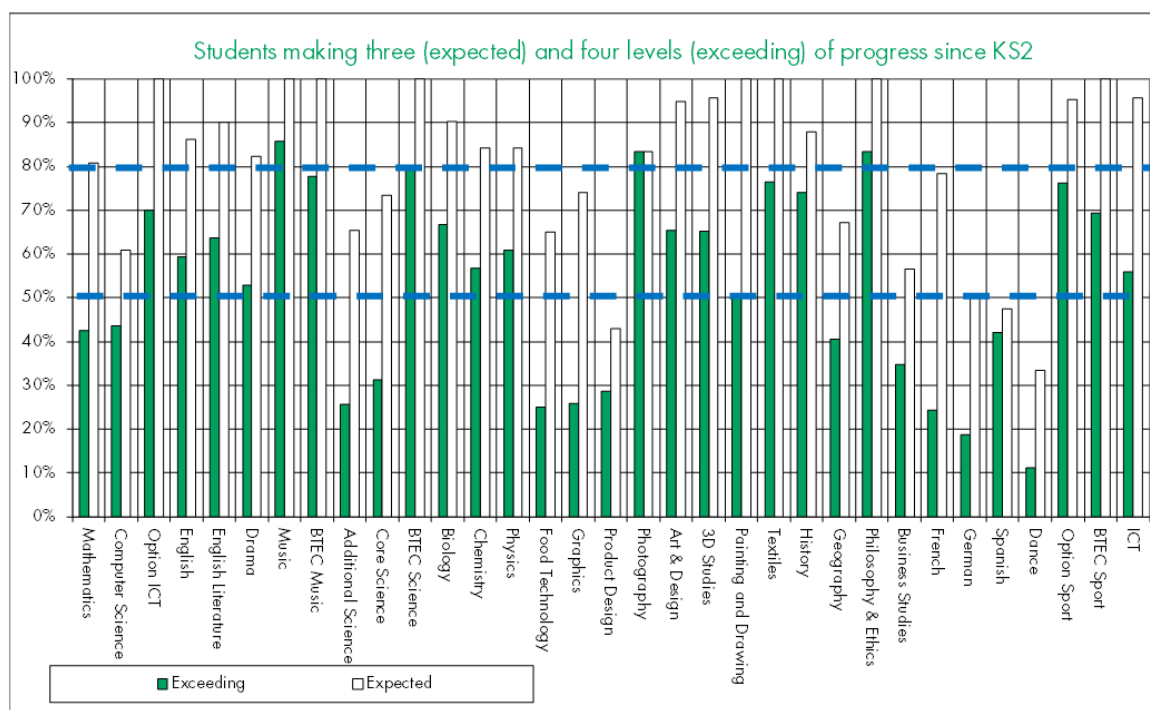
Mathematics		Key Stage 4 Grade										Expected Progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	+A	Students Achieving Expected Progress	Catmose % Achieving Expected Progress	Mathematics Expected	students Achieving More Than Expected Progress	Catmose % Achieving More Than Expected Progress	Mathematics Exceeds
KS2 Mathematics Test Level	no_prior	0	0	1	0	0	0	0	1	0	0	1	100%	54%	0	0%	29%
	W	0	0	0	0	0	0	0	0	0	0	0		2%	0		2%
	one	0	0	0	0	0	0	0	0	0	0	0		15%	0		7%
	two	0	0	0	0	0	0	0	0	0	0	0		18%	0		9%
	three	0	0	0	1	0	1	2	0	0	0	3	75%	44%	2	50%	23%
	four	0	0	1	0	0	4	5	0	0	1	6	55%	77%	1	9%	26%
	five	0	0	0	0	0	0	5	1	2	0	3	38%	81%	2	25%	50%
summary												13	54%	70%	5	21%	32%
												Total Cohort		25			
Key																	
Represents pupils making more than expected progress																	
Represents pupils making expected progress																	
Represents pupils making less than expected progress																	
Indicates those pupils whose progress could not be determined and who																	

Progress in all subjects from starting points at KS2

This chart shows that in the majority of subjects, 80% or more of students are making the expected progress and 50% or more are exceeding it.

There is particularly strong student progress being made in:

- ICT.
- English and Literature.
- Music.
- BTEC Science.
- The Arts subjects.
- History.
- Philosophy and Ethics.
- Sport.



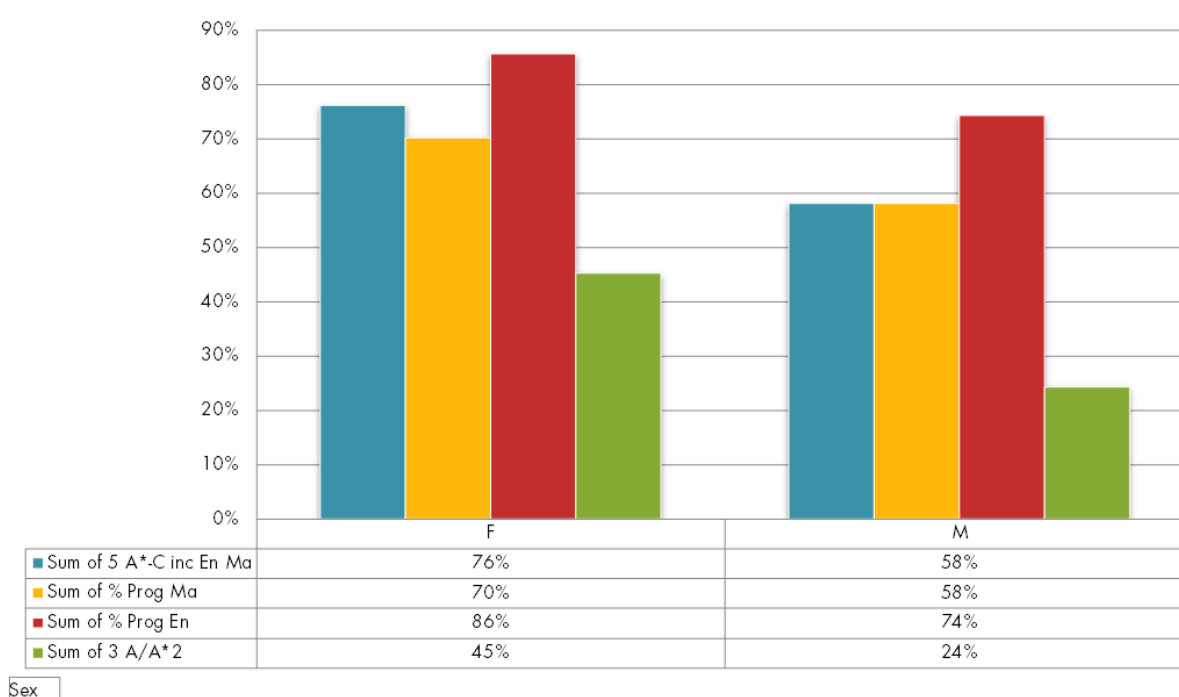
Subjects we need to focus support and intervention on are:

- Computer Science.
- Core and Additional Science.
- Food Technology.
- Graphics.
- Product Design.
- Geography.
- Business Studies.
- French, German and Spanish.

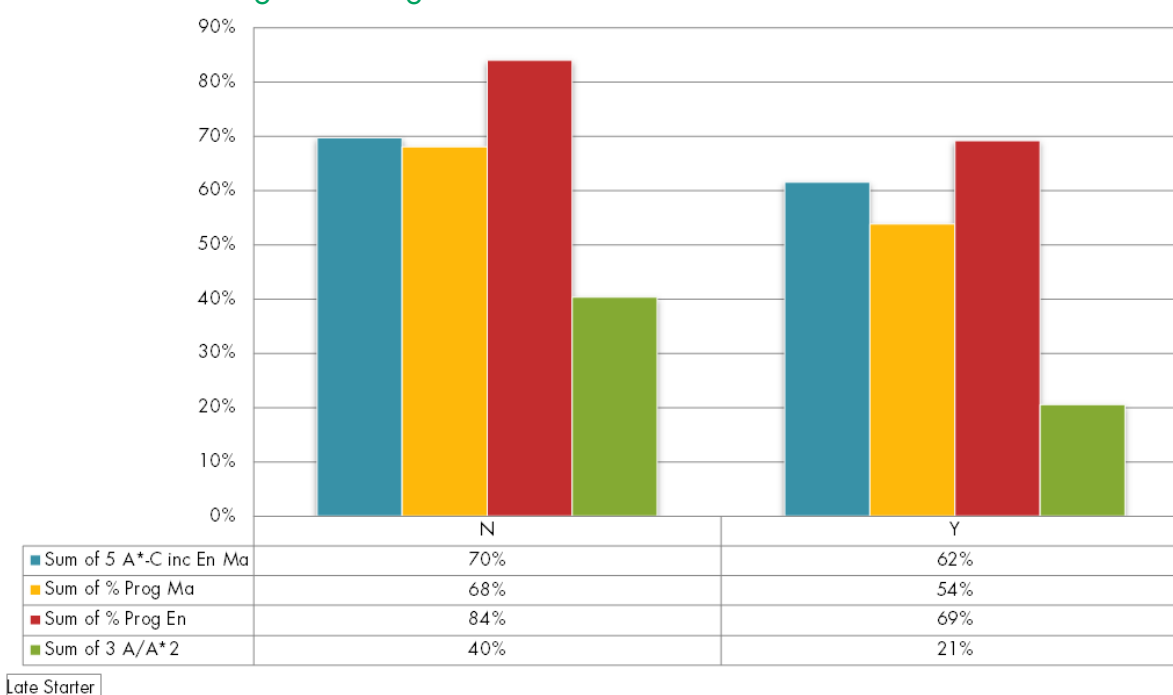
Gender

In comparing the expected three levels of progress with national progress rates (from 2013), nationally **63% of males in English** and **68% in Maths** make this progress. Nationally, **76% of females in English** and **72% in Maths** make this progress. The College performance in comparison is positive for English and slightly worse in Maths. Rates of progress have improved since last year for English but worsened for Maths. This is most likely as a result of the changes to early entry as the quality of teaching has improved in Maths this year in comparison with last. It does however indicate a need for the Maths team to consider how best to prepare students for purely linear examinations.

The performance at 5 A*-C inc En and Ma is similar in that females outperform males by 18%, this however reflects a national picture. Nationally (from 2013), males achieved **53.3%**, females **64.1%**. College attainment is high in comparison to national gender comparisons.



The Effect of Joining the College late



There were 33 students in Year 11 who joined the College late (Y); their performance was considerably lower than those who spent the entirety of their secondary education with us. The additional support we have given these students in the last 12 months has closed the gap compared to the previous 12 months; the gap was 23% in 2013, this year it has closed to 12%, which is a significant achievement.

We have a unique ethos and way of working that works so effectively because we educate the majority of students for five years. *We would advise caution to any parent who is thinking of moving their child during secondary schooling, as the impact on the progress they make is profound.* The additional resources required to ensure these students make progress also detracts from the support we are able to give to our existing students.

Nevertheless, this issue will be short-lived as the College will be oversubscribed in all year groups from September 2014, meaning very stable cohorts which will have a beneficial effect for all students and their outcomes.

Ethnic Minority



Ethnic Group

Key: Indian (AIND), Chinese (CHNE), any other mixed background (MOTH), White and Asian (MWAS), white and black Caribbean (MWBC), refused (REFU), white British (WBRI) and any other white background (WOTH).

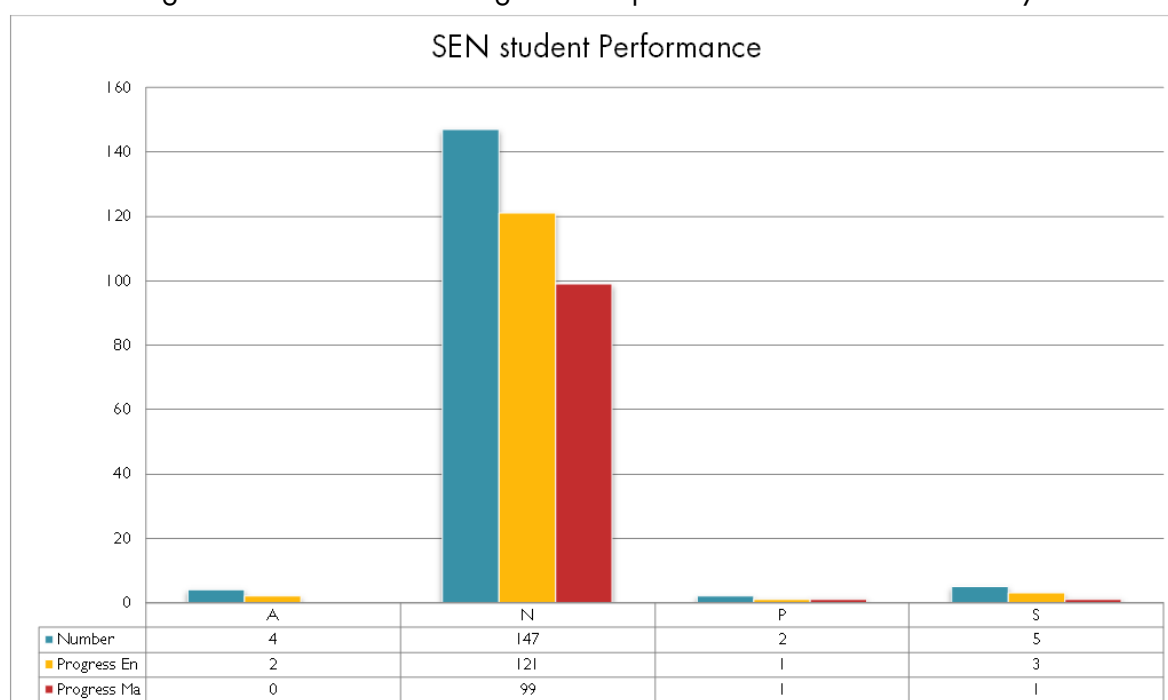
Students from different ethnic backgrounds tend to achieve very well at the College, there is little variation and many groups do better than the majority of WBRI. These groups of students are however very small and statistical conclusions should not be drawn from this information.

These are a group of students we continue to monitor on an individual basis to ensure they continue to make the progress we expect of them.

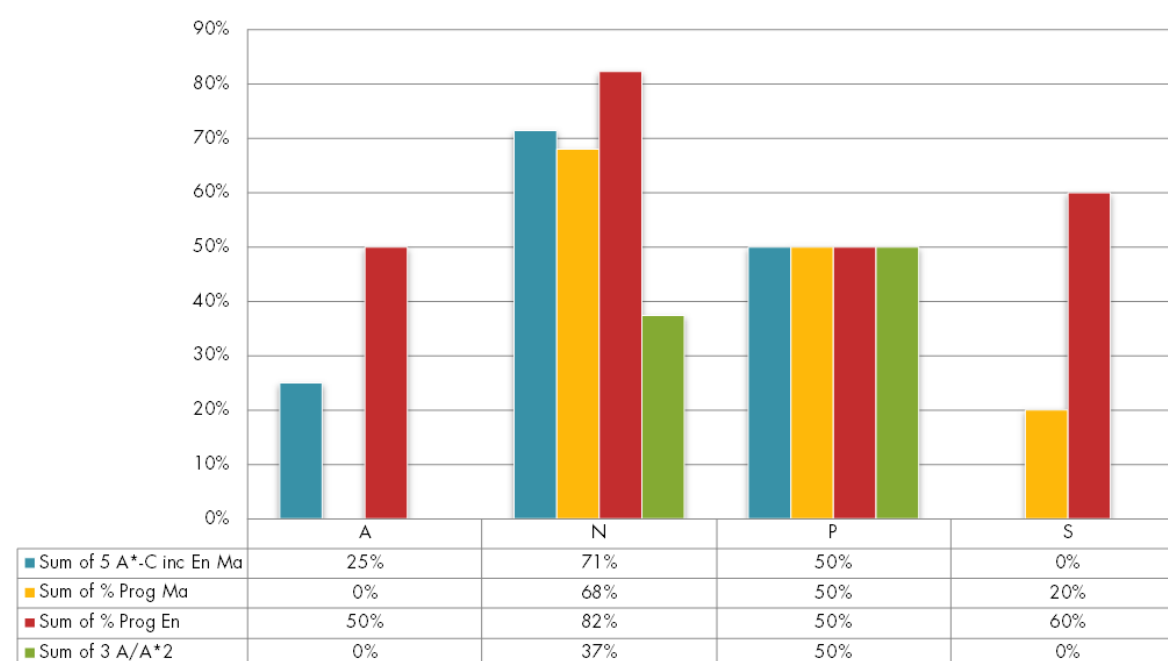


Special Educational Needs (SEN)

As this chart demonstrates, the number of students with SEN is statistically small and their needs are so individual (particularly in the case of DSP students), so care needs to be taken. Case studies give a better understanding of the impact of our work than this analysis.

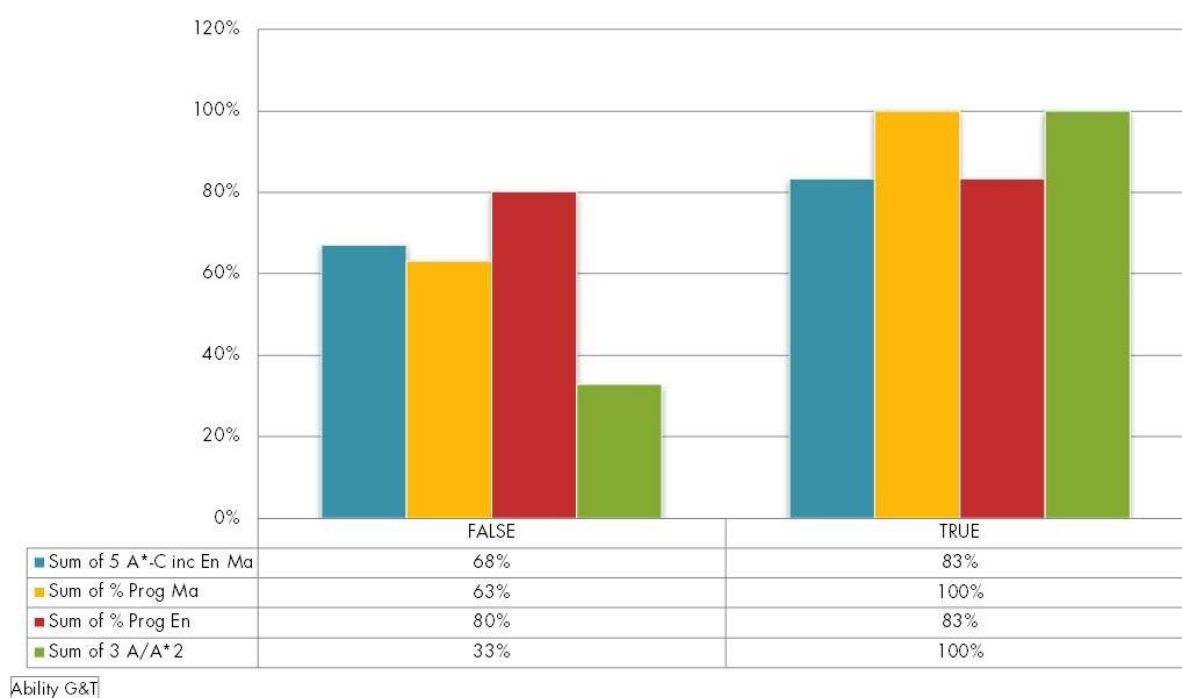


Students with SEN at the College continue to make good progress as individuals given their additional educational needs; caution as always should be used as the numbers are small.



SEN

Gifted and Talented



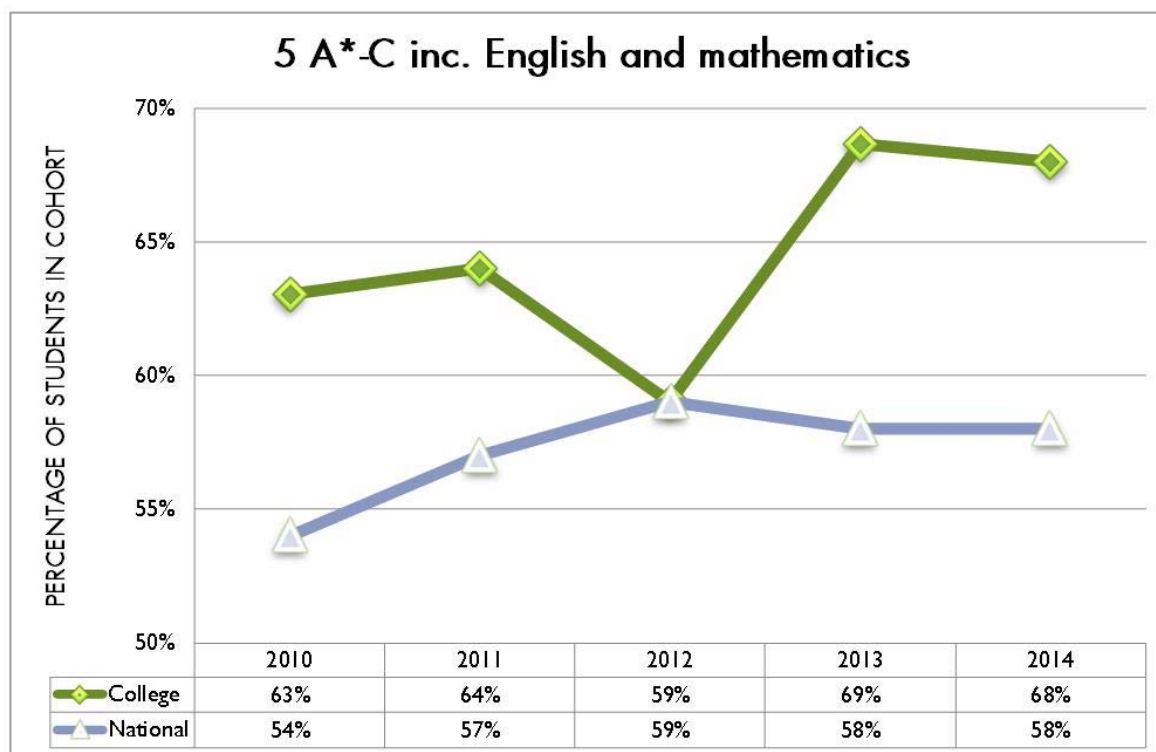
Those students identified as gifted and/or talented by the College continue to perform well, with not only higher baseline performance but also in respect of the progress they make whilst between KS2 and KS4.

There has been a considerable investment in this programme by the College with better tracking of these students by teams and our coordinator in order to raise student aspirations and outcomes.



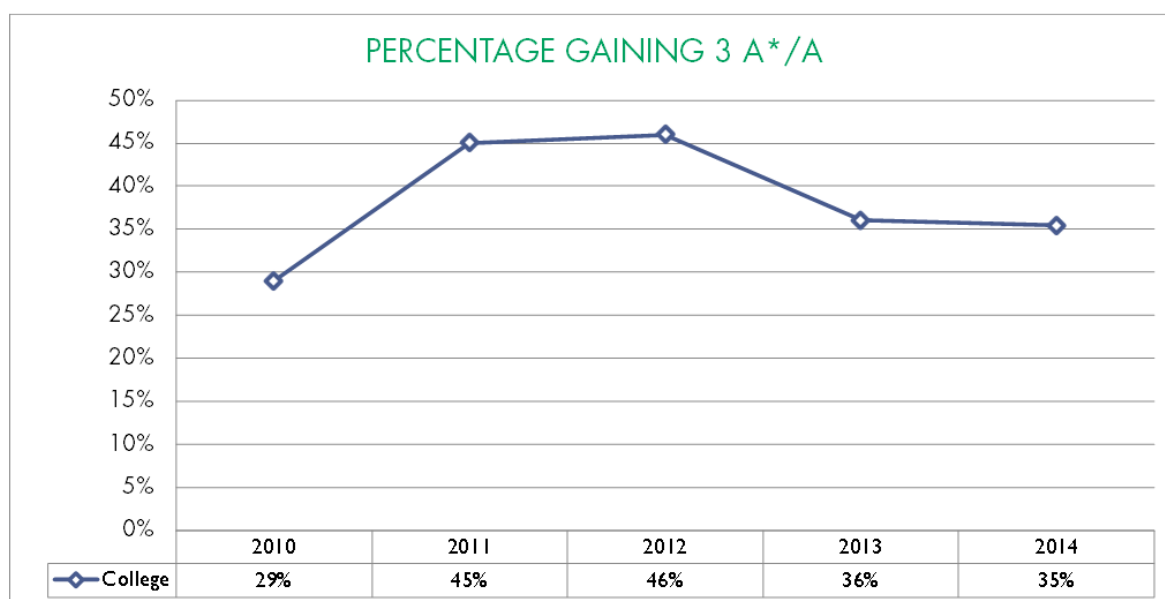
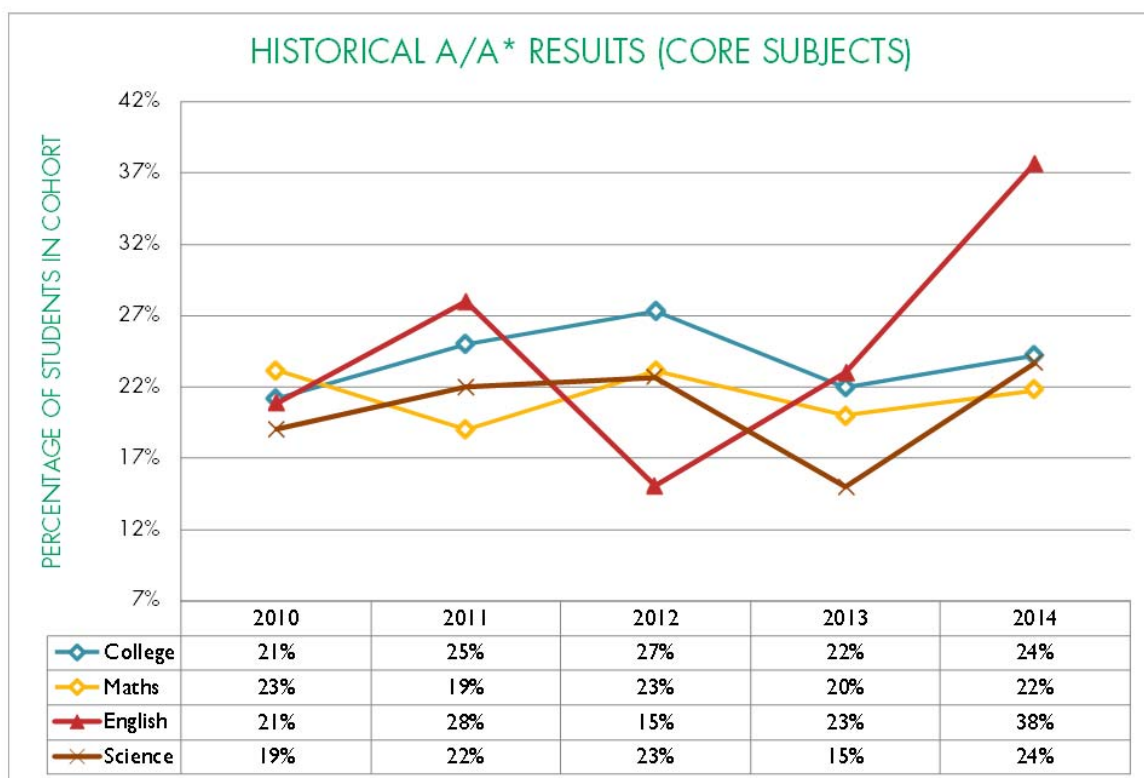
5 A*-C Performance

Students achieving 5 A*-C including English and Maths was the same as last year at 69%. Early indications imply that this will make the College a high performer vs the national picture. It is right that there is a move towards a greater emphasis on the progress students make, but this will require the College's focus to shift over the next two years in respect of our curriculum and intervention.



A/A* performance

This year has seen the College's performance stabilise after last year's decline, which given the removal of applied courses is an achievement. In addition we saw an overall improvement of the percentage of A/A* grades to 27%. This is reflected in the improvement in A/A* grades in each of the core academic subjects. We also saw an impressive 25 students achieve at least 7 A/A* grades.

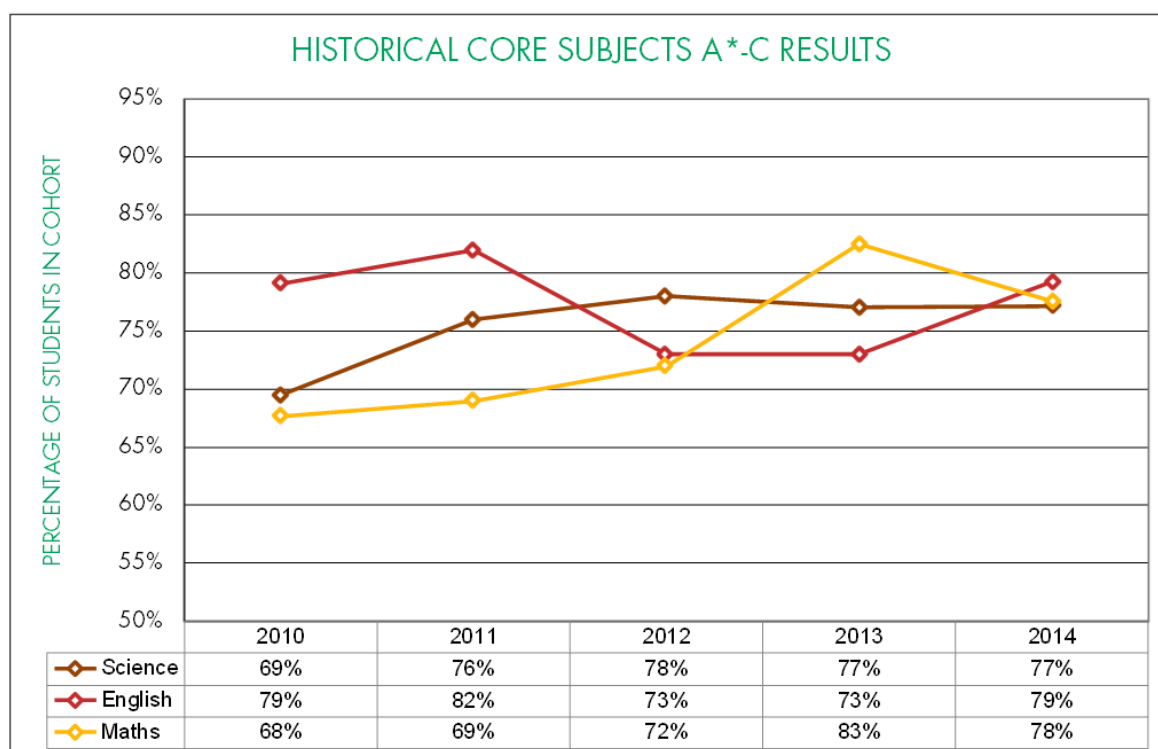


Core Subject Performance

Maths achievement saw a slight decline this year, we believe as a result of the removal of early entry as an option which had proved so successful in the previous year. The quality of teaching remained strong and student commitment high; the inability to effectively target intervention following early entry results impacted on final outcomes. IGCSE Maths, although the right course for many students, impacted on final College outcomes as a result of it being taken earlier than the GCSE they dual entered for; the irony being if the GCSE had been entered earlier College results would have been higher!

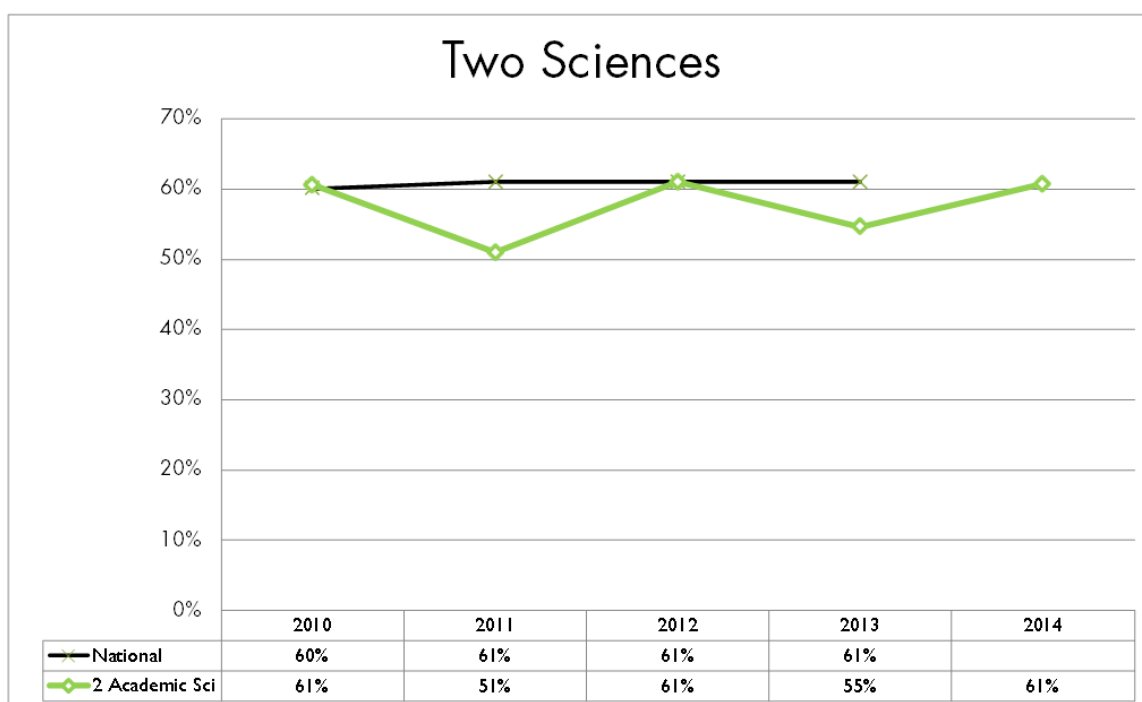


In English, performance at A*-C was a significant improvement on last year alongside a significant improvement in the percentage of students gaining the top grades of A/A*. This improvement has led to the percentage of students making at least three levels of progress since KS2 rising to 86% from 77% last year. These are Outstanding results for the English team.



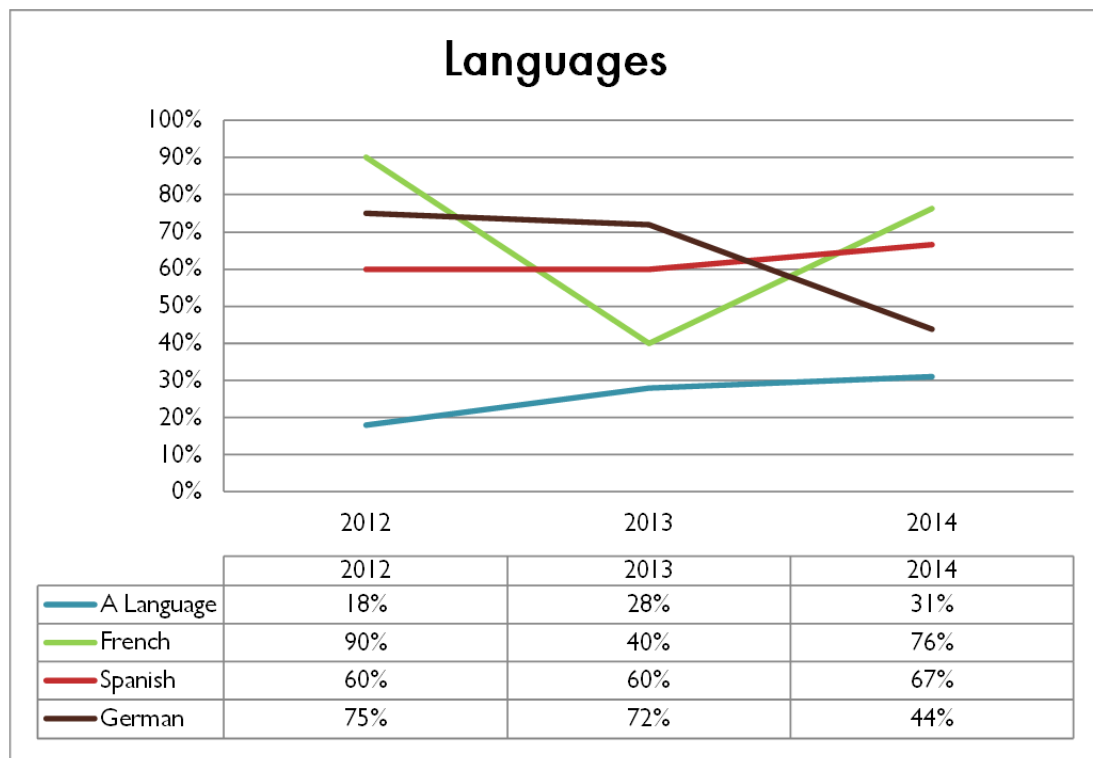
Science Achievement

The results this year for the academic Sciences have improved after the decline of last year. The staffing of the Science team is stable with an experienced team who have responded well to the challenges that the previous 12 months brought. We have also appointed an additional Science teacher to bring additional capacity for the Team Leader to target focussed intervention when it is needed. Science results at A/A* also improved. The removal of BTEC Science as an option which was necessary to respond to the new P8 and A8 will bring additional challenges, the Science team have however planned for this in order to ameliorate any potential negative effect.



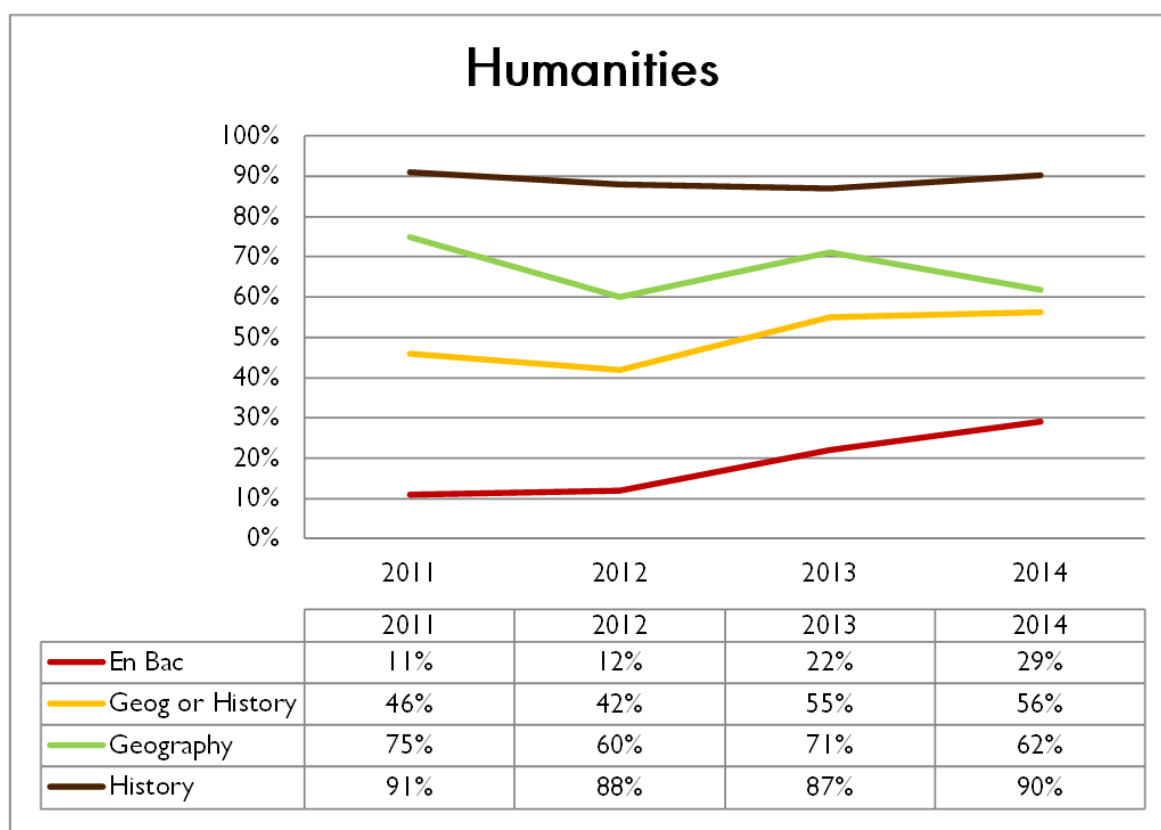
Languages

The growing importance being placed on the EBAC through P8 and A8 requires greater emphasis to be placed on Languages. There has been a subsequent increase in the number of students attempting a language this year. The percentage of students gaining at least one language has increased again this year, from 18% in 2012 to 31% this year. Spanish and French also have improved outcomes, whilst the German results are very disappointing. The challenge for the College is to maintain a high performance whilst increasing uptake. This will remain a key target for the Languages team.



History and Geography

In a similar way to Languages, History and Geography have, with the introduction of the EBAC, become a core subject for academic students looking to study at the best universities. The uptake for these subjects has always been good, attracting academic students looking to go onto A-level study. History has sustained last year's high performance and is one of our highest performing academic subjects. Geography results at A*-C are disappointing given the decline on last year, this is ameliorated by the improvement at A/A* which improved to 25% from 14% in 2013. The English Bac performance measure improved again this year to 29% up from 11% in 2011, we anticipate further improvements as curriculum changes at Year 9 work through to impact on outcomes.



Residual Performance: Subject Comparison

This analysis compares a student's performance in one subject with those others that they took; *it gives no insight to performance against national measures*. A score of +6 indicates the student performed one grade higher in the subject than in the other subjects they took; conversely for a negative residual.

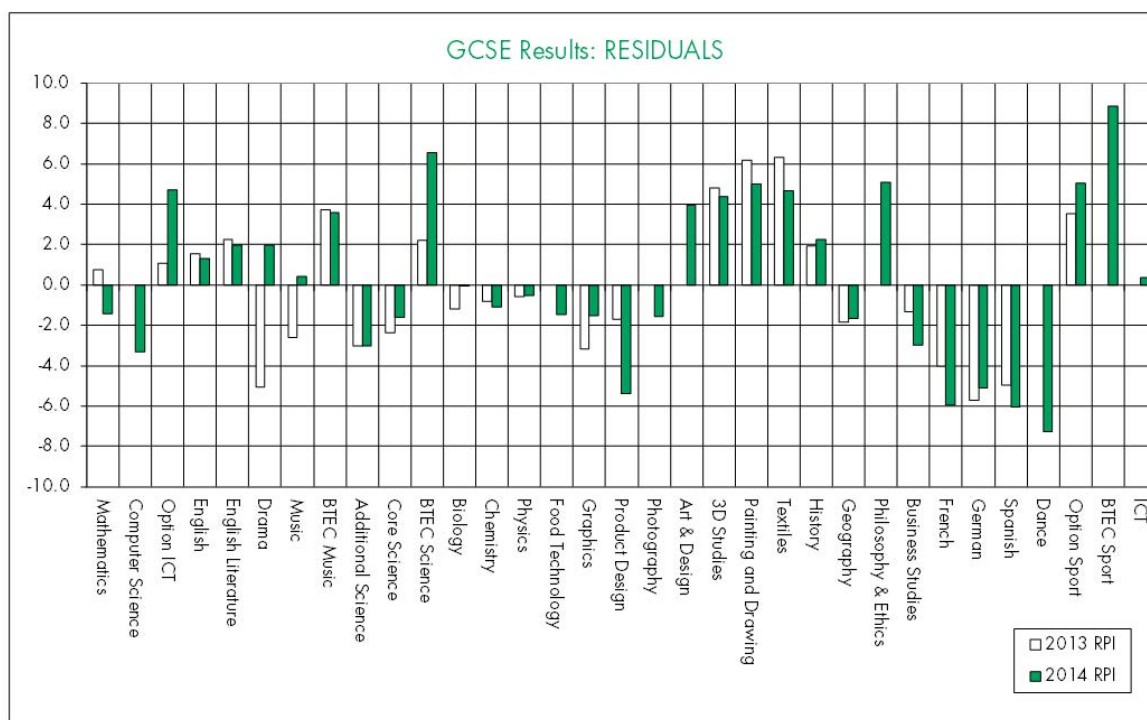
This analysis shows the comparative strength of BTEC vs GCSE subjects and underlines the challenges we face as the emphasis towards relatively pure academic courses continues.

Art GCSE subjects have also performed very strongly and continue to be a good choice for students who prefer practical subjects over those that are examination based.



Drama, following targeted support this year, has reversed last year's anomalous outcomes. Sport, Philosophy and Ethics and History continue to perform very well at GCSE.

Subjects of concern are Dance, Computer Science, the Languages and Product Design. Dance is no longer an option for students and the other subjects will be the focus of targeted support.



Comparison with Local Schools

The College has once again performed exceptionally well in comparison to other local schools and is one of the highest performing for the key benchmark of 5 A*-C including English and Maths.

	2014 % five A*-C grades including English and maths	2013 % five A*-C grades including English and maths
Beauchamp, Oadby	78	80
Catmose College	68	69
Lutterworth	67	61
UCC	67	63
De Lisle RC, Loughborough	65	n/s
John Ferneley, Melton	65	71
Ashby	64	67
Bosworth Academy	64	66
Groby	63	60
John Cleveland, Hinckley	62	60
Rawlins, Quorn	62	48
Longslade, Birstall	58	60
CBEC	58	67
Wreake Valley, Syston	58	59
Hind Leys, Shepshed	54	55
Long Field, Melton	53	n/s
Charnwood, Loughborough	52	50
King Edward VII, Coalville	45	48
William Bradford, Earl Shilton	36	46
Countesthorpe		57
Guthlaxton, Wigston		46
Robert Smyth, Market Harborough		57

Data supplied by <http://www.leicestermercury.co.uk/GCSE-day-11-results/story-22794019-detail/story.html>

CBEC: <http://rutlandcountycollege.com/archives/5256> (63% English and Maths, 5 A*-C inc English and Maths is likely to be lower but have made estimate the same).

UCC: <http://www.stamfordmercury.co.uk/news/education/education-news/gcse-results-rutland-1-6254544>

[illegible]

2014 GCSE RESULTS			
% 5 A* - C	73%	Progress En	CC
Inc En & Ma	67%	Progress Ma	NAI
% 3 A* / A	35%	VA	69%
EBACC	29%	LA	70%
		P8	-0.7
Two Sciences	61%	A8	5.5
APS [Uncapped]	377	K52 APS	28.7
APS [Capped]	339	K53 APS	37.6

2013 GCSE RESULTS		
% 5 A* - C	91%	
Progress En & Ma	69%	
% 3 A*/A	36%	
REBACC	22%	
Two Sciences	64%	
APPS [Unappaid]	497	
APPS [Carpaid]	365	
Progress En	77%	69%
Progress Ma	82%	70%
VA	1014	1000
LA/FSM	1019	963.4
CC	28.4	27.9
K32 APPS	372	

2012 GCSE RESULTS		Nat		CC	
% 5 A* - C	89%	Progress En		62%	
% Inc En & Ma	59%	Progress Ma		61%	
% 3 A*/A	46%	VA		1007	
EBACC	12%				
Two Sciences					
APS [Uncapped]	533.3	K52 APS		28.3	
APS [Capped]	366.7	K53 APS		38.0	

Targets
Based on progress from KS2

Relative Performance
6 points per grade difference

National Results

2012 Results

Coding on the previous year's Results

Attainment 8 and Progress 8 estimates

It is the intention of the current government to introduce new performance measures known as Attainment 8 (A8) and Progress 8 (P8). These measures will replace the 5 A*-C inc En and Ma and the current valued added measure centred on a 1000. In preparation for this we have analysed our results using the technical annexe provided by the DfE. The outcomes for P8 are NOT ACCURATE as it will depend on the performance of all students nationally. A8 should be a reasonable estimate but we are unaware what would be considered a good value until national data is published. This is a useful exercise as it allows a comparison between different groups of students as the relative differences should be accurate and allow us to start planning for their introduction.

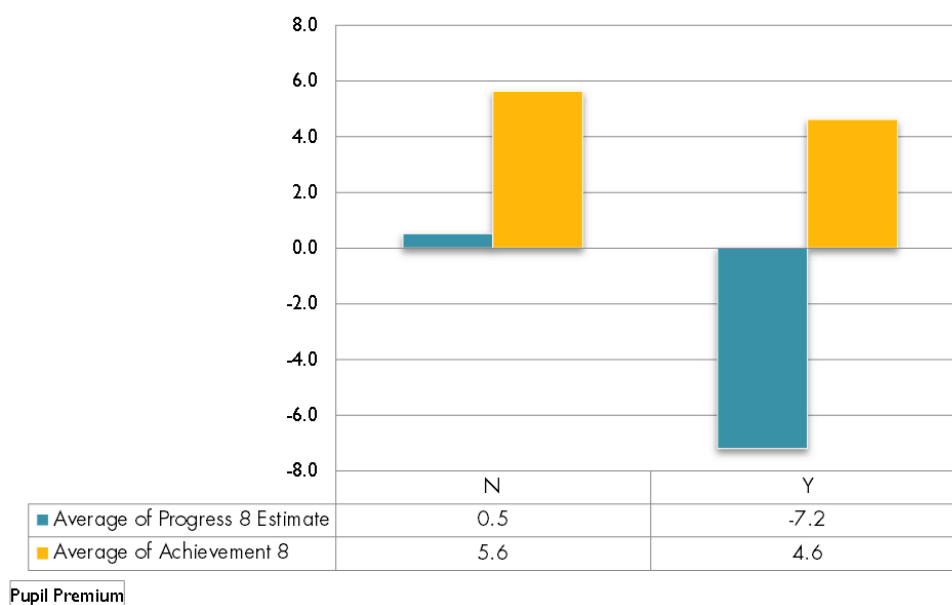
The technical guide and an explanation of this measure can be read here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/314294/Progress_8_measure_in_2016.pdf

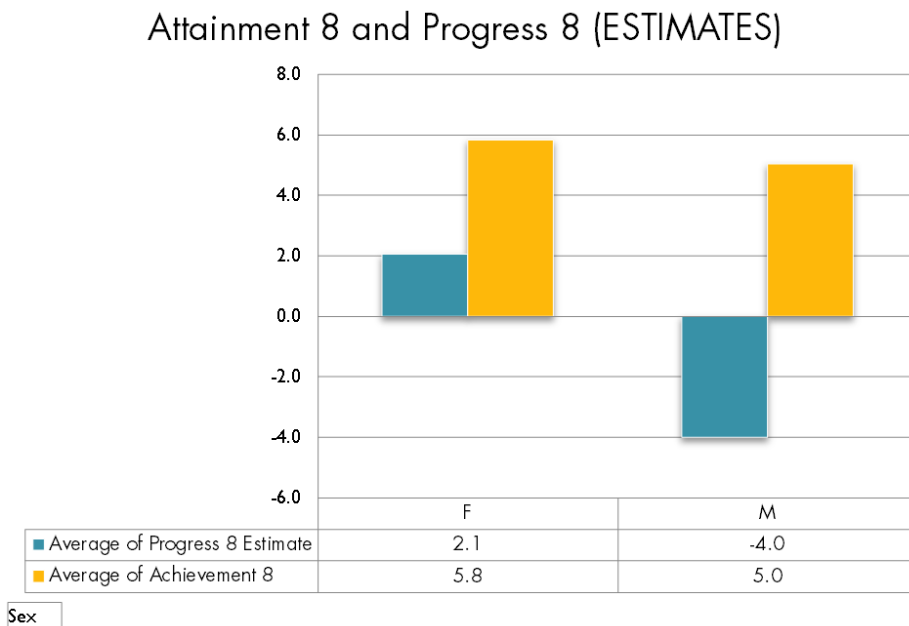
The overall P8 estimate here is likely to be higher in reality as this calculation is based on students following a curriculum not designed to respond to this measure. Students in Year 10 from September 2014 will be following a more academic curriculum, for example all will study a Humanities subject and academic Science courses which these measures are designed to encourage. In carrying out this analysis a C is worth 5 points, a B 6, etc.

In applying this calculation to pupil premium students we see a stark increase in the gap between them and other students.

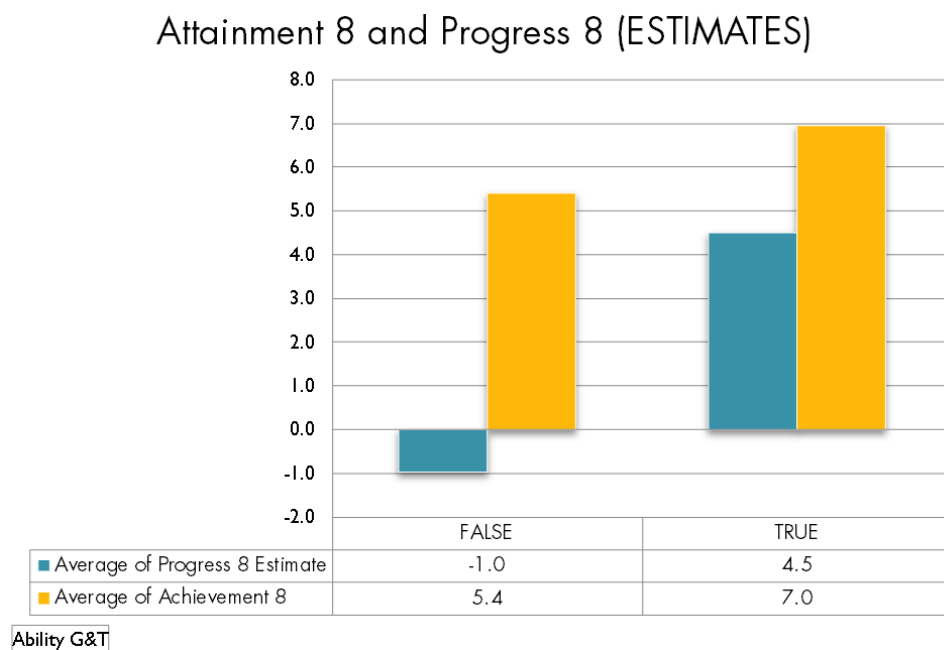
Attainment 8 and Progress 8 (ESTIMATES)



The gap between boys' and girls' performance is similarly large.



As might be anticipated, the more able students perform particularly well, many of whom already follow a curriculum suited to be measured by P8 and A8.



The P8 and A8 performance measure will be a significant challenge because of the strong emphasis it will place on the EBAC suite of subjects with limited room for vocational and enrichment subjects such as the arts; courses the College has traditionally performed very well in.

EVALUATION: QUALITY OF TEACHING

Summary Judgement: Good

Ofsted Criteria for Outstanding

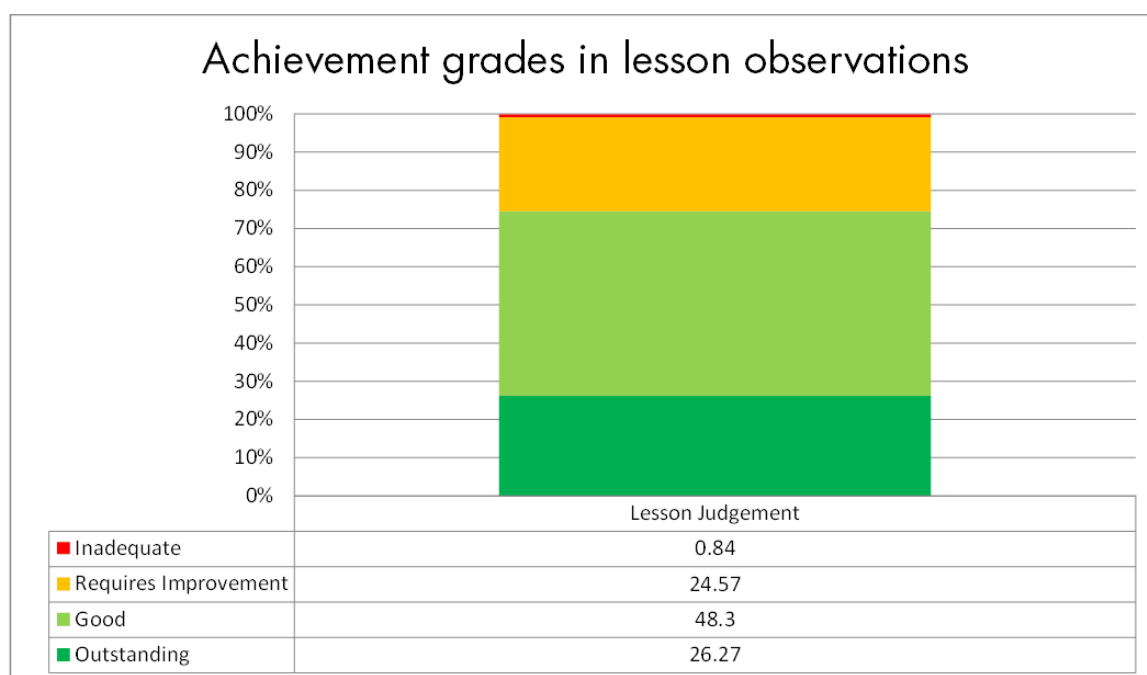
- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Evidence: Lesson Observations

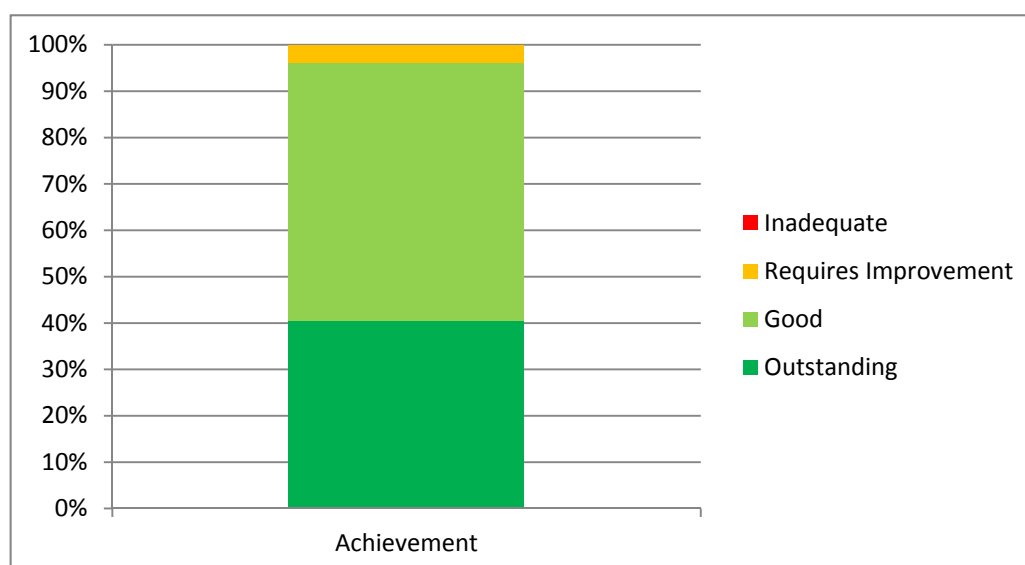
Overall the quality of teaching in the College is Good with Outstanding features and is continuing to show improvement.

Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.

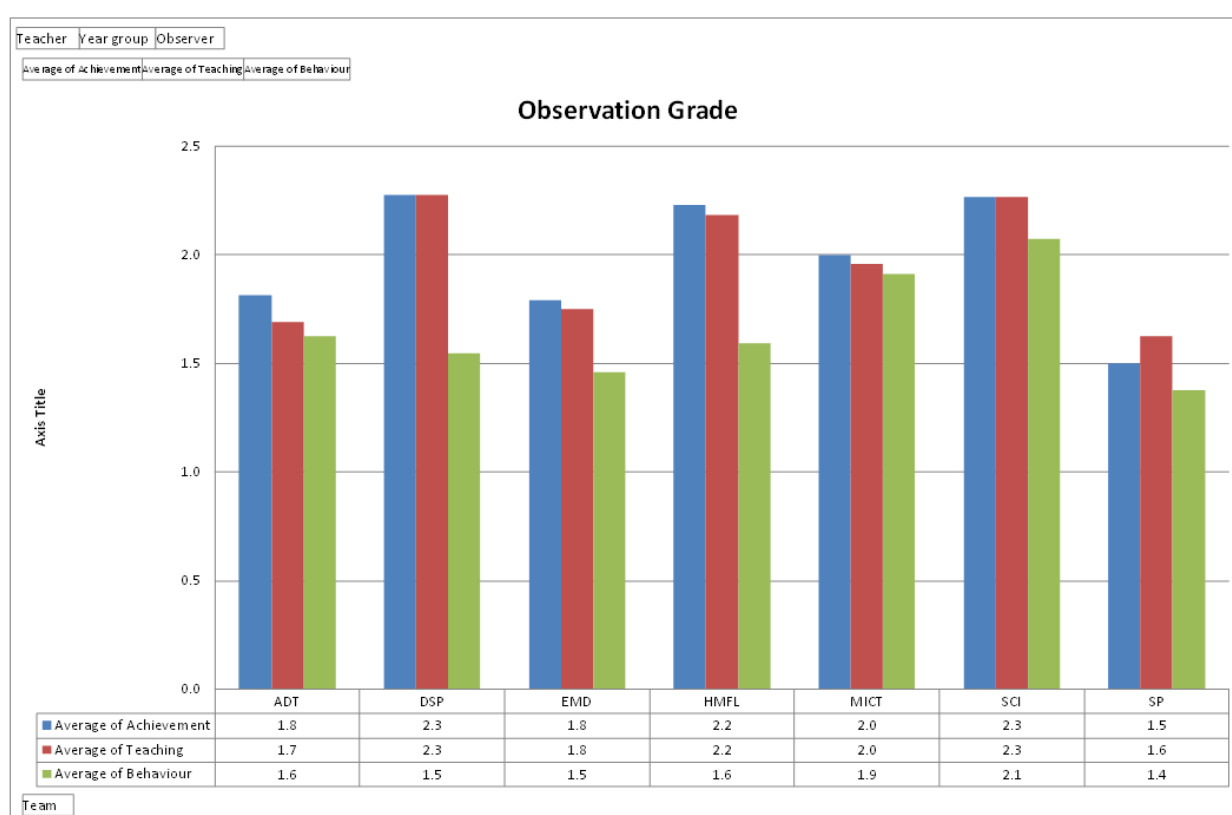
During the academic year, the College introduced the new Ofsted observation guidance, with the change of emphasis to progress over time. This has been supported by staff training but the transition did initially cause some issues resulting initially in a higher number of grade 3s being awarded than in the previous year and fewer grade 1s. However, the overall grade is still Good (average lesson grade 2) and evidence shows that staff who were graded a 3 or 4 and then received support improved in their subsequent observations (only four members of staff did not show an improvement to 2+ by the end of the year; support and guidance has been given).



The teaching grades within observations are in line with those awarded for achievement. The teaching is consistent across the Key Stages, both averaging a grade 2. If the best grade for each teacher was taken it indicates that here is a solid base to build upon in the Transformation Plan and that the College is very close to Outstanding in this category.



However, there are some inconsistencies across the teams which need to be addressed.



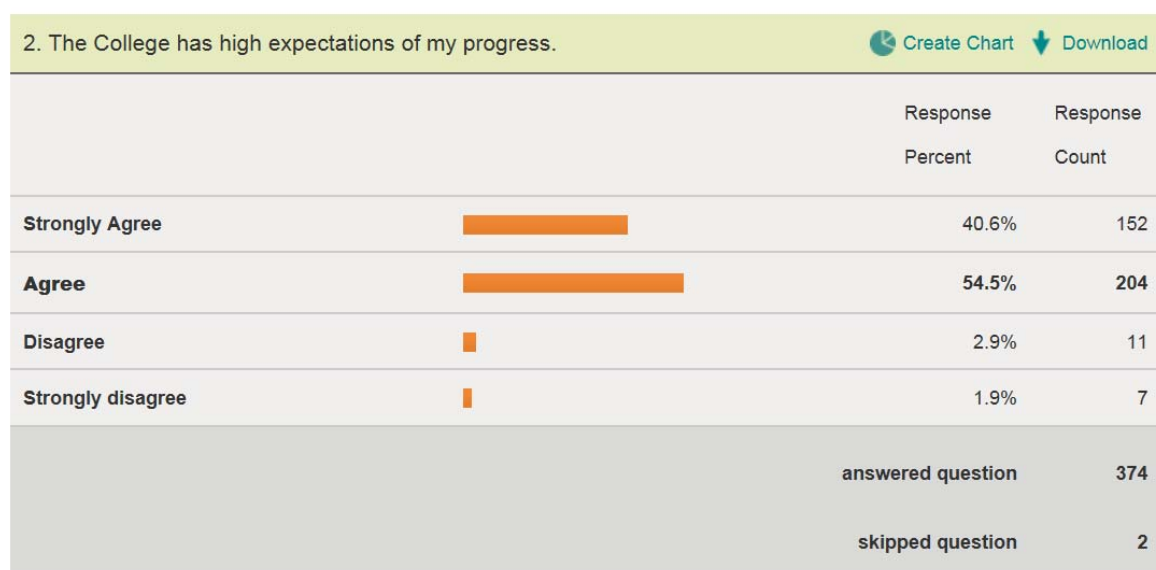
There is a strong correlation between grade 3 lesson observations and subject areas identified for improvement in Achievement.

Evidence: Stakeholder Views

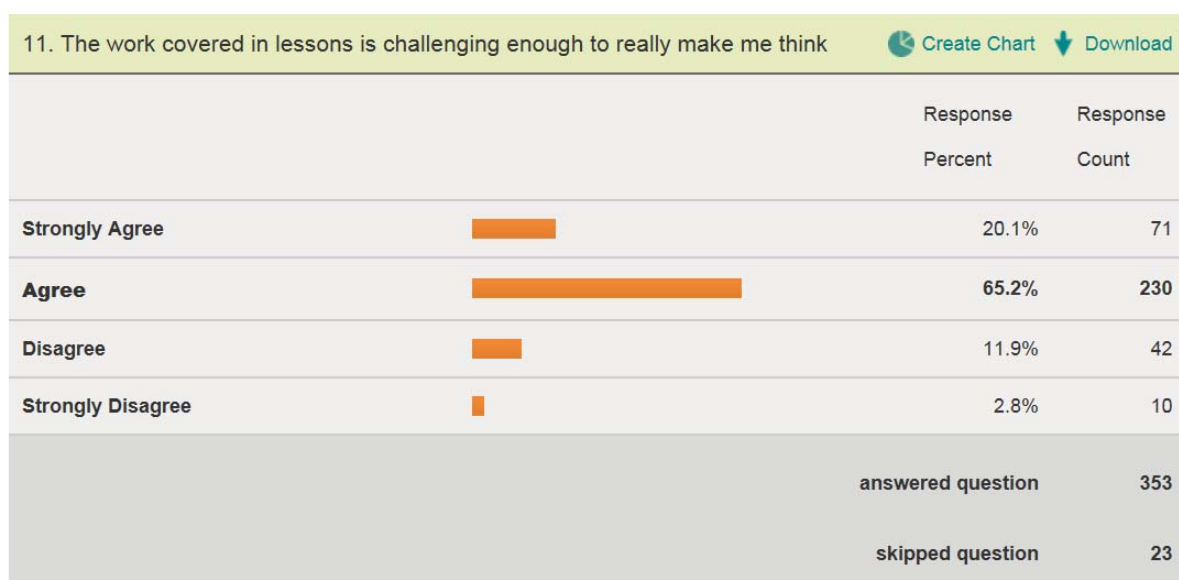
Student and Parental survey 2014

All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.

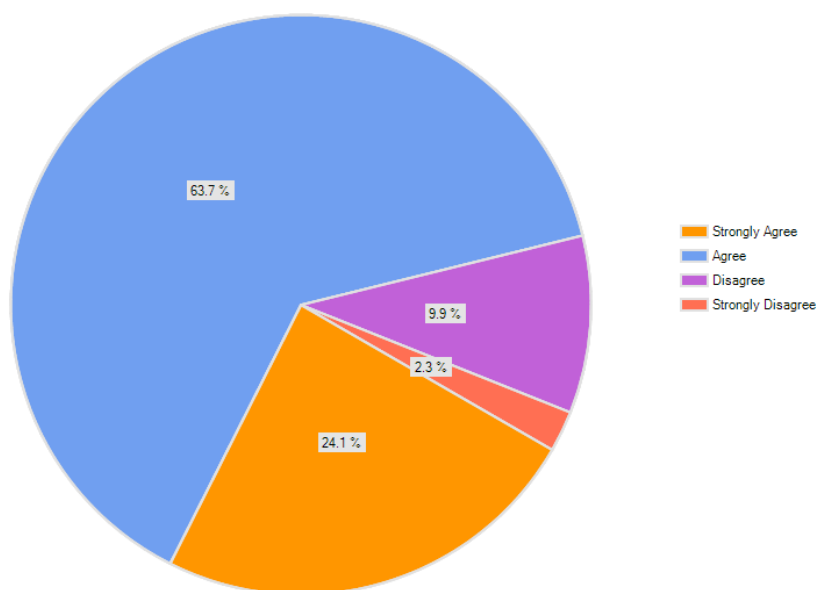
The student survey clearly indicates that students (95%) recognise that the College has high expectations regarding their achievement.



85.3% of students agree that the work set in the lessons is challenging them and developing their thinking and understanding, and 87% agree that the targets set for them by teachers challenge them but are also realistic.



I feel the targets set for me by teachers for improvement are challenging but achievable



The 2014 parental survey supports the view that expectations at the College are very high. In response to the question asking what the College is good at:

"Setting high expectations of teachers and students and monitoring and boosting progress."

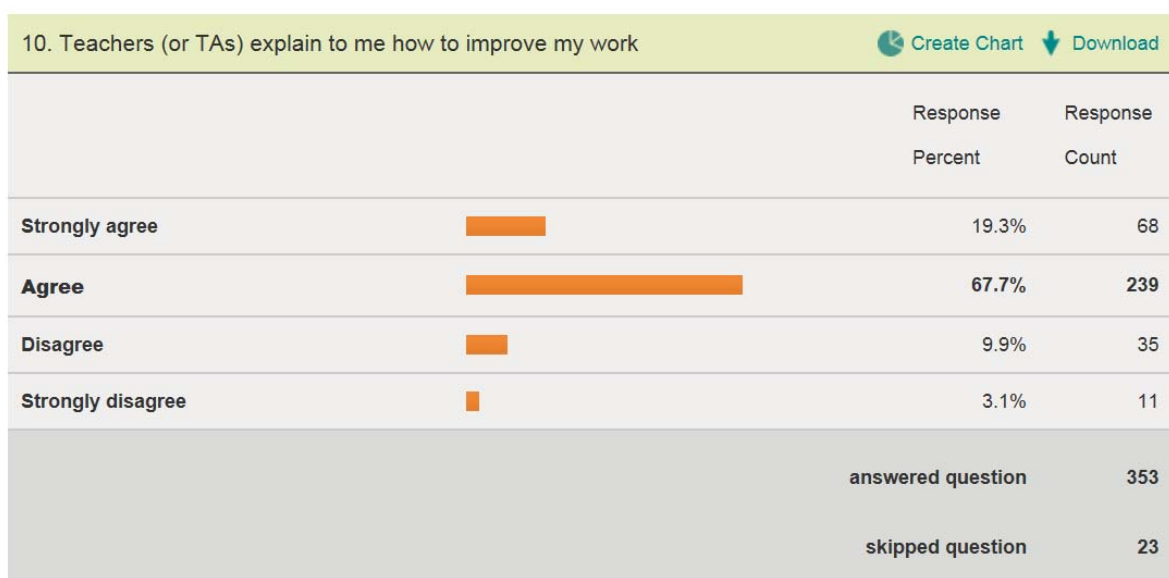
"Teaching my child to have a strong work ethic and respect for others."

Evidence: Focus Groups

Feedback

Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

Within lessons, feedback is targeted by the teachers and TAs to enable students to make progress, and teachers respond flexibly to the needs of the students. A wide variety of methods are used, but student feedback from focus groups (JMD KS3 Progress Over Time 17.6.14) indicates that oral feedback on an individual or small group level is particularly appreciated and effective, with student teacher time described as 'more useful than marking'.



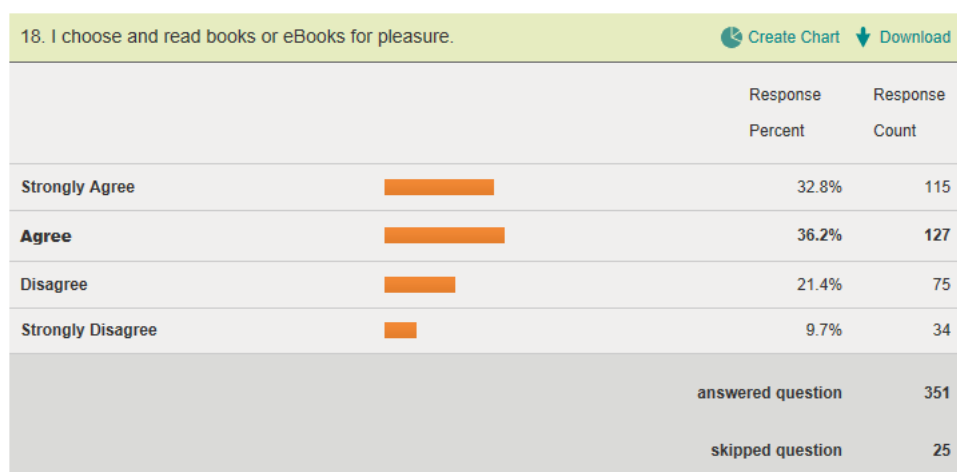
Literacy and Numeracy

The teaching of reading, writing, communication and **mathematics** is highly effective and cohesively planned and implemented across the curriculum.

All staff received training on how to embed literacy across the curriculum, and this was supported by sessions on Read, Write, Inc., Fresh Start and Dyslexia. The intervention team, liaising with subject teams and analysing data, identify students with literacy and numeracy issues and there is a programme of support in place which includes small group and 1:1 sessions with specialist tutors and TAs. The progress of these students is monitored and the groupings and methods reviewed.

There is clearly a culture of reading for pleasure amongst the majority of our students, as shown by the student survey.

The readers focus groups done in Years 7-10 also show that students are able to identify and use reading for information and how this is used across the curriculum (JMD Y10 Readers 17.6.14 and VS Y10 Readers 17.6.14).



Whilst literacy across the curriculum is well established, numeracy is a developing area. Intervention supports individuals but it is not consistently embedded across the curriculum.

Student Engagement

Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.

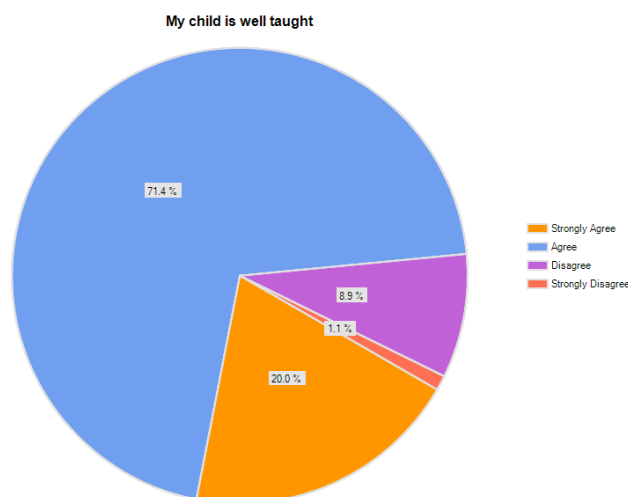
The evidence of focus groups and surveys show that students are engaged and that there is a positive work ethic across the College (SPW Focus Group Progress 17.6.14).

In response to the 2014 parental survey question 'What is the College good at?', the following responses were typical:

"Keeping the children focused on their schoolwork and enabling/encouraging their natural talents."

"Keeping the child interested in what they are learning."

"Creating a positive working environment in which students are supportive of each other and are encouraged to work as a team as well as to do their best as individuals."

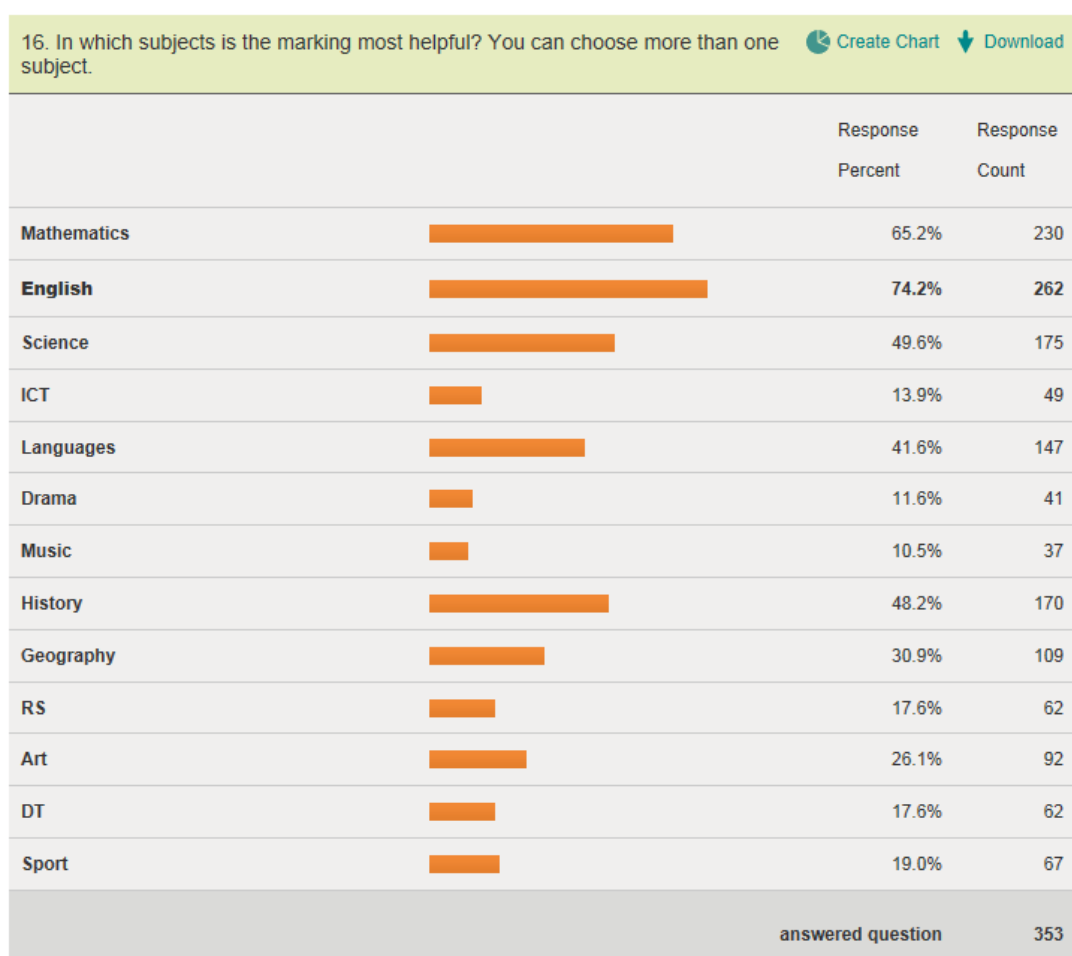


92.2% of parents responded that their child was making good progress.

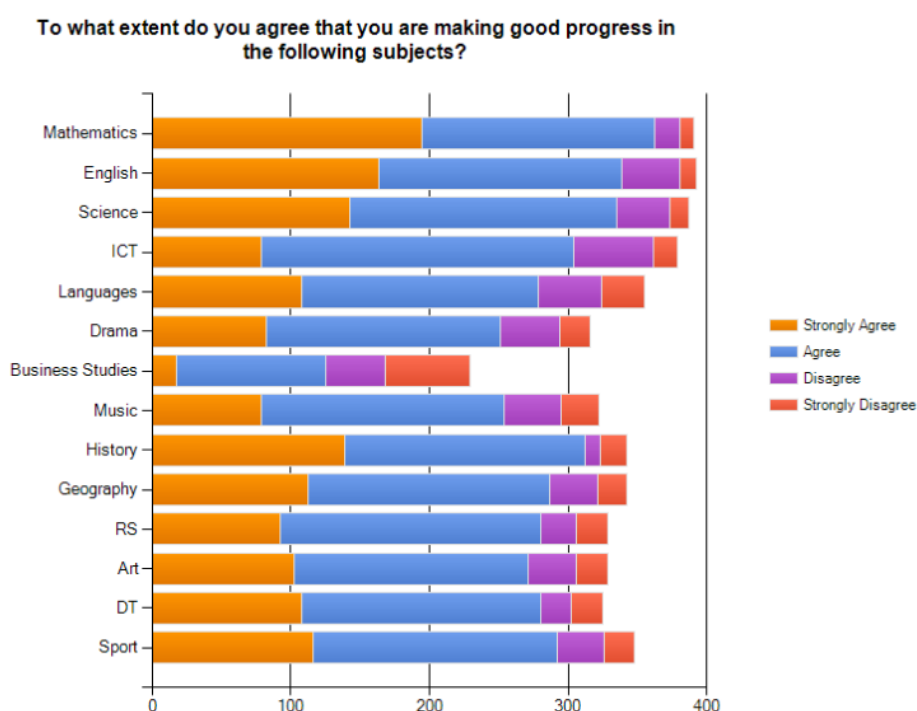
Assessment

Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.

There are areas of Outstanding practice in relation to assessment and how this impacts upon outcomes. However, this is not consistent across all subject areas at present. These findings are supported by both the student survey and work scrutinies, where judgements ranged from Outstanding (English work scrutiny 13.12.13) to Requires Improvement. (JMD KS3 Work Scrutiny 17.6.14)



However, the vast majority of students recognise that they are making Good or better progress in all subject areas.



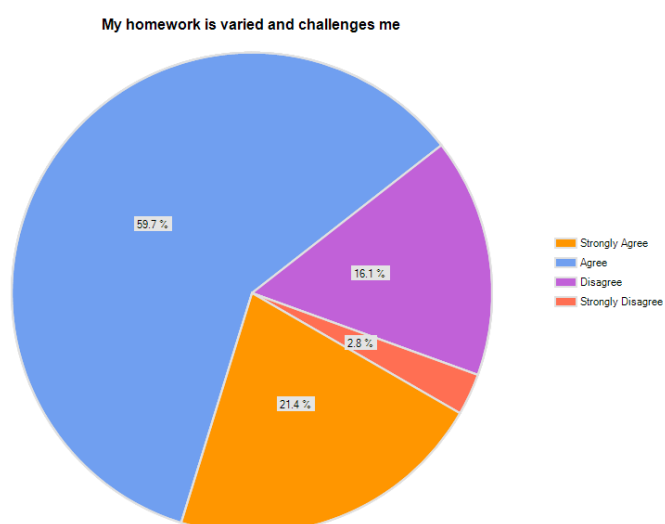
Homework

Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, matches pupils' needs accurately.

Lesson observations reflect the wide range of teaching strategies used across the curriculum and within subject areas. Students are challenged and engaged and the average teaching grade is 1.96. Subject teams track students' progress and put intervention strategies in place, if this is unsuccessful the intervention team steps in.

The intervention team has a rigorous whole-College approach. Using data, working with the Team Leaders and liaising with parents, students who need support are identified and intervention is put in place. This intervention is monitored and adapted as necessary, having a significant impact on outcomes.

The College has phased in the use of the VLE to set homework, although in the survey, students commented that not all staff are using it. 80.7% agree that homework is varied and challenging. 64% of students agree that that they are set a balanced amount of homework across the subjects. When looking at the student comments on homework, none complain about too little, only too much.



13. I receive a balanced amount of homework across all my subjects				Create Chart	Download
		Response Percent	Response Count		
Strongly Agree	<div></div>	15.8%	56		
Agree	<div></div>	48.5%	172		
Disagree	<div></div>	27.9%	99		
Strongly Disagree	<div></div>	7.9%	28		
		answered question	355		
		skipped question	21		

In the parental survey, 75.6% believed their child's homework was appropriate for their age. However, to achieve Outstanding, all subjects need to set a consistent and regular amount of homework across each term.

Recommendations

- The amount and regularity of homework needs to be consistent across all subject areas.
- Homework set needs to be clearly linked to student progress.
- All teachers need to use the VLE to record homework.
- Assessment – marking needs to be consistent across all subject areas. Not only give targets for improvement but also check the impact it has had on progress.
- Ensure all staff have a secure understanding of the new Ofsted criteria for observations.
- Work schemes and lesson plans should be progressive and show a variety of teaching strategies.
- Assessment methods need to show progress over time.
- All groups make outstanding progress, not only the identified pupil premium students but specifically boys.
- Embed Numeracy across the curriculum.

EVALUATION: BEHAVIOUR

Summary Judgement: Outstanding

Ofsted Criteria for Outstanding

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Evidence: Learning Walks and Focus Groups

Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons. Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.

Lesson observation data consistently identified behaviour management as a strength of the College (average grade 1.5). Students enjoy learning, and behaviour is consistently strong.

A wide number of learning walks focusing on behaviour were completed by Team Leaders and link Vice Principals across the year. For the majority of teams, behaviour was regarded as Outstanding or Good with strong features. For example, in Sport there was evidence of students actively supporting each other: *"Year 11 BTEC students worked together to deliver a 20 min sports session for smaller groups – this was an excellent example of behaviour for learning with older students coaching younger ones"* (OT Learning Walk Behaviour 13.2.14).

A learning walk in English noted that *"All classes were very settled, there was no off task behaviour observed, all students were engaged in their learning and contributing to the progress they were making"* (SPW Learning Walk Behaviour 3.12.13).

A Key Stage 3 focus group (SPW Focus Group Behaviour 19.6.14) supported this view with behaviour within lessons having been viewed positively, with the high challenge level, consistency of applying sanctions and good relationships all being articulated as important.

A challenge is to ensure the consistency of behaviour management across the College. A small number of learning walks did note problems. These were typically limited to one lesson. As a response to this, additional training around a new streamlined behaviour management structure will take place, and teams are re-writing their own strategies for additional clarity.

Behaviour Management Strategies

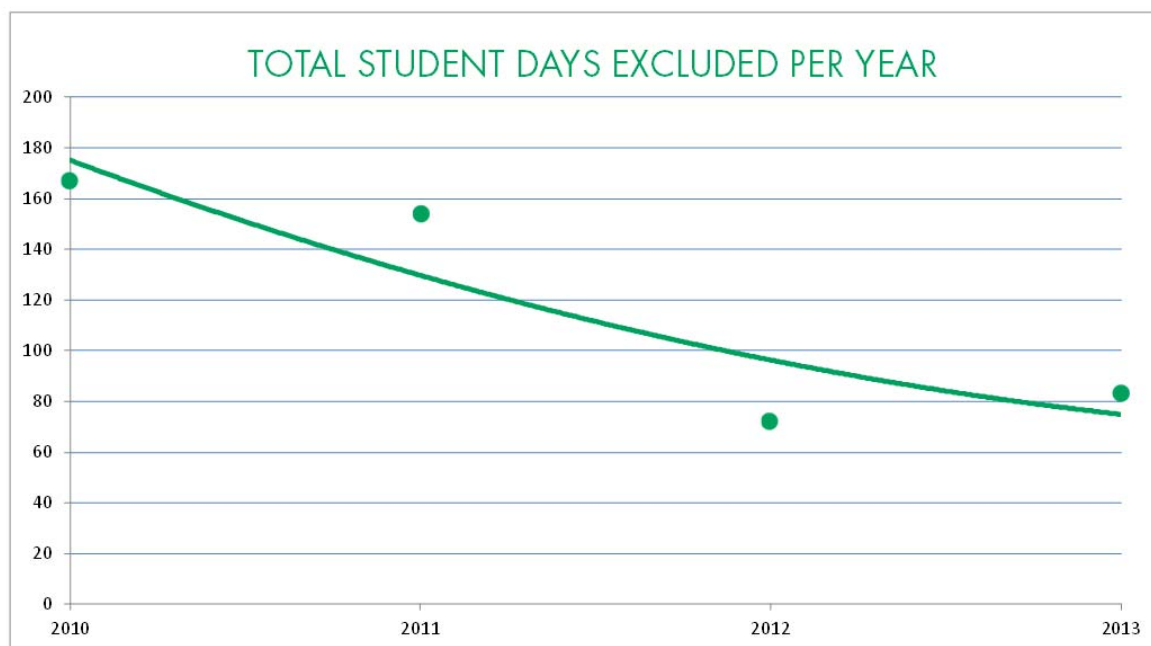
Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.

A strong Client Services Pastoral team, line managed by a Vice Principal and comprising of a Progress Manager and three highly experienced Client Services Advisors (CSAs), support teaching staff to help ensure that behaviour and safety across the College is outstanding. This team is able to be deployed flexibly to deal promptly with issues of bullying and to take strong action to prevent recurrence.

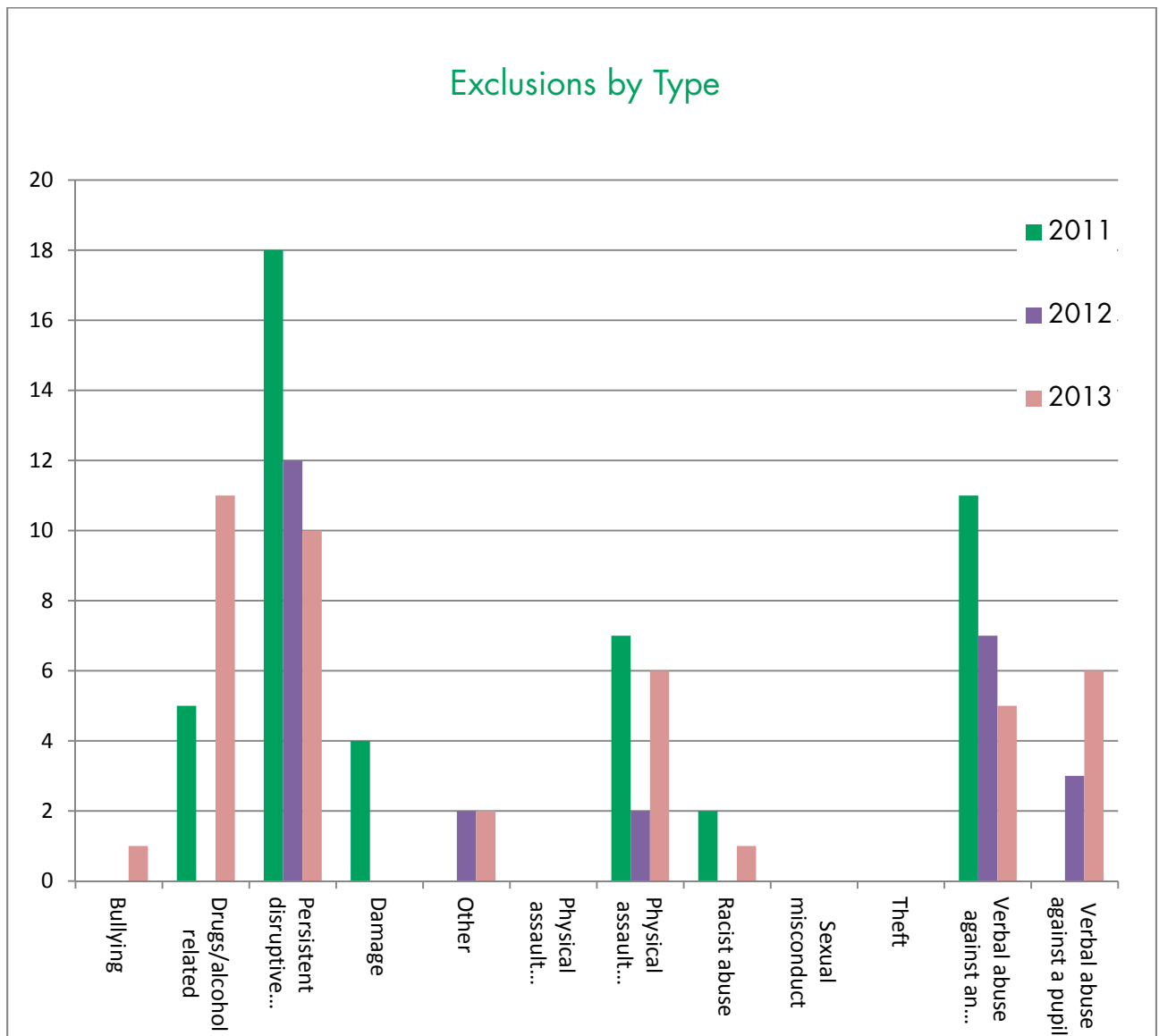
Routines for learning and behaviour management strategies are well established across the College. Classroom teachers are supported by a strong and experienced pastoral team. Isolated cases of students not following routines are dealt with decisively and a range of strategies are used. Where students need additional support, an extensive range of strategies are used. These include Pastoral Support Programmes, mentoring, one-to-one focused sessions (e.g. anger management), and parenting contracts.

Exclusions

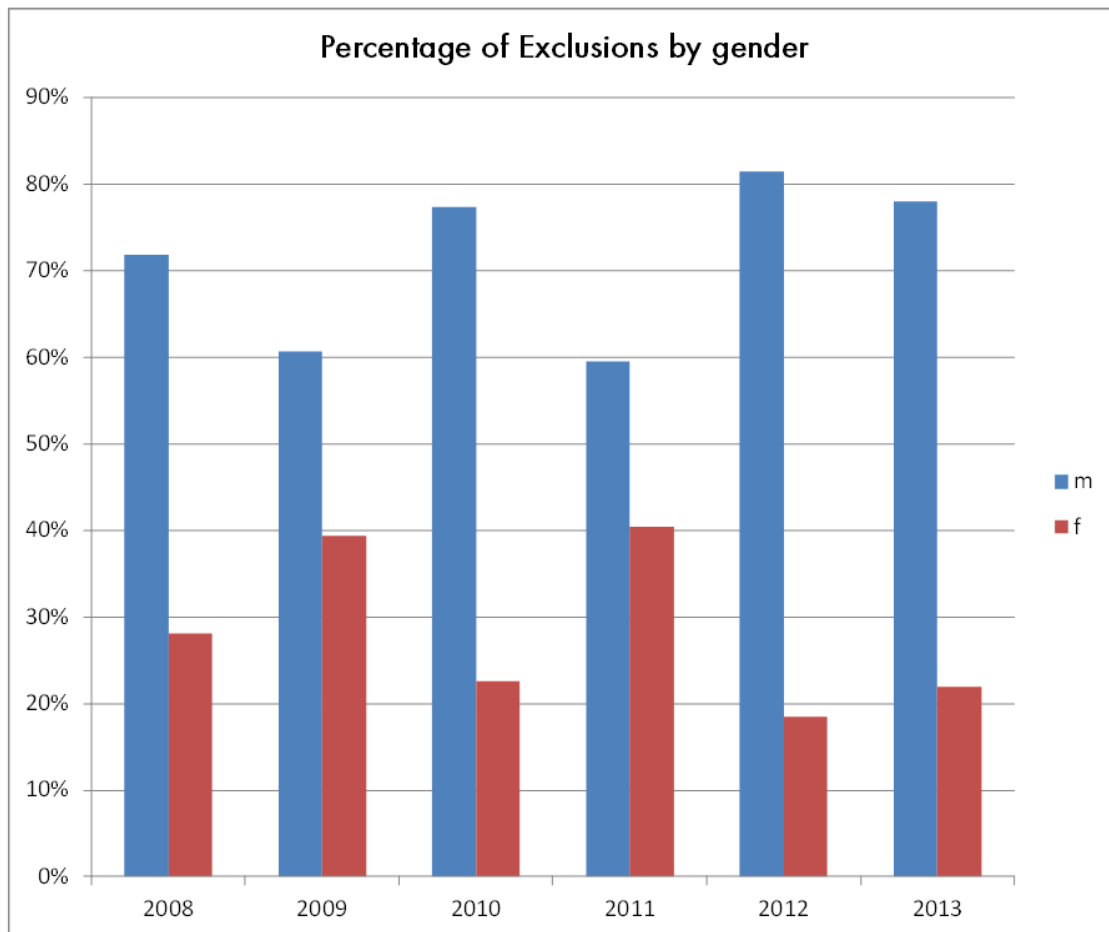
Where appropriate, the College does use fixed-term exclusions as shown below. The data shows an overall decline in the number of fixed term exclusions.



The highest category remains persistent disruptive behaviour and this stays as a key area for focus. A recommendation for this year is a streamlining of our processes to ensure as prompt action and impact as possible.



The exclusion by gender pattern graph identifies males as consistently more at risk of fixed-term exclusions. The achievement and engagement of males remains an ongoing priority as identified in the Achievement strand of this plan.



Permanent Exclusions

Permanent exclusions remain a proportionate response to severe breaches of the College's behaviour code (e.g. drugs, physical assault) or for persistent disruption where other strategies have failed to deliver sustainable improvements. Each decision is carefully considered and approved by a panel of governors. This year saw a slight increase from previous. This was mainly in response to serious incidents (two drug related, two physical assaults) where the College responded accordingly.

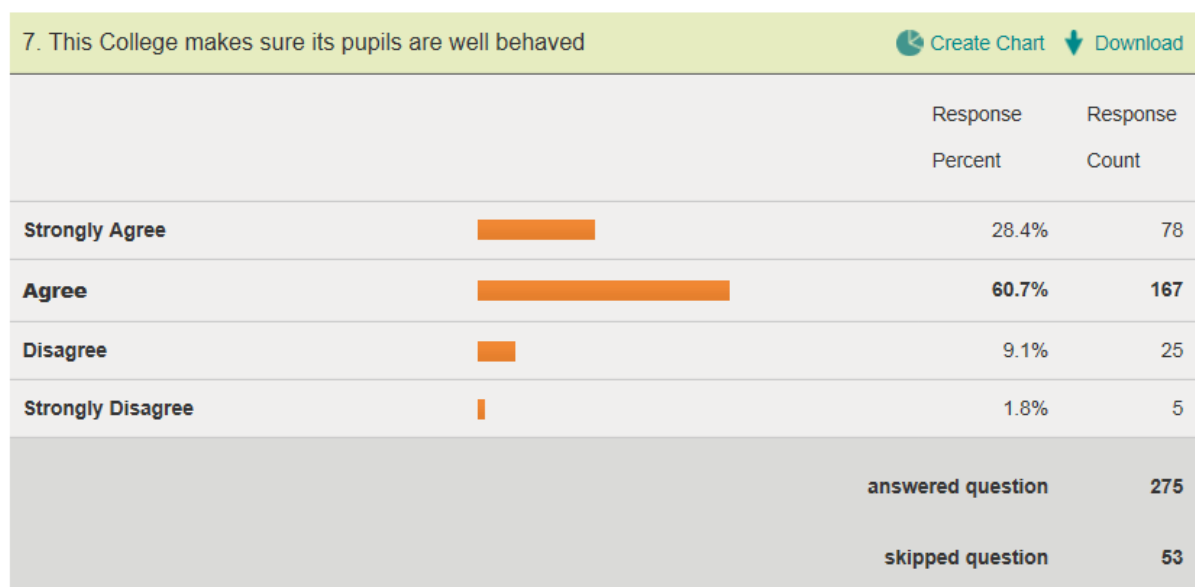
	Fixed Term as a % of the pupil group. Previous years' figures are in brackets.		Permanent Exclusions as a % of the pupil group. Last year's figures are in brackets.	
	School	National Average	School	National Average
All Pupils	4.7 (3.3 7.93)	8.55	0.55 (0.11)	0.14
Gender				
Male	6.8 (2.59 12.94)	12.13	0.88 (0)	0.20
Female	2.0 (0.58 3.27)	4.92	0.22, (0.11)	0.07
Free School Meal				
FSM	19.6(16.19 26.53)	21.38	4.0 (0)	0.38
NFSM	2.47(1.29 6.67)	6.33	0.22 (0.11)	0.09
SEN with a Statement	26.1(46.4 9.52)	27.46	1.61 (0)	0.32
School Action Plus	25.8 (3.57 44.83)	40.28	4.83 (0)	0.99

Evidence: Stakeholder Views

Student and Parental surveys 2014

Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.

The parental survey demonstrates that 89.1% of parents recognise that the students behave well at the College.



Parental Survey 2014:

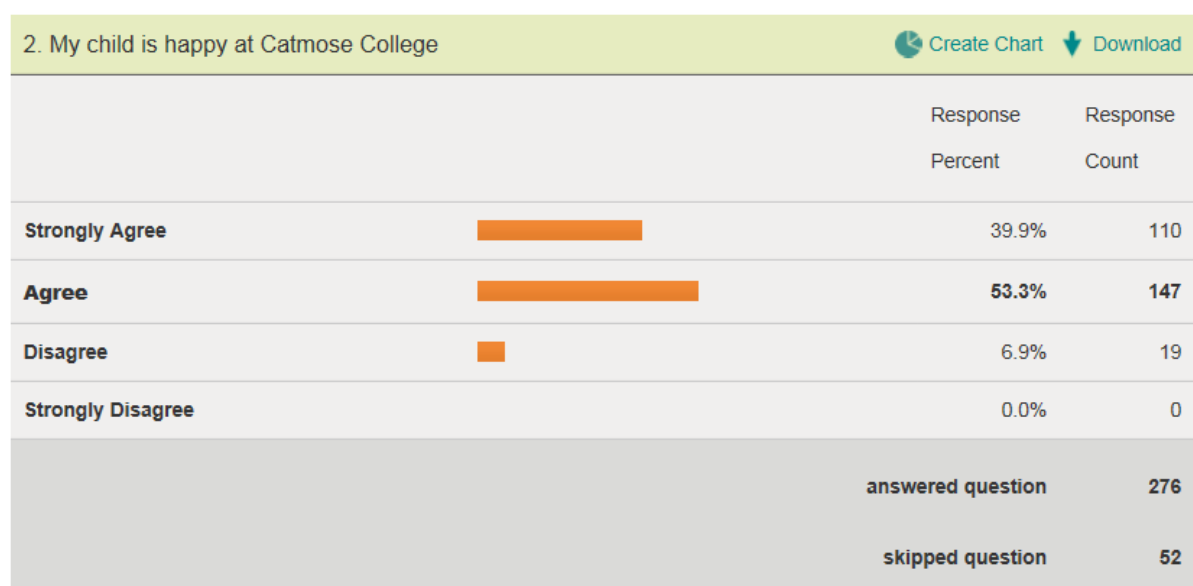
"Most of the teachers are strict but seem to have a sense of humour too, which makes them a little more human to the students. I think this goes a long way toward my daughter's ability and willingness to learn."

A range of quality assurance has taken place to ensure that behaviour remains Outstanding throughout all aspects of College provision. Stakeholder surveys clearly demonstrate that this is the case, as do learning walks, lesson observations and focus groups.

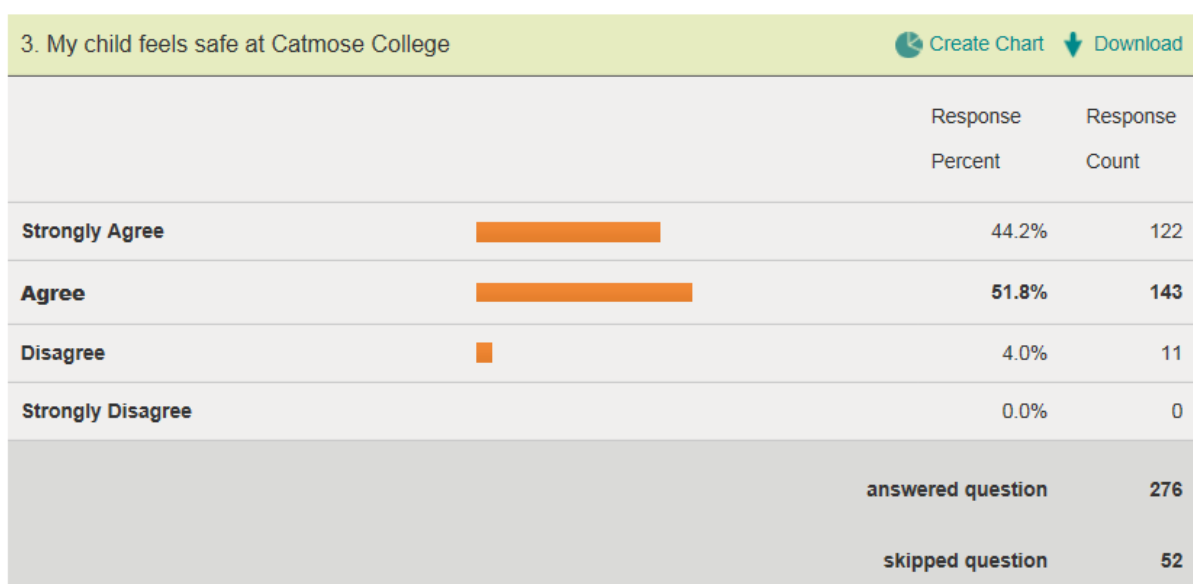
The parental survey is a particular strength where responders comment on the strengths of the College. 93% of parents agree or strongly agree that their child is happy at the College, and 96% agree or strongly agree that their child feels safe.

The survey identifies that parents identify behaviour and safety as a strength. In response to the question asking what the College is good at:

"The culture within the College encourages my child to behave in a mature and responsible manner. It has a strong identity that all students can get behind and feel part of the College community."



While students overwhelmingly feel safe at the College, with 96% of survey responders saying they agree or strongly agree with this statement, there is an anomaly in perceptions of consistency of approach from all classroom teachers.

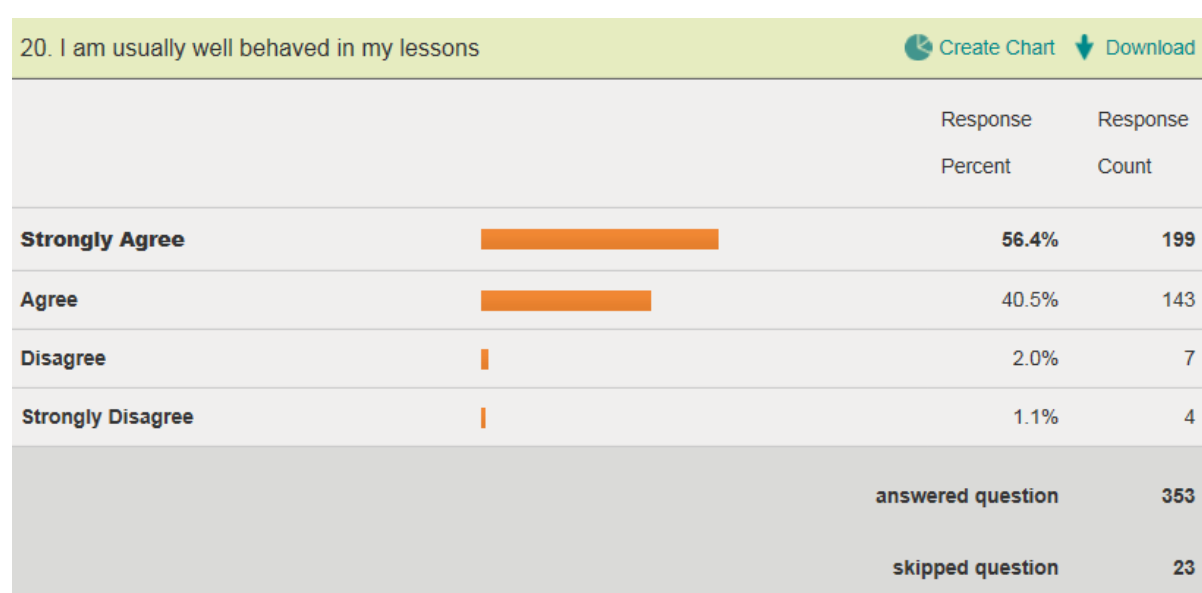


In responses to the question 'if there is poor behaviour my teacher deals with it effectively', 70% of students agree or strongly agree that this is the case.



Investigation into this through student focus groups has indicated that this is in part because follow-up for poor behaviour is not necessarily shared with other students. This is entirely appropriate. However, student comments in the survey indicate that there are some instances of low-level disruption that can continue for extended periods in a limited number of classes. Thus, a pastoral strand has been added to the Transformation Plan 2014-15, designed to ensure that pockets of low level disruption are tackled with consistency across the College.

Despite this anomaly, the response to the question 'In lessons I usually behave well' is also overwhelmingly positive, with almost 95% of students saying that they do. The Sleuth behaviour tracker also indicates that there are a very small number of students regularly involved in low level disruption. It is these students that the increased consistency will support, through strong sanctions where required.



The staff survey also adds to the evidence for outstanding behaviour with 96% of staff able to manage the behaviour of the students they teach.

Behaviour Outside of Lessons

Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.

Catmose College Routines for Learning are used to give a 5-point overview of expectations. The College relies on trust, with no locked doors, no bells and no staff room. Students thrive in this environment and visitors to the College regularly comment on the calm, purposeful environment, evidenced through lesson observation analysis.

Responses from the student survey and focus groups indicate that behaviour outside of lessons is excellent. One Year 10 student made the following comment in the 2014 survey:

"The school keeps us safe when we are on trips abroad and to fun and interesting places."

Students also recognise that the College is inclusive, with a Year 9 student remarking:

"You are very good at giving every student an equal opportunity to have a go at something whether they have a disadvantage or not, giving students equal rights and offering them many opportunities."

Students discussed recent changes to flexible break time as a positive move, allowing a calm morning where all can be served in the restaurant.

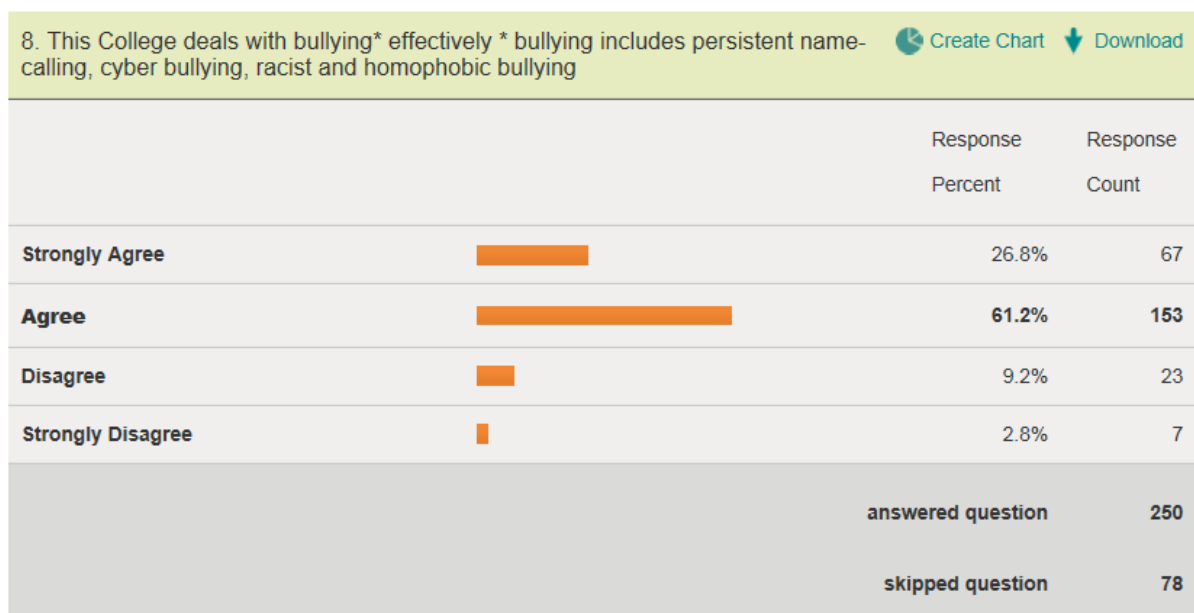
97% of parents agree or strongly agree that they believe their child is behaving well at College. The importance of uniform and the way the College manages this is noted as a success time and again in the parental survey, as demonstrated by the following comment:

"The expectation of staff is that behaviour will be of a high standard. Clear rules and boundaries within school mean that students are being recognised and acknowledged for behaving well. There is a strict code of uniform which reflects discipline. Bad behaviour is publically challenged and children are punished accordingly."

Bullying

Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.

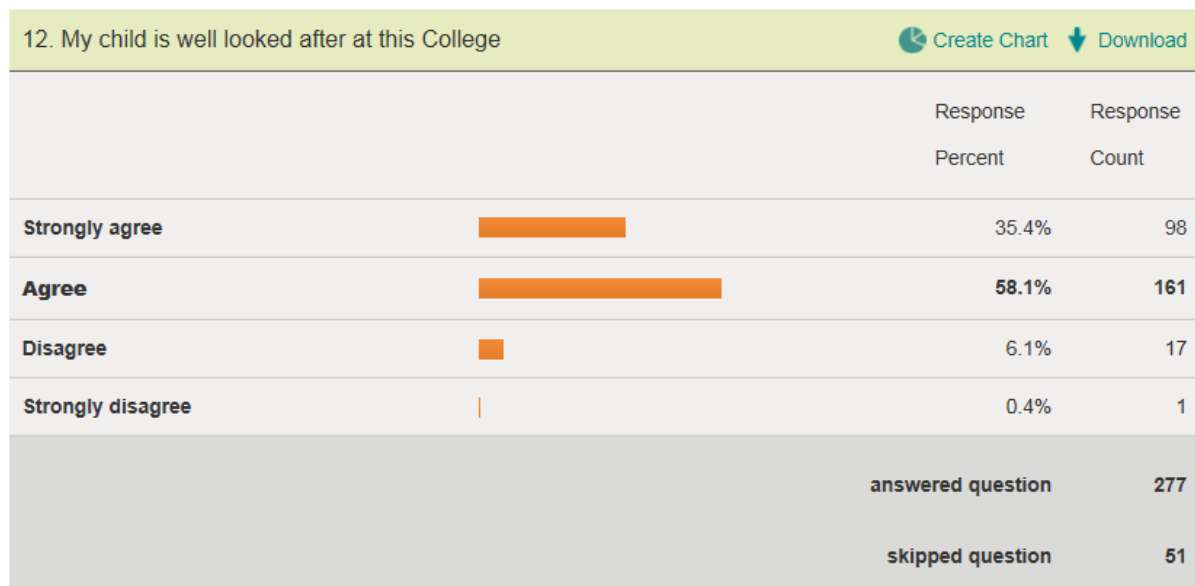
88% of parents agree or strongly agree that bullying is dealt with effectively at the College.



Student focus groups indicate unanimously that when bullying occurs it is dealt with quickly, appropriately and effectively. Interestingly, the second Key Stage 4 focus group denied that there is bullying at all; instead they describe one-off incidents that they do not believe meet the persistent threshold to move to bullying.

Quality assurance processes identify that the effectiveness in the way the College deals with bullying is a strength because students and their parents feel they are safe. A range of activities and taught sessions are delivered annually to promote this including eSafety lessons within ICT, the College PSHE programme, CEOP training for all Year 7 and 8 students and parents, and assemblies addressing emerging issues such as SnapChat and social network privacy as the evolution of technology continues. In 2014 there was a very small number of prejudice-based incidents involving students in Year 7-8. These were dealt with strongly. A recommendation moving forward is to increase the emphasis of this issue further within our PHSE programme.

The Client Services Pastoral team of CSAs have a range of skills allowing them to address any issues of safety. One member of staff has a particular strength in delivering anger management sessions, while another deals with social skills. These staff deal with issues as they arise, closely liaising with parents and guardians to ensure that they are able to support their children. This ensures that parents are overwhelmingly positive about the support received:



Students are positive about these areas, with the focus on whether they know who to ask for help if there is an issue. 85% agree or strongly agree that they do know who to ask for help.

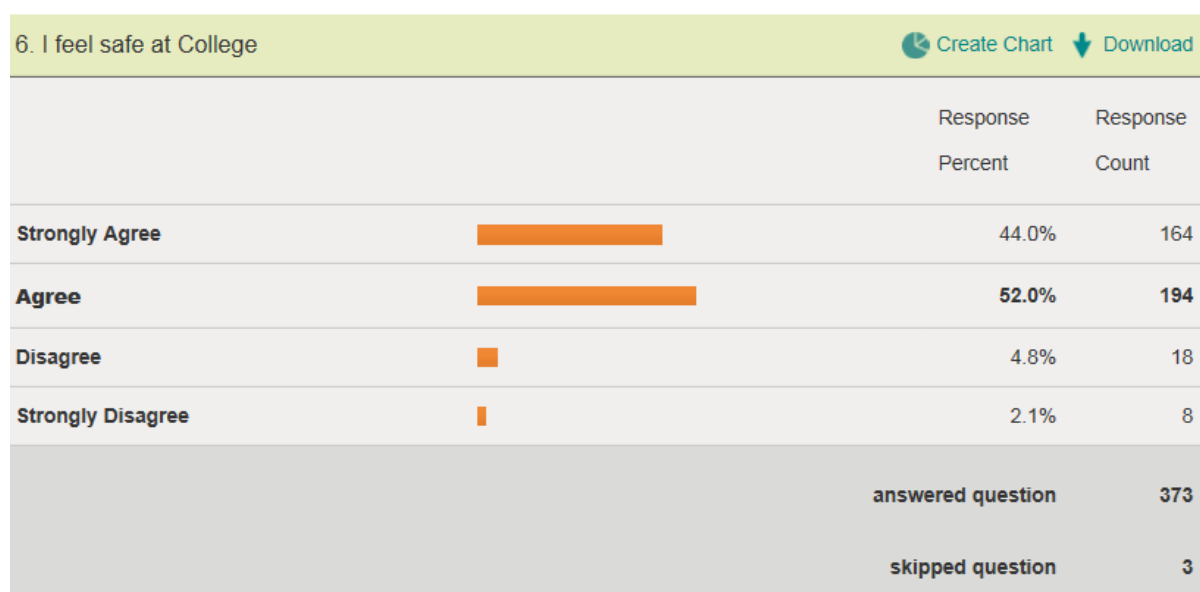
As a number of those students who did not agree are in Year 7 (8%), the Transition Elective for Term 1 2014-15 will be amended to ensure that this issue is addressed early in the academic year.

Safety

All groups of pupils feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

Student comments in the survey include:

"I think the College is good at keeping everyone safe both inside the gates and outside. They are particularly good at supporting safeguarding and if a problem occurs online they are very helpful. I would say I feel comfortable and welcome in to the College."



96% of pupils identified feeling safe at College. This reflects the Outstanding behaviour within College and outside (e.g. during residential trips). Assemblies related to safeguarding occur regularly and these are supported by a strong PHSE programme.

Attendance and Punctuality

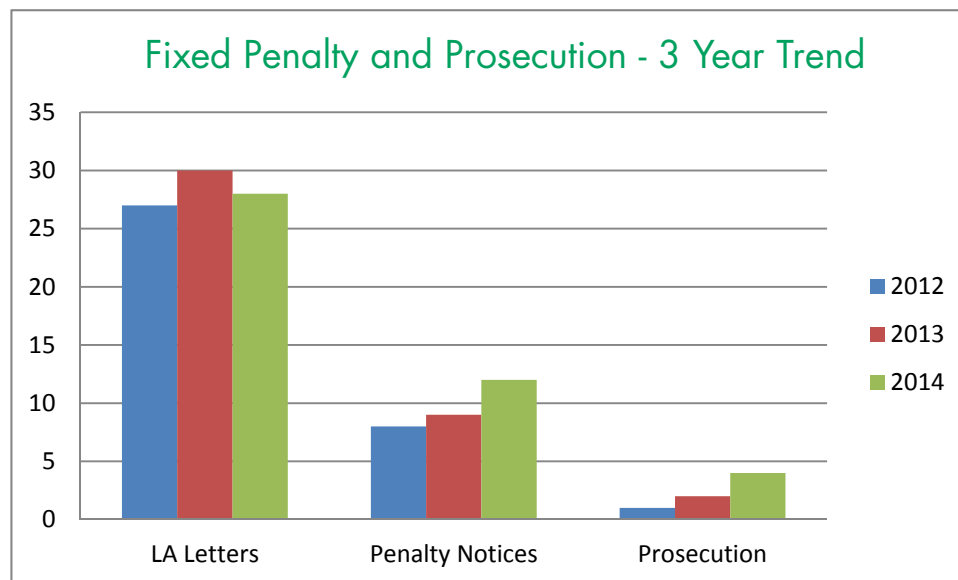
Attendance and Punctuality is Outstanding within the College. Average attendance is 96.84% with unauthorised attendance low at 0.34%. The College utilises a wide range of strategies to ensure all cohorts of students attend College regularly and arrive on time.

The Vice Principal for attendance works closely with the local authority, parents, students and staff to implement effective strategies. These have included early intervention for emerging issues, parenting contracts, local authority warnings and subsequent fines.

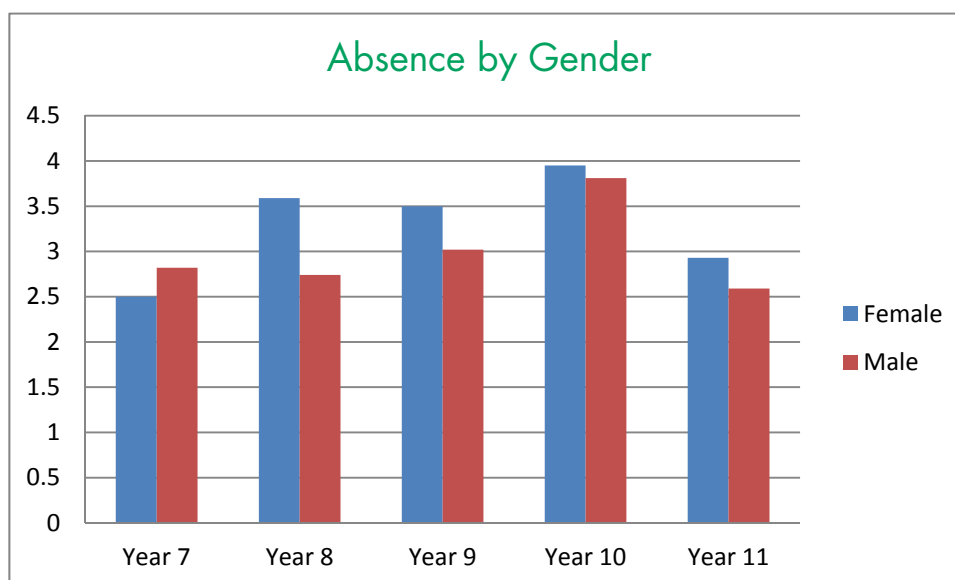
The graph below shows an improving pattern of absence even from a high starting point (2012 and 2013 figures in brackets).

All Pupils	% of sessions missed due to Overall absence. Previous years' figures are in brackets.		% Persistent Absentees – absent for 15% or more sessions. Previous years' figures are in brackets.	
	School	National Average	School	National Average
Gender				
Male	3.0 (3.98, 4.5)	5.6	(1.53, 4.6)	6.6
Female	3.3 (4.12, 4.8)	5.9	(1.06, 5.5)	7.2
Free School Meals				
FSM	5.8 (6.43 7.6)	8.5	(7.07, 13.3)	13.8
NFSM	2.9 (4.05 4.3)	4.7	(1.7 ,3.9)	4.2
Special Education Needs				
School Action	3.5 (5.01 6.9)	7.4	(8.69, 4.3)	11.2
School Action Plus	3.1 (6.61 5.3)	9.9	(4.34, 9.4)	17.8
SEN with a statement	4.4 (7.02 6.8)	8.0	(4.34, 10.9)	13.0

The graph below shows a consistent trend regarding the number of parents who received communication from the Local Authority relating to attendance issues. The slight increase in 2014 can be mainly explained by a small increase in prosecution linked to parents taking unauthorised term-time holidays for which the Local Authority successfully prosecuted.



An analysis of attendance by gender shows little real difference in absence between gender although, interestingly, males fair better in all but Year 7.



Recommendations

- Update behaviour management structure to make roles and responsibilities even clearer. Structure will ensure clear hierarchy so that low level disruption is dealt with promptly at all levels.
- Ensure increased emphasis within our PSHE programme on prejudice-based behaviour.
- Transition Elective (Year 7) to include greater focus on who students should approach for help on different issues.
- Further development of the House Point systems to encourage students to further engage in the life of the College.

EVALUATION: LEADERSHIP AND MANAGEMENT

Summary Judgement: Outstanding

Ofsted Criteria for Outstanding

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.
- Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving.
- The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.
- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.
- The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

Vision and Expectations

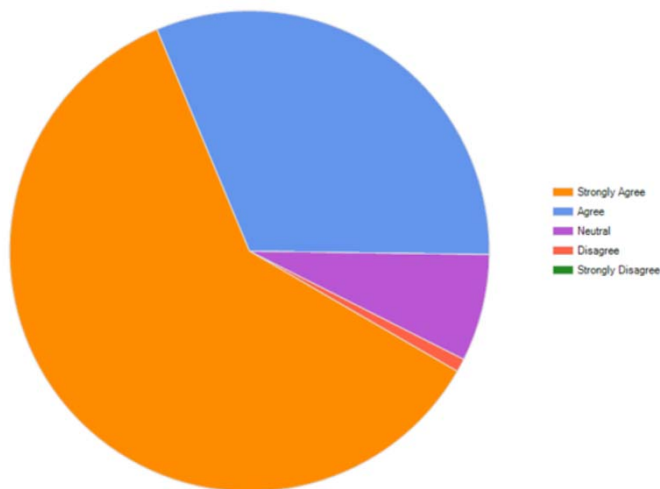
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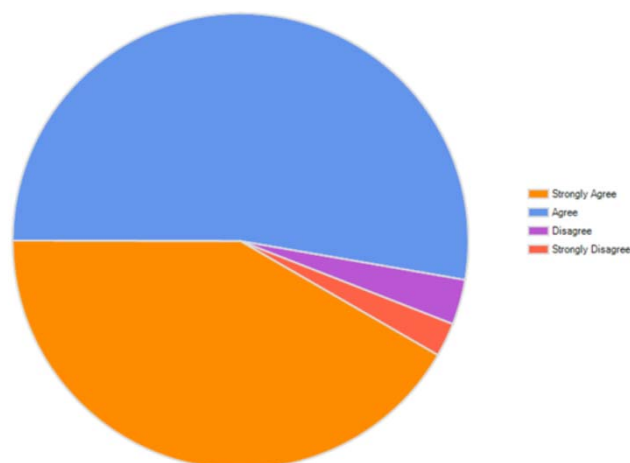
The College is now full in all years, and for the last three years we have been over-subscribed for new intake into Year 7. In all areas of College life there has been an uncompromising drive to improve standards. The positive trend with regards to academic progress is described within the achievement section of this plan. Attendance has improved over the last three years, even from a high starting point. The College has high expectations for behaviour and will use all sanctions, including exclusions where required.

The staff view is that all colleagues are committed to improving standards with 91.9% of staff stating that their team are committed to doing quality work. Students are proud to be members of the College (94.4%) and the vast majority of parents would recommend the College to friends.

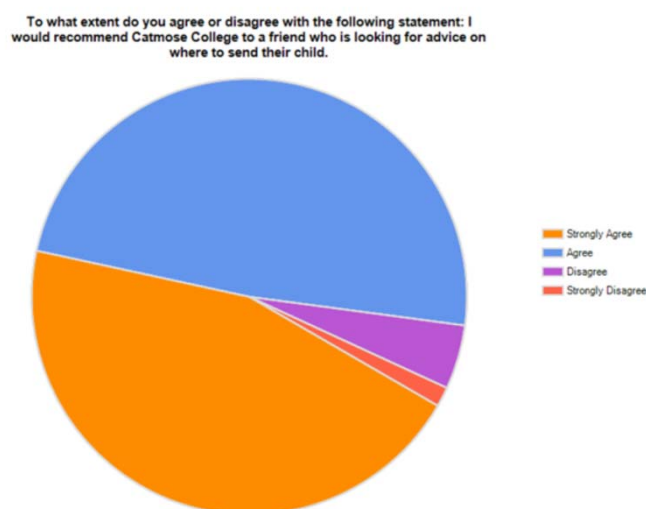
My team and fellow employees are committed to doing quality work



I am proud to be a student at Catmose College



A significantly high percentage of parents (93.8%) would recommend the College to a friend.



Self-Evaluation

Each year a high quality and detailed Transformation Plan is completed that sets the College priorities. A rigorous quality assurance process is a central part of the work carried out by all leaders within the College. We conduct staff, student and parental surveys on an annual basis. All teachers are observed at least twice per year under the current Ofsted Framework (24 hour notice). For NQTs, new staff, staff running new courses, or staff requiring support this will be more. Team Leaders have completed five learning walks across the year, focusing on Transformation Priorities (e.g. assessment). An external quality assurance visit was conducted by a local educational consultant. Team leaders complete a shared Transformation Plan that is reviewed termly. Governors play a key role within quality assurance, such as in the approval of policies, review of the annual Transformation Plan and the scrutiny of in-year reports (e.g. RAISEonline, Science). For 2014-15, lesson observation structure will fall in line with the new Ofsted framework. A newly appointed Director of Teaching Alliance will ensure even greater support for Newly Qualified Teachers.

Governance and Policies

Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.

The College benefits greatly from an active and experienced governing body. Full Governors meet six times a year and hold senior leaders to account (e.g. RAISE dashboard shared, prior under-performance in Science and subsequent action plans discussed). Training has been made available both externally and internally (e.g. new Exclusion Guidance, RAISEonline).

Literacy

Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.

Evidence collected through our quality assurance procedures identified many strengths across the College with regards to literacy. In particular, students read widely and explicit opportunities were often given to develop literacy skills. These were particularly established in some areas: *'Reading is a regular feature of English lessons and this is planned accordingly. All students were keen to read out loud.'* (JHR Focus Group 17.6.14)

In order to ensure that this is developed further, all curriculum areas will be purchasing additional books and ensuring that reading is an integrated part of homework set. In order to support those students who are significantly below age related levels, a Read, Write, Inc. programme will be introduced from September 2014 with specific curriculum time given over to support these students.

Staff Development

Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving.

The Performance Management Cycle and subsequent policies have been updated in order to both support and challenge teacher performance. There is a strong link between performance management and appraisal and salary progression. In 2014 we introduced an explicit Interim Performance Review Meeting to ensure that individual progression could be discussed further.

Changes were implemented to the professional development programme in September 2014. A move towards disaggregated training gave increased flexibility for staff to choose training that was specific to the needs identified within the Performance Management cycle. This

included subject specific sessions linked to their Transformation Plan targets (e.g. Science and Individual Skills Assignments (ISA) training, Modern Foreign Languages and use of software to support oral skill work). All optional training sessions were evaluated (1-4) with an Outstanding average Score of 1.14. Staff members were also supported to complete specific training appropriate to their role (e.g. NASCO) and professional development (e.g. Outstanding Teacher Programme). Where appropriate, opportunities were given to plan for succession planning and provide opportunities for talented staff (e.g. the Team Leader for Sport was seconded to work alongside the Pastoral Manager with his role being backfilled with a temporary appointment of Assistant Team Leader).

Best practice is identified, modelled and shared, e.g. practical assessment in Sport, developing questioning skills, effective use of iPads. A staff focus group identified professional development and performance management as an outstanding feature of the College's work. Clear structures are in place to support staff in their development and these are refined regularly (JHR Focus Group 18.6.14).



Curriculum

The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

The school's curriculum is constantly reviewed to ensure that it is fit for purpose. A wide range of subjects are available to support all cohorts of students. Where appropriate, new courses were introduced (e.g. IGCSE French) and curriculum structures changed to support learning (e.g. KS3 optional choices introduced for ICT or MFL pathway). Over 80% of students agreed

that the Year 10 curriculum was broad and appropriate. Work experience remains a strong feature of the GCSE curriculum, twinned with clear guidance at all transition points. Sport is a strength with the College again winning the Melton league.

The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.

5 A* - C inc. Eng. & Ma.	2013	2014	2012
FSM	40%	48%	40%
Number of Students	30	27	20
All	69%	69%	58%
National	59%	≈ 58%	58%

The gap between the performance of Pupil Premium students and the rest of the cohort closed this year, due to spending beginning to have an impact on supporting those students.

Stakeholder Engagement

The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.

The College works effectively with parents and views them as a critical partner in ensuring high quality outcomes. Parental engagement is high. For example, over 300 parents completed the parental quality assurance survey. Progress Meetings are very well attended across all year groups. Key workers are assigned to support those families who find working with school difficult and a number of strategies are employed (e.g. separate meetings, daily progress reports).

Progress Meeting Attendance 2013 – 2014				
	Total	Attended	not	%
Year 7	183	148	35	81
Year 8	177	141	36	80
Year 9	174	143	31	82
Year 10	179	142	37	79
Year 11	159	117	66	74

Professional Work in the Local Community

Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.

In April 2014 the College, in partnership with a local primary school, was awarded Teaching School Status. A Vice Principal from the College currently leads on this work with the Rutland Teaching Alliance being established and key priorities identified.

In September 2014, the College Principal was approved as a National Leader in Education. As part of this work he, along with other members of the senior team, have given a range of support to a local primary school. This support has included quality assurance visits, action planning, mentoring of the Headteacher and support for the governing body. This work has also included the Principal training as an Additional Inspector for Ofsted which has led to support being provided to schools across Rutland. Senior leaders, including the Principal, continue to play an important role in supporting the Vice Principal at Catmose Primary as part of the Catmose Federation.

In 2013-14 the College, in partnership with local primary schools, successfully supported seven School Direct trainees with a 100% employment rate.

Safeguarding

The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately.

Statutory requirements are being met by the College. A Governor Safeguarding Visit was completed in April 2014 which focused on our statutory responsibilities (appropriate policies in place, annual training for all staff, senior safeguarding officer). In May 2014, all senior staff at the Federation successfully completed Safer Recruitment Training. Senior staff were also commended for their work in a serious case child protection review.

Finance Management

Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.

Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

There is prudent and economical administration across the organisation; there is rigorous financial governance, with up-to-date financial records and accountability. Robust processes

are in place to ensure all of these outcomes are achieved. These will take the form of External Audit, the Resources Committee, a Responsible Officer audit, and segregation of duties which can be planned when a larger off-site team of specialists are handling different aspects of financial management. Pupil Premium funding was managed effectively, further details of which are available on the College website.

Recommendations

- Lesson observations to move to no notice in line with new Ofsted Framework.
- Director of Teaching Alliance to ensure that Newly Qualified Teachers are further supported through rigorous quality assurance and high quality annual training programme.
- Students actively encouraged to read more widely in all curriculum areas. Those with low literacy skills on entry to access bespoke literacy curriculum.

EVALUATION: TRANSFORMATION PLAN

Evaluation: Three Year Priorities

Campus

To review the new Campus and consider future options for investment and performance.

	2011 – 12	2012 – 13	2013 – 14
Campus NR	<p>Restructure of Facilities Management (FM) Team across sites/users:</p> <ul style="list-style-type: none"> • College • Brightways • Visions • Adult Learning Service • Stevenage Leisure • Catmose Primary • Puffins Nursery <p>Enhance team where necessary to maintain quality and effectiveness (consider income streams).</p> <p>Resolve parking by implementation of yellow traffic lines/grids, signage, clamp use.</p> <p>Investigate splitting of alarm to avoid Sport callouts; Investigate external Keyholder service for intruder alarm activations.</p> <p>Monitoring and persistence with remaining snags and current defects. See this through to end of Defects period Feb 2012.</p> <p>Engage Mouchel to determine percentage splits among campus users for effective recharge of lease/utility charges.</p>	<p>Consider outsourcing of cleaning to external contractor. Use reports to benchmark in-house service cost/investment.</p> <p>Review FM restructures effectiveness; consider further changes required. Consider income of users and whether appropriate to fulfil their need.</p> <p>Defects remain, particularly rain screen cladding & rodecra. This will need pressing to ensure we reach a satisfactory outcome with warranties intact.</p> <p>Look at Lease monthly service charges and ensure appropriate. Assess using historical data of utilities costs.</p> <p>Year 1 warranties expired - ensure all annuals are in place.</p> <p>Flesh to bones of Business Plan and SLT/GOVS to make choices for way forward for capital plans.</p>	<p>College extension plans approved and funding sought.</p> <p>External grounds plans for CP drawn up and executed.</p> <p>CN second site at CP – plans agreed, all permissions obtained (Planning, Education Funding Agency, Ofsted) and building complete.</p> <p>Site secured for Harington VI Form School.</p> <p>Decision reached on grounds maintenance for Federation sites (in-house vs outsourcing).</p> <p>FM Services successful throughout Federation.</p> <p>Review architects' plans and costs re new builds. Use Asset Management Plans to prioritise for capital expenditure.</p>

	<p>Ensure financial compliance with statutory Academy duties and practical H&S annual assessments. Produce Business Plan for YPLA approval stating plans for long term capital investment.</p> <p>a) Refresh ICT Policy b) New Build.</p> <p>To enable (b) data collection required for potential 'market vs cost' to</p> <p>i) Move CP to campus site ii) Sell nursery site iii) VI form on site.</p> <p>Consider add'l need Specialist equipment (and potential area) to use to supplement offer</p> <ul style="list-style-type: none"> • Vocational • Elective programme • 14-19 • SEN. 	<p>Proposals sought for</p> <ul style="list-style-type: none"> • Extension to Catmose College • Rebuild Catmose Nursery at Catmose Primary. 	
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Evaluation

In order to progress other Capital projects, the College extension was not prioritised this academic year and instead remained in abeyance.

Significant strides forward with resolution of outstanding defects, not least the re-roofing of the whole restaurant area to cure the persistent leaks. Work is planned over the summer holiday 2014 to resolve all issues - some 200+ items including: poor air quality to R1.29, flooring to sports hall, AHUs, double external doors to first floor, and whistling risers. The College will also undergo its regular planned annual maintenance programme during the summer and will have refurbishment work carried out to the ICT room which will be separated to create three classroom areas.

Catmose Primary has undergone significant plans this year. We have refurbished all cloakroom areas for children. We completed last summer's programme which included the library, staff workroom, VP office, and catering kitchen to deliver the UIFSM programme. External works include re-surfacing of the KS1 playground, external fitness equipment in both KS1 and KS2 play areas, the removal of all sheds and gazebos, being replaced by one large

storage container; new bike and scooter shelters, sail shade on the sports field, extensive work to the nature/pond area and refurbishment of staff and disabled toilets. We have also determined to place a Living Classroom on the KS1 playground area and will seek to secure this building.

The second Catmose Nursery site is now known as Catmose Pre-School. EFA permission was sought, full planning permission has been received, Ofsted registration was explored, a VAT zero rating was negotiated with HMRC and building work is being overseen. The facility will open on 1 September 2014 with 16 places.

Grounds Maintenance continues to be outsourced as bringing this in-house has proven challenging, both in terms of finding the required skillsets and the up-front investment costs. We will continue to look at this possibility in the fullness of time.

The Harington group were interviewed by the DfE panel and the DfE representative has visited College to explore the potential site for the School. We await the decision which is expected between 1 September and mid-October.

Facilities Management Services were explored via the Federation Review, which was emailed to staff and College students. 95.3% of staff agreed that their site support requests have been dealt with promptly and effectively. Sometimes these requests hinge on external contractors being engaged which can take time, so this percentage is particularly high. 92.5% of staff agreed that their team area is maintained to a high standard, and 90.7% of staff agreed that toilets are maintained to a high standard.

98.1% of staff agreed that the catering services are of a high standard, which is an incredibly high percentage. Only 2 responses disagreed out of 107 responses. In the student survey, 82% of students rate the quality of food in the catering provision as Good or better. Only 60% think the value for money is Good or better, although if you include students who think value for money is satisfactory, the percentage is 89%. 78% of students think the breakfast service is Good or better (of 291 respondents), and 81% think the break time service is Good or better.

Sadly, time spent queueing is still very negative, with only 45% of students finding the queues acceptable. We could consider more external seating in the far quad area, and additional tables in the restaurant to try and alleviate this, which can only worsen as the College moves towards capacity.

The survey didn't feature a question to students specifically about cleaning, but in their general comments about the College, one stated, *"I also think that the cleaners do a great job, I haven't seen a speck of dust since I started at the College!"*

Campus (NR)	Pre-planning application feedback re College extension	NR DoE Seminar on Capital place planning Submit ACME bid by 31st Dec 2013	Seek permission from SOS Secure funding from RCC	Engage architect and QS Identify & overcome funding shortfalls	CN Order works. Schedule Gantt. CN Build CN Furnish	CC Start build. (Or not, if funding not secured) Occupy
College extension approved & funding in place	Update Campus GTC Defects list	GTC Defects Plan	RCC/GTC Defects Plan	Cost up. Prioritise		
CP capital external plan	Select preferred build solution for CN	Govs approval to proceed EFA permission to proceed	Explore all possibilities and goals	Upgrade temp Planning to perm Commence build programme	Nursery - Market second site	
CN second site in operation	Seek potential buildings for VI Form	Benchmark financial position (Future income)	Ofsted approval of dual settings and NOR (28+16)	Draw up specs for each site of requirements and future plans		
Site secured for Harington School	Cleaners - ensure cover/hours where required -Food -Campus	Discussions SME/MO on requirements for in-house Grounds	Obtain costs and quotes for all equipment required	Nursery - Plan BP for split sites - financial stability & income forecasts		
Decision reached re Grounds maintenance		Catering - Restructure of team management and hours across schools	FM Satisfaction Survey to all users Staff, Students, other Campus users, CN, CP.			
FM Services successful throughout Federation						

Curriculum

To review, implement and expand a curriculum which allows all students to make outstanding progress taking account of individual needs.

	2011 – 12	2012 – 13	2013 – 14
Curriculum J Macdonald (JMD) & V Savage (VS)	<p>New curriculum model to build in additional English and maths lessons at KS3.</p> <p>Whole College curriculum review to dictate staffing changes and recruitment.</p> <p>Year 9 compulsory elective term 4 to ensure information on EBAC / pathways lead to correct student choice.</p> <p>Elective review.</p> <p>Implement pilot groups of IGCSE in English and science.</p> <p>JMD to train VS in timetable principles and procedures.</p> <p>SEN timetable to be integrated with the whole school process.</p> <p>QA college course provision.</p> <p>QA new schemes of work in year 8.</p>	<p>VS and SC to complete College timetable.</p> <p>QA schemes of work for KS3.</p> <p>Functional skills level 2 implemented as a replacement for ALAN where appropriate.</p> <p>Roll out IGCSE courses as appropriate.</p> <p>QA College course provision.</p> <p>Review grouping policies.</p> <p>Introduce comprehensive base-line assessments in Y7.</p> <p>Review curriculum in light of the new building.</p> <p>QA Primary provision.</p> <p>Implement findings of elective review.</p>	<p>Review the success of the IGCSE in English and maths.</p> <p>Review KS3 schemes of work.</p> <p>Review elective provision.</p> <p>Investigate further implementation of the IGCSE courses in Science, History and MFL.</p> <p>Review of curriculum in Drama and Technology following appeal process.</p>

Evaluation

The academic year 2013-14 began with significant changes to the curriculum, which was to set the pattern for the rest of the year. The DfE's changes to early entry for English and Maths meant that swift decisions had to be made in order not to disadvantage our students; the College chose to withdraw Year 11 from early entry in English and Maths. Early entry is no longer an option in any subject. Drama and Product Design changed syllabi, which was effective in the former but had less impact on the outcomes of the latter. These changes will be monitored carefully.

Careful monitoring of dual entry in Maths showed that a combination of IGCSE, non IGCSE or different boards had no significant benefit for students and the College will not be pursuing this option in the future. An analysis of IGCSEs in English and Maths indicated that, whilst in English the IGCSE produced positive outcomes for a wide range of abilities; in Maths this was more restricted. Consequently all students in current Year 10 will take IGCSE English; the decision to enter students for IGCSE in Maths will be taken at the end of Year 10. Languages have started IGCSE courses, however recent DfE publications suggest caution in introducing them further as they have not been approved after 2016.

There have been issues raised regarding the suitability of the new BTECs for the students who have opted for them. The examination component has proved particularly problematic and Music, Science and Sport have had to organise resits. After analysing results and course requirements, BTEC science and Sport were not offered in the Year 9 options. Music is being closely monitored.

Year 9 options reflected the government's new progress measures 'Progress 8'. Parental and student choice saw a move towards the more academic and traditional subjects. In Year 9, students continue to begin GCSE courses in the core subjects of English, Maths and Science, and for the first time they have been given the choice between Languages and ICT. This is in response to the need for more curriculum time for those wishing to study Languages at Key Stage 4, as well as the introduction of Computer Science and GCSE ICT in Year 10.

Key Stage 3 also saw considerable changes. The initial scrutiny of schemes of work had shown a great variation across the subject areas and this combined with a new National Curriculum and the abolition of levels provided the impetus for change. All subject areas have written new schemes of work for Years 7 and 8, including the new assessment methods; these will be quality assured in the first term of 2014.

ONE YEAR PRIORITIES 2013 – 14

Assessment

Assessment (VS) 35% Outstanding in lesson observations	Reminder of expectations and Policy	Teams to input assessments grades on system	work scrutiny of Assessment	Check Term 3 assessments	Work scrutiny of Assessment	Student Survey Data analysis of lesson observations
85% of students know how to improve	Teams to identify assessments and give to link VP	Check Term 1 assessments completed	Data analysis of lesson observations	CA data entry Yr 10	Draft questions for survey with IND	Yr 10 Mocks & analysis
A*/A 25%	Assessment Disaggregated	CA data entry	Check Term 2 assessments completed		Check Term 4 assessments	Check Term 5 & 6 assessments
40% achieve 3 A*/A grades	Intervention from Mock results		CA data entry		CA data entry Yr 10	CA data entry Yr 10
5 A*-C including English and Maths 70%	7T PE/ P.E		Analysis of CA Yr 11			Analyse CA data entry
5 A*-C 80%	SLT joint observations					
	Create template					
	CA data entry Disagg training					
	Summative 7 11 Interim 8 9 10 Progress Tutor 11 Evening 7	Summative 8 9 Interim 7 11 Progress 10 Tutor Evening 11	Summative 7 9 10 Interim 8 Progress 11 Tutor Evening 9	Summative 8 10 Interim 7 11 Progress 9 Tutor 10 Evening 8 7	Summative 7 10 Interim 9 Progress 8 Tutor 7 Evening 10	Summative 8 9 Interim 10 Progress 7 Tutor 8 9 Evening

Success Criteria

- Assessment is 35% Outstanding in lesson observations.
- 85% of students know how to improve.
- A*/A 25%.
- 40% achieve 3 A*/A grades.
- 5 A*-C including English and Maths 70%.
- 5 A*- C 80%.

Conclusions

- The new Ofsted framework no longer identifies Assessment as a separate strand, however, based on the criteria of Achievement, 26% of lessons were graded 1.
- 87% of students agreed that teachers and TAs explain how to improve their work compared with 85% last year. However, there are significant inconsistencies across the subjects in response to the question asking how useful marking is. This is supported by the work scrutiny at KS3 which was graded a 3. Formative assessment and its impact still needs development to ensure consistency.
- Formal summative assessment is stronger and tracked within teams and through the reporting system, enabling intervention to be targeted.

- 2013-14 was a turbulent time for KS4 curriculum, plans for early entry in Maths and English were abandoned when the government changed the rules three weeks before the exam. Given that just before GCSE results were issued the exam boards warned of a 'big variation' in results, the College has been able to maintain its high level of achievement.
- 27% gained A*/A.
- 5 A*-C including English and Maths 69%.
- 5 A*- C 80%.
- 35% achieved 3 A*/A grades.

Beyond the Classroom

84

Beyond the Classroom (JMD)	T1 flyer published	T2 flyer published	T3 flyer published	T4 flyer published	Draft questions for surveys	Trips booklet 2014 - 15
80% of students access extra-curricular activities and / or trips	JMD EVC training	Youth Speaks	Production rehearsals	Production	T5 flyer published	T6 flyer published
90% of parents agree that there are sufficient extra-curricular activities	Trips training disagg	Sport tours organised			Ghana preparation	Presentation assemblies
	SC briefed on new procedures	Scholarship programme organised			Performing Arts tour	Science week
	Youth Speaks				Y7 Spelling Bee	Ghana preparation
	DofE starts					Electives booklet and choices
	Trips flow chart published					Sports day
						Connect special edition

Success Criteria

- 80% of students access extra-curricular trips and / or trips.
- 90% of parents agree that there are sufficient extra-curricular activities.

Conclusions

- Over 50 trips have taken place during 2013-14. A database has been kept throughout the year, indicating that 89% of students have been on at least one trip or visit. 92% of FSM pupils have been on at least one trip or visit.
- 87% of parents agree that there are sufficient extra-curricular activities. Where parents have disagreed, comments have related to ensuring that all students receive information on trips at the same time and indicated the need to promote the sporting activities more efficiently.
- The new house point system has been used to record attendance on extra-curricular trips. In 2013-14, 2900 house points were awarded to students for their attendance at these – the equivalent of almost 80 per week.
- In the same way, competition involvement has led to 2736 house points being awarded throughout the year – the equivalent of 72 per week.
- Termly extra-curricular flyers are now the norm. These are also placed on Facebook and the website to ensure stakeholders are aware of the events running each week.
- The annual trips booklet was released in time for new intake evening. 50 trips are planned for 2014-15, including the Ghana expedition and new trips such as Greenwich Meridian, and Rock Blok for tutorial teambuilding for all new Year 7 students.

Curriculum

Curriculum (VS) all courses offered are accredited	Exam info forms up dated and signed off	Btec task group	Btec task group	Btec task group	Btec task group	Btec task group
✓ Courses are appropriate for a broad range of students 86% of students and parents agree	Btec task group Check early entry Maths	Early entry maths?	Review Photography GCSE	Timetabling	Yr 10 Btec Music moderation	Yr 10 Mocks
	Appeals	Yr 11 ICT Unit 1 moderation	Yr 10 ICT moderation		Yr 8 options MFL/ICT	
	Yr 11 Btec Music moderation	NCS visit to QA provision for mechanics	Yr 11 Btec Sci moderation			
	Updated Exam info from TIs	Early entry English group	Options offer - new subjects?			
	English/Maths Curriculum Review		Options evening			
	Exam Board changes reviewed and to VS					
	Product Design					
	Graphics					
	Languages					
	IT					

Success Criteria

- All courses offered are accredited.
- Courses are appropriate for a broad range of students, 86% of students and parents agree.

Conclusions

A review of the curriculum was undertaken in response to the changes in BTECs, as well as wider curriculum changes introduced by the DfE which meant that some of the courses offered, such as the vocational and OCR nationals, were no longer accredited for the College.

- All courses taken by Year 10 are accredited, with the exception of vocational courses offered to students within the DSP, in order to meet their needs.
- The issue of ICT has been addressed and the new ICT course is accredited. From September 2014, ICT is no longer compulsory at KS4 but offered as two separate GCSEs within options.
- Options were placed within columns.
- BTEC Science and Sport were no longer offered.
- Hospitality and Catering was introduced for students on a bespoke timetable.
- Year 9 students have been offered a supported choice between French, Spanish and ICT.

92% of parents and 81% of students feel that we offer a wide range of appropriate courses. 86% of parents and 85% of students felt that difficulties with option choices were resolved satisfactorily.

The rules regarding early entry for GCSE changed and therefore the cohort was withdrawn from Maths and English.

Harington School

YEAR 1 PRIORITIES (2013/2014)						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Harington (VS) Successful bid to the Department for Education (DfE)	Prospectus done Photos Uniform Text VS /SPW: Rationale & Outcomes Community engagement: Consultation evening Survey students and parents Press release Meet JT	Apply for NSN Development Programme 31/12/12 - using the NSN application form.	Adjustments to bid and complete the DfE form.	DfE interview Pre-opening Phase: secure site Support from DfE	Pre-opening Phase: Secure site Management structure Governance Recruit staff - prospectus policies Marketing	Pre-opening Phase: secure site recruit staff Policies Prospectus Marketing

Success Criteria

- Successful bid to the Department for Education.

Conclusions

- A marketing strategy was put in place, including meetings, advertising, use of social media, prospectus and surveys.
- Oakham School joined the proposer schools for a joint bid.
- A bid was submitted to New Schools Network (NSN) in January 2014.
- The bid team were called for an interview by the NSN in February 2014 and were subsequently offered a place on their development programme.
- The bid team attended a NSN mock DfE interview in April 2014.
- A bid was submitted to the DfE in May 2014 and the team were invited to attend an interview in July 2014.

HR Management

HR (JMD)	PR database 2012-13 complete	Support staff Performance Review (PR) complete	All support staff PR QA-ed by JMD	Teacher PRs reviewed	Draft staff questions for surveys	Update PR database 2013-14
Staff retention improves from 75% - 80%	Teaching staff PR complete	All teachers PR QA-ed by JMD	Support staff contracts reviewed		Support staff PR reviewed	
35% of lessons observed are at grade 1	Disagg options QA-ed by IL / JMD	Teacher support programmes reviewed				
85% of lessons observed are Good or better	Forms and guidance updated	Teacher contracts reviewed				
85% of Federation staff have Good or better attendance	Observation spreadsheet created					
	Support in place for relevant staff following results analysis					

Success Criteria

- Staff retention improves from 75 - 80%.
- 35% of lesson observations are at grade 1.
- 85% of lessons observations are Good or better.
- 85% of Federation staff have Good or better attendance.

Conclusions

- Staff retention across the Federation has improved from 75% to 90% in the last year.
- Staff attendance has risen to 93% Good or Outstanding across the Federation. Data from the staff survey indicated that this is in part due to the new performance management criteria.
- The new teacher performance review system has been embedded through the interim review which gave staff clear indications of their likely outcomes and ensured the opportunity to identify the further support required.
- Support staff performance reviews have mirrored teachers' performance targets, with the exception of results. The review did not take place for support staff due to workload of Team Leaders in term 5. This will need to be addressed in 2014-15.
- Lesson observation outcomes have been graded amber. The new Ofsted framework focussing on progress over time has identified a number of issues for staff. Crucially, marking and assessment need to be modified to ensure that students know how to improve. This will be a separate strand on the Transformation Plan in 2014-15.

Quality Assurance

Quality Assurance (JMD)	Teaching staff PR complete	Support staff PR complete	Electives QA	PRs reviewed	Surveys prepared	Surveys issued - parental, student, staff
External validation confirms College QA judgements are accurate	TL complete TP reviews	Y7 focus group (transition)	Staff focus groups - teaching and learning	Student focus group - experience over time	Electives QA	All TL complete joint obs: HW, HR, NM, RAS, RW, SMG, OT
	New staff observations	Student focus group behaviour	TL LW - students know how to improve	TL LW: questioning techniques	TL LW - how assessment links to LO	TL LW - students know how to improve
	Observation spreadsheet complete	TL LW: marking	Observations	Observations	Team work scrutiny surveys KS3	Observations
	SPW Ofsted / joint SLT obs	Team work scrutiny surveys KS4			Observations	
		Observations				

Success Criteria

- External validation confirms College QA judgements are accurate.

Conclusions

- All lesson observations have been conducted by members of the senior team. Focus of these changed in February in response to Ofsted changes, ensuring a focus on progress over time.
- Teaching staff performance reviews and the introduction of a more rigorous interim review of these has ensured that staff are best placed for successful reviews in the next cycle.
- Members of the senior team conducted a joint observation with the Principal to ensure consistency.
- QA days in June allowed a focus on a range of issues, including behaviour in unsupervised times, student focus groups on progress over time and a staff focus group on professional development.
- Electives quality assurance has again indicated that this is an Outstanding area of the College provision.
- Stakeholder surveys have been updated and analysed to ensure that strands in the TP have been successful in 2013-14 and are relevant for 2014-15.
- There is a clear issue with learning walks being delivered by Team Leaders in their areas. For next year this will be addressed through their team strands and closely monitored by link Vice Principals and the Principal.
- Joint lesson observations with Team Leaders will be conducted during term 1, when new staff will be seen.

- An Education Consultant, Sarah Bysouth, visited to meet Team Leaders in May 2014 with a focus on the quality assurance processes deployed by the College:
 - 'The College has a robust quality assurance process in place, which is monitored closely by the Senior Leadership Team. A number of changes have been put in place including a change in the format of student reports and organisation of teaching observations across the College.'
 - 'The SEN team are fully engaged with all teaching teams to maximise learning opportunities.'
 - 'The College has revised the transition processes to make the step from primary school to secondary school easier. Feedback from the students shows that overall, they settle in quickly.'
 - 'Teaching staff meet on a regular basis and use this opportunity to work through a number of activities including curriculum mapping, moderation, planning and preparation.'
 - 'All teams are fully aware of the Senior Leadership Team's arrangements for lesson observations, with Team Leaders seeing this as a positive step as they are able to provide objective and appropriate support to team members to develop practice.'

Teaching Alliance

Teaching School (JHR)	Partnership Agreement with SD university provider / schools (2014) agreed. No. of ITT places agreed.	Teaching school application completed.	Governance Training	HLTA Course	SD for 2014 appointed.	OTP cohort 3
Successful Teaching School Bid	Optional CPD programme in place for the year.	Draft prospectus for Teaching School completed.	External Training Course (Primary)	Evaluation of in-house Training Programmes	External Training Courses	Induction Programme
A minimum of 4 courses are open to local schools with 30 colleagues involved.	Local Needs Analysis completed	Micro-website for Teaching School	Masters in Education	SLE Appointments	Structure of proposed Teaching School Agreed	Training Booklet 2014-15
85% of teaching staff view professional development opportunities as Good or better.		OTP Cohort 2				
		Advertisements for SD 2014				
		Launch optional training linked to PM				

Success Criteria

- Successful Teaching School Bid.
- A minimum of 4 courses open to local schools with 30 colleagues involved.
- 85% of teaching staff view professional development opportunities as Good or Better.

Conclusions

- In April 2014 the College was awarded Teaching School Status. The Rutland Teaching Alliance has now been established. A management structure has been agreed and key appointments made. A separate Action Plan has been written for the Teaching Alliance focusing on the 6 key strands.
- Stronger links have been developed this year, with a number of secondary and primary schools, within Rutland and the surrounding counties. John Harrison has presented to Rutland Heads on two occasions, and a Needs Analysis survey has been completed. A number of external courses were run (e.g. Outstanding Teacher Programme, Read, Write Inc.) with a total number of colleagues in excess of 80. Some courses were not ultimately feasible due to a lack of uptake numbers (e.g. HLTA training for TAs). The Alliance has supported seven School Direct trainees with 100% of them gaining employment. In 2014 the number of trainees within the Alliance will increase to 19.
- A programme of training is being developed for both Primary and Secondary. There is a strong focus on NQT / Initial Teacher Training, Moving teachers from Good to Outstanding, Middle Leader Support, Ofsted updates.
- The move towards a disaggregated training programme has been very well received by staff. Each training session was evaluated (1-4) with the average score being 1.16. Opportunities were taken for specific team training (e.g. Science and ISAs) alongside bespoke training (e.g. for School Direct trainees).
- Teaching School will have a separate Transformation Plan in future years.

TEAM EVALUATIONS

Maths and ICT

R Wardhaugh (Team Leader)

The Junior Maths Challenge is a national competition held every year which enables really able mathematicians to compete against others by solving 25 problems. A points system is in place and students gain or lose points depending on which question it is, so strategy as well as Maths is tested. I am pleased to say that after entering 120 Year 7 and 8 students, we received 29 bronze, 16 silver and 6 gold certificates.

The team supported a School Direct trainee, who successfully passed her training year and has now started an NQT year at another school. We wish her well for the future.

There have been some new activities in and outside of the classroom with the appointment of an Assistant Team Leader for ICT. Firstly, there have been two house competitions using the Wii. Mario Karts was well received, especially as there was a staff as well as a students' final! Then, towards the end of the year there was a dance-off competition. In addition, new technology has been used in Computer Science lessons. Using a Raspberry pi and a robotic arm has certainly made the lessons more interesting and helped to really engage students.

There was a lot of support across the team this year as many were teaching a subject outside of their comfort zone. Aside from making us communicate more thoroughly, it has given us an idea of what it is like to be teaching the other subject, with the opportunity to develop a wider set of skills.



The Maths ambassadors were an integral part of the intervention in KS3 this year. Twice a week during tutorial they would take a small group of students out, to work on basic skills such as times tables and division. Feedback from the students was positive as well as from the ambassadors. This is hopefully something that we can recreate this year.

English

R Stapleton (Team Leader)

The Spelling Bee again created a buzz and, as promised, was extended across Years 7, 8 and 9. Class competitions led to exciting final rounds in March and July. Year 8 victors were Jamie Robertson (8M), his second Spelling Bee win after coming first in the 2013 contest, in second place, Euan Holmes (8C), and in third place, Amelia Seymour (8A). Charlotte Lemon (7S) and Conor McCafferty (7T) were joint winners with Oliver Davies (7A) achieving third, whilst In July, out of twenty finalists in Year 9, Caitlin Edens achieved third place, Sam Jones came a close second, and Will Cregan took the first place title. The competition is now an established part of the curriculum.



Inventive ideas abounded as all students in Year 8 took part in a group reading challenge: dramatic readings, film trailers, extra chapters, reviews and interviews with authors - just some of the creative ideas presented to persuade others to read their chosen novel. Local author, Jaede Wylde, came to talk to Year 10 about the process of writing.



March saw the College celebrating World Book Day with staff and students dressing up as their favourite fictional characters and taking part in a catwalk show during the lunch break.

Trips to the theatre and places of interest involved students

from all years: 120 Year 8 students visited the Battle of Bosworth visitor centre, supporting the Richard 111 Year 8 scheme; a trip to The Globe Theatre, including workshops, for Year 9 and 10 studying Julius Caesar was well supported by students; those in Year 8 studying 'The Curious Incident of the Dog in the Night' went to see the National's streamed production in Stamford; in February Year 9 and 10 students went to Stratford, taking part in an exploratory workshop before seeing the RSC's production of 'Antony and Cleopatra'.

Much work has taken place during the summer to revise the programme of study for Years 7 to 9 following the introduction of the new National Curriculum. Exciting and challenging new schemes for 2014/2015 will include the study of both contemporary and classic authors from Blackman to Morpurgo; Chaucer and Shakespeare to Dickens.



In both key stages, students continued to benefit from tailor-made intervention programmes, delivered in small groups to maximise progress. Students across Year 11 are to be congratulated on their results in English and English Literature. The IGCSE results for the first cohort taking this exam have been a resounding success.

The Performing Arts

L Mitchell (Director of Drama) and M Sammy (Director of Music)

The Performing Arts at Catmose College have had another successful and full year, giving many opportunities to the students to get involved in performance. Below is a review of some of those opportunities:

In September, seven Year 11 students were invited to perform a Murder Mystery Play at the Castle in Oakham which was thoroughly enjoyed by the community.



The annual Christmas Concert was held at Oakham's All Saints Church and consisted of around 200 students. A number of ensembles performed some excellent pieces of music which were directed by the different peripatetic teachers. The evening consisted of an array of drama and musical items with a selection of carols which were sung by the congregation and accompanied by the Catmose Choir and Orchestra.

In February, Catmose had the opportunity to perform on the main stage at the Curve Theatre, Leicester. A cast of seven students performed the musical 'Phantom Love' written by a local playwright Tracey Dene Powell. Another 100 students performed in the Orchestra, Choir, and gave poetry recitals and solos to full and appreciative audiences. Later in July, the 'Phantom Love' students also performed several times at the WW1 Commemoration Event 'Mobilisation' at Kendrew Barracks.

Over 150 Year 7 students visited London in January to see the West End musical 'Charlie and the Chocolate Factory' and to take part in a workshop at Pineapple studios.



Each of the forms then sang and choreographed a song, performing twice to an audience of over 500 primary school children, parents and students on the Hellerup staircase in June. This was our most successful Year 7 production ever, with a host of talented students

getting the opportunity to perform solo roles.

One of the highlights of the year was the performance of 'Beauty and the Beast' at Catmose Theatre (three evenings and one matinee performance). The cast numbered around 100 students from Years 8 and 9 performing on stage. Students also ran the technical side of the theatre, headed up by our AV Technician Daniel Bond. Older students were also involved in creating and teaching the choreography for this production. We were privileged to have an outstanding principal cast performing to a very high standard.

This was followed in July by the Performing Arts Tour to Costa Brava, Spain. 43 students from Years 9 - 11 performed in different venues around the area. The response to the solo and group performances was excellent.

During the summer holidays, Katie Marshall performed two incredible solos at the Centenary event at Easton-on-the-Hill.

James Barlow, Andrew Parsons and Mel Potts were all a tremendous help and support with Music and Drama throughout the year, both within the class and with extra-curricular activities.

We look forward to the Community Summer Showcase in July 2015.



Science

N Mentzel (Team Leader)

Last year was a successful year for the Science team. Two teams of students in Year 10 attended the annual Extreme Physics competition hosted by the Stimulating Physics Network and Institute of Physics. Accompanied by Mrs Drake and Mr Kerley, the teams brought home both the 2nd and 3rd place trophies as well as an award for Best Scientific Journal completed during the competition weekend. We are looking forward to the competition next year and hope to take the top spot!



Science Week returned again in July, this year with a 'fast and furious' theme. The week gave students the opportunity to visit the Jaguar Land Rover factory, Rockingham Race Track, Leicester Tigers Training Ground and the Leicester Space Centre. Other events included a 'Science of Pyrotechnics' presentation where students discovered the science behind fireworks and explosions and a set of workshops covering renewable energies, robotics, science in sport and innovative design. Students were also enthused by Mr Kerley's spectacular science show where they learned about pressure and combustion reactions. Plans are already in the pipeline for Science Week 2015.

During the summer terms, the Science team redesigned the KS3 schemes of work and assessments for Year 7 students based around the changes to the curriculum. These schemes of



work have a greater emphasis on the development of practical skills as well as scientific knowledge and aim to provide more challenge to all students. The team will be developing these schemes further during this academic year, as well as designing an equally engaging curriculum for Year 8 students, for teaching in 2015. Preparation is also being done this year on the changes taking place in KS4 Science ready for implementation in August 2015.

Results in August improved on the previous year with a higher number of students achieving top grades in both triple science and additional science. This year, the team will be building on this success further by offering targeted groups of students sharply focused intervention sessions for each unit, beginning early in term one. Teamed with the completion of most controlled assessment in the summer term and the final controlled assessments timetabled before the end of term one, there is a well-structured approach in preparing the students for their GCSE exams.

As the Science team strives towards moving from 'good' to 'outstanding', marking and assessment are becoming a real focus for the future terms. A policy is currently being trialled which aims to create a dialogue between staff and students, giving regular, informative feedback to students as well as showing progress over time whilst still maintaining a manageable workload for staff. This has also led to the trial of a new piece of software which will analyse students' assessment data, allowing staff to provide more effective additional support for individuals within their class.



The foci of the team transformation plan make this an exciting time for the Science curriculum area. We look forward to making further improvements and having another successful year.

Humanities and Modern Foreign Languages

S McGrath (Team Leader)

Many and varied were the trips and activities organised by the Humanities and Modern Foreign Languages team this academic year. There was something for every year group; some trips were cultural with visits to Spain, France and Germany. Some were historical with excursions to Black Country Museum, Battlefields and Beth Shalom. Students experienced action-based learning, with PGL in France, Kingswood and Field trips for Year 7. These proved very popular and quickly filled up. It is our intention to offer a wide range of trips again this year as we believe they extend a student's educational experience in a positive way.

For the first time we had School Direct students in the College and two joined us, one in History and one in MFL. I am pleased to say they both passed their year, with Corrie Wiik gaining a distinction and an award as the top student of the year. We have a further two students this year and we look forward to them being as successful.



Two members of the team moved on this year, having been with us for three years. They have been replaced with Corrie Wiik and an experienced Geographer, Lucy Jones. Victoria Millikin has been appointed internally to replace Kate Weightman as ATL/Head of MFL.



Our GCSE results this year were again outstanding in History and Philosophy & Ethics, with larger than ever numbers of students in Year 10 choosing these as an option. Geography results improved over last year and produced a good outcome. This continues to be a popular choice amongst our GCSE students, especially boys. Business Studies results likewise improved and produced some good results. However, 2015 will be our last student entry.

MFL results were disappointing, however, we are committed to renewing the interest in language and, with a further lesson per week in Year 9, Sanako online, and revised schemes of work, we hope to see a larger number of students choosing languages with a greater expectation of achievement.

Art and Design Technology

H Reeve (Team Leader)

The combined Art results in 2014 delivered a College record of 35% A*- A and 94% A*-C. This is a 6% increase on the 2013 results and an incredible 12% A*-A /18% A*-C above the national average with a cohort of 70 students. Within DT, Graphics results increased by 42% at 66% A*-C, now 5% above the national average.

This year, 151 Year 9 students achieved their Silver Arts Award. The level 2 qualification is equivalent to half a point score of GCSE at grade B and administered by the Arts Council of Great Britain.

Our cross-curricular initiative involves Painting and Drawing, 3D Studies, Textiles, Music, Drama and tutorial. One of the aims is

to increase creativity and independent working in preparation for GCSE courses. Another is to ensure Catmose students have a nationally recognised qualification in the Arts.

The broad theme of accessories enabled students to successfully produce work related to their own interests. Work ranged from beautifully decorated headphones inspired by a culture, to a dramatic painting of a face in acrylic. The diverse range of work was showcased in our first Year 9 exhibition.



Students' choice of materials and techniques led to greater motivation, leading the moderator to comment, *"Congratulations on another very successful year! The students' individual art work was a joy to see and their own personal interests had really been pursued."* In addition to the qualification, all Year 9 students worked with a variety of different Artists/Designers in: a drawing and mixed media workshop using the theme of 'recycled', a conversation piece in ceramics and a workshop on creating a textiles brooch inspired by insects.



Judith Spiers, James Brydon and Lisa Woods continued to liaise with staff at Catmose Primary to deliver a range of projects tied into their curriculum, including a World War I pop-up book, puppets created using fabric, designing a dream house and constructing 3D Roman objects from card inspired by the visit to the Oakham Museum. This really does give our primary school pupils a rich and varied experience with materials and techniques.

Numerous competitions and events ran throughout the year across the two departments. Within DT, the 'Future Chef' competition was highly successful, one student was awarded runner-up at the New Stamford College regional final. Catmose College hosted the 'Rotary Young Chef' competition and students excelled themselves by achieving first and third place. Graphics entered the National Pro skills 'Print It Challenge' with Year 10, Primary and Key Stage 3 students entering the School Games 'Design a Torch' competition and winning the area class for Rutland County. Art ran the very successful annual Christmas card competition, alongside numerous House competitions including 'Design a Map for the School'.

Across the year we ran inspiring trips including a joint residential Art and French trip to Paris and days out at The Fitzwilliam Museum Cambridge, Phoenix cinema and Oakham Galleries. Nicola Ray ran a graffiti weekend workshop with students to produce large spray painted panels inspired by Rutland County in a commission for a local bike shop. After experiencing the WEE lecture, Year 9 made a diverse range of hand-crafted products to sell at our exhibition evenings. 'Gifts for Ghana' raised over £200 to support our forthcoming visit in October 2014.



We firmly believe it is essential that students experience Arts and Crafts first-hand and we have expanded our trips this year to include a sculpture workshop at Burghley House, observational sketching and how to analyse a painting at The Fitzwilliam Museum Cambridge, resource collecting at The V & A and Tate gallery, investigating designers at The Design museum and a Photography workshop in a London studio. In 2014-2015 we aim to increase our student enjoyment and cultural awareness further through more weekend workshops, as well as visiting artists and designers.

Sport

O Teasel (Team Leader)

2014 has been a highly successful year for the Sports Team at Catmose College. Not only did we achieve an 'Outstanding' set of examination results in both GCSE PE and BTEC Sport, but we also managed to reclaim the area Varsity Title, beating rivals UCC by 35pts.

Athletics: This year, 27 Catmose students were selected to compete at the Leicestershire County Athletics. In total we achieved 1 gold, 3 silver and 1 bronze award. Our strongest performance came from Daniel Cousens who was selected to represent Leicestershire.



Indoor Athletics: Year 7 and 8 boys' and girls' teams were crowned area champions and selected to compete at the Level 3 School Games competition.

Basketball: All years competed in the Melton & Rutland Basketball League with the Year 7 boys, Year 8 girls and Year 9 girls winning their leagues.

BTEC Sport: The results were 'Outstanding' with 100% of students achieving A*-C and 21% of students achieving A*/A. Our top performing students were Katie Newman, Harrison Wiles-Bull and Jordan Williams.



Spotlight: Over 60 students took part in the 10th Spotlight on Dance held at Uppingham Theatre.

Football: Year 7 to 11 boys all competed in the Melton & Rutland Football League, with Year 7 and Year 10 both winning.

GCSE PE: The results were 'Outstanding' with 95% of students achieving A*-C and 46% of students achieving A*/A. Our top performing students were Hannah Green, Bethany Baker, Phoebe Booth, Ashley Chamberlain, Jenna-Marie Charlton, William Durno, Chloe Simpson and Katie Window.

Gifted and Talented: The Sports Scholarship was launched at the College and awarded to over 100 students. Over the course of the year there were workshops on Lifestyle Management, Performance Profiling, Nutrition, and Goal Setting. Olympic Badminton player Anthony Clark also visited the College on two occasions to work with our Gold and Silver Scholars.



Inclusive Sport: Catmose held its annual Inclusive Sports Day which included boccia, wheelchair basketball and curling. A number of our SEN students also attended the School Games at Loughborough University where they took part in wheelchair basketball.

Netball: Overall, Catmose had a very successful year in netball. All years competed in the league with Years 7, 8 and 9 finishing top.

Rugby: All years competed in the league with Year 9 Boys winning all five of their games.

Sports Day: Sports Day this year was a successful day where over 250 students competed in a range of athletics events.

Sports Leaders: 52 students passed the Sports Leaders Level 2 Award and assisted with a wide range of primary school events.

Tennis: Year 8 and 9 boys competed in the Melton and Rutland Varsity League and finished first overall.

Varsity: The College reclaimed the area Varsity Title, beating local rivals UCC by 35pts.

Over the course of the 2014/15 academic year, the Sports Team will be looking to develop the House System, the KS3 and KS4 Core PE curriculum, built around the 5 Abilities, the use of technology within lessons, and Cross-Curricular links with other subjects, specifically English and Mathematics.



Designated Special Provision

H Williams (Team Leader)

2013/2014 was a year of further development for the DSP, with the DSP tracker allowing for personalised intervention and personalised study support lessons to cater for each student's needs, identified in their SEN statements and developing independence.

A highlight of the year was the annual DSP trip to visit Twycross Zoo which linked to the Small Animal Care vocational course that some students are studying. Students displayed exceptional behaviour and fully took part in all activities.



The Year 10 GCSE English students also went to Nottingham Cinema where they watched a live recording of Macbeth from the Globe Theatre in order to support their English course.

During Science week, there was a workshop run by Mr Labsvirs designing and making cars that were propelled by compressed air and rockets that were fired into the air. Bobby Roxburgh had the best design for the car and Thomas the highest flying rocket.

Students also visited Burghley House; linking into the History schemes of work and the Entry Level ICT qualification. They participated in a trial of Henry VIII to decide if he was a villain or a hero, a tour of the Elizabethan house led by Henry VIII followed by a tour of the sculpture gardens.



The specialist teaching received by students during Years 7 and 8 has seen an increase of DSP in the number of students making a successful transition into mainstream in preparation for their GCSE courses. All three Year 9 students will start in mainstream teaching groups in September. By Christmas, both Year 8 students will have made a successful transition into mainstream too.

Study support sessions have been modified to allow students additional time to complete classwork and homework with specialist support. These sessions are now an integral part of student curriculum ensuring additional aspects of students statements are being met.

KS4 students successfully completed the highest level of the TITAN scheme (Travel Independence Training Across the Nation) run by Tish Barnwell who is the Road Safety Officer at Rutland County Council. The scheme gave students more confidence when walking and travelling on buses and trains.

At the end of the year we held an awards presentation event inviting parents to share in students' success. This was a positive experience and many parents commented on how beneficial it was to meet with other parents, as well as to see the progress of individual students being recognised.

The DSP benefitted from 14 iPad minis, enhancing the resources available and allowing them to be more accessible. Dictionary, spelling tests, interactive presentations, books and story-telling are just a few examples of resources used.



All Year 10 DSP students completed a successful week on work experience with a large number of placements including Sainsbury's, nursery schools, primary schools, site maintenance, leather products factory and kitchen work. The level of independence displayed was very high.

COLLEGE REVIEW: MAIN RECOMMENDATIONS

Leadership

Our meticulous quality assurance procedures acknowledged that Leadership across the College is Outstanding. However, we recognise a need to develop Literacy amongst students, across all subject areas, encouraging all to make excellent progress. This is a focal point for next year.

Over the past year, a new Academy Teachers' Contracts and Teachers' Pay Policy have been developed and rolled out to all new staff, with current staff being given the option to move to the new contracts. This coming year we will develop and roll out a similar system for support staff.

Quality Assurance

New Ofsted framework outlined a move to 'no notice' lesson observations; the College will be mirroring this moving forward. SLT will be closely monitoring learning walks, to ensure consistency with standards; keeping focussed and targeting subject areas that need to improve.

Behaviour

Data from lesson observations and staff and student surveys demonstrates that behaviour across the College is Outstanding. Targets for this year focus upon perception amongst students regarding occasional low-level inappropriate behaviour in some subject areas; ensuring that staff deal with any pockets of disruption effectively and consistently.

Achievement

The 2013/14 GCSE results were particularly strong, with 69% of students achieving the key benchmark of 5 A*-C grades including English and Maths. This is a particularly strong result in a year which saw a great deal of volatility due to changes introduced at a national level. A gaps analysis has identified a priority for this year, when we will be concentrating on improving the performance of boys and pupil premium students.

Teaching

The Ofsted criteria changing part way through the year caused focus to move to progress over time; staff adapted to this well and, moving forward, the emphasis will be on ensuring a consistent approach to teaching across all subject areas, including tutorial.

Teaching Alliance

The Rutland Teaching Alliance was granted Teaching School Status last year and will be developing its own action plan. This year the number of School Direct places has been increased across local schools and future targets prioritise increasing the SD partnership and training positions.

Harington School

The bid team currently awaits a decision from the DfE. If successful, we will produce a separate plan which will be annexed to the current document.

Campus

The Federation organisations of the College, Primary and Nursery are all maintained to a very high standard. Last year saw Catmose Nursery grow, with the creation of Catmose Pre-School on the Primary site. In addition, Catmose Primary benefitted from significant investment in outside spaces. It is the intention this year to explore the expansion of both the Primary and the College.

THREE YEAR PRIORITIES

We are entering another exciting phase for the College and the wider Federation's development in the coming three years.

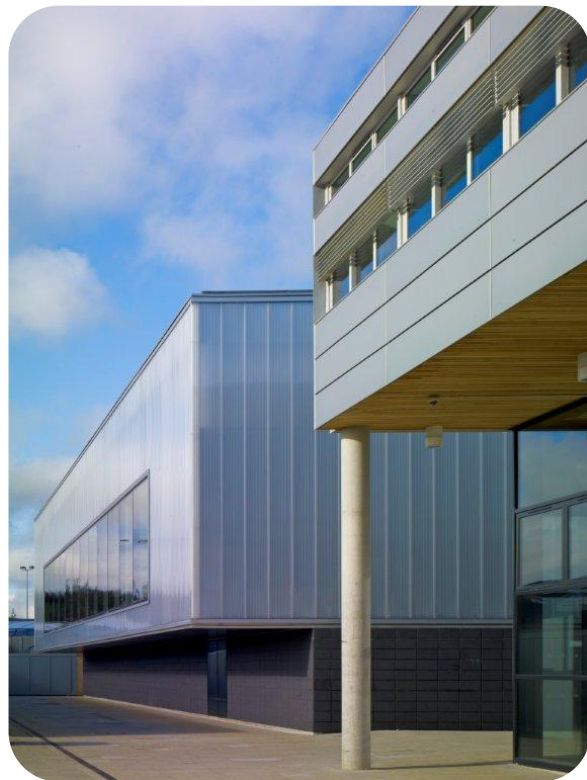
The College and Primary's popularity has led to a significant pressure on places at both schools and many children are therefore being unsuccessful in their applications. The Catmose Federation's primary aim is to educate children who live locally to our schools; this aim will be at risk if it is not addressed through working in partnership with the Rutland Local Authority and the Department for Education.

Nationally, significant changes have been made to the curriculum and examinations system that will require careful management to ensure that students are given the best opportunities to be successful. These changes will take place every year for the next five years until full implementation for our current Year 7 groups. This move to a core academic curriculum for all, higher expectations regarding standards and changes to the way in which students understanding is examined is a challenge we are well placed to respond to but also requires planning and implementation to be carefully planned.

Finally our work to support the wider school system continues to develop with our accreditation as a National Support School and Teaching School. This will afford staff additional opportunities to grow professionally whilst broadening our influence on the school system locally and nationally.

There are, therefore, three strands which will thread through our development over the next three years:

- Federation Development
- The College Curriculum
- School to School support



Three Year Priorities: 2014 - 2017

Campus

To review the new Campus and consider future options for investment and performance.

	2014 – 15	2015 – 16	2016 – 17
CC	<p>Ensure snagging remains on task and target finish for October 2014.</p> <p>Look into parking to pre-empt congestion likely to be caused – consider ramps, fines, monitoring, barriers.</p> <p>Discussions with RCC around strategic CAPB strategy to increase secondary capacity in Oakham.</p> <p>Liaise with RCC re current leased areas of Campus in order to alleviate the above.</p> <p>Discuss with providers, plans and cost proposals to offer build to increase NOR from 900 to 1080.</p> <p>Apply to EFA for increased PAN.</p>	<p>CC Extension – Funding sources in place for new build; or, agreement reached for takeback of leased spaces from RCC; EFA permission received for additional students. Capital bid submitted to EFA to enable plans.</p> <p>CP – Continue looking at outdoor areas to enhance. Hobbits House area in trees adjacent to KS1 playground.</p> <p>CP – Student toilets complete refurbishment.</p> <p>CP – work with RCC to develop second school 210 NOR with ability to grow to 420 long term.</p> <p>Harington – Known outcome and date by now, therefore this strand to be enhanced/deleted as appropriate.</p>	<p>CC – Extension open.</p> <p>CP – Look at further areas for development and prioritise.</p> <p>CP2 – development work complete and building started towards primary school.</p> <p>CPS/CN – creating surplus towards eliminating Federation loan.</p> <p>Harington – Potentially open September 2016.</p>
CC/CP	<p>Term 2 – expand catering team to meet demand at both CC (increased numbers and footfall) and CP (UIFSM grant take up).</p>		
CPS/CN	<p>Term 3 – Jan 15 – Increase in child numbers & staff, which will commence payback of Federation internal loan.</p>		
CP	<ul style="list-style-type: none"> • Refurbish Garden area. • Complete woodland area. • Erect Learning classroom 		

	(student council target).		
HVI	<p>Await outcome of Harington School application. If successful, this will require single development strand:-</p> <ul style="list-style-type: none"> Planning Agree and secure site Staffing recruitment Building plans QS appointment M&E specialist FFE requirements Room data sheets Marketing Policies Budgets Curriculum Services (FM, Fin, ICT, etc) Highly dependent upon target opening date. 		

Curriculum

To review, implement and expand a curriculum which allows all students to make outstanding progress taking account of individual needs.

	2014 – 15	2015 – 16	2016 – 17
Curriculum VS JHR	<p>KS3 - Introduction of new National Curriculum.</p> <p>KS3 - New schemes of work for Year 7 and 8 completed and quality assured.</p> <p>KS3 - Replacement of levels with percentage assessment results measured against year average.</p> <p>KS3 – Review of Language vs. ICT choice in Year 9.</p> <p>KS3 – Introduction of groupings in Year 7 for subjects other than Maths.</p> <p>KS4 – Year 10: Maths / English counts double / triple; Academic Science option only.</p>	<p>KS3 – Review success of using percentage assessment results, cross referencing with CATs and KS2 data.</p> <p>KS3 – Investigate the extension of choices at the end of Year 8 and the introduction of GCSE courses in Year 9 for non-core subjects.</p> <p>KS4 – New GCSEs for Eng., Maths</p> <p>KS4 – Progress 8 measure implemented; review option choices in light of new performance targets.</p> <p>KS4 – Expected reduction in Controlled Assessment / increased focus on terminal exams; movement away from Tier entry.</p>	<p>KS4 – New GCSEs for Sciences, Geography, History and MFL.</p>

Current Provision and Effectiveness

The College offers a comprehensive range of qualifications and opportunities to suit the needs of all students and fulfil the new government requirements. Students in Years 7 and 8 experience a wide ranging curriculum where key skills and knowledge for later learning are embedded.

Students in Year 9 begin their GCSE core courses and some opt to complete their silver Arts Award. For the first time, students in Year 9 have been given the choice of ICT or Languages, to give them more curriculum time in preparation for GCSEs. A number of students receive 1:1 tuition in Literacy and Numeracy within the College day and there is a comprehensive intervention programme in place.

The option system now gives students a more guided choice to ensure a broad curriculum but it still allows individuals to follow their strengths. Individual timetables are created for students with special needs, including study support sessions. In the parental survey, 92% agreed that the College offered a wide range of appropriate courses.

The Electives programme enhances and extends curriculum provision and develops valuable 'soft' skills. Compulsory electives are used to complement the tutorial and PSHE programmes while supporting our collegiate approach.

Issues to be Addressed

- Introduction of schemes of work and lesson material to support the new Key Stage 3 curriculum and the move away from levels.
- Ensure that courses remain fit for purpose for students and new accountability measures.
- Additional support for core subjects regarding planning for new schemes of work.
- Assessment and subsequent reporting cycle support planned intervention across curriculum.

Success Criteria

- All courses offered are accredited.
- Courses are appropriate for a broad range of students, >85% of students and parents agree.
- Reporting cycle is understood by all stakeholders and underpins a programme of intervention.
- New KS3 Schemes of Work support effective teaching: lesson observations >85% Good or Better.

Teaching Alliance

Teaching School status was granted to the Rutland Teaching Alliance in May 2014. The table below outlines the main priorities over the next three years.

	2014 – 15	2015 – 16	2016 – 17
Teaching Alliance	School Direct: 10 Secondary, 7 Primary.	School Direct: 16 Secondary, 9 Primary.	School Direct: 19 Secondary, 11 Primary.
JHR	Appropriate Body Affiliation / NQT Training; Primary 10, Secondary 7.	Appropriate Body Affiliation / NQT Training; Primary 10, Secondary 10.	Appropriate Body Affiliation / NQT Training; Primary 14, Secondary 16.
	CPD Training 10 Training Events.	CPD Training 16 Training Events.	CPD Training 22 Training Events.
	Specialist Leaders 4.	Specialist Leaders 7.	Specialist Leaders 10.
	Website / Facebook Profile.	Expansion of Core Team (1.5).	
	Strategic Partners – Secondary 3, Primary 5.	Strategic Partners – Secondary 5, Primary 8.	Strategic Partners – Secondary 6, Primary 11.
		Increased LA Bespoke work.	Increased presence across other LAs.

Current Provision and Effectiveness

After being granted Teaching School status, subsequent appointments were then made to the positions of Directors of Teaching Alliance (Primary and Secondary) plus Professional Tutors (ITT and Action Research). A Needs Analysis Survey was completed in June 2014 and this has been used to identify key priorities for the professional training schedule for the academic year 2014-15.

The School Direct cohort of 2013-14 all successfully completed their training course with a 100% employment rate. For 2014-15 we have increased the number of School Direct places to 19 across eight schools. For 2015-16 we have a commitment to increase the number of School Direct places to 35 across ten schools. Structures for the marketing of training (including a designated website) have been developed.

The Rutland Teaching Alliance will have its own action plan.

Issues to be Addressed

- Ensuring increased capacity for continued School-to-School Support.
- Designated website / Facebook account established and actively used.
- Annual programme of training for both Primary and Secondary developed that is fit for purpose, high quality and financially sustainable.
- Appointments made to posts of Specialist Leaders in Education.
- Development of Action Research strand of Alliance work.

Success Criteria

- Improvement in Ofsted outcomes for Schools supported through the Alliance's work.
- 3-6 Specialist Leaders in Education appointed and designated.
- Range of CPD programmes established – target of a minimum of 15 external training courses with average rating of 1.5 or better.
- SD Partnership expands to 3 secondary and 7 primary schools.
- Alliance is financially sustainable for academic year.
- 7 colleagues from 3-5 schools actively engaged in Action Research.

YEAR 1 PRIORITIES (2014/2015)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
HR Key Task or leadership Staff retention does not drop below 80%. 90% of Federation staff have good or better attendance. New support staff contracts in place.	PR database complete and teachers / TAs issued with PR letters. Forms and guidance reviewed and issued. UPS database distributed and updated. Teaching staff PR complete and countersigned. Teacher support plans in place	Support staff forms and guidance reviewed / issued, training delivered. Support staff PR competed and countersigned. Teacher support programmes reviewed. New staff probation meetings. Support staff support plans in place following PR.	Support staff contracts reviewed. Teacher support programmes reviewed. Support staff support plans reviewed.	New staff probation meetings.	Draft staff survey questions. Staff offered move to new contracts.	Update PR database 2014-15. New staff probation meetings. Support staff PR reviewed.

	following results analysis.					
Behaviour Parental Perception of positive behaviour is >90% Student Perception of ability of staff to effectively manage behaviour >80%.	Training day - new behaviour systems (Sleuth, records) introduced. JMD new staff student management training. Behaviour assembly. Sleuth training day. Pastoral leaflets sent home. House point prize system organised. House system spot check.	Sleuth analysis - Pastoral Meeting - Team Leaders (half term) - Teams (3 week interval). Effort analysis. House point analysis. Transition focus group. LO database analysis and follow-up support. Tutorial learning walks. Sleuth letters reviewed and sent - trigger	Behaviour learning walk KS3. Behaviour learning walk KS4. House system spot check.	Trip database analysed for FSM /boys / behaviour engagement. House point analysis. Behaviour focus group KS3. Behaviour focus group KS4. LO database analysis and follow-up support. House system spot check.	LO database analysis and follow-up support. Tutorial learning walks. House system spot check.	Presentation assemblies. House point analysis. House system spot check.

	Behaviour core session. Making calls voluntary session.	points. House system spot check.				
Achievement A* - C inc maths and English 68% PP A* - C inc maths and English 51% 3 +A*/A 18% 3 levels of progress 53% maths 75% English Boys A* - C inc Maths and English 60% 3 levels of progress 60%	Identify underachieving boys / PP / More able. Team Analysis of results by groups. Yr7 CATs.	Introduce reading programme. Work Experience Support (male focus). PR targets focus on group attainment. Intervention checks targeting against boys/pp.	Team Review of reading programme Audit on Yr11 post-16 application and follow up. Audit intervention - particular focus on under-achieving groups.	Reading programme - College review student focus groups.	Yr11 Mocks and Follow Up intervention.	Review of impact of intervention on groups: pp/boys.

Maths English 75% 3 +A*/A 27%						
Teaching Observations 30% (26) outstanding 80+% (75) good 75% students (64) agree they are set a balanced amount of homework across the subjects All staff record Homework on the VLE 75% of students	Marking policy - training and intervention. Electronic class sheets/min/as p targets. Homework Refresh training on VLE VLE check for entry. Job descriptions for literacy numeracy. Reading programme set up for Term 2.	Marking - feedback response SLT work scrutiny focus. Homework VLE check – subjects /amount for consistency. CPD numeracy across curriculum - consistency and culture.	Homework Student focus group - challenge and appropriateness. Parental response to VLE.	Marking - College review student Focus groups. LW - numeracy.	Marking & Homework set survey questions.	Analysis of data.

agree the reading programme has encouraged them to read more.	INSET day training - Tutorial expectations.					
Teaching Alliance	SD UCAS Complete SD Launch Event NQT 1 Needs Analysis Primary Shared. RTA Website / Email Maths Makes Sense.	RTA Governance - Transformation Plan SLE Appointments made (3-6) Good to Outstanding 1.	Ofsted Update Training. NQT 2. Leadership Programme. Teach Meet. Appropriate Body.	Good to Outstanding 2. Action Research Feedback. NQT 3.	SD Appointments SD Partnership Agreements signed and Returned. NQT 4.	NQT 5. RTA Governance. ICT Training.
Harington Successful bid to the DfE.						

Campus Sustainability of CN dual provision.	Opening Day for CPS.	Marketing of CN and CPS to increase uptake.		Marketing of CN and CPS to increase uptake.		
Harington.	Outcome expected.	Building / Recruitment / Planning.	Building / Recruitment / Planning.	Building / Recruitment / Planning.	Building / Recruitment / Planning.	Opening Sept 2015.
Additional 210 Primary School with potential to expand to 420.	Consult with LA.	Identify site location & draw up plan.	Govs - permission to proceed.	Engage architect & QS Seek planning permission.	Progress works Model ICT & FFE Room data sheets.	
College extension - New Build Vs Re- occupation of leased campus areas	Consult with LA Engage bid writer.	Formal bid for ACMF Consult with LA re site location, i.e. new build vs relocation of campus tenants.	EFA of uplift to PAN. Govs - permission to proceed.	Identify funding shortfalls.	Engage architect & QS or draw up plans for refurbishment of areas.	
CP - continue with development of all areas.	Engage with RCC to take on the Campus leased areas.	Commence Learning Classroom.	Complete Learning Classroom.		Place order for summer holiday works.	Gantt Chart for summer works.
	Refurbish Garden area.	Obtain quotes for				
	Complete					

	Woodland area.	refurbishment of all student toilet areas.				
Science Triple Science 85/60 Additional Science 75/40; BTEC 85/60 Tech 75/40 Technology	Learning Walk - Behaviour Focus (New Staff - Tech; KS4 Science) Assessment Programme Review (Science / Tech).	Sleuth Analysis by Team (Science / Tech) KS4 Work Scrutiny (Tech Theory, Science - Consistency of Marking). New Staff Interviews (DT / Science) Tracking and Intervention Impact (DT / Science).	Learning Walk - Tech KS4, Science KS3 focus - Assessment Impact of Behaviour Policy Changes (Art / Tech) Interim PR.	Work Scrutiny KS3 (Art / Tech) Work Scrutiny Yr10 Theory Lesson (Tech).	Sleuth Analysis by Team (Science / Tech) External Review Science.	
Geography & MFL Geography 75% 40%		Results analysis subject specialist. TL to address individual subject issues with teacher	Learning Walk (Assessment) SMG. Work scrutiny (students acting on teacher feedback). Team member to lead on	Learning Walk (Challenge RAS). Team member to lead on raising standard of lessons - termly	Work scrutiny (formative, summative assessment) SMG/VBM/SK. Team member to	Learning Walk VBM (target language). Team member to

<p>MFL 75% 40%</p>		<p>concerned following review meeting with SPW to plan how we can progress.</p> <p>Team member to lead on raising standard of lessons - termly delivery.</p> <p>Team member to lead on Sleuth & House points - termly delivery.</p> <p>Learning Walk (engagement) SK.</p> <p>QA SoW.</p> <p>Devise student survey to show areas of strength and weakness.</p>	<p>raising standard of lessons - termly delivery. Evaluate impact and implement ideas.</p> <p>Consider and implement findings from student survey.</p>	<p>delivery Evaluate impact and implement ideas.</p>	<p>lead on raising standard of lessons - termly delivery Evaluate impact and implement ideas.</p> <p>Repeat student survey and analyse results.</p>	<p>lead on raising standard of lessons - termly delivery. Evaluate impact and implement ideas.</p>
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Drama 80% 50%	Learning walk: Assessment by SMA Moderation of KS3 Drama books SOW scrutiny Results analysis KS4 LM MS Learning Walk: challenge - MSA Drama LM - Music Termly meeting with TL	Year 9 book scrutiny - students action on targets SMA BTEC Internal Verification - sampling of assessment decisions KS4 Assessment moderation Termly meeting with TL	BTEC QRD visit to monitor documentation is in place and fit for purpose Key stage 3 learning walk focus: Challenge (LM) Drama Moderator to watch a sample of performance work. Termly meeting with TL Analysis of KS3 assessments - First reporting	Focus of work scrutiny across key stage 4: evidence of students' progress as a result of a range of assessment types Key stage 3 learning walk focus: Targeting (MS) Termly meeting with TL Using data to target exam intervention and measure outcomes	Termly meeting with TL	
Core / GCSE ICT 85% 50%	MGR day off timetable for marking Intervention starts Weds pm	Bespoke letter sent re core CS mock result sent home	New intervention groups begin MGR and RW to intervention to update on progress Paternity leave covered	Exam preparation - move to classrooms Pre-release received Y10 mock analysis	Core work sent to board Exam prep using pre-release	Y10 tracking updating and analysed Y10 intervention devised with JT

Computer Science 75% 40%	Weekly meetings JMD, RW, MGR MGR and RW attend intervention Bespoke letter written CS new mock taken and marked Performance reviews closely linked to student outcomes	Intervention continue Weds pm Review of progress in week 6 to rationalise grouping TT implications of reducing numbers in ICT addressed AB mocks analysed and intervention in place	CS CA ends Focus on exam preparation Sample portfolios of core sent to board / moderator meeting Work scrutiny - quality of marking and feedback to students			
Quality Assurance	SPW Team reviews. Team Results analysis. Team TP strands complete.	SPW Team reviews. PR support staff SLT work scrutiny. Tutorial	SPW team reviews. Tutorial Learning Walk. Link VP check QA in	SPW Team reviews. College Review 20-24.4.	SPW Team reviews. Prepare the surveys.	SPW Team reviews. Surveys issued.

	<p>SoW scrutiny.</p> <p>Joint Observations with Tls.</p> <p>New Staff Observations.</p> <p>PR teaching staff</p> <p>Link VP check QA in subject strands.</p>	<p>Learning Walk.</p> <p>Link VP check QA in subject strands.</p>	<p>subject strands.</p>	<p>Link VP check QA in subject strands.</p>	<p>Link VP check QA in subject strands.</p>	<p>Link VP check QA in subject strands.</p>
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ONE YEAR STRANDS: DETAILED

Teaching

Current Provision and Effectiveness

Overall, the quality of teaching in the College is Good with Outstanding features and is continuing to show improvement. Evidence from student and parental surveys show the College has consistently high expectations, and 85% of students find that work challenging and target setting is useful (87%).

The evidence of lesson observations show the average grade for teaching to be Good. However, if one takes the best lesson observation for each member of staff, teaching is graded as Outstanding. Part way through the academic year, Ofsted changed the lesson observation criteria and this caused some issues as the focus moved to progress over time, however, after training, staff adapted and this is becoming less of an issue. Lesson observations also show some inconsistencies across the different teams. Learning walks also raised some issues regarding the quality of teaching within Tutorial.

There are areas of Outstanding practice in the use of assessment to inform progress, however, this is not consistent across all subject areas at present. When asked in which subjects they found the marking most helpful, there was a considerable discrepancy across the subject areas. Similarly there needs to be a consistent approach to homework; where 80% of students said it was varied and challenging, only 64% said it was balanced across the subjects.

Whilst focus groups and surveys indicate reading is becoming an integral part of the College culture across the curriculum, numeracy still has a way to go before students realise its role.

Issues to be Addressed

- Embed the new Ofsted criteria and ensure new staff are appropriately trained.
- Ensure that assessment methods demonstrate students' progress over time and allow students to improve, including identified groups such as boys.
- There is a consistent approach across all subject areas to assessment, marking and homework.
- All staff need to use the VLE to set homework.
- Tutorials need to be delivered to the same high standard as other subject areas.
- To continue and develop the cross-curricular approach to literacy and introduce it more rapidly for numeracy.

Success Criteria

- Lesson observations - 80% graded as good or better, 30% Outstanding.
- 80% of students agree they are set a balanced amount of homework across the subject areas.
- All staff record homework on the VLE.
- 80% of students agree the reading programme has encouraged them to read more.

Behaviour

Current Provision and Effectiveness

Behaviour across the College is generally Outstanding. Staff recognise that they are able to manage the behaviour of students within their classes and lesson observation data consistently identified behaviour management as a strength of the College (average grade 1.5). Students enjoy learning and behaviour is consistently strong.

However, quality assurance from 2013-14 indicates that there is an emerging issue with low level disruption in a small number of areas. There can also be discrepancies between progress grades awarded in reports and Sleuth entries, for example in a small number of cases students with poor reports were not entered at all on this tracking system.

Whilst students overwhelmingly feel safe at the College, with 96% of survey responders saying they agree or strongly agree with this statement, there is an anomaly in perceptions of consistency of approach from all classroom teachers. In responses to the statement 'If there is poor behaviour my teacher deals with it effectively', 70% of students agree or strongly agree that this is the case.

Investigation into this through student focus groups has indicated that this is in part because follow-up for poor behaviour is not necessarily shared with other students. This is entirely appropriate. However, student comments in the survey indicate that there are some instances of low-level disruption that continue for extended periods in a limited number of classes. Thus, a pastoral strand has been added to the Transformation Plan 2014-15, designed to ensure that pockets of low-level disruption are tackled with consistency across the College.

Issues to be Addressed

- Ensure Sleuth is used consistently to monitor the follow-ups that staff put in place with their own students.
- Address cases where staff do not apply appropriate sanctions in individual cases.
- Address low-level disruption by consistent use of sanctions for those who are not making the progress they should.
- Develop student engagement for those with high numbers of Sleuth entries.
- Embed the house point system to reward positive behaviour.

Success Criteria

- Parental perception of positive behaviour is greater than 90%.
- Student perception of the ability of staff to effectively manage behaviour is greater than 80%.

Leadership and Management

Current Provision and Effectiveness

In 2013/14, HR management progressed significantly. New contracts for teachers and the senior team were implemented to encourage staff recruitment and retention. 19 College staff made the transition to the new contracts and all new starters were also issued with them.

The Performance Management target in the Teachers' Pay Policies has now been completed formally after a trial year in 2012/13. 25% of staff were deemed to be Outstanding overall, with 98% deemed Good overall. Notably, staff attendance improved dramatically, moving from 1.7 overall in 2012/13 to 1.2 in 2013/14.

Issues to be Addressed

- Embed the new Performance Management system.
- Offer transfer to new contracts for those who have not yet chosen to in 2015.
- Monitor staff attendance to ensure excellent levels are maintained.
- Develop a parallel PM system and performance target for support staff.

Success Criteria

- Staff retention does not drop below 80%.
- 90% of Federation staff have Good or better attendance.
- New support staff contracts in place and embedded

Achievement

Current Provision and Effectiveness

Overall attainment for the College is Outstanding. In 2014 the College achieved 69% on the conventional 5 A*-C measure. In the core subject of Maths (71%) and English (86%), three levels of progress were strong. Science saw a clear improvement on the previous two years results. Attainment gaps between pupil premium students and the rest of the cohort have narrowed. The progress of students was high in a number of areas including English, ICT, Music, BTEC Science, The Arts, History, Philosophy and Ethics and Sport.

Our gaps analysis does identify some clear areas for improvement. These are identified below.

Issues to be Addressed

- The performance of boys – although high compared to boys nationally, it is not yet higher than the national average for all students.
- The performance of students eligible for the pupil premium – although it is high compared to similar students nationally, it is not yet higher than the average for all students nationally, particularly in Maths.
- The progress of students in Computer Science, Additional Science, Food Technology, Graphics, Product Design, Geography and Modern Foreign Languages.

Success Criteria

- 75% of students make at least three levels of progress in English and Maths.
- GCSE results: 5 A*-C at 68% inc. En and Ma, (excl. DSP students).
- Boys
 - 60% achieve 5 A*-C in En and Ma (excl. DSP students).
 - 27% achieve at least 3 A/A* grades (excl. DSP students).
 - 60% achieve 3 levels of progress in Ma.
 - 75% achieve 3 levels of progress in En.
- Pupil Premium
 - 51% achieve 5 A*-C inc En and Ma.
 - 18% achieve at least 3 A/A* grades (excl. DSP students).
 - 53% achieve 3 levels of progress in Ma.
 - 75% achieve 3 levels of progress in En.