



TRANSFORMATION PLAN

'Equal Value, Outstanding Progress'

Year 2: 2015/2016
2014 – 2017



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PRINCIPAL'S INTRODUCTION

The last twelve months have flown by, busy as always but with lots to celebrate across the life of the College. We know that academic success is as a result of far more than simply what goes on in the classroom, that activities such as Duke of Edinburgh, public speaking, music and art contribute as much to a student's future success as the certificates they hold. We have therefore continued to grow and develop the range of activities that are designed to develop resilience, leadership and teamwork skills in order that students are engaged learners who take responsibility for their own actions and that of others.

Leadership is something we look to develop in every student and a part of our approach is leading by example, which is why as staff we arrive early and stay late, we wear smart business dress and how we queue with our students in the restaurant. This approach ensures students know our high expectations and we model this behaviour throughout our own work.



The range of trips and visits students have been able to access this year has been astonishing, more than ever before and offering a broad range of opportunities. We have supported the



School games in Manchester, walked in the Peak district, taken part in team building on Rutland Water, held an expedition to Ghana, a huge range of theatre trips, visit to the WW1 battlefields, cultural trips to France, Germany and Spain, numerous DofE expeditions, the V&A museum, the Beth Shalom holocaust

museum, a number of elite universities, masterclasses in chocolate making, just to name a few. Staff give very generously of their time in supporting these experiences and students always comment on how much they have gained as a result. The impact of trips is difficult to measure but this is true of some of our most valuable experiences in life; they are moments of College life that will stay with students for the rest of their lives.

Alongside trips and visit we continue to participate successfully in a range of competitions; the adult world is competitive and we improve ourselves by comparing our performance to others. We know that we all have particular strengths and we offer a range of competitive activities that give every student the opportunity to be successful. Of course, as all athletes know, losing is also a critical part of any competition, it builds resilience and the determination to carry on

in order to perhaps win next time. We have seen the College retain the local Varsity cup again this year; this represents the efforts of over 200 students from across the College competing in nearly 20 sports against 5 other schools. This endeavour is only possible because staff, students and parents give freely of their time to support coaching and fixtures. We also saw our best ever performance by our public speaking teams with the Youth Speaks and English Speaking Union competitions; Sue McGrath once again did a sterling job in coaching and supporting these teams to great success in competitions historically dominated by the independent and grammar schools. In Music we also saw our best ever performance at the Kettering music festival, coming away with a number of trophies and first place awards.



The performing arts put on the wonderful CATS performance with Year 7 following their visit to see the show in the West End. In the summer term we put on our first Summer Festival which was a huge success with thousands of people coming to see our students perform and take



part in the range of fun activities on offer. This raised a significant amount of money that will be used to support the purchase of additional musical instruments and future performances. We will be putting on West Side Story this year which will be a showcase for the musical and theatrical talent of the College.

Finally, examination results have again proven to be a strength of the College, students were in celebratory mood when they opened their envelopes and discovered once again our best ever outcomes. We have seen improvements in almost all subject areas with exceptional performances in English, English literature, Drama, Music, Biology, Chemistry, Physics, Product Design, Art and Design, 3D Studies, Painting and Drawing, History, Philosophy and Ethics, French, Spanish and Sport GCSE.

Results day was a great way to end such a fantastic year for the College and my thanks go to the staff, students and parents who made it possible.

This year will see the culmination of our plans to support the development and opening of an academic sixth form for Rutland, Harington School. This project, led by me, Natalie Ray and Virginia Savage, was conceived nearly three years ago and will open its doors this September for the first time.

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 ensure that 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 significantly above national average for student progression for all groups of students within English, Maths and across the curriculum.
- To recruit and retain the best staff, developing highly committed, cohesive teams.
- To ensure our students graduate with the knowledge, skills and confidence they need to enter the global workplace.
- To be the first choice for students and their parents, attracting 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 community, actively contributing to its success.
- To ensure the College has a strong positive public image and can 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 offer a broad and challenging range of additional opportunities to support the development skills including: integrity, work ethic, independence, leadership, resilience and teamwork.
- 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 they 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.

EVALUATION: Outcomes

Stuart Williams

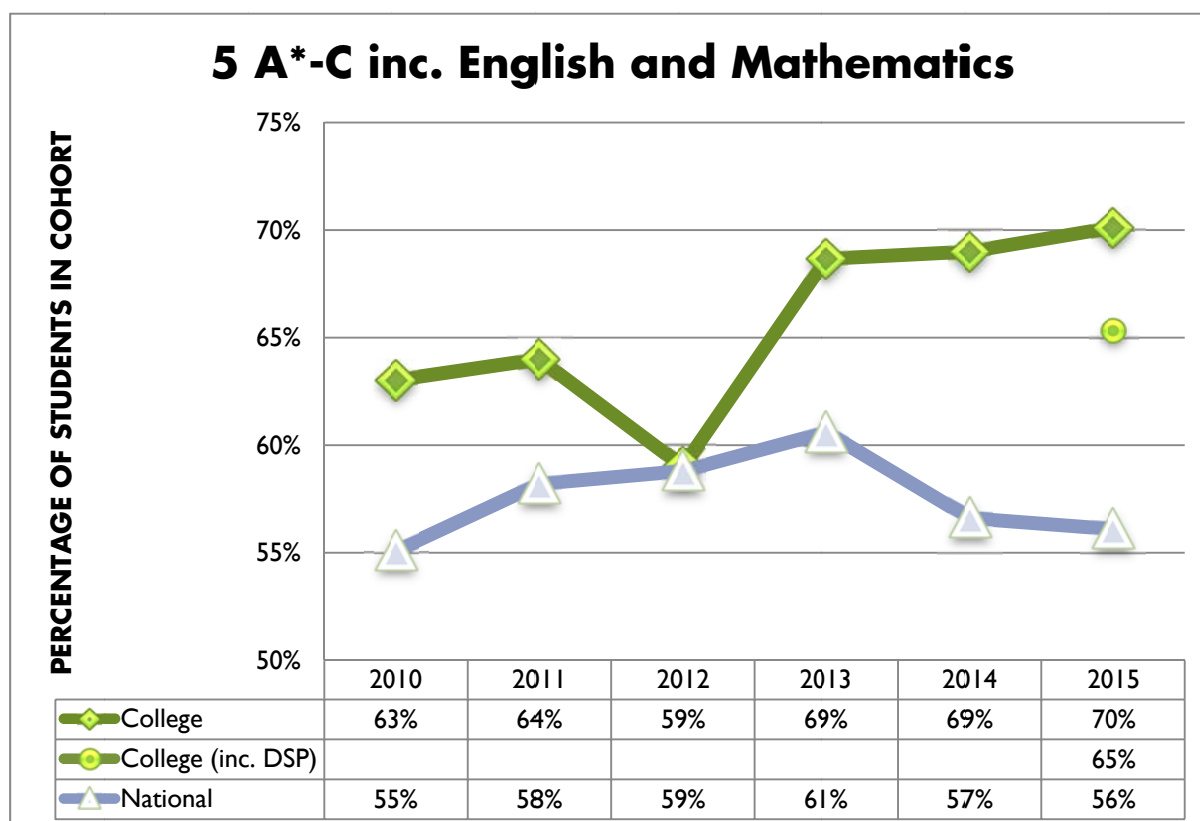
Judgement: Outstanding

The DSP (Designated Special Provision) students have been excluded from this analysis as their inclusion distorts the College's outcomes disproportionately, as this year there are 12 students of the 176 (6%) who have moderate learning difficulties which made them unsuitable for GCSE entry, as their attainment is never likely to rise above low. By excluding these students from this analysis a fairer comparison can be made against other schools locally and nationally that better represents the College's performance. This methodology conforms with the Ofsted Handbook (September 2015) which states on paragraph 180, "For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. *Evaluations should not take account of their attainment compared with that of all other pupils.*" However, this analysis does include statemented students who are taught in the mainstream.

Attainment

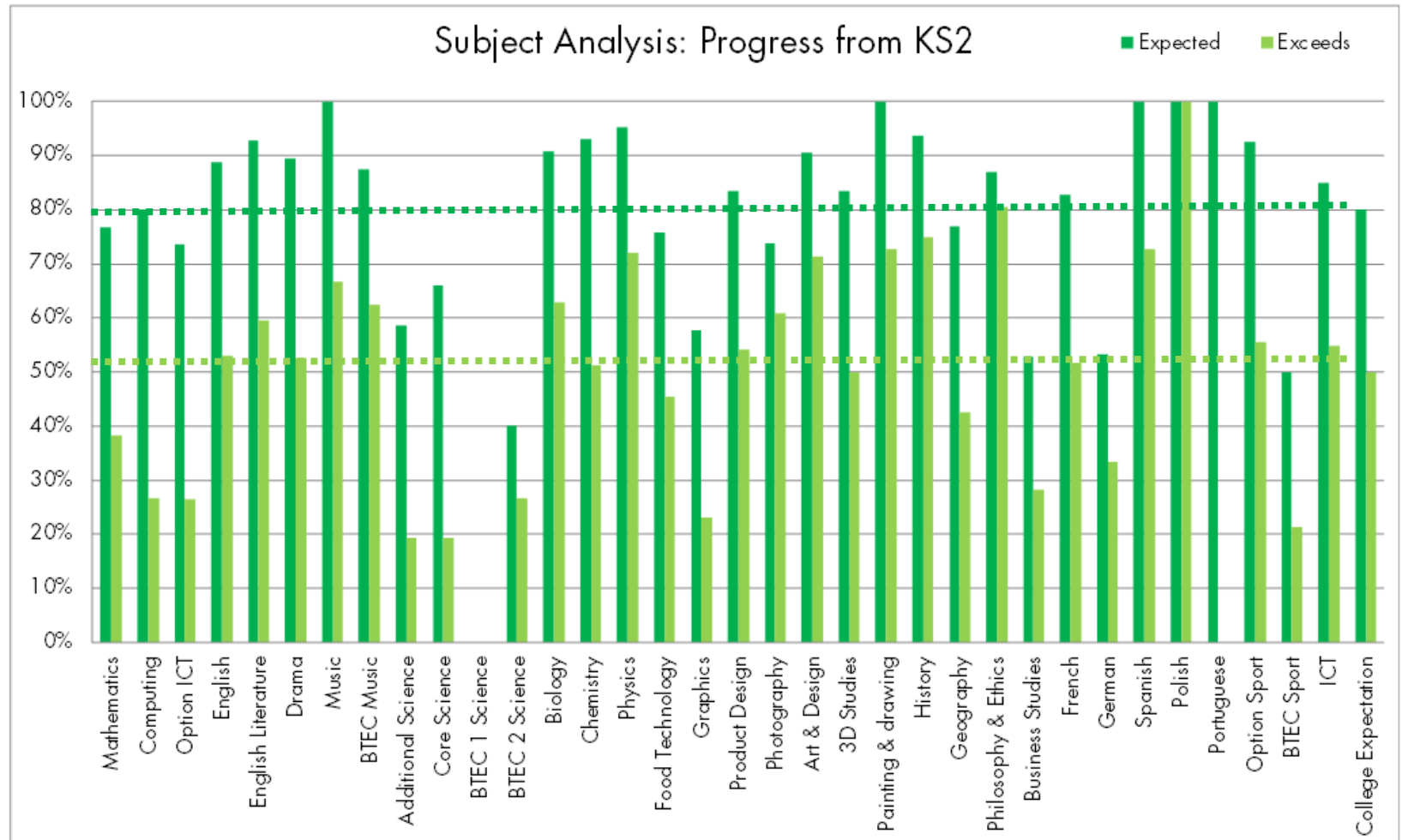
On this basis, mainstream students at the College gained 30% EBacc, 70% 5 A*-C including English and Maths, 88% 3+ levels progress in English, 73% 3+ levels of progress in Maths and 36% 3+ A/A*. This represents an improvement on last year as the graph below demonstrates. Attainment of College students overall compared with national data is therefore significantly higher.

If the DSP students are included the performance changes to 28% EBacc, 65% 5 A*-C including English and Maths, 86% 3+ levels progress in English, 68% 3+ levels of progress in Maths and 34% 3+ A/A*, which, although still strong compared to other schools, is not a fair comparison.



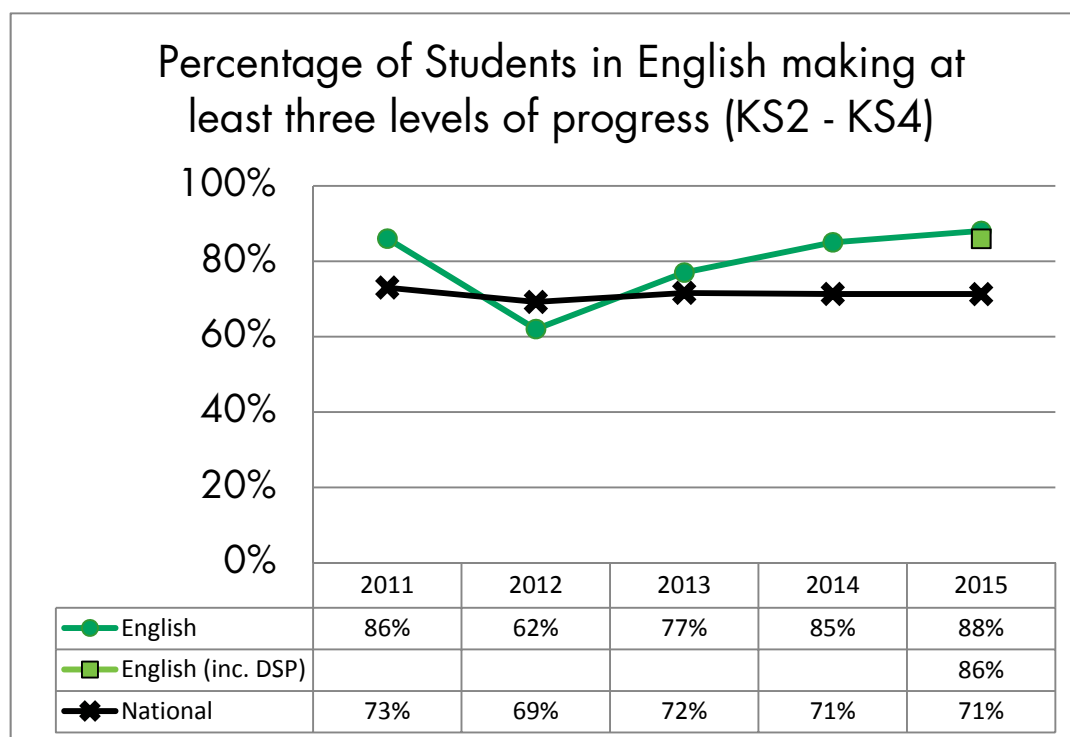
Progress by subject

In different subject areas across the College we see that students are making strong progress in comparison to their starting points. We aim that at least 80% of students make at least three levels of progress from KS2 i.e. a level 4 student would gain a grade C. We also expect at least 50% of students to make four levels of progress i.e. a level 4 student would gain at least a grade B. We use this data alongside national attainment data to identify subjects which are performing well and those that need additional support in order to reach this expectation; this is delineated below.



Progress in English

The following graphs illustrate this in more detail for English and Maths, for which national comparative data is also available (up to 2014). English is particularly strong compared to national averages, being significantly higher for both three and four levels of progress. Maths is also stronger than national expectations and has improved their performance compared with last year.



In the following charts we see the progress all students make in English compared to their starting points which is significantly higher than that nationally for expected and exceeding progress. The progress data refers to 2014 national data.

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	0	2	1	0	0	1	100%	46%	0	0%	20%
	W		0	0	0	0	0	0	0	0	0	0		3%	0		3%
	one		0	0	0	0	0	0	0	0	0	0		37%	0		22%
	two		0	0	0	1	0	1	0	0	0	2	100%	48%	1	50%	21%
	three		0	0	0	6	12	3	0	0	0	15	71%	55%	3	14%	21%
	four		0	0	0	1	12	29	25	9	0	63	83%	71%	34	45%	27%
five			0	0	0	0	0	1	21	25	14	60	98%	79%	39	64%	43%
summary												141	88%	69%	77	48%	30%
												Total Cohort		177			
												Included here		163			

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 & who

When looking at the progress of financially disadvantaged students their progress in English is also strong with these students making greater progress in almost all areas compared to all students nationally.

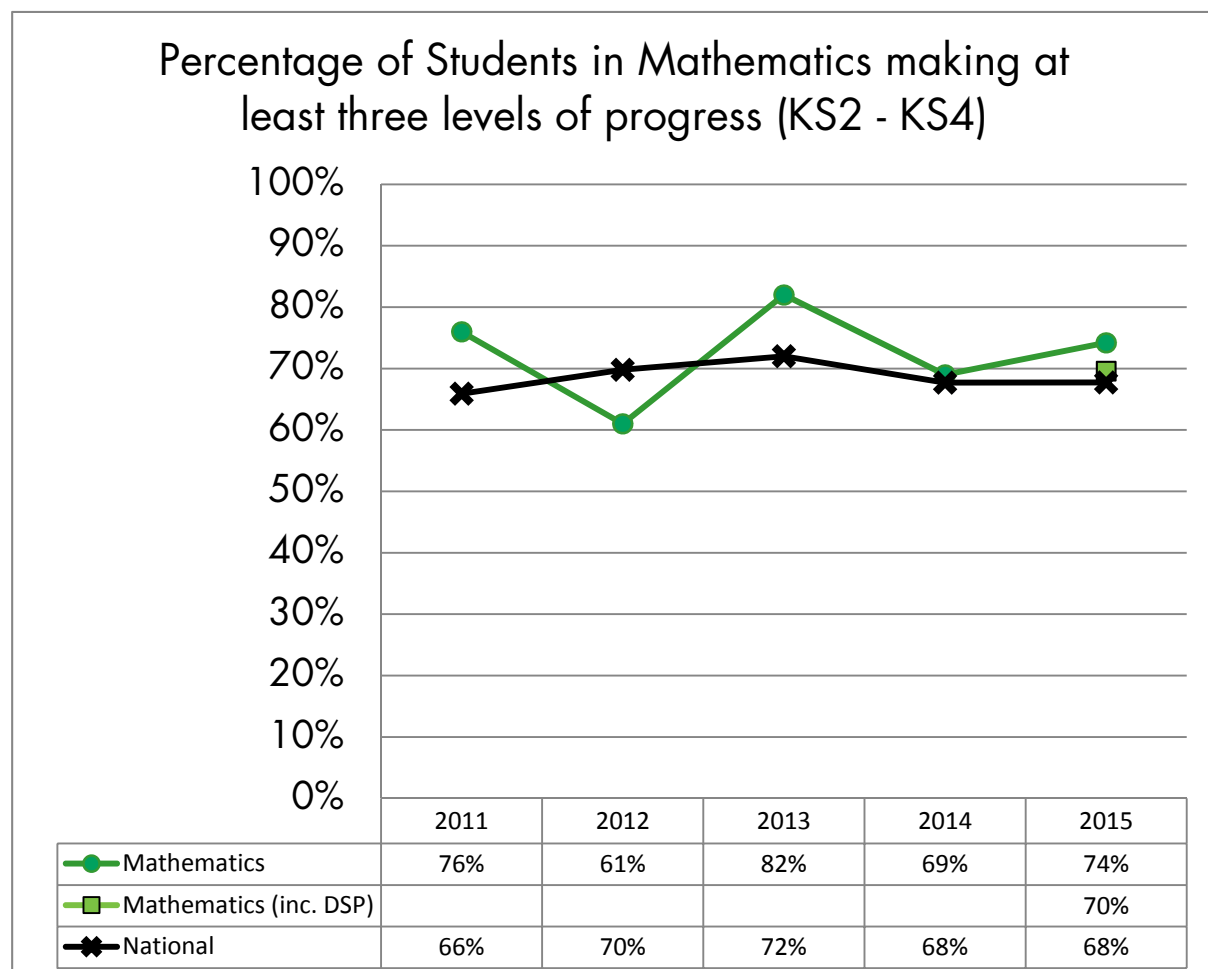
English		Key Stage 4 Grade										Expected Progress			More than expected progress		
		no KS4 result	U	G	F	E	D	C	B	A	+A	Students Achieving Expected Progress	Catmose % Achieving Expected Progress	English Exceeded	Students Achieving More Than Expected Progress	Catmose % Achieving More Than Expected Progress	English Exceeds
KS2 English Test Level	no_prior		0	0	0	0	0	1	0	0	0	0	46%		0		20%
	W		0	0	0	0	0	0	0	0	0	0	3%		0		3%
	one		0	0	0	0	0	0	0	0	0	0	37%		0		22%
	two		0	0	0	0	0	1	0	0	0	1	100%	48%	1	100%	21%
	three		0	0	0	1	4	0	0	0	0	4	80%	55%	0	0%	21%
	four		0	0	0	0	4	2	4	1	0	7	64%	71%	5	45%	27%
five			0	0	0	0	0	0	4	2	1	7	100%	79%	3	43%	43%
summary												19	79%	69%	9	38%	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 & who	

Total Cohort	177
Included here	25

Progress in Maths

In Maths we see an improvement in the performance of students making expected progress which is likely to be above national figures. Overall we see a trend of continuous improvement over the last four years; the results in 2013 were exceptional as a result of early entry which was used to target support, which is no longer a strategy that the College can use, despite its effectiveness.



Here we see that, although overall progress of Maths students with respect to expected progress is strong, there is a greater variation than in English. At level three for example we see a spread of outcomes from U through to C; this is a matter for the Maths team to address, looking at how students are best supported to address this variation for lower ability students.

At level 4, although the majority of students reach the expected grade C, there is still considerable variance with outcomes being from F through to A*. The proportions exceeding expected progress are high compared with national expectations and most clearly demonstrate the effectiveness of intervention this year to ensure students reach their potential.

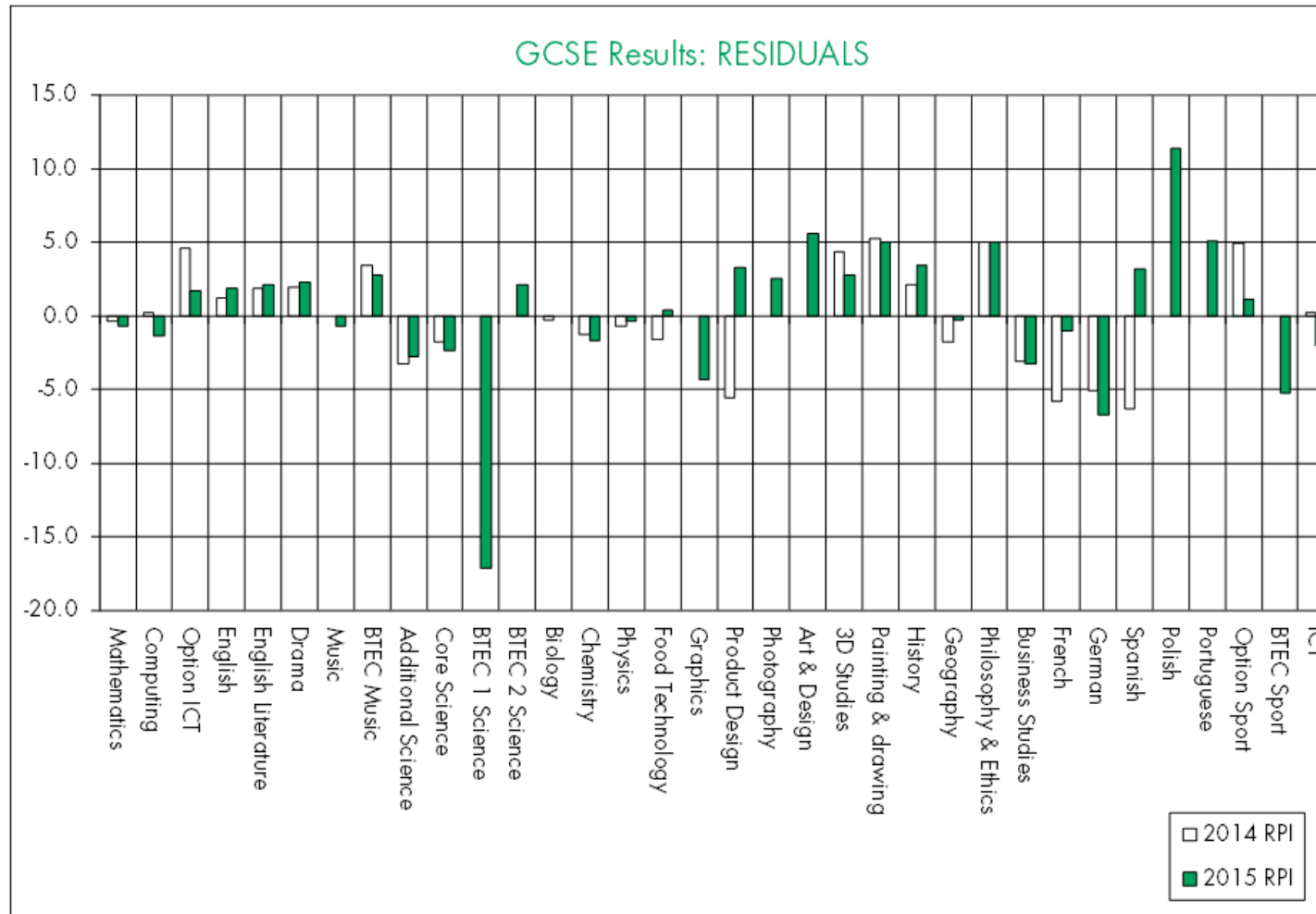
Mathematics		Key Stage 4 Grade										Expected Progress			More than expected progress		
KS2 Mathema tics Test Level	no KS4 result	U	G	F	E	D	C	B	A	+A	Students Achieving Expected Progress	Catmose % Achieving Expected Progress	Mathematics Expected	Students Achieving More Than Expected Progress	Catmose % Achieving More Than Expected Progress	Mathematics Exceeds	
	no_prior	0	0	0	0	0	1	1	1	0	2	100%	54%	1	50%	29%	
	W	0	0	0	0	0	0	0	0	0	0		2%	0		2%	
	one	0	0	0	0	0	0	0	0	0	0		15%	0		7%	
	two	1	0	0	0	0	1	0	0	0	1	50%	18%	1	50%	9%	
	three	1	3	2	3	1	3	0	0	0	4	31%	44%	3	23%	23%	
	four	0	0	1	4	15	46	13	1	1	61	75%	77%	15	19%	26%	
	five	0	0	0	0	0	14	17	14	19	50	78%	81%	33	52%	50%	
summary											118	73%	70%	53	33%	32%	
Key												Total Cohort		177			
Represents pupils making more than expected progress												Included here		163			
Represents pupils making expected progress																	
Represents pupils making less than expected progress																	
Indicates those pupils whose progress could not be determined & who																	

Disadvantaged students perform less well in Maths overall exhibiting a significant spread in their outcomes from similar starting points, a trend that needs to be more closely examined by the team. It is worth noting however that the progress these students have made improved on last year from 46% to 54% this year. The proportion of students making more than expected progress improved from 23% to 25% this year and is closer to the national expectations.

Mathematics		Key Stage 4 Grade										Expected Progress			More than expected progress			
		no KS4 result	U	G	F	E	D	C	B	A	+A							
KS2 Mathematics Test Level	no_prior		0	0	0	0	0	1	0	0	0	0	0	54%	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	1	0	0	0	0	1	100%	18%	1	100%	9%
	three		0	0	2	0	1	0	0	0	0	0	1	33%	44%	0	0%	23%
	four		0	0	0	2	5	6	2	0	0	0	8	53%	77%	2	13%	26%
	five		0	0	0	0	0	1	1	2	1	1	4	80%	81%	3	60%	50%
summary												14	58%	70%	6	25%	32%	
Key												Total Cohort		177				
Represents pupils making more than expected progress												Included here		25				
Represents pupils making expected progress																		
Represents pupils making less than expected progress																		
Indicates those pupils whose progress could not be determined & who																		

Residual Analysis

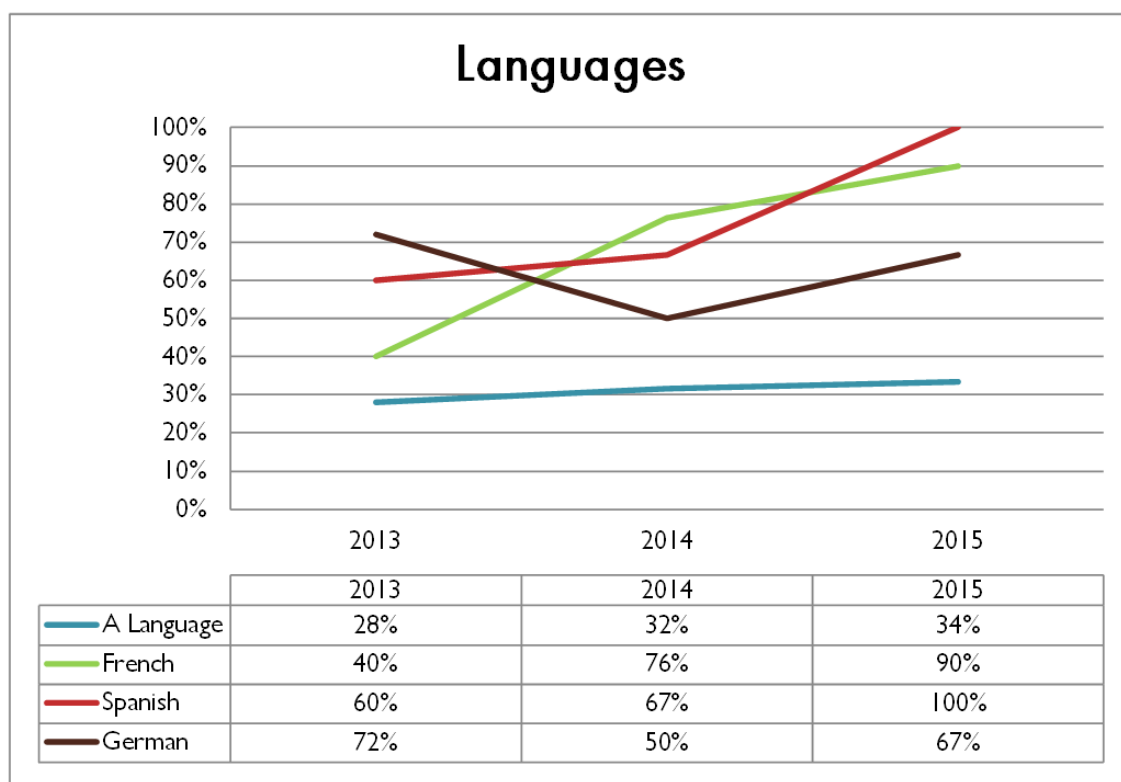
The residual analysis allows comparison between subjects to be made, the ideal being little difference in their performance. The dark green shows this year, compared with white being last year. This analysis informs the risk analysis for subjects as seen below.



Attainment: English Baccalaureate (EBacc)

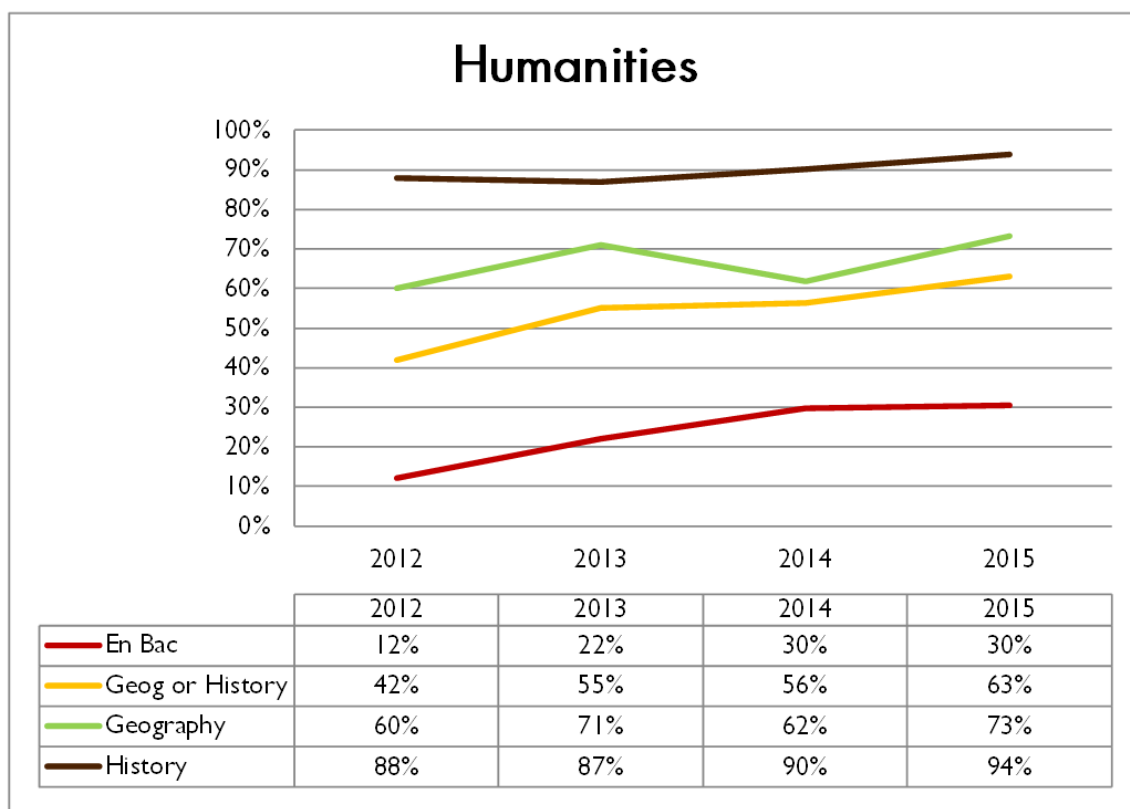


The EBacc is a performance measure which encompasses the percentage of students who study Maths, English, academic Sciences, History or Geography and a Modern Foreign Language. It is a good indicator for strong academic performance for many students; at Catmose we take a balanced view and encourage but do not insist that all students take this suite of courses. We closely monitor its uptake and the performance of the subjects it includes. This year we have seen an improvement in languages across the three main languages we offer and overall, with a rise in the percentage of students gaining a language overall. This marks a three year improvement in the performance of students studying a language.



In the suite of Humanities subjects we have also seen a significant improvement in performance in each of the courses which are all at a three year high despite increases in the number of students studying these subjects.

However, the overall percentage of students gaining the EBacc remains unchanged at 30%, despite the larger number of students taking this suite of courses. The performance of students who took the EBacc courses but did not achieve it is as a result of not achieving a C in either their Science or Maths courses. In a small number of cases students passed Philosophy and Ethics (an academic Humanities subject) which is not included in this measure and so are unfortunately not awarded the EBacc.

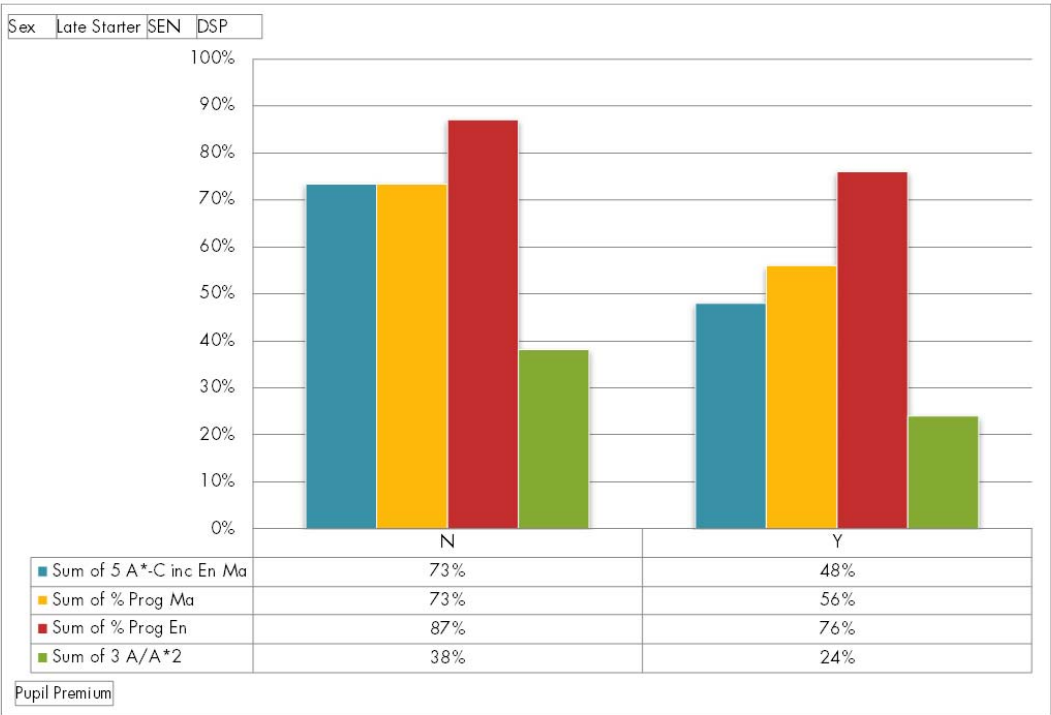


Gaps Analysis

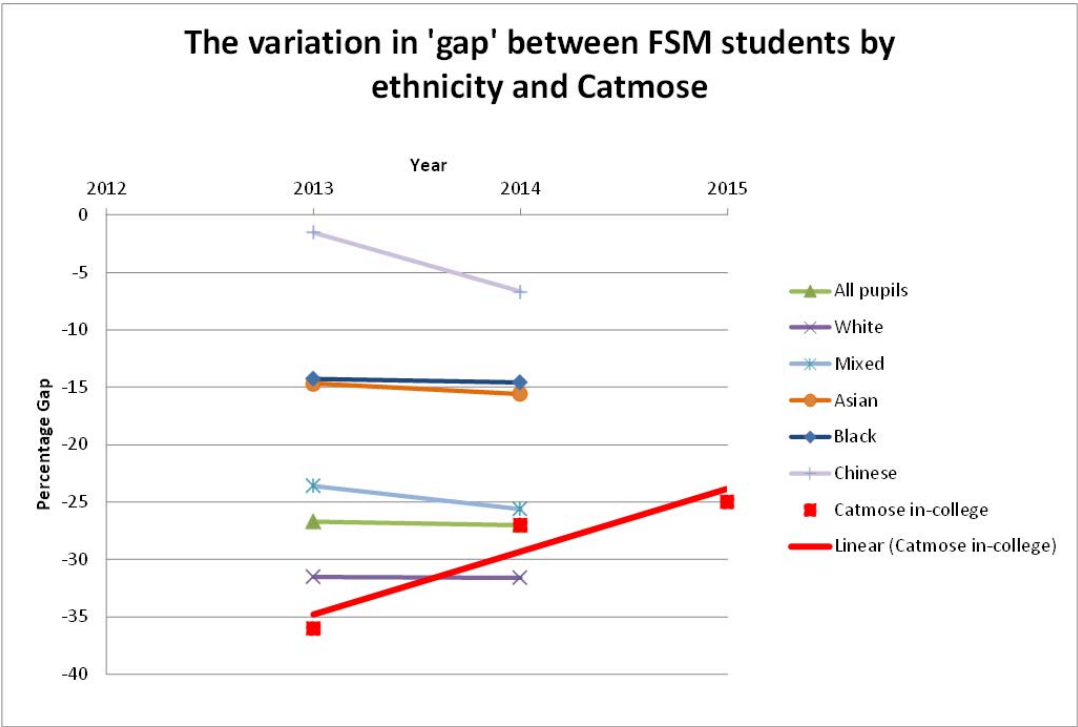
Pupil Premium Performance (excluding DSP)

The College continues to close the gap between the performance of financially disadvantaged students (those who have been eligible for free school meals in the last 6 years). Almost all such students are from white British backgrounds (WBRI) at the College; similar students nationally have the largest gap between themselves and their peers as shown in the graph below (Source: National pupil database (2009/10 to 2012/13) and Key Stage 4 attainment data (2013/14). From 2012 to 2014 nationally the gap did not close for WBRI disadvantaged students, however at the College the gap has closed each year.

There is still a gap however between these students and their peers in respect of both attainment and the progress they make from their starting points, which is a priority for the College to close further.

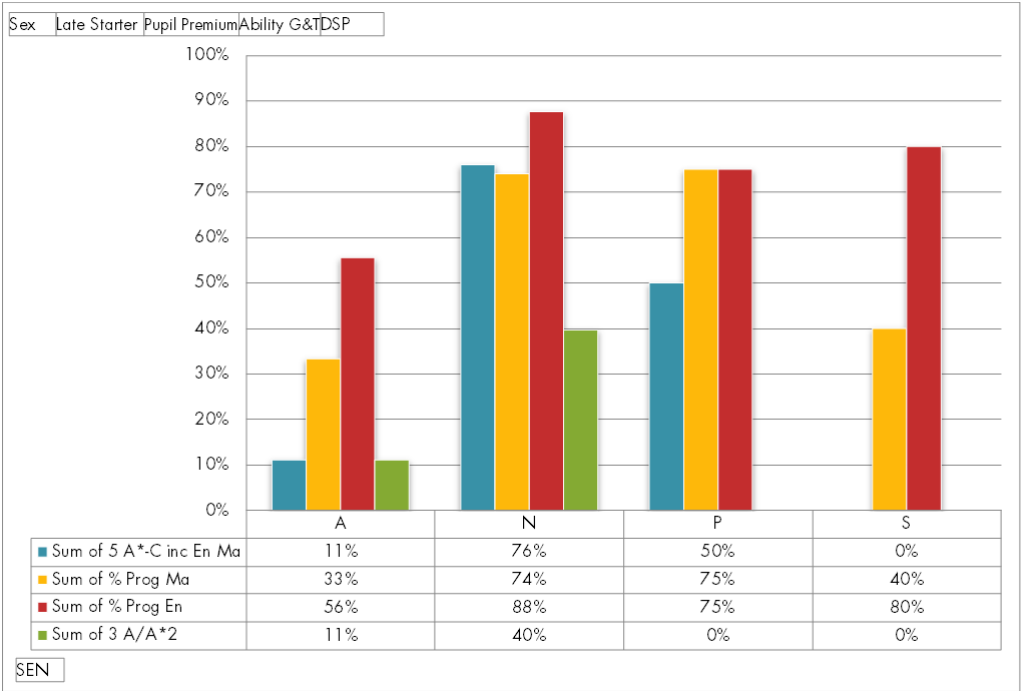


The following chart illustrates the closing gap over time and the variation between FSM students from different ethnic backgrounds.



SEN

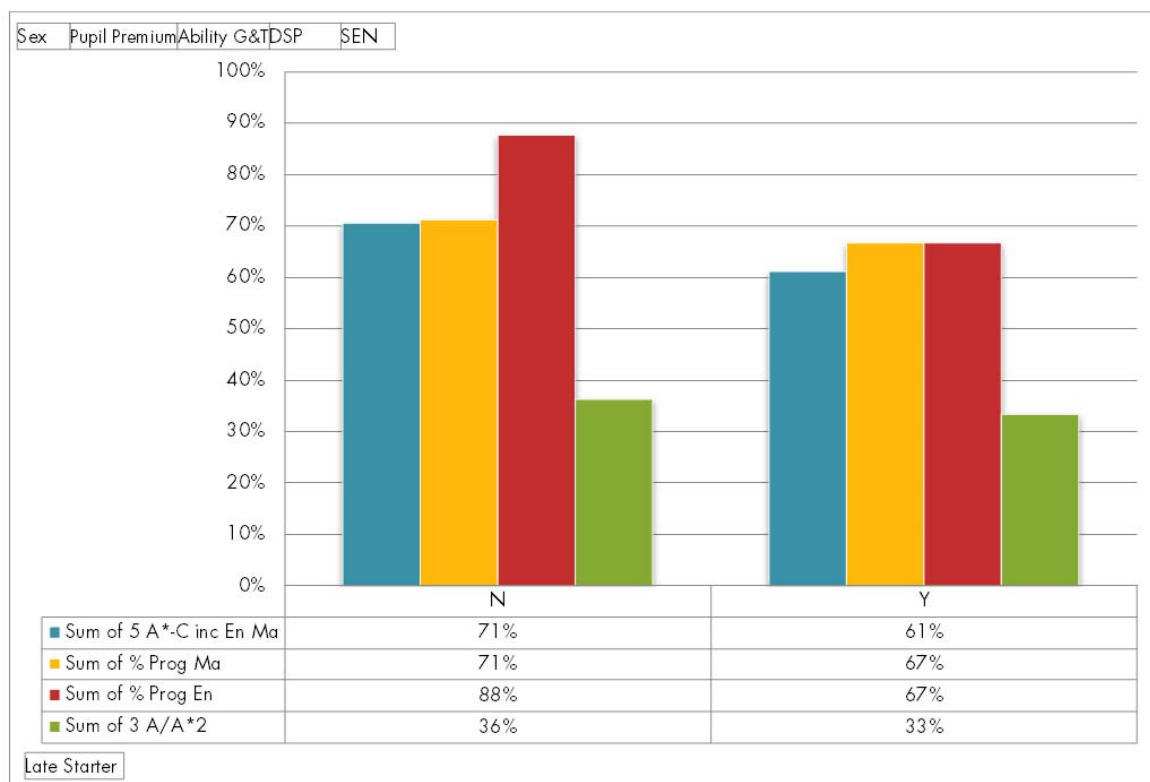
Students with SEN at the College make similar progress to their peers in English and marginally less in Maths. There is however a gap in this progress which for some students is exacerbated by financial disadvantage.



Late Starter (Did not join the College in Year 7)

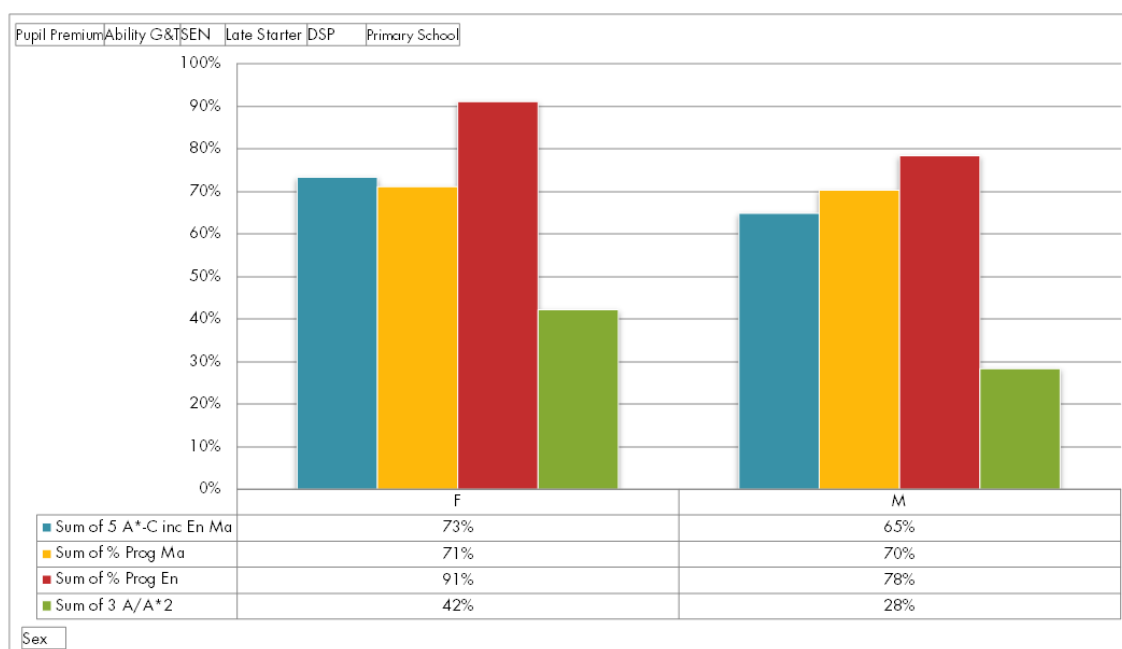
Those students who do not join the College at the normal time of entry rarely do as well as their peers; they find it difficult to make the transition to our ethos of high expectations, trust and working independently which is nurtured in students who join us from the moment they arrive.

The intervention team need to focus considerable resources to support these students whose performance has improved this year and, inevitably, whole-College performance will improve with year groups that suffer less turbulence.



Gender

The 5 A*-C gap improved on last year, as in 2014, boys performed 18% worse than girls; this year it was 8%, a significant improvement on last year. This improvement is also reflected in the progress boys have made in English and Maths which has improved for both subjects in comparison to last year. This issue has been a focus for the College over the course of the last three years; we have prioritised boys in respect of a number of initiatives in order to improve their engagement and close the gap with their female counterparts. It is worth noting that this improved performance has not been at the cost of female performance which is on par with last year, with female students making more progress compared to their starting points.



The following page is a summary of every GCSE subject entry and subsequent performance. The analysis is traffic lighted to more easily distinguish high performance and that which requires improvement. It is important when analysing a subject to look at more than one indicator before drawing a conclusion, the strongest subjects will often be green in all areas but not always.

SWI

Yr11 14-15 - RESULTS final 8.0

24/08/2015 17:49

	Mathematics	Computing	Option ICT	English	English Literature	Drama	Music	BTEC Music	Additional Science	Core Science	BTEC 1 Science	BTEC 2 Science	Biology	Chemistry	Physics	Food Technology	Graphics	Product Design	Photography	Art & Design	3D Studies	Painting & drawing	History	Geography	Philosophy & Ethics	Business Studies	French	German	Spanish	Polish	Portuguese	Option Sport	BTEC Sport	ICT
+A	20	2	0	14	27	0	2	2	1	1	0	0	5	8	7	0	0	1	0	2	0	1	11	5	17	1	7	1	6	1	1	0	0	2
A	16	1	2	34	24	2	3	2	4	2	0	0	17	11	17	5	2	5	5	6	2	4	16	16	9	5	7	3	6	0	0	4	0	15
B	31	3	4	47	42	6	3	8	21	24	0	0	12	15	14	11	2	5	7	5	5	4	15	22	10	10	3	4	8	0	1	15	0	34
C	66	8	13	36	37	7	1	2	37	40	0	6	9	9	6	8	8	9	5	5	5	3	4	23	2	14	10	2	3	0	0	8	7	12
D	16	0	13	27	9	1	0	0	35	35	0	0	3	2	2	4	5	3	6	2	4	0	3	13	2	11	2	4	0	0	0	0	0	0
E	8	2	3	13	1	3	0	0	10	7	0	0	0	1	0	5	7	1	1	1	2	0	0	6	0	10	1	0	0	0	0	2	0	2
F	6	0	0	1	1	0	0	0	3	2	0	0	0	0	0	1	2	0	0	0	0	0	0	5	1	1	0	1	0	0	0	0	0	3
G	4	0	0	1	1	0	0	2	0	0	5	8	0	0	0	0	0	0	0	0	0	0	0	5	1	0	0	0	0	0	0	7	1	
U	5	0	0	0	0	0	0	0	0	0	10	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	5	
EL3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
EL2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
EL1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Results

CC 2015 A/A*	21%	19%	6%	28%	36%	11%	56%	25%	5%	3%	0%	0%	48%	41%	52%	15%	8%	25%	21%	38%	11%	42%	55%	23%	57%	11%	47%	27%	52%	100%	50%	14%	0%	23%
CC 2015 A*-C	77%	88%	54%	76%	92%	79%	100%	88%	57%	60%	0%	40%	93%	93%	96%	71%	46%	83%	71%	86%	67%	100%	94%	73%	83%	56%	90%	67%	100%	100%	100%	93%	50%	85%

Nu	172	16	35	173	142	19	9	16	111	111	15	15	46	46	46	34	26	24	24	21	18	12	49	90	46	54	30	15	23	1	2	29	14	74
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Targets

Colour based on progress from KS2

3 lvs Prog	72%	80%	74%	89%	93%	89%	100%	88%	59%	66%	0%	40%	91%	93%	95%	76%	58%	83%	74%	90%	83%	100%	94%	77%	87%	53%	83%	53%	100%	100%	100%	93%	50%	85%
4 lvs Prog	38%	27%	26%	53%	59%	53%	67%	63%	16%	19%	0%	27%	63%	51%	72%	45%	23%	54%	61%	71%	50%	73%	75%	43%	80%	28%	52%	33%	73%	100%	6%	56%	21%	55%

Relative Performance

6 points per grade difference

2015 RPI	-0.7	-1.3	1.7	1.9	2.2	2.3	-0.7	2.7	-2.8	-2.3	-17.1	2.1	0.0	-1.6	-0.3	0.4	-4.3	3.3	2.5	5.6	2.8	5.0	3.5	-0.3	5.0	-3.2	-1.0	-6.7	3.2	11.3	5.1	1.1	-5.2	-2.0
2014 RPI	-0.4	0.2	4.6	1.2	1.9	1.9	0.0	3.4	-3.2	-1.7	0.0	0.0	-0.3	-1.3	-0.7	-1.6	0.0	-5.6	0.0	0.0	4.4	5.2	2.1	-1.7	5.0	-3.0	-5.8	-5.0	-6.3	0.0	0.0	5.0	0.0	0.2

National Results

Nat 2015 A/A*	17%	22%	21%	15%	22%	23%	31%	0%	11%	7%			42%	43%	43%	23%	23%	23%			23%	23%	29%	27%	30%	17%	24%	23%	29%			20%		21%
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Nat 2015 A*-C	63%	65%	69%	65%	76%	74%	76%	0%	63%	57%			91%	91%	92%	78%	76%	76%			78%	76%	69%	69%	72%	65%	71%	73%	73%			70%		69%
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2014 Results

Coding on the previous year's Results

CC 2014 A/A*	30%	17%	0%	38%	44%	11%	57%	26%	13%	14%			34%	34%	40%	9%	21%	9%			33%	22%	54%	25%	78%	20%	21%	19%	24%			45%		17%
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CC 2014 A*-C	78%	100%	0%	79%	93%	74%	100%	100%	62%	68%			91%	87%	89%	59%	68%	36%			96%	100%	90%	62%	100%	57%	76%	50%	67%			95%		100%
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2015 GCSE RESULTS (inc. DSP)				CC	Nat
% 5 A* - C	72%	Progress En		86%	
Inc En & Ma	65%	Progress Ma		68%	
% 3 A*/A	34%	VA			
EBACC	28%	LA			
		P8		-33.6	
Two Sciences	57%	A8		2.1	
APS (Uncapped)	372	KS2 APS		27.9	27.8
APS (Capped)	321	KS3 APS		35.6	

2015 GCSE RESULTS (exc. DSP)				CC	Nat
% 5 A* - C	72%	Progress En		88%	69%
Inc En & Ma	70%	Progress Ma		73%	70%
% 3 A*/A	36%	VA			
EBACC	30%	LA			
		P8		-34.1	
Two Sciences	62%	A8		2.2	
APS (Uncapped)	397	KS2 APS		28.4	
APS (Capped)	339	KS3 APS		36.3	

2014 GCSE RESULTS				CC	Nat
% 5 A* - C	74%	Progress En		86%	70%
Inc En & Ma	69%	Progress Ma		70%	65%
% 3 A*/A	35%	VA		1006	1000
EBACC	30%	FSM		985	978
		P8		-0.7	
Two Sciences	61%	A8		5.5	
APS (Uncapped)	385	KS2 APS		28.7	27.8
APS (Capped)	340	KS3 APS		37.6	

2013 GCSE RESULTS				CC	Nat
% 5 A* - C	91%	Progress En		77%	69%
Inc En & Ma	69%	Progress Ma		82%	70%
% 3 A*/A	36%	VA		1014	1000
EBACC	22%	FSM		1019	983.4
Two Sciences	64%				
APS (Uncapped)	497	KS2 APS		28.4	27.9
APS (Capped)	365	KS3 APS		37.82	

Subject Performance Summary

The analysis of this summary information shows that the majority of subject areas are performing very well in comparison to national averages and in respect of the progress students have made since joining the College. For a subject to be Outstanding they would need to perform well against national averages and achieve around 80% making three levels of progress (expected) and 50% making four levels of progress (exceeding). For Good, subject areas are likely to not have met one of these targets but have performed close to these expectations. Subject areas whose performance was **outstanding overall** based on progress and comparison with national attainment, subject teachers will continue to be responsible for ensuring this performance is maintained:

English
English literature
Drama
Music
BTEC Music
Biology

Chemistry
Physics
Product Design
Art and Design
3D Studies
Painting and Drawing

History
Philosophy and Ethics
French
Spanish
Sport GCSE

Subject areas whose performance was **good overall**, subject leaders will be responsible for writing an action plan for improvement:

Mathematics
Computing

Food Technology
Photography

Geography

Subject areas whose performance **requires improvement overall** will be subject to internal review by the Senior Leadership Team (SLT) as shown in brackets, and by the Governing Body:

ICT GCSE (JH)
Core and Additional Science (OT)
BTEC Science (last year of delivery) (OT)
Graphics (JH)
Business studies (last year of delivery) (VS)
German (VS)
BTEC Sport (OT)

Outcomes and Conclusions

Attainment, i.e. results compared to national overall, is high and includes the key benchmark of 5 A*-C including English and Maths but also the performance of almost all subject areas including core ones. Results in Additional and Core Science were weaker than anticipated but closer analysis indicates that a significant number of students (15) were only two UMS marks from the next grade. The gap between the performance of financially disadvantaged pupils and the rest has closed.

Progress of all students from similar starting points is high compared to national averages. There has been a significant improvement in the performance of boys which has been a key area of improvement work in the last three years. The progress of students in English from all groups is similar to that of the rest of the cohort and the gap is closing. In Maths progress overall is high but is weaker for less able students and those who are financially disadvantaged; this will be a priority for improvement.

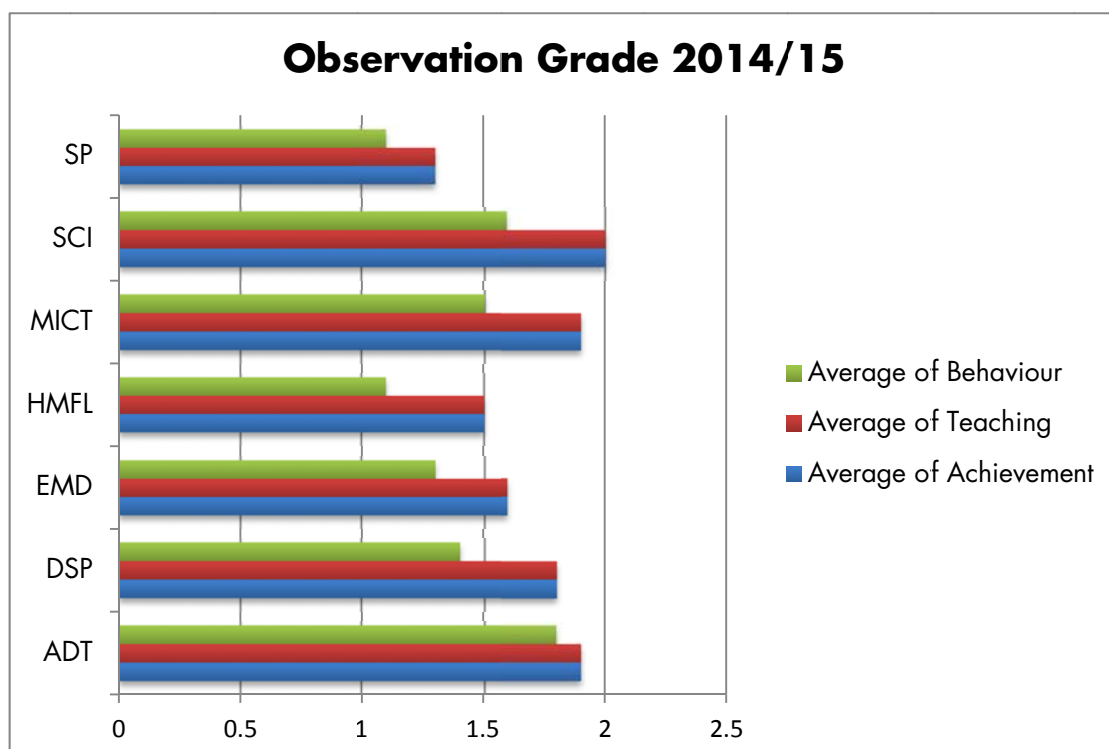
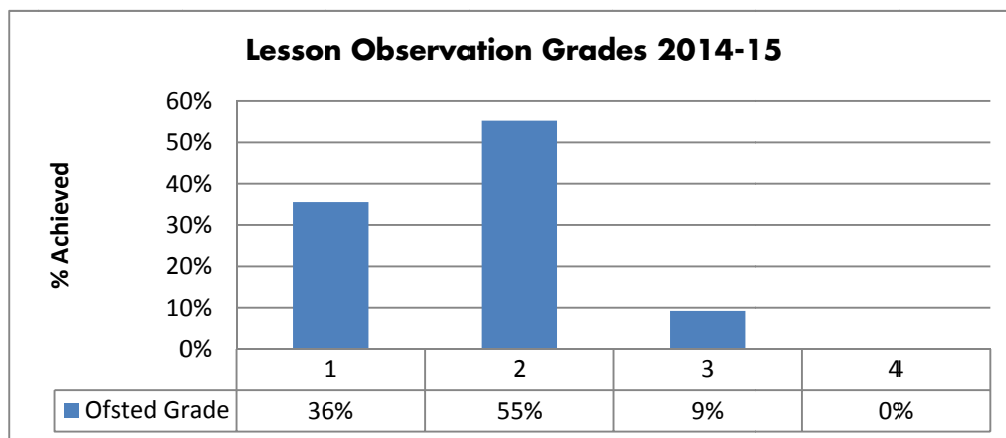
Therefore, overall the best fit for outcomes at the College remains as Outstanding albeit with the caveat that there are still areas of weakness that need to be addressed and the gap between financially disadvantaged, SEN students and the rest of the cohort remain a priority.

TEACHING, LEARNING AND ASSESSMENT

Summary Judgement: Outstanding

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

Lesson observations (average grade 1.74) across the academic year support the view that the quality of teaching, learning and assessment as Outstanding with 91% of lessons judged Good or Better; and 36% judged Outstanding. Colleagues receiving a 'requires improvement' grade were given additional support from both the Team Leader and SLT.



Lesson Observation performance was strong in all teams with behaviour the strongest element of all areas. This correlated strongly with the perception of teaching staff with 97% of staff feeling they could deal effectively with behaviour in the classroom. There was a strong correlation between overall GCSE outcomes and the attainment grade. This was particularly clear within English and Humanities.

Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

Schemes of Work at the College have been developed this year in response to curriculum change, supporting the planning of effective lessons and the co-ordination of shared resources. For example, in Science, a scrutiny of the Schemes of Work led to the evaluation: "A very good set of schemes of work. In respect of content, activities and support for specialists, exemplary." (SPW Scrutiny of Schemes of Work 12.12.14). Pleasingly, 91% of parents judged that their child was well taught (Parental Survey, 2015). 96% of staff were confident in effectively managing student behaviour, and this is supported through observations of behaviour during learning walks by SLT. This is also supported by 90% of parents surveyed who believed that the College makes sure its pupils are well behaved.

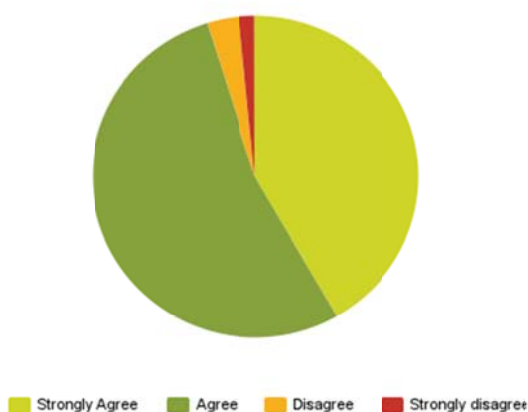
Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.

Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

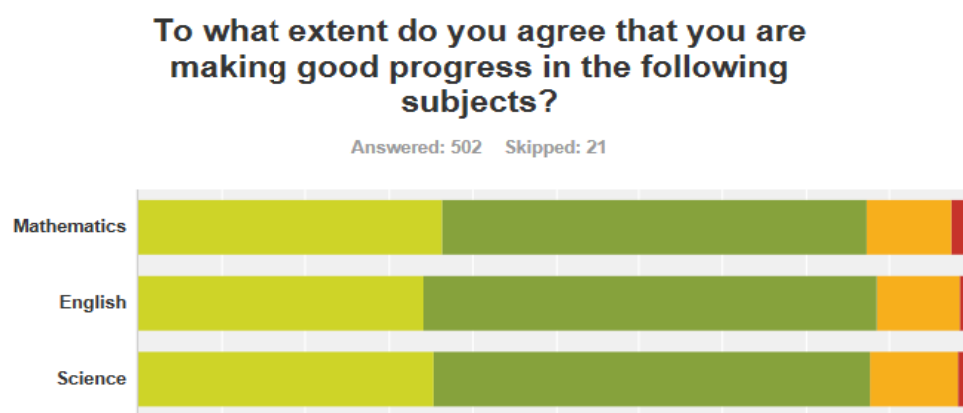
Pleasingly, over 95% of students identified that they felt the College has high expectations of their progress (Student Survey, 2015). Nearly 90% of students believe that the work provided for them in lessons is challenging and provides opportunities to really stretch their understanding.

Q2 The College has high expectations of my progress.

Answered: 518 Skipped: 5

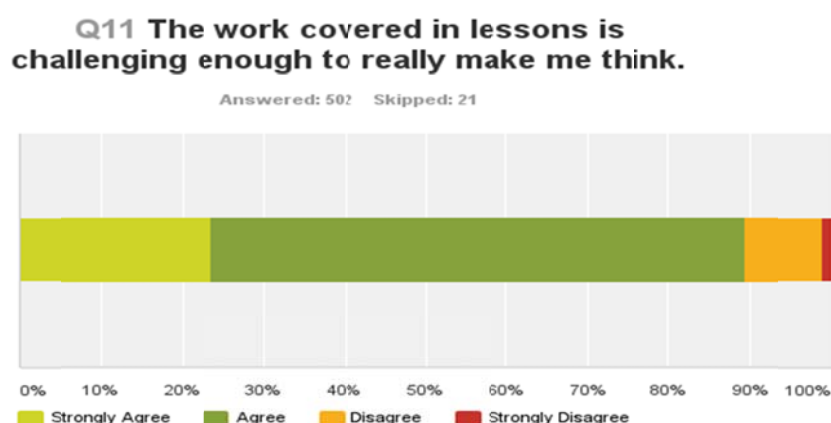


The student survey identified real confidence within the core subjects in particular with over 85% agreeing that they are making good progress. Little variations can be seen between the three core areas.



There is a strong culture of providing timely intervention for those students who fall behind. This is done through support within the lesson, after school and through holiday sessions. A Year 10 parent wrote on the parental survey *"I have been delighted with the fast and decisive response by subject teachers when I have contacted them with concerns."* The student survey identified that students believe their work is challenging. The College pays particular attention to ensure that disadvantaged students are well supported. Further details of this can be found in the Pupil Premium Section of the College website:

<http://www.catmosecollege.com/pupil-premium>



Students strongly believed that work covered in lessons challenged them to think (88%, Student Survey, 2015). This suggests that work is pitched at a good level, in turn supported by the strong emphasis the College has on ensuring that decisions made on groupings are based on accurate assessment data. From January groupings will be in place in all year groups and in the majority of subjects.

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Students receive high quality feedback from teaching staff, with over 85% of students stating that they know how to make clear progress. This is supported through QA work scrutiny: *"(There is) a clear cycle of work: teacher comments and student responses are evident."* (JHR, Year 7 Marking and Feedback Observation, 20.04.15); and in English: *"The very best marking can be seen where teachers are incisive and set precise targets."* (RS, KS3 Work Scrutiny, 4.12.14). Where feedback is at its strongest, students are given opportunities to respond to teacher input. This is an area we intend to continue to develop through our CPD programme as this was often a limiting factor to attaining Outstanding within lesson observations. This was also captured within some work scrutinies: *"In all areas marking was up to date and positive but lacked the opportunity for feedback and this was not built into the teaching cycle"*.

Quality assurance procedures identified some inconsistencies within the quality of feedback within our tutorial programme. Whilst some years groups were regularly identified as Outstanding, other groups (KS4 in particular) were not of this standard throughout: *"the standard of work, marking and feedback varied considerably. Some books covered a lot of work, others very little. Where marking has taken place it is mainly 'tick and flick': 'There was little evidence of formative feedback and students responding."* (OT Tutorial Learning Walk, 20.04.15).

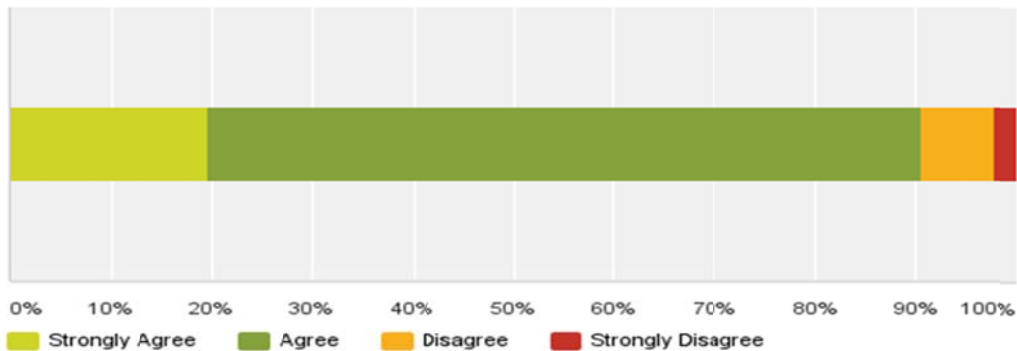
Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.

Teachers academically challenge students of all ages and abilities through the setting of homework tasks. 91% of students found the homework set challenging and 86% of parents believed the work was appropriate for the age of their child.

Some Year 7 parents remarked that the amount and the difficulty of homework was found to be a big step up at the beginning of the year, but it is very pleasing that these parents unanimously reported that their child had improved their independent management of their workload and their ability to make independent progress as a result.

Q15 My homework is varied and challenges me.

Answered: 497 Skipped: 26



Really summing up this movement towards being a resilient and independent learner, one parent commented: *"My daughter has really enjoyed her first year at Catmose College. She has grown in confidence over the year and we have seen a great change in her self-belief & ability to manage her academic work which we believe is as a direct result of the quality of teaching & staff at the college."* (Parent Survey, 2015)

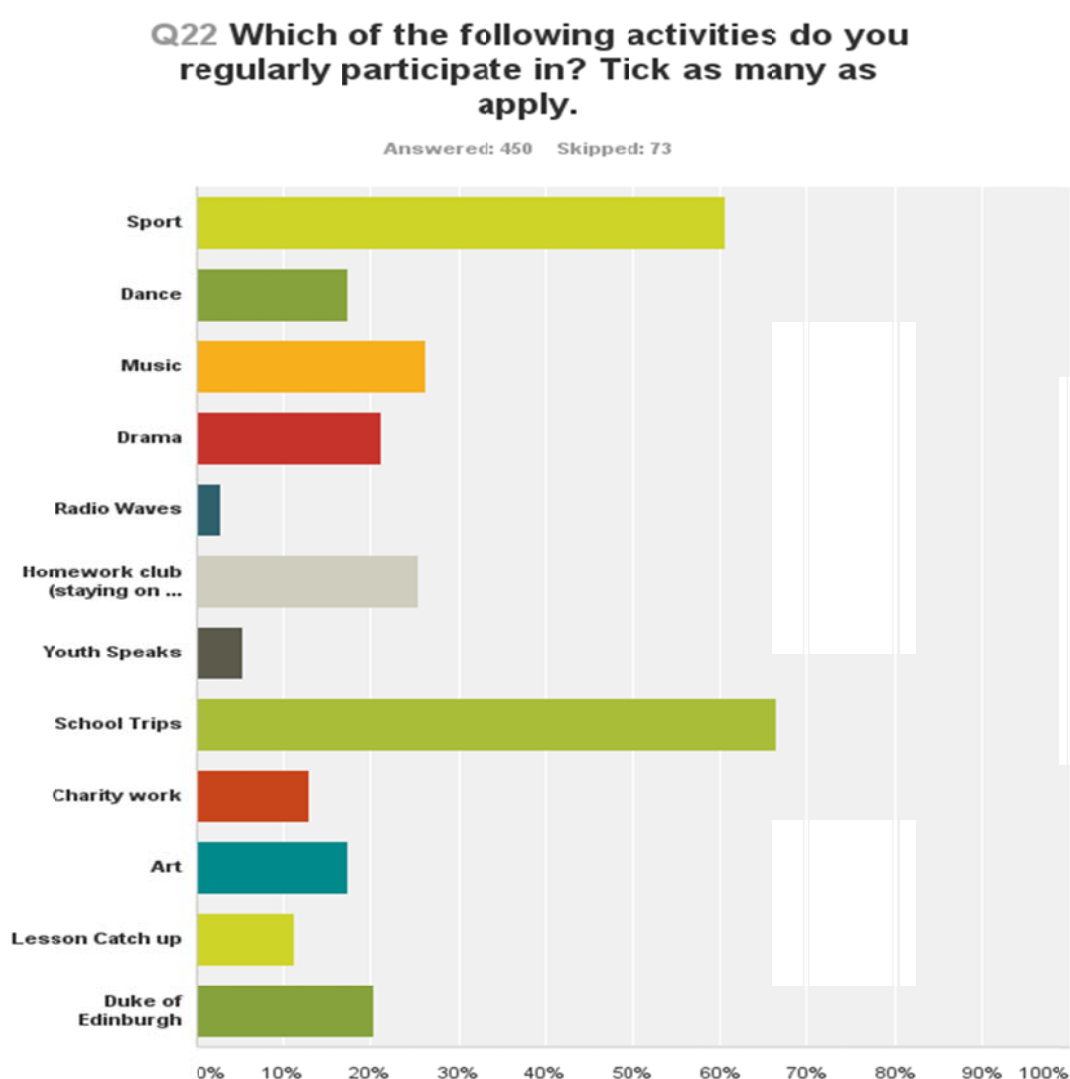
For the next academic year we will aim to ensure that there is even greater consistency in the use of the VLE. We will also aim to change the focus of homework towards prep with greater emphasis on students preparing for lessons. This mirrors feedback from a student focus group who stated students in both the middle and the top ability level found this style of homework *"the most helpful"* (Student Focus Group, VS, 01.2015)

Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.

The College launched a reading programme across the school in January 2015. Initial feedback (SM LW June 2015) is that this scheme has been well received and delivered within those subject areas that launched the scheme. It is important that all teams are now involved and that this important programme is delivered consistently.

Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

There is a wealth of extra-curricular activities available at the College. 86% of students and 92% of parents felt that there were good opportunities for trips both within this country and abroad. The graph below gives a snapshot of the wide range of activities that students can take part in with strong uptake in sport, music and Duke of Edinburgh in particular. A number of unannounced learning walks took place across the year. These were judged Outstanding with a number of positive comments made, for example: "A clearly taught session where challenge level was good and engagement high". (JHR LW Elective 24.4.15)



A Year 8 parent summed up the views of many: *"The extra-curricular activities are fantastic, we have been so amazed by the lengths staff go to providing enrichment activities. Duke of Edinburgh, residential and day visits to inspirational and thought-provoking places such as the Holocaust centre."*

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Parents are provided with a range of information about their child throughout the year. Progress evenings are well attended, with typically 85-90% attendance. Parents receive interim, progress and tutor reports clearly showing performance against expectations. The Parental Survey, 2015, showed that over 85% of parents believed they received useful information about their child's progress, with 92% valuing the progress reports in particular.

For the next academic year we are streamlining the reporting cycle further so that parents receive reports on an even more regular basis. This will provide clear data on average assessment scores versus target data.

Recommendations

- Enhance the reporting and assessment cycle in order to ensure more regular checkpoint data is available to inform progress. Link reporting changes from grades to numerical-based targets and ensure clear links are made to GCSE criteria. Increase the number of progress evenings to two per year in order to offer greater contact with parents, especially for those whose child is under-achieving. Sufficient lesson time should be given for students to act on feedback from the checkpoint tasks so that mastery of skills and knowledge can be achieved.
- Prep set by staff should be highly relevant to supporting academic progress. Prep should allow students opportunities to prepare material in advance of a lesson, so that mastery can be achieved. There needs to be complete consistency of prep being recorded on the VLE.
- Tutorial programme develops assessment schedule in order to ensure greater consistency of delivery. Enhance programme of delivery to ensure high quality delivery.
- All teams to launch their reading programmes with a continued drive.

EVALUATION: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Summary Judgement: Outstanding

Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Evidence: Lesson Observations, Learning Walks and Focus Groups

Lesson observation data clearly identifies the 'behaviour and safety of pupils' as a strength (average grade 1.5). Students consistently display a thirst for knowledge and a love of learning. This has had a very strong impact upon their progress.

A number of learning walks focusing on behaviour were conducted by the SLT and Team Leaders over the course of the year. In the majority of these, behaviour was regarded as Outstanding or Good with strong features. For example, one learning walk commented "*A calm and purposeful atmosphere was clear to see in all groups observed. Clear routines and expectations were a particular strength*" (JHR Learning Walk Tutorial 22.04.15).

A Key Stage 4 learning walk conducted by Mr Teasel (OT) supported this view "*there was no low level disruption in any lesson. A number of students were working independently in the breakout areas, yet their behaviour was impeccable and they were on task*". (OT Learning Walk Behaviour 9.2.15). In another KS4 learning walk it was noted that "*students were engaged throughout, were clear about the purpose of the sessions and made best use of the time available; no off-task behaviour was observed*" (SPW Learning Walk Electives 22.04.15).

In Electives there was also evidence of students developing their Spiritual, Moral, Social & Cultural Development (SMSCD): "*Across all electives observed, students were supporting each other, exchanging ideas and demonstrating various skills. An example of particular note comes from Crafternoon with students happily and willingly helping DSP students. Behaviour across all electives seen can only be described as excellent*". (RSA Learning Walk Electives 22.04.15).

Learning walks conducted during unsupervised times would also indicate that the College is a calm and safe place where student's behaviour is exemplary: *"around the College students are engaged in variety of informal social activities, behaving appropriate to the context. Duty staff are there to address small issues if they arise"* (SPW Learning Walk Lunch 21.04.15). In the Restaurant one learning walk observed that *"very little monitoring or intervention was required as students moderated their own behaviour and treated the Restaurant and its occupants with respect"* (VS Learning Walk Behaviour 23.04.15).

A focus group conducted with KS3 parents also reinforced the evidence outlined above. Parents viewed behaviour, the transition from primary school, communication and homework as particular strengths. As one parent stated *"nice to see your kids being so happy in an environment where they will be protected and learning is cool. Everything here is built on respect"* (OT Focus Group Behaviour 2.03.15).

However, focus groups conducted with specific groups of students have revealed some conflicting evidence. For example, in a focus group with KS4 Pupil Premium students, they complained of *"small pockets of issues in a small number of subjects"* and inconsistencies between teachers (JT Focus Group Pupil Premium 22.04.15).

Following the student survey, a focus group was also held with KS3 students who responded negatively to the question 'if there is poor behaviour in my lessons the teacher deals with it effectively'. The group complained of low-level disruption in some lessons, which took the form of talking when the teacher was talking; shouting out answers and swinging on chairs. They said that it was usually two or three students in each lesson exhibiting this type of behaviour. When asked if this type of behaviour was preventing them from making progress only three out of seventeen said that it was (OT Focus Group Behaviour).

Clearly, some students, particularly in KS3, feel that there is a problem with low-level disruption in lessons and that this behaviour is not always tackled effectively by the teacher. The challenge is to ensure the consistency of behaviour management between teachers and subject areas. To achieve this all teachers must use the range of behaviour management strategies at their disposal and for repeat offenders sanctions must be escalated.

Behaviour Management Strategies

For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.

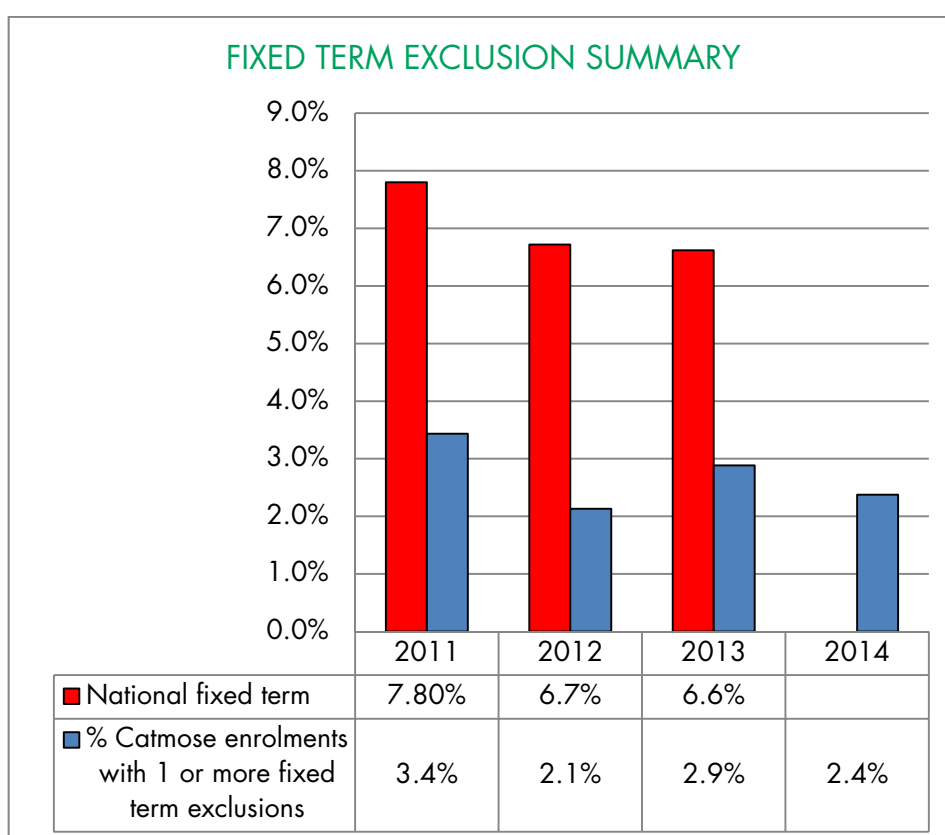
A strong Client Services team, line managed by a Vice Principal and comprising of a Pastoral Manager and three highly experienced Client Services Advisors (CSAs), help to support teaching staff when concerns arise around behaviour and welfare. This team is responsible for monitoring student behaviour, supporting students on Stages 2-5 of the Stages System, delivering Cognitive Behaviour Support and Social Skills support and for keeping a detailed Pastoral and Welfare Log.

Routines for Learning and the Stages Behaviour Management System are well established across the College. All students are automatically on Stage 1 with their behaviour being monitored by their form tutor and subject teachers. However, if problems arise across three or more subjects they are elevated to Stage 2 where Client Services will intervene. The support which may be offered to students on the Stages System includes: Pastoral Report, Immediate Sanctions, mentoring, a Pastoral Support Plan (PSP); Parenting Contract, a Local Authority (LA) referral, Cognitive Behaviour Support (e.g. Anger Management) and a key worker.

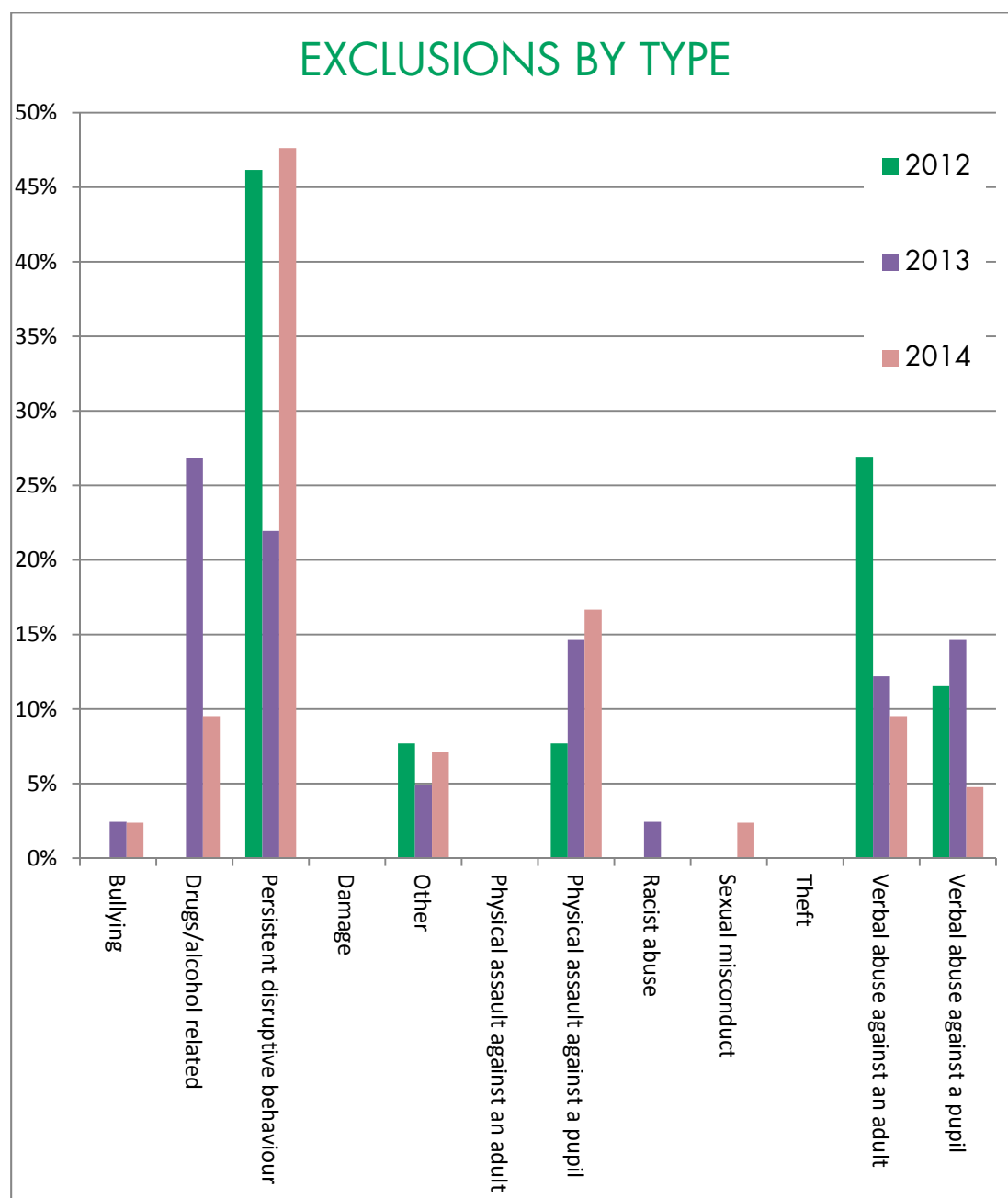
Over the last academic year 38 students have been on the Stages System (36 boys and 2 girls). 15 of these students were from Year 8 which is perhaps unsurprising given the issues highlighted with this particular year group in Year 7.

Where appropriate, the College uses fixed-term exclusions as shown below. Last academic year students were excluded for a total of 98 days. This was a slight increase on 2013/14 (83 days). However, the exclusion rate has actually fallen from 2.9% to 2.4% due to an increase in students on roll. In previous years the College has been well below the national average for state-funded secondary schools in terms of fixed-term exclusions and, unless the national average has fallen significantly, this will be the case for 2014.

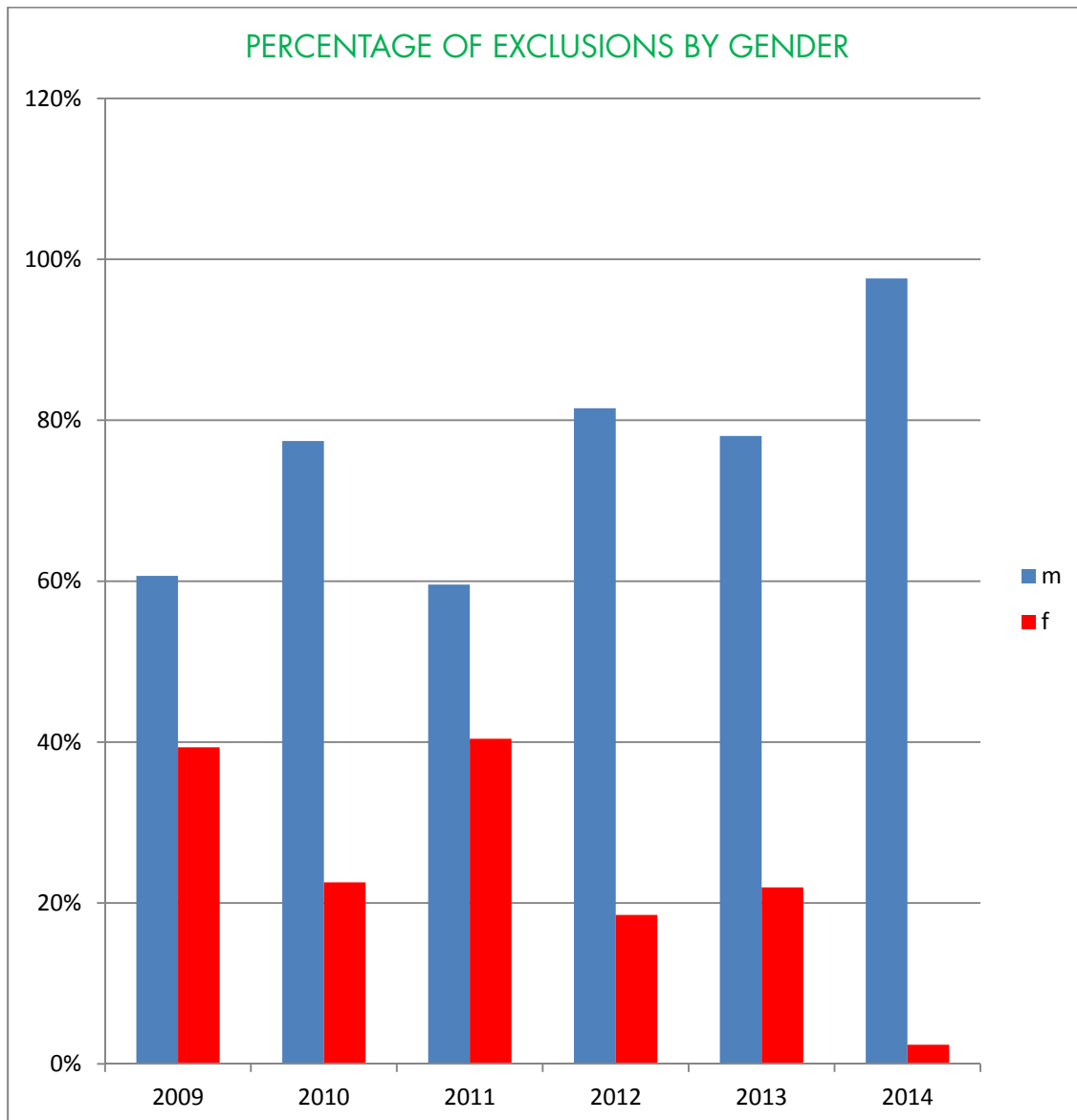
In 2014, of the 98 days, 21 of these were served by students with SEN (21%) and 34 (35%) by students on FSM.



The highest category for fixed-term exclusions remains persistent disruptive behaviour or persistent breaches of Behaviour Policy; this will stay as a key area for focus.

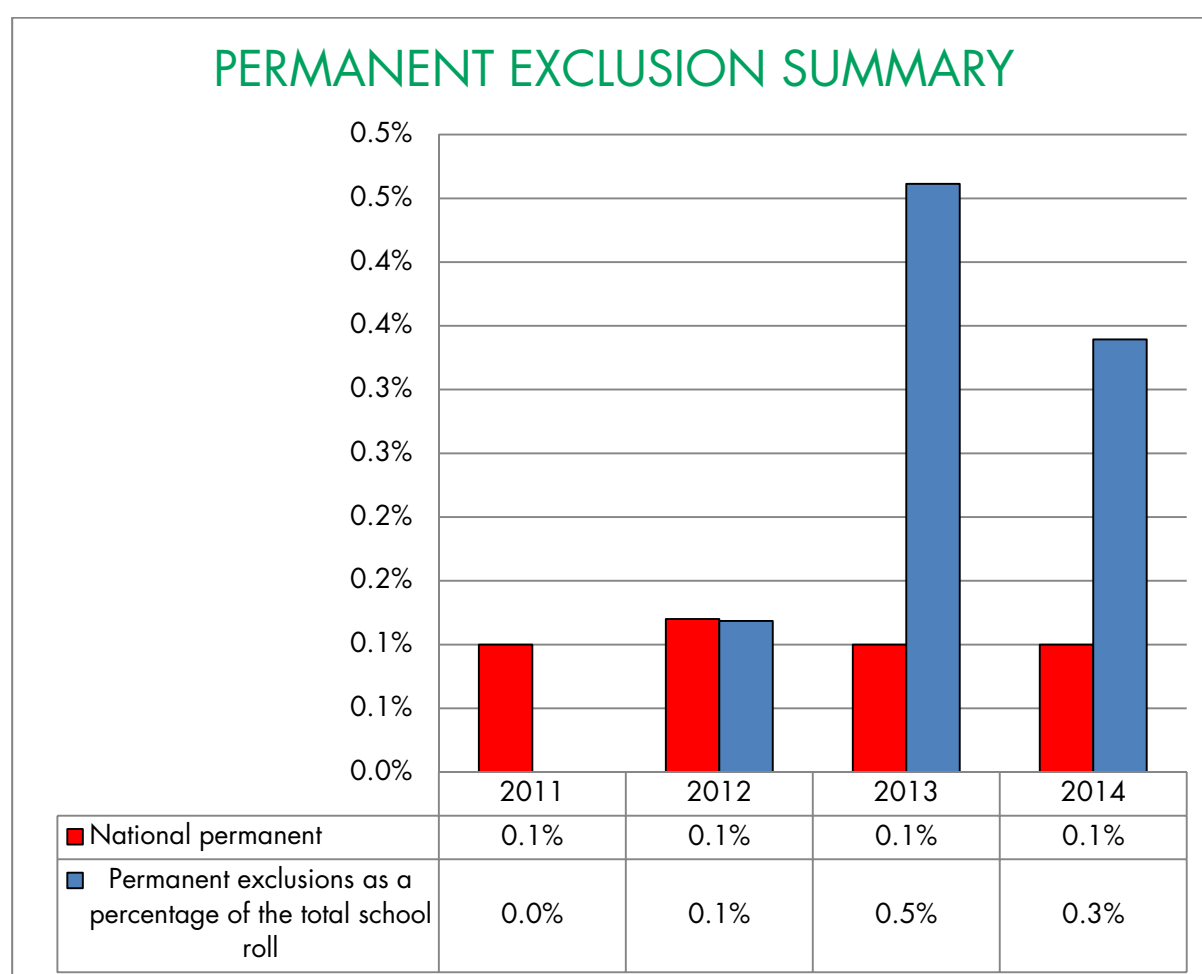


The exclusion by gender graph identifies males as significantly more at risk of fixed-term exclusion. Of the 39 fixed term exclusions only one of these was given to a female student. The engagement of males remains an ongoing priority as identified in the Outcomes strand of this plan.



Permanent exclusions are only used as a last resort, in response to serious breaches (e.g. drugs, physical assault), or persistent breaches, of the Colleges behaviour policy; and where allowing the pupil to remain in College would seriously harm the education or welfare of the pupils or others in the College. Each decision is carefully considered and approved by a panel of Governors.

Over the last two years there have been seven permanent exclusions: two for a drugs-related incident; four for physical assault and one for persistent breaches of the behaviour policy. In all these incidents the College had no option but to take this course of action. As the percentage and number of students is so small, care should be taken in making a direct comparison.



Evidence: Stakeholder Views

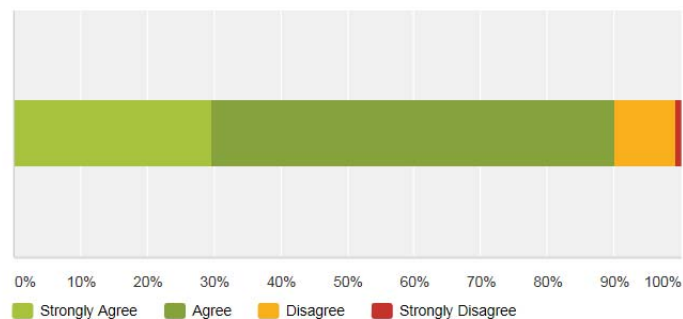
Student and Parental Surveys 2015

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

The Parental Survey was extremely positive about students' personal development, behaviour and safety. 90% of parents agreed that students at the College behave well.

This College makes sure its pupils are well behaved.

Answered: 370 Skipped: 77



Parent Survey 2015:

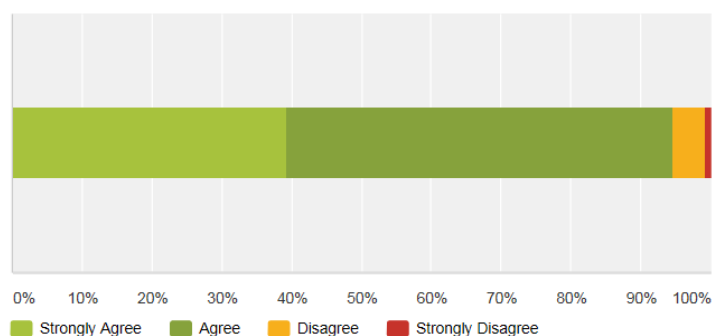
"Staff maintain good standards of behaviour and have developed a positive sense of community where all students feel valued, encouraged to do their best and know that they can ask for help when needed".

"Providing a strong learning environment with emphasis on self-discipline".

95% of parents agree or strongly agree that their child is happy at the College and 97% agree or strongly agree that their child feels safe. Both these responses are a slight improvement upon last year's survey.

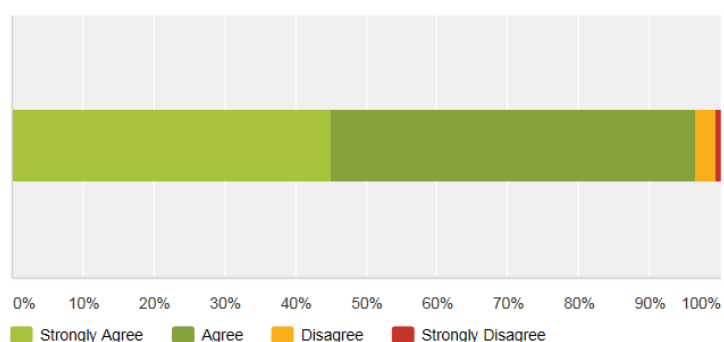
My child is happy at Catmose College.

Answered: 375 Skipped: 72



My child feels safe at Catmose College.

Answered: 373 Skipped: 74

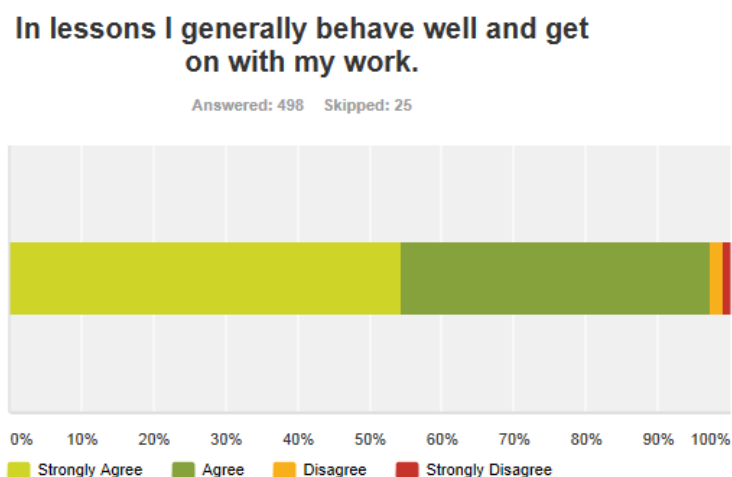


In response to the question 'What are we particularly good at', a significant number commented upon behaviour and safety:

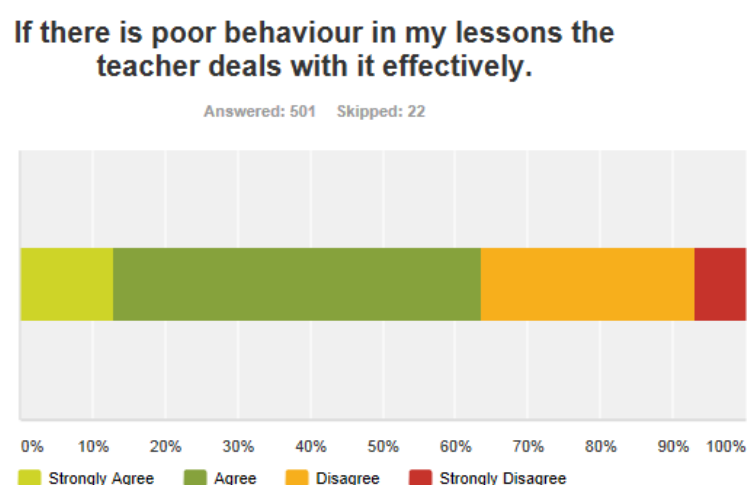
"Looking after my child's well-being making sure the College is a safe and controlled space to learn in".

"I think that Catmose is very good at ensuring that all pupils are well educated in a kind, caring and safe environment".

Student Survey: 'in lessons I generally behave well and get on with my work' 54% of students strongly agreed and 43% agreed; 97% in total.



However, in stark contrast, only 63% strongly agree or agree that when there is poor behaviour in lessons the teacher deals with it effectively.



When asked 'what are we particularly good at' and 'what could we do to further improve' there was also a lack of consistency. Some students regarded behaviour management as a strength:

"Dealing with bad behaviour in an efficient and smart way".

"Providing an environment that pupils feel comfortable in and not restricted".

"Providing outstanding opportunities and invaluable experiences accompanied by excellent teaching in an environment which gives students the freedom to be independent and take personal responsibility".

However, others identified behaviour management as an area for development and complained of low level disruption in their lessons, *"Be more strict with misbehaving pupils as they create a hard-to-work-in environment and waste lesson time"* (Student Survey 2015).

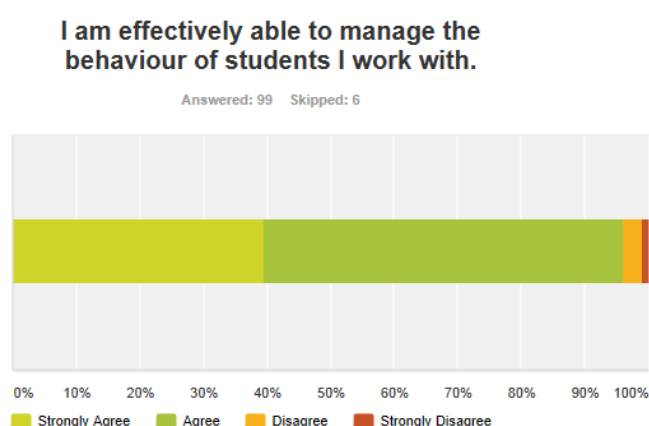
Investigation into this through two focus groups has revealed the following:

- Low-level disruption is more common in KS3 lessons than KS4.
- More prevalent in certain lessons and with certain teachers.
- Usually involving around 2 or 3 students.
- Includes talking when the teacher is talking, shouting out answers and swinging on chairs.

Whilst all students in the focus groups believed this type of behaviour to be annoying, only a very small number said that it was having a detrimental impact upon their progress.

With information obtained from the Student Survey and from the two focus groups we estimate that around 30 students across the College are responsible for this student perception of low-level disruption. The vast majority of these have been picked up by Sleuth and the Stages System and have received, or are receiving, support to help moderate their behaviour in and around College. However, in order to further address this problem a pastoral strand has been added to the Transformation Plan 2015-16, designed to ensure that this low-level disruption is tackled consistently across the College.

In terms of effective behaviour management, the staff survey is more in line with the views of parents. 96% of staff indicated that they are able to effectively manage the behaviour of students at the College.



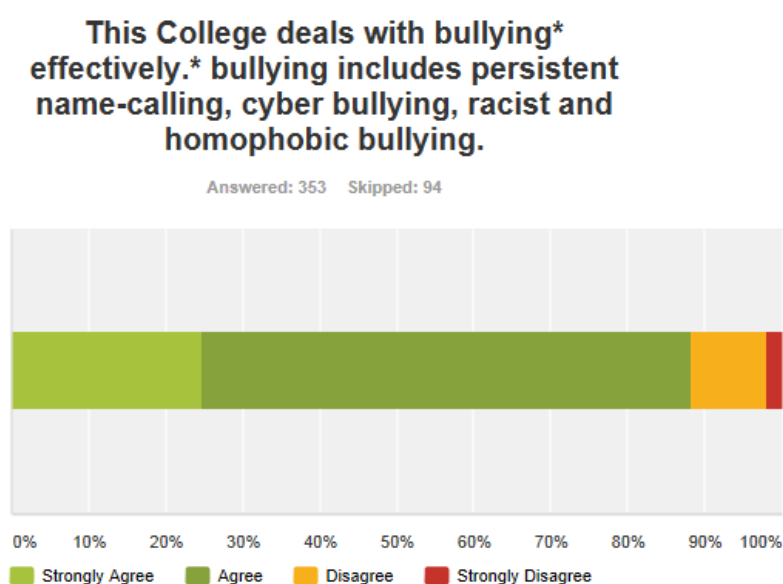
Bullying

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.

Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

The College has a zero-tolerance approach towards bullying of any kind and the Client Services team is deployed flexibly to deal with any such issues.

88% of parents agree or strongly agree that bullying is dealt with effectively at the College. This is exactly the same total as last year.



As one parent commented *"I am very pleased with how seriously bullying is taken at this school. My son has had a few issues with this and the school have dealt with this tremendously"* (Parent Survey 2015).

A range of activities and sessions are delivered annually to make students aware of the different types of bullying and abuse they may encounter. These include: e-safety training in ICT, the PSHE programme, CEOP training for all Year 7 and 8 students and assemblies addressing emerging issues such as staying safe online, social media and radicalisation.

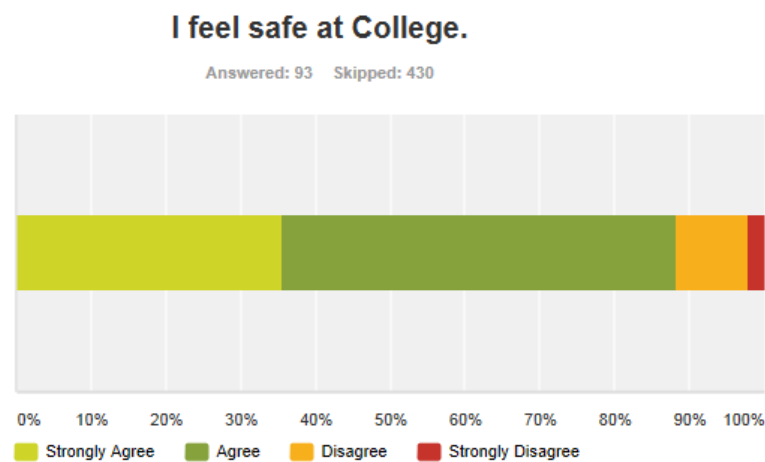
Over the last academic year there have been a small number of prejudice-based incidents. These have been dealt with effectively by the College in line with the Behaviour Management Policy, but will also be taken forward as part of our Tutorial and Prevent strategy to reduce these issues further.

Safety

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

In the Student Survey 44% strongly agreed and 52% agreed with the statement 'I feel safe at College'.



This reflects the Outstanding behaviour within College. Assemblies related to safeguarding occur regularly and these are supported by a strong PSHE programme.

Safeguarding

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

Students receive safeguarding training at the start of each academic year and regular updates throughout. These updates are often in response to any emerging issues.

Client Services keep detailed Pastoral, Welfare and Safeguarding Logs which allows students to be monitored. When serious concerns arise information is shared immediately with social services and any other relevant agencies.

In Tutorial students study a wide range of relevant topics. These include: learning to learn, personal finance, drugs education, careers, relationships, sex education, physical and emotional health, global issues and rights and responsibilities. The aim of this programme is to prepare students for issues they may encounter now and in the future.

Attendance and Punctuality

Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

Attendance and Punctuality are Outstanding. Average attendance is 97.1% with unauthorised attendance low at 0.44%.

The College works closely with the LA, parents and students in order to maintain these high standards. Strategies used include letters to parents, parenting contracts, LA warnings and subsequent prosecutions.

The table below shows an improving pattern of absence for females and FSM students. However, the absence rate for SEN students is slightly worse than last year (2014 figures are in brackets).

All Pupils	% of sessions missed due to Overall absence. Previous year's figures are in brackets.		% Persistent Absentees – absent for 15% or more sessions. Previous years' figures are in brackets.	
	College	National Average	College	National Average
All Pupils	3.0 (3.4)	5.1	1.4	5.8
Gender				
Male	3.0 (3.0)	4.9	1.1	5.5
Female	3.0 (3.3)	5.2	1.7	6.1
Free School Meals				
FSM	4.3 (5.8)	7.3	1.6	11.5
NFSM	2.9 (2.9)	4.1	0.8	3.4
Special Educational Needs				
Statement	5.7 (4.4)	7.0	2.4	11.3
SA	3.8 (3.5)	6.5	0	9.4
SA+	3.6 (3.1)	8.7	0	15.5

An analysis of attendance by gender shows little real difference in absence between males and females.

Careers Guidance

High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.

Students are able to make informed choices when selecting their options in Year 9 and when deciding upon the next stage of their education or training in Year 11. They receive impartial guidance from teachers, form tutors, the Careers Adviser Claire Miles, a range of outside guests and the Principal. A conscious effort is made to ensure that all Pupil Premium students and students in the DSP are given additional support.

Work Experience, which is completed at the end of Year 10, also allows students to understand the links between their education and future employment. This year only four students were unable to secure a work experience placement which was an improvement upon the previous year.

This area could be further improved by ensuring that quality assurance methods measure the impact of existing provision and identify areas for improvement.

Recommendations

- Quality assurance focusing on the impact of careers guidance and work experience and how these prepare students for their adult life.
- Address the low-level disruption which appears to be a feature of some lessons, particularly in KS3.
- Students on the Stages System need to receive support to improve their progress as well as their behaviour.
- Prevent Training must be undertaken by the DSL and all staff and students must be made aware of the signs of radicalisation and action they must take, in particular to address the small number of students who express intolerance towards others of a different culture or race.
- Following changes in government policy, a Prevent Strategy and Prevent Risk Assessment will need to be written, ratified by Governors and shared with all staff.

EVALUATION: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Summary Judgement: Outstanding

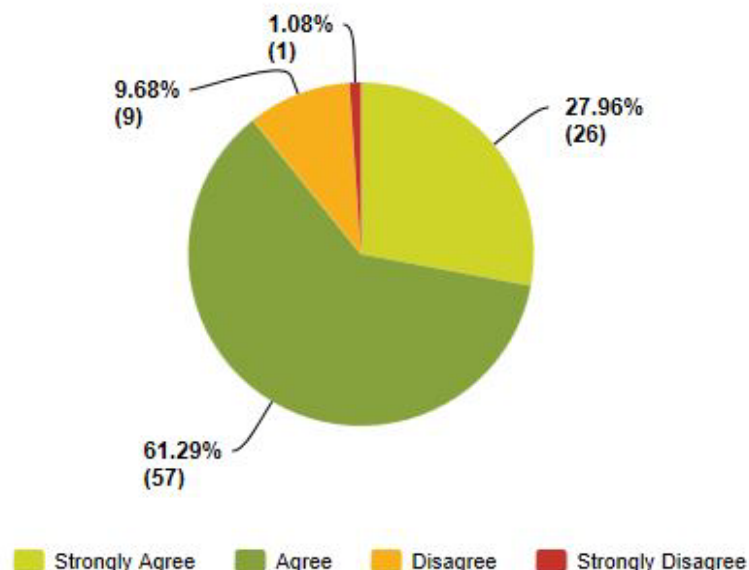
Leaders and Governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.

Vision and Ethos

The College's motto is Equal Value; Outstanding Progress, and this perfectly summarises the ethos and culture of the College. Students are proud to be members of Catmose College and the College is now oversubscribed in four year groups, and it has had to admit over PAN in Year 7 for 2015.

I am proud to be a student at Catmose College.

Answered: 93 Skipped: 430



The College has a strong vision and has cultivated and nurtured an ethos where success in all areas of College life is valued and supported, both for staff and students.

"There is a clear vision for the college, and I feel that there is always someone available to speak to if you have a problem. There is a very supportive environment within the College (for staff as well as students), and if you want to do well and progress then the opportunities are there to do so." Staff survey 2015

Staff and students recognise the very high expectations the leadership have for student progress. In the student survey 95% of students agreed that the College has high expectations of their progress.

"It has become cool to be successful and not embarrassing amongst students." Staff Survey 2015

Self-Evaluation

Leaders and Governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

Leaders and Governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.

There is a rigorous system of Quality Assurance embedded within the College at all levels. The annual Transformation Plan is a key document in analysing and evaluating the College's performance and is underpinned by a wealth of information and data. All staff are observed using Ofsted criteria at least twice a year under a no-notice system, and this has seen a year-on-year improvement on the standard of teaching, with 91% of lessons being good or better and 36% being outstanding (best lesson observed).

"My daughter has really enjoyed her first year at Catmose College. She has grown in confidence over the year and we have seen a great change in her self-belief & ability to manage her academic work which we believe is as a direct result of the quality of teaching & staff at the College." Parental Survey 2015

Where the quality of teaching does not meet required standards a support system is put in place, areas for improvement are identified and addressed through a range of strategies. This has proved very effective and this year all involved are now at 'Good' or better.

In addition, the SLT has carried out a range of work scrutinies, focus groups and learning walks (64) to address Transformation Plan priorities, such as Key Stage 3 schemes of work and Pupil Premium progress, with feedback being given after each activity. This is done throughout the year to enable analysis of progress made after each QA process, for example, Science schemes of work went from Requires Improvement to Outstanding. Each Team has a Quality Assurance strand within their own plans which focuses both on whole-College and subject-specific targets and is the basis for termly meetings with the Principal.

Performance Management

The system for Performance Management is clear and structured to address issues raised in the Transformation Plan. It encompasses whole-College, team and individual targets, making it an effective tool for improving achievement and personal development. An interim review after term 3 allows for self-reflection and adjustment.

Staff Development

Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

The performance management cycle asks staff to identify their development needs; this together with the Transformation Plan informs a comprehensive formal training programme within the College. Additionally, staff can access events through the Rutland Teaching Alliance as Catmose is the lead school. Teams use meeting times to address both whole-College and subject-specific areas for development.

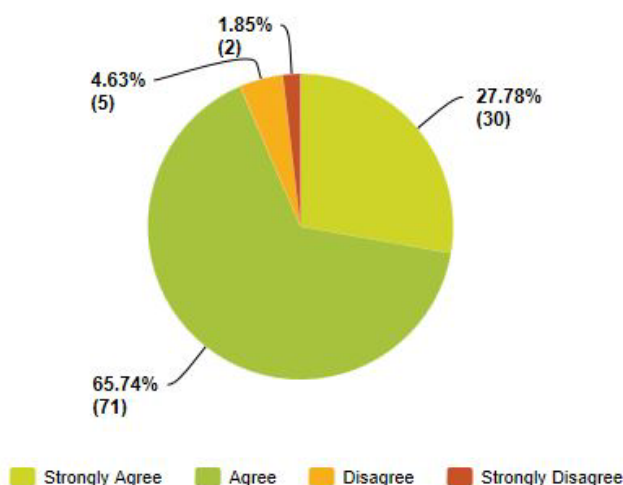
82% of staff agree that there is someone within the College who encourages their development.

"Training sessions are well-varied and great that we can choose what sessions we want to opt into. Team have been amazing - really supportive and created/provided great resources. I've felt that they have been excellent in helping with all matters regarding College life." Staff Survey 2015 response to the question 'What does the College do well?'

The impact of professional development within the College is significant and was rated as Outstanding by staff in feedback.

The professional development opportunities offered have been relevant to my needs and allowed me to improve my practice.

Answered: 108 Skipped: 8



The College has supported staff members in gaining external qualifications, one member of staff becoming an Ofsted Inspector and another a SENCO. The Professional Tutor's role is to support the School Direct students and drive action research forward within the College, maintaining and developing a culture of innovation and an environment where risk taking within pedagogy is supported. This will be supported by the new post of Team Leader for Teaching and Learning.

Governance and Stakeholders

Self-Evaluation Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.

The governing body have a thorough understanding of the College's effectiveness, they meet six times a year and a programme is in place to ensure that they have the opportunity to address any issues, and inform and question decisions. This year the agendas have included:

- 18.9.14 Exam results analysis.
The Transformation Plan.
- 13.11.14 Sports Presentation.
Behaviour.
- 22.01.15 Report on Behaviour by Sarah Bysouth, external consultant.
RAISE analysis.
Pupil Premium.
- 19.3.15 Pupil Premium.
- 7.5.15 Policies.
Admissions.
- 2.7.15 Report on Pupil Premium by Sarah Bysouth.
The Scrutiny Panel.
Analysis of the data dashboard.

The Scrutiny Panel has a remit to oversee the strategic development of the College and measure progress towards targets. It critically analyses all key areas and uses evidence from a range of stakeholders including survey responses from students, staff and parents as well as reports from external consultants and Department for Education (DfE) data. Stakeholder engagement is excellent with 519 responses to the student survey and 447 responses to parental survey.

Pupil Premium

Leaders and Governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.

The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and Mathematics.

The College pays particular focus to those students who are from a disadvantaged background. This work is led by a Vice Principal and the SLT. In order to ensure the quality of this work a detailed review was completed internally and validated by an external consultant (01.05.15). The full review can be accessed on <http://www.catmosecollege.com/pupil-premium> as can a letter from the Education Minister David Laws (11.02.15) congratulating the College on the outcomes for this group of students over a three year period.

We are uncompromising in all aspects of College life, including ensuring strong attendance (gap is less than 2% between average school and FSM and 95% overall). There is no noticeable variation in behaviour patterns and strong engagement in the wider life of the College (with the exception of one year group).

Close monitoring and targeted intervention are used to consistently improve outcomes for all pupils, especially those who are disadvantaged. These have included additional sessions outside of the school day, deployment of teaching assistants, and the use of key workers including senior staff.

Outcomes and progress have been strong. The capped average points score data reflected a closing of the gap from 2011-12 within the core subjects of English (11.8 to 5.9) and Maths (11.8 to 5.3), with disadvantaged students performing very close to that of national average (all) students. This is within the context of the College's FSM cohort being white British which statistically perform worse than other FSM sub-groups. On average, 28.5% of White British disadvantaged students attained 5A*-C including English and Maths at GCSE. Catmose students significantly exceeded both this figure (by 21.5%) and the average of all FSM students (by 16.5%).

Curriculum

The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.

The curriculum offered is Outstanding; the College recognises the importance of developing the student as a whole and that success in one area promotes achievement in others, therefore the academic and extra-curricular activities are equally important and reviewed regularly to ensure they meet the needs of the students as well as national changes.

This year a new course has been added in Key Stage 4 - BTEC Children's Play. Student choice is not only given in Year 9 options but also at the end of Year 8 when pathways between ICT and MFL are looked at. The curriculum is designed to be flexible to meet the needs of a wide range of abilities, with study and intervention sessions built in for those who need extra support, in addition, some students have bespoke timetables.

Where appropriate the College works with other educational facilities to provide specialist course such as the BTEC in Small Animal Care at New College Stamford. Grouping policies, the quality of teaching and the academic scholarship programme ensure the most able are stretched.

"I believe the school is good at helping all children not just the talented ones or the children who need it most with statements etc. but by giving opportunity and help to every student."
Staff Survey 2015.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSCD)

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

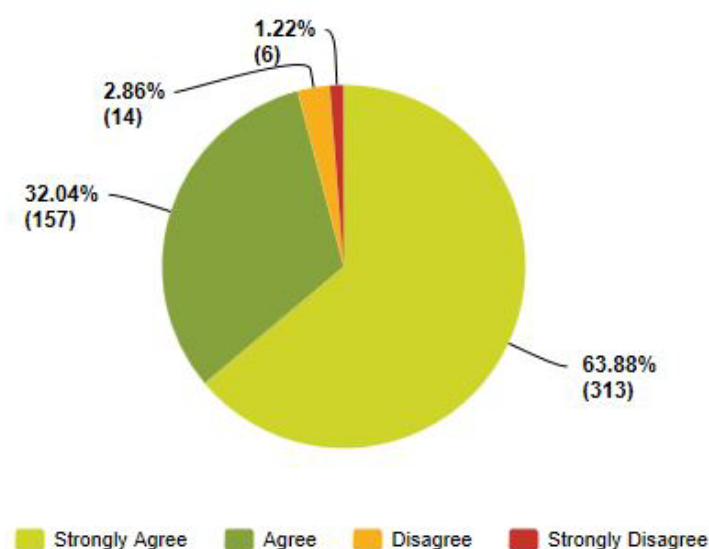
"Providing outstanding opportunities and invaluable experiences accompanied by excellent teaching in an environment which gives students the freedom to be independent and take personal responsibility." Student Survey 2015 response to the question "What is the College good at?"

The College recognises that the Black and Minority Ethnicity (BME) population of its catchment area is very low and therefore takes positive steps to ensure that students are conscious of and tolerate other faiths and cultures.

The curriculum is designed to support student's personal, social, cultural and moral development and fundamental British values, not just within academic subject areas, tutorial system and assemblies, but through the extensive elective programme, which offers over 90 activities, and extra-curricular activities e.g. volunteering, and provides opportunities for them to show independence and leadership skills.

The Wednesday afternoon Electives programme is an important part of the College week.

Answered: 490 Skipped: 33



More than 80 trips were offered in the year 2014-15: *"AMAZING school trips!!!!"* Student Survey 2015 response to the question, 'What is the College good at?'.

The vast array of trips, visits and other extra-curricular activities, such as Venture Force expeditions and Youth Speaks, contribute to ensuring that students are aware and are positive about life in multi-cultural

modern Britain. The citizenship curriculum also promotes equality and diversity with trips to different places of worship. Students with a range of physical and/or learning disabilities are included in all activities and the life of the College. There is a robust equality and diversity policy in place which is reviewed annually by Governors.

Students are expected to take an active part in decision-making, for example, the Student Council are an active elected body involved in areas from assessment to catering. In addition, the prefect system not only promotes responsibility but also forges links with other year groups. All students may be called upon to take part in focus groups and staff appointments. The responses to the student survey have a direct influence on the Transformation Plan.

"Ensuring that students are able to have a well-rounded education with excellent extra-curricular activities complementing their overall learning and progress. Giving students varied and high levels of responsibility which allows them to mature, and to learn and value appropriate behaviour and social skills." Parental Survey 2015 response to the question "What is the College good at?"

Safeguarding

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

The College meets statutory requirements for safeguarding and works closely with outside agencies such as Social services and CEOPs. The appointed governor for safeguarding monitors the relevant policies and training in place. Four members of staff are trained to the level of Designated Safeguarding Officer. The staff are trained annually in recognising abuse and the procedures to follow; this is updated to encompass new guidance such as the prevent strategy and FGM. Assemblies and tutorials address safeguarding issues with students and there is a culture of openness; it is common for students to report concerns about their fellow

classmates, with 96% of students agreeing that they feel safe in College and 98% of parents agreeing that their child is well looked after.

"...My child feels safe and says she feels that the school is inclusive (things like pupils being very encouraging to others in events such as talent shows). I believe pupils are made aware that they can approach their form tutor or client services for help and feel able to do so. Children are encouraged to be independent and enjoy this. My child is happy at the school. You are clearly doing something right." Parental Survey 2015 in response to the question "What is the College good at?"

Recommendations

- To review ways in which the curriculum can be delivered to meet statutory and national requirements as well as ensuring that they meet the needs of our students.
- To support new initiatives regarding innovative teaching practices through CPD and, where appropriate, curriculum structures.
- To use the College's quality assurance system to monitor the impact of new innovative teaching methods, and to encourage teachers to take risks with their pedagogy.

Three Year Priorities

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 with an evaluation of outcomes for the first year of operation.

	2014 – 15	2015 – 16	2016 – 17
Teaching Alliance JHR	<p>School Direct: 10 Secondary & 7 Primary.</p> <p>Appropriate Body Affiliation / NQT Training: Primary 10 & Secondary 7.</p> <p>CPD Training 10 Training Events.</p> <p>Specialist Leaders of Education: appointed 4.</p> <p>Website / Facebook Profile.</p> <p>Strategic Partners: Secondary 3 & Primary 5.</p>	<p>School Direct: 16 Secondary & 9 Primary.</p> <p>SCITT Application</p> <p>Appropriate Body Affiliation / NQT Training: Primary 10 & Secondary 10.</p> <p>CPD Training 16 Training Events.</p> <p>Specialist Leaders: 3.</p> <p>Strategic Partners – Secondary 5, Primary 8.</p> <p>Increased LA bespoke work.</p>	<p>School Direct: 19 Secondary & 11 Primary.</p> <p>Recruitment for newly formed SCITT; management structure agreed.</p> <p>Appropriate Body Affiliation / NQT Training: Primary 14 & Secondary 16.</p> <p>CPD Training: 22 Training Events.</p> <p>Specialist Leaders: 5.</p> <p>Strategic Partners: Secondary 6 & Primary 11.</p> <p>Increased presence across other LAs.</p>

Evaluation

The Rutland Teaching Alliance made a strong start in 2014-15 in many of the key areas of its role.

1. We have supported a number of School Direct Places (5 Primary, 9 Secondary). Of these, 100% have taken up employment with 50% of trainees starting as NQTs within Rutland schools next academic year. For September 2015 this will be extended to 7 primary trainees and up to 20 secondary trainees.
2. We have played the role of Appropriate Body for all but one Rutland Primary and Secondary and supported NQTs with a strong training programme across the year. All NQTs have successfully completed this key year.
3. We have run a number of training courses at both Primary and Secondary level, mixing bespoke training (e.g. ETOL, NQT) with use of external specialists (e.g. Assessment without Levels), and NLE input (e.g. Ofsted Update). At secondary level we are now the regional centre for AQA for delivery of subject specific courses. We have trained over 200 colleagues within the area. Events are advertised through www.rutlandta.com
4. We remain committed to working in partnership with the LA supporting both School-to-School support, NLE deployment, and broader partnership work. SLEs were not designated due to changes in the national recruitment strategy. This decision will be reviewed in the academic year 2015-16 with a move to specific Maths and Literacy specialists running network sessions. Greater capacity has been added to the Alliance with the adding of a Professional Tutor for Action Research.

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	KS3 - Introduction of new National Curriculum.	Move to numerical data outcomes and associated reporting cycle.	KS4 – New GCSEs for Sciences, Geography, History and MFL.
VS			
JHR	<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 – 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>KS3 – Schemes of work encompass new checkpoint assessments which allow progress to be shown.</p> <p>KS4 – New GCSEs for English & 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>Investigate curriculum adjustments needed to meets students’ needs and statutory requirements – go to consultation if required.</p> <p>Investigate curriculum models (e.g. use of compulsory electives, tutorial programme, and length of school day).</p>	<p>Introduce curriculum adjustments which meet the needs of our students and comply with statutory requirements.</p> <p>Review curriculum adjustments.</p> <p>Reporting cycle modifications.</p>

Evaluation

A great deal of work has gone into the development of schemes of work at Key Stage 3, the associated assessment material and the subsequent quality assurance. There is a common understanding of the standards needed in these schemes of work. In the best cases the quality assurance identified structured approaches to this development within teams. Some inconsistencies remain in the overall quality and this will continue to be a focus.

Changes were made to the reporting cycle in 2014-15 with parents receiving percentage assessment scores rather than levels. These allowed comparisons to both target grades and whole-year averages. For 2014-15 we will develop our reporting cycle further in order to have more regular checkpoints and subsequent feedback.

This academic year students in Year 8 were given the option to opt for either ICT/Computer Science or a Modern Foreign Language as they moved into Year 9. This was done in order to facilitate greater curriculum time for these subjects.

Training was delivered to staff regarding the move to a greater emphasis on progress measures. Year 9 options were reviewed in light of curriculum changes including both an emphasis on EBacc subjects and additional vocational courses where required, such as Children's Play.

Campus

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

	2014 – 15	2015 – 16	2016 - 17
VS	<p>COLLEGE 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>PRIMARY Continue looking at outdoor areas to enhance. Hobbits House area in trees adjacent to KS1 playground. Pupil toilets complete refurbishment. 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. Agree and secure site & Planning Staffing recruitment Building plans Appoint specialist ICT FFE requirements Room data sheets Marketing Policies Budgets Curriculum Services (FM, Fin, ICT)</p>	<p>COLLEGE Further work to offer alternative space for other Campus users; work to re-home Admin team. Look at additional areas for buildings on Campus – secure planning permission. External equipment e.g. Fitness First.</p> <p>PRIMARY Look at further areas for development and prioritise plans. Development work complete and building started towards 2nd primary school.</p> <p>PRESCHOOL/ NURSERY Creating surplus towards eliminating Federation loan.</p> <p>HARINGTON Temporary buildings open September 2015 & permanent site opens September 2016 Successful SLAs for ICT, Finance, and FM.</p>	<p>COLLEGE Completion of all outstanding works to facilitate expansion of all year groups to 210, thus having taken School from 900 to 1050 NOR</p> <p>PRIMARY Refresh AMP. Second Primary School: this stand is now Oakham Academy and work begins in earnest to plan, build and manage this new Primary School to be open September '17.</p> <p>PRESCHOOL/ NURSERY Numbers sufficient to sustain year 3 of 5 year plan to repay 'loan' for new build, whilst maintaining provision for current year cohort.</p> <p>HARINGTON Permanent build to open by October 2016; snagging prevalent throughout 16/17. FFE strategy implemented to budget and on time. All Services in place to support.</p>

Evaluation

Sustainability of Catmose Nursery dual provision

Catmose Preschool opened in September 2014 as planned. With modest additional staff, but reactive movement of staff, both settings have developed well and are viable. The overall Nursery budget out-turn is a surplus of © £50,000 which is well above expected surplus Year 1 of the dual provision.

Forecast numbers for September 2015 support a break even position, but there are spaces in the Preschool which, if marketed, would put the setting into a surplus. The Nursery setting has fewer vacancies. Typically, the Nursery has 5 spaces on a Monday but is full on a Friday, whereas the Preschool has 9 spaces on a Friday but a Wednesday is heavily under with 18 spaces.

Harington School

Following the positive outcome of the award of the free school, Harington has been a significant piece of work. Invitation to tender and appointment of ICT contractor and both temps contractor and permanent building contractor has occurred. Planning application for temps is in. Staff are recruited. Curriculum planning and purchasing of resources, timetables and induction are planned and executed. Trust meetings, governance, resources governance, policies & procedures are in place. Detailed work is ongoing now with buildings, accounts, MIS, processes, lessons.

Additional 210 Primary School with potential to expand to 420

We submitted an Expression of Interest to the LA regarding a new build additional primary school under Catmose Federation MAT. The EOI was successful and we are currently engaged in discussions with RCC about next steps.

College extension: new build vs re-occupation of leased spaces

We have engaged with the LA and negotiated to re-occupy spaces which were leased to LA departments. Rutland Adult Learning re-located to Oakham Enterprise Park which returned the mezzanine level to the College, this has been transformed into two classrooms (22 each) one large ICT suite (20) plus administration areas (x 8 people) and a small group room. More recently the community hub frontage and café has been re-occupied by the College following its release by Stevenage Leisure Ltd as a cost saving measure for them. The additional spaces gained have enabled Catmose to go over PAN in Year 7 Sept 2015, and potentially also in Year 7 Sept 2016. We are relocating colleagues currently deployed in the Admin team area in order that this space can be refurbished into two further classrooms.

The café has been replaced by Catmose Refectory over the summer to add dining facilities to Catmose and an offer to Harington students.

Catmose Primary: development of areas

The class group garden area is complete. Planning permission has been obtained to commence the outdoor learning space on the KS1 playground and work has commenced off-site. The glade area is almost complete; Hobbit's House and Higgledy House are complete and Giant's Chair for storytelling is planned.

The summer refurbishment plans will complete all areas of internal investment. All toilet facilities have been replaced and upgraded with new cabinetry and sanitaryware.

ONE YEAR PRIORITIES 2014 – 15

Teaching

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

Success Criteria

- 30% of lesson observations are Outstanding; 80% Good.
- 75% of students agree they have a balanced amount of homework.
- All staff record homework on the VLE.
- 75% of students agree that the reading programme encourages them to read more.

Conclusions

- Lesson observation grades showed an improvement from 2013-14 with 36% Outstanding; 91% Good or Outstanding.
- 61% of students agreed they had a balanced amount of homework. Individual comment feedback however was inconsistent whether this was too much or too little. For the academic year 2015-16 we aim to place greater emphasis on the role that homework has in preparing students for the next lesson.
- 58% of students suggested that staff recorded homework on the VLE. This is lower than expected and will require greater monitoring.
- The Reading Programme was launched in January 2015 with a selected number of teams involved. We will aim to analyse the impact of this work within the next academic year as all students become fully involved.

Achievement

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.
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Success Criteria

- A*-C inc. English and Maths 68%.
- PP A*-C inc. English and Maths 51%, 3+A*-A; 3 levels of progress 53% Maths, 75% English.
- Boys A*-C inc. English and Maths 60% 3 levels of progress.

Conclusions

- Greater focus was placed on the identification and support given towards specific groups of learners. In particular a thorough and wide-ranging review of our support towards PP was completed with recommendations given for further closing of progress gaps. Support included broader elements such as work experience, attendance, and engagement.
- Intervention provided was guided by reporting data and this will continue to be a key area of focus for the next academic year with the introduction of more regular checkpoints.
- The reading programme was introduced in most subjects, but will remain an area for further development in order to ensure greater links to the existing curriculums.

Behaviour

	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.	Sleuth analysis - Pastoral Meeting - Team Leaders (half term) - Teams (3 week interval).	Behaviour learning walk KS3.	Trip database analysed for FSM /boys / behaviour engagement.	LO database analysis and follow-up support.	Presentation assemblies.
	JMD new staff student management training.	Effort analysis.	Behaviour learning walk KS4.	House point analysis.	Tutorial learning walks.	House point analysis.
	Behaviour assembly.	House point analysis.	House system spot check.	Behaviour focus group KS3.	House system spot check.	House system spot check.
	Sleuth training day.	Transition focus group.		Behaviour focus group KS4.		
	Pastoral leaflets sent home.	LO database analysis and follow-up support.		LO database analysis and follow-up support.		
	House point prize system organised.	Tutorial learning walks.		House system spot check.		
	House system spot check.	Sleuth letters reviewed and sent - trigger				

Success Criteria

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

Conclusions

- In the Parent Survey 2015, 90% of parents agreed that students at the College are well behaved. In the section 'what are we particularly good at' many parents identified behaviour management as a strength.
- A parental Focus Group conducted by OT (2.3.15) revealed similar findings. All parents viewed behaviour, the transition from primary school, communication and homework as strengths.
- The Student Survey 2015 was less positive about the ability of staff to effectively manage behaviour. Only 63% agreed with this statement. Behaviour Management was also mentioned equally in the sections 'what are we particularly good at' and 'what could we do to further improve'.
- Focus groups conducted with students revealed some low-level disruption, particularly in KS3 lessons.
- The Stages Behaviour Management System has made it easier (via Sleuth) to identify, support and take action against those students responsible for low-level disruption in lessons. However, it would appear that the following pattern is occurring: students improve their behaviour whilst on the Stages System, but once they come off their behaviour returns to being disruptive. To combat this, the Stages System will expand to focus on the progress of students as well as their behaviour.

Human Resources (HR)

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

Success Criteria

- Staff Retention does not fall below 80%.
- 90% of staff have good or better attendance.
- New support staff contracts are in place.

Conclusions

- The new support staff contracts have been put in place and there has been a significant uptake of these.
- Support staff retention was 83% and teaching staff retention was 75.5%. Initially the teaching staff number seems high however when analysed the data shows that this included staff who moved out of the area, temporary contracts ending and retirement. A level of staff turnover is desirable but it will need continued monitoring to ensure that it does not adversely impact upon students' progress.
- Teaching staff attendance remains high at 89 % good or better, limiting disruption and providing an excellent role model for students. Where long-term absence has occurred, timetable and staffing adjustments have been made to ameliorate the problem and this will continue to be a strategy the College continues to implement.

Teaching Alliance

SD UCAS Complete	RTA Governance - Transformation Plan	Ofsted Update Training.	Good to Outstanding 2.	SD Appointments	NQT 5.
SD Launch Event	SLE	NQT 2.	Action Research Feedback.	SD Partnership Agreements signed and Returned.	RTA Governance.
NQT 1	Appointments made (3-6)	Leadership Programme.	NQT 3.	NQT 4.	ICT Training.
Needs Analysis Primary	Good to Outstanding 1.	Teach Meet.			
Shared RTA Website / Email		Appropriate Body.			
Maths Makes Sense.					

Success Criteria

- Schools involved in SD partnership expands from current (2 secondary, 5 primary) to target (3 secondary, 7 primary); employment rate for trainees is 100%.
- Evaluative feedback rates CPD offered at 90% Good or Better.
- 3-6 SLE appointed across the Alliance

Conclusions

- 3 Secondary providers established for 2015-16 cycle along with 6 Primary; employment rate for SD across both sectors remained at 100%.
- Evaluation feedback for courses very strong (1.4). 17 external courses were run across the Primary and Secondary sector with other 200 delegates attending.
- SLEs not appointed due to government change in recruitment processes. This will be reviewed next academic year.
- The Teaching Alliance successfully played the role of Appropriate Body for all Rutland Schools.

Campus

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. Rectangular Shop EFA of uplift to PAN.	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. Engage with RCC to take on the Campus leased areas.	Formal bid for ACMF Consult with LA re site location, i.e. new build vs relocation of campus tenants.	Govs - permission to proceed. Complete Learning Classroom.	Identify funding shortfalls.	Engage architect & QS or draw up plans for refurbishment of areas.	
CP - continue with development of all areas.	Refurbish Garden area. Complete	Commence Learning Classroom. Obtain quotes for			Place order for summer holiday works.	Gantt Chart for summer works.

Success Criteria

- Sustainability of CN dual provision
- Plan agreed for addition of 210 primary
- Plan agreed to accommodate expansion of College PAN
- CP external areas fully developed

Conclusion

Catmose Nursery and Catmose Preschool finished the year with a large in-year surplus and plans to further increase numbers. We have submitted a successful Expression of Interest to the LA to develop plans, and build and run a new primary school and we are currently engaged in discussions with the LA about next steps.

We have expanded Year 7 and can do the same in September 2016 with the accommodation changes we have actioned; with plans around the admin area and Visions children's' centre which we believe will bring about the expansion to see 210 in each year group.

The Refectory has been successful in supporting the restaurant dining option. Catmose Primary external areas are almost complete with a new Learning outdoor space, garden area, and glade area with Hobbit's House and Higgledy House. All toilet facilities have been replaced and upgraded with new cabinetry and sanitary ware.

Catmose College, Primary, Nursery, Preschool and Catering: all teams and departments finished with in-year surplus balances.

TEAM EVALUATIONS

Maths and ICT

Andrew Ward (Assistant Team Leader)

Last year was a successful year for the Mathematics team. While national expectations continue to grow, the team continues to produce consistent results and embraces these challenges. A small change in the structure of the team means ICT will now join Science.

In March, Mr Dean took a group of Year 7 students to visit the British Museum in London which required teams of students to complete a maths trail around the various exhibitions and apply lessons learnt in the classroom. This not only allowed students to put their maths skills into action but also enriched their understanding of various cultures through the ages.



Once again, Catmose students demonstrated their mathematical prowess in this year's Junior Maths Challenge. This is a national competition that is held each year involving 25 multiple choice problems. Students have one hour to complete the paper and gain or lose points for correct or incorrect responses. From the 120 students entered this year, 18 Bronze, 17 Silver and 7 Gold certificates were awarded with one student qualifying for the Junior Kangaroo paper; achieving a merit in this placed him in the top 25% of entries nationally.

The team again supported a School Direct trainee, who successfully passed his training and secured a full time position at Catmose. In addition, this year has seen the team leader Mrs Rebecca Wardhaugh leave the College for a new post after 7 ½ years of service. We wish her well and welcome the newly appointed team leader, Mr Gurmeet Singh, into the role.



As the first examinations for the new GCSE syllabus approach, the team have been busy writing new schemes of work to fulfil the new specifications. Embedded into the scheme is the new assessment schedule that is centred around low stakes but more frequent assessments that can be assessed, fed back and amended quickly so that

our tracking of student progress is as current as possible. This has also been adopted across the KS3 syllabus.

August has seen our students achieve some excellent GCSE outcomes and is a testament to the hard work of staff and students. The proportion of students achieving A*-C has matched last year's impressive performance but moving forward, to try to change our 'good' results into 'outstanding' results, we will be placing a high focus on the most disadvantaged students, to reduce the gaps between them and their peers. This will take the form of weekly targeted interventions beginning early in September.

Although our focus remains on students' outcomes and progress, it remains a key role of the mathematics team to make each and every lesson as interesting, engaging and enjoyable as possible, where students can appreciate the beauty of mathematics and understand its role in explaining the world around us.

English

Rosemary Stapleton (Team Leader)

The English team once again organised a host of activities and opportunities for students. Our annual Spelling Bee, organised and compered by Kirsty Collins, has gone from strength to strength across Key Stage 3 as has the Year 8 group reading project, whilst Year 10 students took part in the national 'Poetry by Heart' competition. Prize winners of this new venture were Sam Jones, India Hunnikin and Yaznia Pourmozafari. Yaznia went on to represent the College at the county round in Melton Mowbray. Staff and students once again got into the spirit of World Book Day in March and populated the College with a colourful array of characters from Alice in Wonderland to Prospero.



Workshops and trips to the theatre involved students from all years. An exciting new venture was the introduction of a visit for Year 7 students to the National Trust Workhouse in Southwell (the most complete workhouse in existence, built in 1824 as a place of last resort for the destitute). This visit, to extend curriculum work on 'Oliver Twist', involved the students in a tour of the workhouse and a human rights workshop.



In the year that saw the re-burial of Richard 111 in Leicester Cathedral, Year 8 visited the Battle of Bosworth Visitor Centre, supporting their study of Shakespeare's history. Theatre trips with workshops to both Stratford and The Globe were organised for Year 9 and 10 to see 'Much Ado About Nothing' and 'The Merchant of Venice'.

Student Caitlyn Palmer commented, *"I enjoyed 'The Merchant of Venice' so much more than I thought I would, and cannot wait to study it in the coming months. The love, anti-Semitism and journey that held the performance together was unbelievable, and it was a performance I will never forget."* Caitlyn Palmer.

The study of Jane Austen's Northanger Abbey was enlivened for Year 10 with a workshop of Georgian dancing and social etiquette – all in costume. In addition, over 70 Year 10 students were taken on a visit to the British Library's Gothic Imagination Exhibition - a fantastically informative tour and inspiring writing workshops.

The Performing Arts

Leanne Mitchell (Director of Drama) and Matt 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:

The annual Christmas concert was held at 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. Included in the highlights were drama students performing 'Silent Night' and 'Gloria'.



Over 150 year 7 students visited London in January to see the West End musical 'Cats'. They took part in a workshop at Pineapple studios led by some of the cast. Each of the form groups 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 March.

In April, 50 music students competed at the annual Kettering Eisteddfod Festival of Music. The Chamber choir and the newly formed Brass Band both performed exceptionally well, winning their respective classes. There was further success from Year 11 students, Isaac Costa and Chris Allen and Year 9 students Chloe Dustan and Katie Marshall who all were awarded first place in their solo classes.

One of the highlights of the year was the 'Summer Festival' in the grounds of Catmose College. Over 2,000 people attended



this community event. A small committee worked for 9 months planning this new venture, as traditionally we would have showcased a musical or been on a European Tour. The event started at 12pm and consisted of an array of live performances throughout the course of the day. There was a mixture of music, dance and dramatic items which was performed by 150 students from all year groups. In addition to this, around 80 pupils were invited from the local Primary schools to take part in this event, culminating in a final massed choir performance of both College students and Primary pupils. It was also a pleasure welcoming back 10 of our ex-students who provided exceptional performances in music and dramatic monologues. All of the ex-students have either graduated from prestigious universities, or are training for the industry in their respective fields.

Next summer we will be showcasing the musical *West Side Story*. All of these roles were cast during Term 6. The standard of the cast is outstanding and we look forward to another successful whole school musical in 2016.



Finally, Luke Donnelly (music teacher) and Jasmine Jones (School Direct music student) were both instrumental within performing arts throughout the academic year. Luke has rejuvenated the Jazz Band which has increased in size and standard. Furthermore, both Luke and Jasmine have contributed in a positive way by conducting the ever-growing College orchestra.

Science

Nina Collingwood (Team Leader)

2014-15 was a busy year for the Science team with a range of trips and competitions taking place throughout the year, as well as the annual Science week in July.

In the autumn term, Year 9 and 10 gifted and talented students attended a series of lectures given by some of the country's top scientists including Professor Jim Al-Khalili, theoretical physicist and BBC presenter. Students were able to hear about up-to-date research and new developments in the scientific world and returned to College enthused about their studies. Year 7 had the opportunity to attend a scientific Christmas lecture this year at the University of Birmingham; this was a very popular trip and is set to go ahead again this year with a larger group of students.

Science week was packed with workshops and speakers for all year groups. Year 9 students got hands on, learning about medical careers with the 'Science Medics'. Students were given the opportunity to use equipment that would allow them to diagnose medical conditions in doctor's surgeries and hospitals. Year 8 and 9 students



were able to listen to gruesome tales and hilarious anecdotes told by wildlife documentary television presenter, Dr Mike Leahy when he brought his zoo bus to College. Year 7 were enthralled with the animals living on the bus including a range of poisonous arachnids and reptiles! Year 8 students took part in a series of workshops taught by STEM specialists including racing robots, building wind turbines and generating electricity using an exercise bike. The biology theme spread into other team areas this year with students attending a vampires and zombies cross-curricular lecture in English lessons and students photographing images through microscopes in their photography lessons. The plan is to extend this to other team areas this coming year.

Another massive success was the CREST award. This year, the whole of Year 8 were given the opportunity to complete an accredited science project as part of the curriculum. Over 165 students achieved the Bronze award through the British Science Association. This shows our KS3 students are developing excellent scientific investigation skills and this will give them a head start with their KS4 teaching this year.

Students also showed their scientific skills in a series of competitions this year. A team of Year 10 students attended the Extreme Physics residential competition bring back yet another trophy! This year the team came third overall and won 1st prize for the best student work

book. Year 9 students also showed their Physics expertise with two teams taking part in a gifted and talented physics competition through the institute of Physics. Over 30 teams took part, Catmose students all ranked in the top 10, with teams coming 2nd and 7th overall. A team of Year 8 students took part in the Salter Chemistry festival at the University of Cambridge, this time bringing home 1st place, showing that students of all years are a force to be reckoned with!

It's not just the students who are winners in the Science team, the teachers strutted their stuff in the World Book Day fancy dress fashion show, winning first place with this year's team theme - the Wizard of Oz! Mrs Drake added to the success, also winning first place in the staff Christmas jumper competition with her own knitted jumper representing models of the atom, complete with light up Plum pudding and Bohr models!



With the staff in the team all remaining in post this academic year, this is the most consistent and team-spirited faculty in some time. The result of this is a team going from strength to strength with students set to gain from the experiences and opportunities offered by this enthusiastic team.

Humanities and Modern Foreign Languages

Steve Kelly (Assistant Team Leader)

As always the Humanities and Modern Foreign Languages team organised and ran a wide variety of trips during the academic year, providing exciting opportunities for students to learn, to widen their horizons and broaden their experience. Students experienced geographical fieldwork on their trips to Kingswood (combined with outdoor and team-building activities) and coastal fieldwork in North Norfolk. The Languages team provided trips to La Rochelle and the Opal coast in France as well as to the area around Malaga in Spain. Each of these trips provided opportunities for the students to extend their knowledge of the local culture as well as to continue to develop their language skills. There was also the regular thought provoking trip to the Beth Shalom Centre where students developed their understanding of the meaning and impact of the Holocaust.



There were historical excursions to the battlefields of Northern France and Belgium, as well as to the Imperial War and Black Country Museums. Year 11 GCSE History students visited Duxford in November to learn about the Vietnam War. In February, Year 8 students went to the National Maritime Museum in Greenwich to learn why the Spanish Armada failed. In April, Year 9 had a very special visitor from the local area to tell them about his experiences in the Second World War. These ranged from being a member of the Home Guard to taking part in D Day and reaching Pegasus Bridge. In July, Richard Murrell, World News Director for BBC News, visited the College as part of the Speakers for Schools programme, which aims to



get people that specialise in one area to visit schools and inspire the next generation. Richard's talk was fascinating and enabled the students to understand how the media involves a wide range of careers.

There were a number of staff changes this year. Sue McGrath retired as team leader (although she continues to teach part-time) and was replaced by Sharon George. Simon Russell and Zoe Blackmore completed their training and Simon has joined the team to teach History. Corrie Wiik completed her NQT before leaving to move abroad. Claire

Dodson has been appointed as Head of Modern Foreign Languages and this department has been augmented with Alicia Brunskill, Leanne Chidlow and Lee Coupe. Ritchie Gale has joined the team to continue the development of teaching and learning across the College and to take the lead in extending the highly successful course in Philosophy and Ethics.

Our GCSE results this year were again outstanding in History and Philosophy and Ethics, the number of students attaining the highest grades in these subjects was significantly above the national average. French and Spanish also achieved outstanding results compared to the national picture and levels of achievement in 2014. Geography results continue to improve and produced a good outcome. German results were disappointing, however, we have already identified areas of development and actions are being implemented to increase attainment of the highest grades.



Art and Design Technology

Hannah Reeve (Team Leader)

The combined Art results in 2015 delivered another successful set of results at A*-C 81%/88% 3 levels of progress, which is 5% A*-C above the national average with a cohort of 75 students. Within DT, food results increased by 18% at 71% A*-C and Product Design 83% an increase of 48% on 2014.

Our Art and Design students experienced an extended programme of enrichment through a variety of workshops and exhibitions. Year 11 Photography students participated in a practical workshop at The Photographers' Gallery, London in November. This trip showed the students exciting ways of exhibiting photography in a gallery setting, and improved their knowledge and understanding about traditional and contemporary ways of exploring Fashion in Photography.

In addition to the workshop mentioned above we also took students to see Burghley House; the sculpture garden and a wire insect making workshop, V & A museum, Alexander McQueen fashion exhibition, Leicester - De Montfort degree show, Loughborough University's Art and Design Degree Show in June. The work seen by the students in the Arts Degree Show was imaginative, adventurous and thought provoking, bringing the individual and unique talents of the final-year students into an inspiring collective event and finally a Saturday workshop by Leicester print workshop.



This year 100% of our Arts Award cohort achieved their Silver 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. Work ranged from a finely tailored dress to

customised Doc Martin boots, inspired by different cultures. In addition to the qualification, all Year 9 students participated in a mixed media workshop with Nina Judge to produce a shoe box design, based upon creative set design.

We ran the annual 'Future Chef' competition with Shaun Mason and Phil Matthews from Stamford College as judges. Catmose students received the top three places and went on to represent the College in the local final at Stamford, gaining first place. A Catmose student

then went on to the regional final at Loughborough College and represented Catmose extremely well producing two fantastic dishes. Phil Matthews was so impressed with all students taking part in the first stage of the 'Future Chef' competition that he invited 20 students from Catmose to a chocolate making masterclass at Stamford College. This was a fantastic opportunity for Food Technology students, as they had a whole morning making a huge variety of chocolates and practicing a range of decorative techniques that could be used with a number of desserts. There have also been a range of whole school Photography opportunities advertised around College and through the elective programme, after school workshops and Science week. Students have participated in an Animal themed internal photography competition, and Rutland Water Wildlife, Wymondham, and RSCPA external competitions.

Kim Hincks continued to liaise with staff at Catmose Primary to deliver a range of projects to Year 3 and 6, tied into their curriculum. Projects included a dinosaur drawstring bag, papier mâché Vikings, Day of the Dead pop up cards and boxes containing fabric chocolates as well as a range of felt food inspired by Alice in Wonderland. This really does give our primary school students a rich and varied experience with materials and techniques.

We are very excited about the forthcoming year with two national opportunities, firstly four lucky students have been selected to capture a documentary and sports photography at the upcoming Manchester Junior Sports Games and secondly Graphics students have been invited to the V & A Museum for an industry briefing with Art on the Underground and the V & A. Winners and runners-up will return on day two for the final judging day.



Sport

Mark Smith (Team Leader)

2015 has been a challenging year with team leader Mr Teasel moving into the role of Vice Principal. This placed extra responsibility on the rest of the team. Despite this, the team have once again had an outstanding year of sporting success. The most noteworthy being the defence of the Varsity crown for the second year running and winning the Triangular athletics. Highlights of the year include:

GCSE PE: This year's results were 'Outstanding' with 93% of students achieving A*-C and 14% of students achieving A*/A. Our top performing students were: Sam Watchorn (A), Charlotte Cramphorn (A), Chelsea Lucas (A), Jack Astill (A).



Gifted and Talented: Sports Scholarships were 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.

Caitlyn Palmer entered a youth sports trust competition winning a prestigious visit from Olympian Darren Campbell. During his visit, Darren worked with several groups of students speaking of his experience and his medal winning performances.

Athletics: This year over 160 Catmose students were part of the College's winning team that took part in the Triangular Athletics meet at Corby. Of this team, 28 were selected to compete at the Leicestershire County Athletics. In total we achieved 1 gold, 3 silver and 1 bronze award.



Indoor Athletics: 32 students from Year 7 and 8 competed at the Level 2 School Games competition and were crowned area champions for the third year running. As a result these students were selected to compete in the level 3 competition in Leicester where both the boys and girls teams finished in the top three in the county.

Spotlight on Dance: Over 85 students took part in Spotlight this year which was held at the Stamford theatre for the first time and proved to be a great success.

Netball: Netball continues to be a great strength of girls at Catmose College. All teams finished in the top 3 in the Melton and Rutland league with Year 8,9 and 10 placing 1st overall. The Year 7 and 8 teams were also crowned Leicestershire and Rutland Champions. A number of our girls are playing in county teams.



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. There were a number of notable performances with several school records being broken.

Sports Leaders: 52 students passed the Sports Leaders Level 2 Award and assisted with level 2 primary school events such as tag rugby, indoor athletics, basketball, multi-skills activities.

In addition there were a number of individual success stories:

Olivia Hunnikin: Year 8 student Olivia, has been awarded the Podium athlete award and received funding towards her competitive road cycling at the Go Gold LRS awards

Alex Bland: Year 8 student, Alex Bland became the British Champion and gold medallist at Tae Kwon Do in the 12 year old category for sparring.

Ben Higgins: Achieved English Schools qualification in the 110m hurdles and was selected to compete at Gateshead in the English Schools Championships where he equalled his personal best of 11.7 and finished 4th in his heat but just missed out on a place in the final.

Over the course of the 2015/16 academic year, the Sports Team will be focusing on preparing for the introduction of the new GCSE PE specification. The team will continue to develop its assessment system to ensure students make the best possible progress and are fully prepared for the future.

In addition, following the College's history of success in the Varsity cup, it is the team's aspiration to begin entering national competitions in a number of sports.

Designated Special Provision (DSP)

Hannah Williams (Team Leader)

2014 - 15 was a year of further development for the DSP, with the DSP assessment, target setting and tracker allowing for personalised intervention, personalised study support lessons to cater for each student's needs identified in their SEN statements and developing independence. SEN tutor sessions have been successfully introduced with teacher assistants delivering additional programmes identified for individual students such as developing handwriting, spelling programmes, communication skills etc.

This year saw the addition of two bespoke, after-school homework sessions to further support DSP students. The focus of the sessions was to develop organisation and study skills, further developing the student's independence. These proved to be incredibly successful.

During Science week, there was a visit from Dr Mike Leahy with his Zoo Bus. Students from the DSP joined their mainstream peers to experience handling lizards and small mammals. Everyone enjoyed a talk from athlete Darren Campbell who shared not only his success, his life story and inspired us all to be the best that we can.



This year the programme 'Aiming High' chose students from the DSP department to represent Rutland for the Sainsbury Sports Games for Boccia this year. Our students were successful in seizing 3rd place against other schools and counties in the local area.



Four additional transitions visits took place for DSP students coming into Year 7 this term. Each student was visited in their primary school and in college they participated in 5 lessons, ranging from DSP Science, English and Maths to participating in mainstream Drama and Music. Additional visits were arranged for students who might find the transition more difficult. The reassurance and familiarity with College they gained was a huge success.

The annual DSP trip was another great success with all students enjoying a fantastic day out at the Richard III exhibition in Leicester. After an early start travelling by train to the city centre, the students and staff were greeted by the General Manager of St Martin's House, Mr Nick Quinn, who had arranged a personal reception for the students. This was followed by a guided tour of the Cathedral and then on into the main exhibition. All students and staff

thoroughly enjoyed the entire day. Thanks again, Mr Quinn, for making the day particularly special.

Due to the large number of DSP Year 11 students completing GCSE/BTEC courses, a bespoke post-exam timetable was implemented. Lessons included art therapy, sewing, ironing, cooking, event management, touch typing, sport and TITAN – all in preparation for college. Students benefitted greatly from experiencing such a large range of life skills.



Following the grand success of last year's award presentation, the students this year took up the challenge in organising and presenting a showcase for their achievements. All students took an active role in both the appearance and the interactive elements of the presentation. There was a buffet that was made by the students, an art display of their art therapy sessions and students seized the opportunity to showcase their talents at the opening of the awards. All

parents appreciated sharing the success and achievements of the students. This was very successful.

The Year 11 Prom allowed our DSP students to shine as they enjoyed an evening of dancing and dining with their peers at Greetham Valley Golf Club. It was a truly memorable night!

The DSP team are all delighted with all Year 11 students who have secured placements in further education in their chosen subjects.

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 LA and the DfE.



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, are challenges 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.

YEAR 1 PRIORITIES (2015/2016)

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>TEACHING AND LEARNING</p> <p>Outcomes:</p> <p>Lesson Observations 35% Outstanding; 85% Good+</p> <p>85% of students agree that prep set effectively supports learning.</p> <p>85% of parents agree that they are able to access and monitor their child's prep.</p> <p>85% of students and parents agree that the reporting cycle provides useful information to aid progress</p>	<p>T&L INSET focussed on assessment and feedback; LO guidance. LO Analysis SD / NQT.</p> <p>Communication of 'prep' to students and parents (assemblies/letter).</p> <p>QA Prep tasks for clear progression set in KS3 /4 through work scrutiny.</p> <p>VLE check.</p>	<p>LO Analysis Focused on subjects identified in TP.</p> <p>Flipped classroom INSET.</p> <p>Student focus groups.</p> <p>Team Meeting on prep - Maths, Science.</p> <p>VLE check.</p>	<p>SPW Ofsted update (LO Focus).</p> <p>Effective Assessment INSET.</p> <p>QA Prep tasks for clear progression set in KS3 /4 through work scrutiny.</p> <p>VLE check.</p>	<p>PP Review inc. work scrutiny.</p> <p>Student survey in Year 7 / Year 10.</p>	<p>Overall analysis of LO data.</p> <p>Teams action on feedback from survey.</p> <p>VLE check.</p>	<p>Stretching the top end CPD.</p> <p>QA Prep tasks for clear progression set in KS3 /4 through work scrutiny.</p>

<p>PP English 70% expected progress 30% exceed.</p> <p>PP Maths 70% 30%.</p>	<p>Agree standard outputs from checkpoint reports for KS3 / KS4 (JHR/AS).</p> <p>Generic spreadsheet finalised and shared (JHR).</p> <p>Checkpoint task audit and support (RG); QA Year 7+9 Key Assessment.</p> <p>Grade translation to numerical (JHR/AS).</p> <p>Student assemblies (JHR/RG).</p> <p>PP targets added to PR (VS).</p> <p>Complete Tutorial audit.</p>	<p>Finalise tutor report output and training (Year 11).</p> <p>Letter to parents explaining reporting cycle.</p> <p>INSET - QA Checkpoint Reports.</p> <p>Focus group to review the Tutorial programme.</p> <p>Tutorial learning walk.</p> <p>Tutorial work scrutiny and follow-up.</p>	<p>QA KA Year 8.</p> <p>QA Checkpoint Reports (Year 8+11).</p>	<p>Year 11 Second Progress Evening - Evaluate.</p> <p>Tutorial work scrutiny and follow-up.</p>	<p>Tutor report training (7,8-10).</p> <p>QA Yr10 Progress.</p> <p>Tutorial internal review.</p>	<p>Tutor Report Training (9).</p> <p>Staff and student survey: Tutorial.</p>
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All teams have an effective reading programme in place.	Guidance on effective practice to Tls (RG/SM). Numeracy.	Letter to parents (SM) INSET Reading Programme (SM/RG).	QA student focus group. Overview of Annual Programme produced (SM).		QA student focus group.	
LEADERSHIP AND MANAGEMENT						
<p>A broad and balanced curriculum which meets statutory requirements and supports new initiatives regarding innovative teaching practices</p> <p>SEN - MS students:- close gap. Maths 30%- 3 Levels. 15% - 4 levels. English 45% - 3 levels. 25% - 4 levels.</p>	<p>Present models to SLT.</p> <p>Check consultation periods and HR.</p> <p>SEN students to be clearly defined on trackers and discussed as a separate agenda item in teams.</p> <p>Data tracking to be agreed.</p>	<p>Staff Consultation.</p> <p>Timetabling and staffing models.</p> <p>Team targeted intervention for SEN students.</p> <p>Check curriculum for</p>	<p>Parental Consultation.</p> <p>Recruitment.</p> <p>Option Choices.</p> <p>Analyse data after Year 11 and 9 Key Assessment.</p> <p>Check appropriate Intervention.</p>	<p>Roll out to students.</p> <p>Timetabling check.</p> <p>Subject breakdown of checkpoint data to measure effectiveness of intervention.</p> <p>Check Year 9 option choices.</p>	<p>Advise Year 8 students re MFL and ICT choices</p>	

<p>CS offers a holistic service to ensure that all students make at least expected progress particularly in English and Maths (80 % - 3 levels).</p> <p>Timetabling turbulence/student experience.</p>	<p>Cross check LA and Primary School information.</p> <p>Update SA SA+ register.</p>	<p>any possible adjustments.</p> <p>AP to analyse SA and SA+ after each checkpoint</p>	<p>Options advice Year 9.</p> <p>Check access arrangements Year 11.</p> <p>AP to analyse SA and SA+ after each checkpoint</p>	<p>AP to analyse SA and SA+ after each checkpoint</p>	<p>AP to analyse SA and SA+ after each checkpoint</p>	<p>AP to analyse SA and SA+ after each checkpoint</p>
	<p>Create new structure.</p> <p>Roll out to staff.</p> <p>Train form tutors.</p> <p>Student assemblies.</p> <p>Analyse current TT.</p> <p>Check which classes have School Direct.</p>	<p>Identify cohort for different stages.</p> <p>Cover analysis.</p>	<p>Identify cohort for different stages.</p> <p>Review system and adjust.</p> <p>Student and staff focus group.</p> <p>Check new School Direct timetables across groups.</p>	<p>Identify cohort for different stages.</p> <p>Student focus group.</p> <p>Cross reference checkpoint data</p>	<p>Identify cohort for different stages.</p> <p>Review system and adjust.</p> <p>Student and staff focus group.</p> <p>Check new School Direct timetables across groups.</p> <p>Adjust TT as necessary.</p>	<p>Identify cohort for different stages.</p> <p>Cross reference checkpoint data with students experiencing changes.</p>

New innovative teaching methods are used by staff and have a positive impact.	Set the CPD programme in line with recommendations made in the Transformation Plan		Adjust TT as necessary. Evaluate success of staff training through systematic staff feedback	with students experiencing changes. Quality Assurance methods eg Lesson Obs to focus on specific CPD strands.	Staff Focus group on the effectiveness of CPD on teaching methodologies	Student focus groups on effectiveness on teaching methodologies
<p>PERSONAL DEVELOPMENT, WELFARE.</p> <p>97%> attendance for the whole College.</p> <p>95%> attendance for SEN and 96%> attendance for FSM.</p> <p>80% of students agree that behaviour at the</p>	<p>Attendance check by group plus relevant intervention.</p> <p>New staff, School Direct and STA behaviour management training.</p> <p>Behaviour assembly.</p>	<p>Attendance check by group plus relevant intervention.</p> <p>Sleuth analysis / RfL analysis on reports & 8 week checkpoint.</p>	<p>Attendance check by group plus relevant intervention.</p> <p>Sleuth analysis / RfL analysis on reports & 8 week checkpoint.</p> <p>Behaviour learning walk KS3</p>	<p>Attendance check by group plus relevant intervention.</p> <p>Sleuth analysis / RfL analysis on reports & 8 week checkpoint.</p> <p>Behaviour KS3</p>	<p>Attendance check by group plus relevant intervention.</p> <p>Sleuth analysis / RfL analysis on reports & 8 week checkpoint.</p> <p>House point spot check.</p>	<p>Attendance check by group plus relevant intervention.</p> <p>Sleuth analysis / RfL analysis on reports & 8 week checkpoint.</p> <p>Presentation assemblies.</p>

<p>College is managed effectively.</p> <p>80% of students in Year 7 & 9 believe that transitions are managed effectively.</p> <p>80% of students in Year 11 believe the work experience programme and careers guidance have prepared them effectively for the next stage of their lives.</p> <p>DSL to attend Prevent Training on Radicalisation and Extremism.</p>	<p>Sleuth training for new staff.</p> <p>Sleuth analysis.</p> <p>Review of house points system.</p> <p>House point spot check – uniform.</p> <p>CARE - Radicalisation Training.</p> <p>Focus group with ethnic minority students.</p> <p>Prevent Strategy written and ratified by Governors.</p>	<p>LO database analysis and follow up support.</p> <p>Tutorial learning walks.</p> <p>House point spot check - equipment.</p> <p>House point analysis.</p> <p>Year 7 transition focus group.</p> <p>Focus group with ethnic minority parents.</p> <p>Core Staff Training on the Prevent Strategy.</p>	<p>Behaviour learning walk KS4</p> <p>KS3 Parent focus group</p> <p>House point spot check – punctuality.</p> <p>CMI to conduct careers guidance focus group.</p>	<p>focus group.</p> <p>Behaviour KS4 focus group.</p> <p>LO database analysis and follow up support.</p> <p>House point spot check KS4 parent focus group.</p> <p>Review of Prevent Risk Assessment.</p>	<p>Year 9 Focus Group on options.</p> <p>Tutorial learning walk.</p> <p>Tutorial mock Ofsted - focusing on British values.</p>	<p>House point spot check.</p> <p>Student survey analysis.</p>
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SITE						
CATMOSE COLLEGE	Furniture to support room exchanges in place (MFL/SEN); Refectory furniture.	All GTC snags are eliminated.	Planning applications to offer alternative spaces for other Campus users to release space for CC expansion.	Additional external equipment.	Place orders for summer works.	
Catmose Primary	Completion of external learning space . Update from LA around CPN	Completion of Hobbit's house story area & paving.	Cost up cloakroom refurb. LA re CPN		Place order for summer works.	
Catmose Nursery & Catmose Pre School	Maximise numbers to erode Federation loan for CPS setting.	Development plans for external space at CPS.	Marketing push for Jan '16.	Fees - rebase / increase wef. April.		New build.
Harington School	Temps completed; business plan developed.	BP revised. Progress permanent site.	Jan census numbers; BP revised. Progress permanent site.	New build.	New build.	

<p>RUTLAND TEACHING ALLIANCE</p> <p>Successful SCITT bid.</p> <p>RTA remains financially sustainable.</p>	<p>NQT mentor training.</p> <p>Appropriate body registration.</p> <p>Ofsted training.</p> <p>New heads presentation.</p> <p>Programme of the Year.</p> <p>SD Launch Event</p>	<p>Business case (SCITT) completed.</p> <p>NQT training.</p> <p>Maths network / Outstanding Maths Teacher.</p>	<p>NQT training.</p> <p>TA training.</p> <p>Leadership networks.</p>	<p>Completed full SCITT bid.</p> <p>ETOL training.</p>	<p>SD appointments made.</p>	<p>CPD Programme 2016-17.</p> <p>Needs analysis.</p> <p>Partnership agreements.</p>
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