



TRANSFORMATION PLAN

'Equal Value, Outstanding Progress'

Year 1: 2017/2018
2017 – 2020



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PRINCIPAL'S INTRODUCTION

We start the new academic year in a celebratory mood following another successful year. Our ethos is one that embraces the whole person, not just what they accomplish in lessons but everything else that ensures they are ready for the challenges of the adult world. The success of Catmose cannot be measured by examination results alone but more in the way we help to transform our nervous Year 7 into confident adults who have the qualifications, experiences and character to navigate an increasingly complex world.



Our electives programme continues to be at the heart of our curriculum - offering students the opportunity to learn something new whilst developing their character and cultural understanding. The programme continues to grow with courses such as learning traditional carpentry at Oakham Castle, conversational Italian and street dance appearing alongside long established courses such as the Duke of Edinburgh's Award and musical productions, amongst 100 or so others. We will also be introducing electives that will prepare students to make the most of their visits abroad including the Iceland tour, ski trips and the Sumatra expedition. The electives programme in our recent surveys remains the most successful aspect of our curriculum for our students.

The range and variety of trips and visits this year has continued to grow, offering students very broad experiences outside of the classroom. The return of exchanges to Germany, Spain and France have given languages real impetus and have contributed to 70% of students opting to study a language at GCSE this year. We saw every student in the College take part in at least one trip or visit - a massive but important undertaking.

Our sport teams continue to impress, alongside winning the Rutland and Melton Varsity Competition for the fourth year running, we won 26 of the competitions outright, a new personal best. We have also completed at county level with our Year 10 girls' netball and Year 10 boys' rugby winning the Leicestershire competitions. We now have over 130 students on our elite sport programme having been awarded sports scholarships with additional support through a nutrition seminar, training at Leicester Tigers and coaching by Olympic basketballer, Drew Sullivan - some of the highlights this year.



The Performing Arts team continue to offer a diverse and exciting programme of events. Over 180 Year 7 students watched a live performance of Chitty Chitty Bang Bang, rehearsed the production and then performed it live to their families in the summer. Our school production this year was 'High School Musical' and we are already starting rehearsals for Madagascar. We also saw trips to New York where students experienced Broadway shows and took part in drama workshops. A group of KS4 students watched 'The Curious Incident of the Dog in the Night-Time' in London. Our students have also performed at the Royal Albert Hall, supported the charitable work of the High Sheriff alongside a number of performances for our community at Christmas and in the spring. This year we introduced individual drama lessons, similar to those that we offer for musical instruments and we extended our scholars programme to drama.

The College's examination results also continue to impress. In a period when many schools have narrowed their curriculum, offering a limited range of subjects, Catmose continues to offer students a very broad choice. This challenges them academically but also allows them to fulfil their future ambitions. Students are able to opt for the separate sciences of Physics, Chemistry or Biology, Music and Drama GCSE, the full range of Arts courses, GCSE Sport, Philosophy and Ethics, applied courses, which sit alongside the core academic subjects. Our examination results remain very strong with over 80% of students achieving English and Maths with very high attainment for our most able and strong progress across all subjects for every child.



We have seen over the summer the building start for a new catering facility, which will further extend our in-house food offer, reduce queues and increase seating capacity. We have also converted the old nursery building into a conference room and offices that will house our central services team (finance, publishing, data and site) which will free up much needed space in each Federation school. In January the area currently being used as a children's centre will revert back to the College and this too will be reconfigured to provide additional space for teaching and offices.

We are not complacent however, and believe there is still much we can do to improve. We survey parents, staff and students each year and alongside this look at lesson observations, student forums and outcomes to focus our priorities. This year will be ensuring:

- there is a broader range of lower cost trips and visits.
- any absent teachers are covered by specialist in-house colleagues so that students are able to learn as well as they normally do.
- a focus on high expectations and no tolerance of persistent disruptive behaviour in lessons.
- all students, whatever their ability or background, make exceptional progress.
- the tutorial programme covers the topics that students are most concerned about and whose quality is comparable with our best lessons.
- introducing an electronic communication system that will allow parents to be better informed and able to engage more readily in a way that suits them.

SP Williams

Stuart Williams

CATMOSE ETHOS

The College exists to ensure that our 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 and resilient citizens, 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, civility and tolerance in and around the College through our principle of equal value, whereby staff lead by example in the way we dress, eat, queue and work with students, exhibiting exemplary conduct at all times.
- Setting high expectations for staff and students around attendance and the quality of their work.
- Expecting all staff and students to have an active involvement in the wider life of the College community through a broad range of activities outside of the classroom.
- Trusting our students to access high quality resources that enhance learning from 8:00 am until early evening each day.



Key Objectives

- To be the first choice for students and their parents locally, continuing to be oversubscribed in each year group.
- For all our students to make significantly greater progress than the national average.
- To recruit and retain the best staff, developing highly committed skilled and cohesive teams.
- To ensure our students graduate with the knowledge, skills and confidence they need to enter the global workplace.
- To maintain 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 in the performing and visual arts, sport, trips, visits, competitions, electives and the Duke of Edinburgh award. These will be designed to support the development of character by focussing on: integrity, work ethic, independence, leadership, resilience and teamwork.
- To be an exemplar of best practice in SEN provision through our fully inclusive philosophy.



- To encourage all students to be creative thinkers through a curriculum that continues to offer opportunities through our arts specialism.
- To be a beacon of education for the Rutland community, through leadership and partnership.



SUMMARY

The College continues to offer an outstanding education to our students.

Outcomes

- Students left Year 11 in 2017 with GCSE results, which are expected to be well above average. The percentage of students achieving 9-4 in English and Maths was 80.7%, a slight increase on the 80% achieved in 2016. On the 9 – 5 measure the figure was 57.4% and on 9 – 7 it was 15.3%.
- The College's predicted Progress 8 score of +0.29 is a sound indication that students make outstanding progress. This is particularly true in English (+0.24), Maths (+0.36), Languages (+0.24) and the EBacc (+0.62) where students are performing well when compared to the national picture.
- Our most – able students continue to make outstanding progress, as the P8 score of +0.34 indicates.
- There remains a stubborn gap in attainment between financially disadvantaged (23) and non-financially disadvantaged students. In 2016 the average grade for FSM was C, slightly down on the B-achieved by non - FSM. This year the gap remains similar with FSM achieving an average grade of 4.70 and non-FSM achieving 5.39. The percentage of FSM achieving 9 – 4 in English and Maths was 69%, which is 14% down on the 83% for non-FSM. However, our forecasted Progress 8 score of +0.13 (English - +0.33, Maths +0.35 and EBacc +0.43) for FSM would suggest a strong performance and higher levels of progress than the national average.
- The Year 7 'catch-up' funding (government funding for those entering secondary school with below-average standards in English and Mathematics) has been used successfully to help students to improve their literacy and numeracy skills.
- The following subjects: Art, Photography, Geography, Food Technology, Science Core, Graphics and BTEC Child's Play all underperformed. This will need to be addressed via the Team Transformation Plan strands.
- Progress throughout each year and across the curriculum is strong (See outcomes Score Card 2016/17). This statement is also true of different groups of students (FSM and SEND). Where issues have been identified, targeted intervention is used effectively to bring about improvements.
- Destination data collected in August 2017 states that 98% of our students will be entering education or employment/training after leaving the College. This is significantly above the national figure of 92%. For disadvantaged students the figure is 97% which is also outstanding.

Teaching

Teaching and learning continues to be a strength across all subjects and year groups. In 2016-17, 95% of lessons observed were judged to be good and around 40% outstanding. This has led to strong student outcomes and progress across the curriculum.

Further improvements can be made by improving the quality of prep work, so that it provides all students with an appropriate level of challenge; developing the ways Year 7 and Year 8 students receive feedback on their work; attempting to reduce the number of lessons which require cover; and ensuring consistency of approach with the tutorial programme.

Behaviour and Welfare

The Routines for Learning that underpin the ethos of the College, are upheld by the vast majority of students who conduct themselves with discipline, purpose and respect. Their behaviour creates an environment in which they can learn effectively and develop as good communicators and collaborators. Attendance is also exceptionally good which contributes to consistency and a calm and purposeful environment. Where a very small minority of students fail to meet expectations, the College's stages system provides both support and sanctions to address poor behaviour. Exclusions are only used as a last resort and last year they were well below national average.

The welfare of all students is at the heart of everything we do and the Client Services team offer a host of support for students including health care, mental health sign-posting, cognitive behaviour therapy, key workers and mentors, PSPs and other interventions aimed at building the resilience of our students so that even when issues occur, learning is not jeopardised.

To ensure we do not become complacent we will continue to respond proactively to negative behavioural issues and also to celebrate more widely the many positive achievements that are prolific among the student body.

Our foci this year will be:

- Developing the celebration of positive achievement with greater engagement of the house system by staff so that the reward system is more equitably applied throughout the College.
- Monitoring the use of Sleuth, implementing a cycle of spot checks and deploying CSAs more proactively to ensure that low-level disruptive behaviour is responded to appropriately.
- Continuing to roll out Mental Health First Aid training and keep up to date with all safeguarding statutory guidance to maintain a culture of keeping children safe at the College.

Leadership and Management

This year the English and Mathematics teams have had to prepare students for the more challenging 9 – 1 curriculums. Students have been expected to learn more content and a greater emphasis has been placed on application. With the new 9 - 1 GCSE curriculum being rolled out to most subjects in 2018 and all subjects by 2019, the College must continue to ensure that all teachers and students are prepared effectively for the changes.

TEAM EVALUATIONS

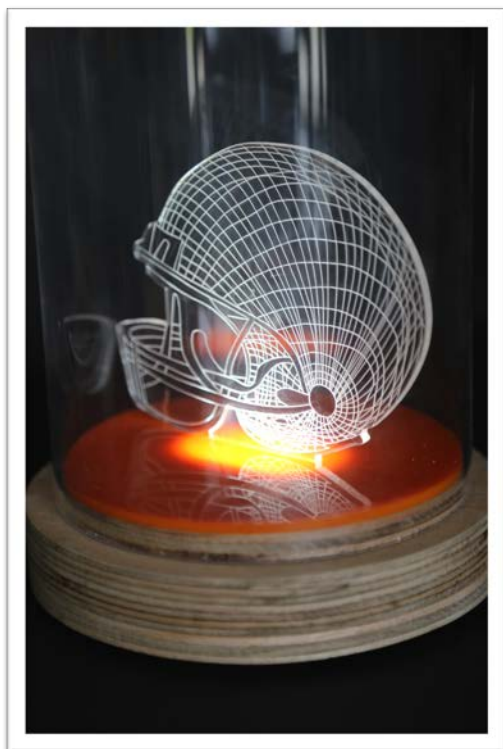
Art, Design and Technology

Once again, we have continued to expand our trip opportunities. This year students have had the chance to visit Burghley House for a sculpture day, Clothes Show live, V&A Museum for a Graphics competition and experienced 'You Say You Want a Revolution? Records and Rebels 1966 – 1970', 'The Camera Exposed', 'Beatrix Potter's London' and 'A History of Photography: The Body'.

For our residential in May, Year 10 students travelled to explore the beautiful cultural city of Venice. The three day residential included galleries, historical monuments and enjoying amazing Venetian architecture. Highlights were St Mark's Basilica, Doge's Palace, San Marco Campanile, a private boat tour to the island of Murano to watch a glass blowing demonstration. On the last day, we visited Damien Hirst's exhibition 'Treasures from the Wreck of the Unbelievable' which was phenomenal. It was a successful trip with students happy with new ideas and research to support their GCSE coursework.



We had an impressive submission of art work in the Rotary Club's Young Artist Award, including paintings, digital art and 3D work. College students won 1st and 2nd place in the senior and intermediate categories in addition to several entries being highly commended. We have also had an excellent response to our internal Art and Photography house competitions. Year 10's entered 'The Graphics Gathering' competition at the Victoria and Albert museum. The brief, set by Radio One was to design a New Music Friday Playlist. Four of our students were selected as finalists to present their work to an expert panel in London. One student went on to win the competition and their winning entry went live on BBC seen by thousands of Radio One listeners, a fabulous achievement.



Our offering in the electives creative section was extensive, from Cute Crafts to Trains, Planes and Automobiles. The F1 programme proved very popular again this year and gave students an opportunity to expand their use of materials and software knowledge. Students designed racers, modelling the chosen design in foam before producing 3D CAD models. In laser cutting jewellery students had the opportunity to improve their CAD skills and produce a range of more intricate and complex projects.

A record of 160 Year 9 students achieved Silver Arts Award, our highest number to date. Work ranged from mixed-media phone cases to decorated shoes and skateboards. In addition to the qualification, all students thoroughly enjoyed the artist workshops by Emma Gardener and Abi Jackson to inspire their own design work.

Lisa Woods and Lora Holmes continued to liaise with staff at Catmose Primary delivering a range of projects for KS2. The art and design projects incorporated a wide range of art skills including painting, graphic art, photography, 3D sculpture and textiles in addition to investigating a variety of artists and cultural links. The projects included pop art self-portraits using a grid drawing method and painting techniques, 3D calavera models inspired by the 'Mexican Day of the Dead' celebrations and a team based challenge to build and erupt a papier-mâché volcano. These projects provided our primary school students with a full, highly enjoyable and varied experience with materials and techniques.



Our programme of study for food preparation and nutrition will see us venture into the real world of industry and experience how a number of food preparation businesses operate, alongside welcoming local food businesses, including a butcher and fishmonger. We will also explore the fascinating world of food science in greater depth than ever before. Owing to the previous success that Catmose has enjoyed in the Future Chef Competition, we will once again be offering students the opportunity to enter.

Looking forward to the next academic year, we are very excited in developing our range of trips, to include; Burghley House, V&A Graphics National competition, Knitting and Stitching Show and a Sea Life Centre sleep over, Anthropology Museum and Botanical Gardens in Cambridge. In addition, we will be returning to wonderful Venice and have added an Iceland Photography tour, where students will have the opportunity to capture photographs from a diverse and stunning landscape including breath-taking waterfalls, the National Park, hopefully the Northern Lights and observing whales.



English

Another busy year began with 53 Year 11's visiting the British Library with Mrs Green in early September. Students learned about Shakespeare in production across the centuries, to consolidate their Literature GCSE.

In October, Year 7 students immersed themselves in the life and work of poet John Clare, via a trip to his home and surrounding landscape in Peterborough. Delightful student creativity was inspired by this nature-loving author.

Over 100 Year 7's experienced Southall Workhouse, whilst studying 'Oliver Twist' in March. The privations were made vivid by actors, who took on various roles such as workhouse manager and kitchen worker. The Q and A session with actors hot-seated, pushed students to consider the physical and emotional toll of such institutions, and the moral dilemmas involved.



The now-traditional three-part act that is the Richard III experience brought 130 students to various locations, to understand better the struggles between the Lancastrians and the Yorkist's. Year 8's in turn tried on weighty armour, listened avidly as a gory 'Weapons Master' regaled them with the damage possible with each

potential weapon, and surveyed the battle sites and memorials. Another stage saw them in Leicester, at the Richard III Visitors Centre, where they were shown the eerily lit, stark gravesite of the then-despised monarch, and learnt of the archaeological, historical and scientific triumphs of his discovery, excavation, DNA verification and examination. Across the road, students saw the contrasting splendour of his new tomb in the hallowed setting of Leicester Cathedral.

Year 9 students enjoyed a performance of 'Julius Caesar', which despite its political complexities, powerfully clarified the play for the 53 in attendance. In June, 'Romeo and Juliet' was the play of choice for 48 Year 10's who saw it at the Globe Theatre in support of their Literature GCSE.

We offer congratulations to Miss Haynes on successfully completing her training, and wish her all the best with her NQT year. She has brought the English Academic Scholars to a satisfying finish for this year.

Likewise, the team says 'well done' to Mr Donnelly, who attained his Masters in Assertive Mentoring in Music, and to Miss Hollick, for successful completion of her NQT year. A quick mention should also be made of ex-team member Ms Winter, who has successfully launched her first book: 'Being Miss Nobody'. We look forward to welcoming her back next year as a published author to deliver some workshops!

The team concludes by offering its warmest congratulations to Mrs Collins on the birth of lovely Aveline, and to Mrs Khachik, on the birth of beautiful Eliza.

Humanities and Modern Foreign Languages

The focus for all Humanities team members this academic year has been the preparation and delivery of the new 9-1 GCSE courses. The new courses represent a substantial departure from the old GCSEs and are both more challenging to teach as well as being more difficult in

breadth and depth of content for the students. Despite this, there has been a wide range of trips offered to a variety of year groups.

The Year 11 GCSE groups (115 students) visited Peterborough in September to collect data for the final piece of coursework that examined potential conflicts in shopping patterns within one urban area. The Year 10 GCSE groups (70 students) carried out coastal fieldwork in Hunstanton in October where they conducted experiments that will be assessed in the terminal exam papers.



A large group of Year 8 students visited the Kingswood Centre, Norfolk in June where they took part in outdoor adventurous activities, team-building challenges and completed field work on the coastal defence system.

In June, 30 Year 10 GCSE history students visited Berlin on a study trip. The students were able to increase their understanding of the topic 'Germany 1890-1945' and also visited Sachsenhausen concentration camp, the site of Hitler's bunker, the Holocaust Memorial and the 1936 Olympic stadium. In addition, the students enjoyed many interesting lectures on a guided tour of Berlin. In March, 42 Year 9 history students visited Ypres and the Somme. On this trip students were able to gain a better understanding of the scale and devastation brought about by war. They visited the scene of the Pals' Battalions entry into the war and observed a ceremony at the Menin Gate. The tour ended with a visit and a wreath laying ceremony at Tyne Cot, the site of almost 12,000 commonwealth war graves.

Year 7 attended a re-enactment of the Battle of Hastings at Oakham Castle and this helped them to understand the events leading up to the battle as well as their study of the battle itself. Year 8 also visited Oakham Castle to learn about democracy and dictatorship as an essential underpinning of the skills needed in the new GCSE courses.

Year Review for MFL

In October, Year 9 and Year 10 German students went to Germany as part of our exchange programme with Bönningheim in the south of Germany. The students enjoyed a week staying with their penfriends sampling German life and improving their language skills. The students also visited Stuttgart, took part in a German cookery class and went to the Palace of Ludwigsburg. Our partner school in Spain, SEK Alboran International School visited Catmose College in November and 30 of our students hosted their penfriends. This was an extremely successful visit and the Spanish students especially enjoyed sampling their first Bonfire Night. Visits to Stratford-Upon-Avon and Nottingham Castle were appreciated by both SEK staff and students. Our students then travelled to Spain in May and stayed with Spanish families. Due to the lovely weather in Almeria, they were able to enjoy beach activities as well as experiencing school life, learning about the local area and the importance of the thousands of acres of greenhouses, which supply the UK and Europe with many vegetables. A visit to the Alhambra in Granada and the caves where plaster is extracted from the walls and shipped all over the world concluded a fantastic stay.

In January, six Year 9 students took part in a Business Language Champions, Glastonbury Goes Global challenge. The aim of the day was to teach the students how languages can help you in different careers. The pupils put their language skills to the test in creating their own festival. This involved working out costings, making a model of their venue, conducting a mock interview with the local council and famous people and then presenting their findings to other schools, all in Spanish. The pupils loved the challenge and it really opened their eyes as to the importance of languages in the business world.



All of our Year 7 students competed in the Routes into Languages Spelling Bee this year. Pupils had to learn fifty words in French and be able to say them correctly and spell them using the French alphabet. We held two stages of the competition in school with the winners of the class competition going through to perform and compete in front of the whole year. Our three winners from this stage went to Corby to face the very best from the East Midlands, and had to learn 150 words at this level. We were also late entries into the Translation Bee, having only found out

about it after stage two but wanting to seize the opportunity for our older students to compete. We took seven students to the regional finals where they had to translate sentences in three different tenses into their chosen language, either French, Spanish or German. Both of these competitions were hugely successful in creating some real passion for languages and a desire to succeed. We look forward to entering teams next year.

Alicia Brunskill successfully completed her NQT year and our School's Direct Student Julie Brannan gained QTS.

Maths

The mathematics team and Year 11 students worked extremely hard this year to meet the demands of the new, 9-1, GCSE. Targeted revision sessions, along with the introduction of Walking Talking Mocks, proved crucial in accelerating progress and improving examination technique.

The team has supported a School Direct trainee placement and an NQT, who have both successfully passed the year. Mr Hunt, Mr Hurley and Mr Peveritt have now become established members of the team and we have also welcomed Mrs Callaghan back from maternity leave. Mr Proctor has left us at the end of the academic year to enjoy his retirement; he has had a huge impact on many student grades. We also sadly said goodbye to Mrs Learoyd who has worked within the team as an STA, we wish her every success in the future.

The team have again provided a variety of interventions, which was well attended by students. This included breakfast club, elective intervention, after school intervention as well as a variety of holiday sessions. Joe Betts has also provided a maths group to support KS3 pupils throughout the year; he has created lessons which have proved popular with students, as well as being a positive role model. In the summer term, Joe also completed his work experience

with the team and relished the opportunity of teaching a Year 7 lesson, which students and Joe himself enjoyed.

Mr Ward has provided a successful mathematics academic scholarship programme throughout the year and this will be something that continues, providing students with the opportunity to develop high-level mathematical skills and encouraging the study of mathematics at A level.

Primary mathematics links have been developed through supporting the Langham Primary Mathematics competition. Ten Year 10 students were chosen to support the competition and engage in supporting primary pupils with developing problem solving skills. The students were a credit to the College and had a fantastic day. Within the summer term we also welcomed Oakham C of E Primary School for further transition lessons.

Year 10 girls had the opportunity to attend a residential trip to Loughborough University to complete a STEM project. This was an excellent opportunity for the girls to challenge themselves with some higher-level maths.

2017/18 will continue to provide exciting opportunities for mathematics students as we strive to develop their enjoyment and progress within the subject.

Performing Arts

The Performing Arts team 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;



At the start of the academic year, over 180 Year 7 students were introduced to music and drama at the College with a trip to see a performance of Chitty Chitty Bang Bang at the Royal and Derngate Theatre in Northampton. The students continued to build on this performance in their academic lessons by learning how to sing and perform one of the songs, which they performed to an audience of parents and family members on the Hellerup

staircase in July.

Throughout the year, our smaller music ensembles have developed a strong reputation around the county and have been asked to perform at events such as a charity fundraiser for the High Sheriff of Rutland. We look forward to building on this success in the coming year.

As a result of our ongoing partnership with the Rutland Music Hub, we were able to perform at The Royal Albert Hall in November. Students in Years 8-11 were highly commended on their performance of Handel's *Messiah*.

In October, the Performing Arts team took a group of students to New York City, where they were able to watch Broadway shows and take part in workshops with cast members. The students had a brilliant time and seized the opportunity to develop their acting skills.

Throughout the year, the Performing Arts have run a number of trips to see various music and drama performances. In November, a group of Year 10 and 11 students travelled to London to see 'The Curious Incident of The Dog in The Night-Time', where the students were also able to take part in a workshop before the show to develop their understanding of the plot and characters.

The annual Christmas concert was held at All Saints Church and consisted of around 200 students. The evening featured 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.



Following the success of last year's 'Music Week', we developed the event to include careers talks, trips and workshops. A group of music scholars visited The University of Birmingham to

learn about studying music at degree level and how you can get involved as a performer. The students also had the opportunity to watch a performance of film music at the Birmingham Symphony Hall.

In March, the College put on a production of 'High School Musical', which showcased the musical and dramatic talents of students in years 8-10. The show received high levels of praise from students, staff, and audience members, all who were involved had a fantastic time working on the show. The student tech team also worked hard and showed dedication to the production. Our own students devised a large amount of the choreography in the show, and we look forward to them helping with our next production - Madagascar!

In June, the performing arts held two separate evenings showcasing the musical and dramatic talents of our College students. The drama festival featured a number of monologues, duologues and scenes and was judged by Mark Peachey who has starred in a number of national and international musical theatre productions. 'Music on a Spring Evening' gave a number of our College music ensembles a chance to perform an eclectic array of musical pieces.

Our music scholarship programme has continued to grow and now supports a bigger number of students than ever before. Students in all years are benefiting from financial contributions to their music lessons, access to visiting professionals, trips/visits and the opportunity to take part in a variety of different workshops. Our scholars continue to be ambassadors for the school and regularly take part in projects such as transition workshops at Catmose Primary. This year has also seen the introduction of drama scholars to the Academic Scholarship Scheme.

Finally, we would like to congratulate Laura Hollick (Teacher of Drama/English) on successfully completing her NQT year and also for leading on the Trinity College Drama exams, of which a number of our Year 9 students have been very successful in. In addition to this, Jasmine Jones (Teacher of English/Music/Drama) and Luke Donnelly (Director of Music) also completed their Masters in Education degrees during this academic year, focusing on SEN and teaching and learning respectively.



Science

In spring, a team of students entered the '2017 Alan Turing Cryptography Competition', organised by the School of Mathematics at the University of Manchester. The KS3 participants were required to complete tasks that involved breaking codes and solving ciphers, using mathematical skills to unlock answers. Top marks were achieved in the first three challenges, as we competed fiercely against several sixth form providers.

We were honoured to host the IET's 'Faraday Challenge', with 36 students taking part in the competition. The work of our students saw them awarded winners for 2016/7 – an achievement that we hope to repeat next year!



Another win for the College came in the STEM Challenge hosted by Oundle School. Students in Years 7 and 8 were required to build and race a gas propelled F1 car. It was a great success, as each of our Year 7 students won their individual races, and the fastest car of the day was a Catmose College invention.

The annual event of the 'Salters Chemistry Festival' at the University of Cambridge saw our team of KS3 students receive amazing feedback regarding their excellent attitude and approach. As always our students were a credit to the College. The UN 'Global Goals for Sustainable Development' featured twice this year. In September, our students received a commendation for their research project, 'Design a Better World' and Year 7-10 students displayed their ideas using a variety of media in a house competition, which was won by a Year 7 student.

Science week saw all year groups experience 'The Big Science Show', displaying exciting large-scale demonstrations. Year 8's completed their Bronze CREST award while enjoying an energy resource based STEM workshop. There was high uptake for the Year 7 trip to the Natural History Museum. The Year 9s experienced an exciting robotics session, run by the EDT, which consisted of programming robots, followed by a discussion on careers linked to this industry.

The electives programme continues to reflect the skills of the team, including the delivery of experimental sessions, fencing, the 'ultimate gap year', Caribbean cooking and Duke of Edinburgh. Furthermore, Science staff are involved in the forthcoming ski trip and the Venture Force trips to Sumatra – both amazing experiences for our students.

We congratulate Mrs Collingwood on the addition to her family and Mr Kerley on becoming the lead for Duke of Edinburgh at Harington School. Mr Dickens has successfully completed the 'Pathways to Leadership' course, where his presentation on assessment is being used as exemplar material for future delegates. In addition, we celebrate Mrs Deacon achieving QTS and her appointment to Computing.

Staffing in the team has seen some change, including the expansion of the team to reflect the growth of the College and Harington School. With the experience of A level teaching and the new GCSE courses, we expect the team to go from strength to strength in the next year.

Designated Special Provision and SEN

All SEN students were supported to access the Elective programme with great success, attending both on site and off site activities, it is something that all get very excited about on a Wednesday morning in preparation for the afternoon sessions. A notable success was Amy Rowlatt, whose water confidence and swimming ability developed immensely during her swimming elective.

Students accessed an increased number of mainstream trips to develop inclusion links. The trips included the Work House, Natural History Museum, Harry Potter, Globe Theatre as well as two DSP students attending the Kingswood residential.

All DSP Year 7 and 8 students competed in the County Disability Athletics event at Saffron Lane and two students were selected to represent the county at the regional competition. Kane Frost also representing the College at the tri-county athletics events and Sam Burton was selected for the Special Olympics.

Some of the SEN students regularly attend an inclusive sports lunchtime club on a Friday, which focuses on disability sports such as goal ball and blind cricket.

A bespoke curriculum for SEN/DSP Year 10 and 11 students was offered which included construction at Stamford College. This has proven to be a very popular option, with students developing their skill set and confidence.



The continuation of prep club five nights a week has proven very popular with all SEN students to support their consolidation of learning. Previously students from the DSP have achieved Bronze Arts Award but this year the three Y9 DSP students have gained the Silver Arts Award.

Work experience was a great success this year with all DSP students securing placements and achieved full attendance. Placements included Catmose Preschool, Oakham Co-op, Jeakins Weir and Greetham Valley Golf and Conference Centre.

Transition continues to be a strength. Four additional transition visits took place for DSP students coming into Year 7 this term with a further four mainstream sessions with the rest of the Year 6 students from Oakham CofE Primary School and Brooke Hill Primary School. Each student was visited in their primary school and in College, they participated in lessons, ranging from DSP Science, Humanities and English to participating in mainstream Drama and Music. Additional visits were arranged for mainstream students who might find the transition more difficult. The reassurance and familiarity with College they gained, was a huge success.

Sport

2017 has been a very successful year for the sports team, which culminated in the College winning the Varsity Cup for the fourth year in a row. In total, we were victorious in twenty-six competitions, a new personal best performance.

A big step in the College's sporting journey has been our presence at the Leicestershire level three competitions and our regional success in cross-country, athletics, horse riding and badminton. This year has seen us compete in an additional twenty fixtures outside of the Varsity competition, many outside of the county. The participation in higher-level competitions has certainly inspired a number of our teams and athletes and this is something we hope to build on.

Undoubtedly, the biggest success of the year has been the Year 10 girl's netball and Year 10 boys' rugby teams winning the Team Leicestershire competition. Staff and students were delighted to collect these awards at the Leicester Riders Arena.

The College was also able to retain the Varsity Athletics Cup. Following this success, several students represented Rutland at the County Schools Athletics Championships. Of particular note was Sam Lowings in Year 8 who became county champion in the high jump.

At the annual Rutland Sports Awards evening Catmose submitted nominations for all categories and were successful in the following:

- KS3 Sporting Achievement: Ben Tylecote & Amy Rowlatt
- KS3 Boys Talent: Sam Lowings
- KS4 Boys Talent: Ben Higgins who continues to progress and once again qualified for the English School's final in the 400m Hurdles.
- KS4 Commitment: Sam Wilkinson and Leah Crawford
- Contribution to School Sport through Leadership: Elvie Halliday-King, Jasmine Sentence, Phillippa Gotham and Eden Cousens.



A special note must go to Phoebe Andrews who has had a very successful year representing Midlands at U18 rugby. She has also been selected to be part of the England Development Squad.

The Sports Scholarship programme continues to grow with over 130 students placed on the Gold, Silver and Bronze Awards. Highlights of this year's scheme

include a trip to Leicester Tigers stadium where the gold scholars took part in a replica fitness testing session, similar to the one used by the Tigers first team. All sport scholars took part in a nutritional seminar delivered by Mac Nutrition. This year's Sky Sports 'Living for Sport' mentor was GB basketballer Drew Sullivan who visited the College twice.

This year also saw the sports team welcome a new member of staff; Lee Corry who successfully completed his NQT. In addition, we are excited to welcome a further new member of staff; Lisa Reid who will begin her NQT year with us in September.

Academic Scholars and Youth Speaks

At the beginning of the year, we entered six teams into the Youth Speaks competition. Four of our teams made it to the district semi-final in Bourne and two to the district final at Catmose College. Both teams won awards in this heat, and made it through to the Regional final. Our senior team progressed to the next round, winning all three of the awards. Olivia Hunnikin won best chairperson, Joe Betts was best speaker and Thomas Nguyen was awarded best vote of thanks. At the National Final, they were among the top seven teams in the country. Catmose College students also entered the English Speaking Union competition and although



we did not qualify for the next round, Thomas Nguyen was awarded best questioner and Joe Betts and Oliver Davies were commended for their efforts. An English speaking union workshop has been organised for academic scholars and youth speak seniors this September.

A member of St. Catharine's College, Cambridge University came to Catmose College to launch a research project, which required the gold and silver academic scholars to write a 2000-word essay on a topic of their choice. Miss Ahluwalia expressed how impressed she was by the intelligence, dedication and maturity of the Catmose students. Daisy Lilley, who compared the education system in England with that of Finland, was commended for her efforts and was named the best research project. St. Catharine's College has invited the academic scholars to speak with leading university academics and receive a tour of the College and Cambridge. The visit will take place in October 2017.

The academic scholars mentoring system continues to go from strength to strength. Particular highlights include; the Gold, Silver and Bronze Maths Scholars who have been covering A Level content; the termly History seminars run by Mrs Dodds; the English workshops which focus on achieving a Grade 9 at GCSE; and the MFL project which focuses on improving literacy skills to primary school students.

OUTCOMES

Oliver Teasel

Judgement: Outstanding

The College is celebrating another excellent set of results which are in line with expectations and last year's best ever results.

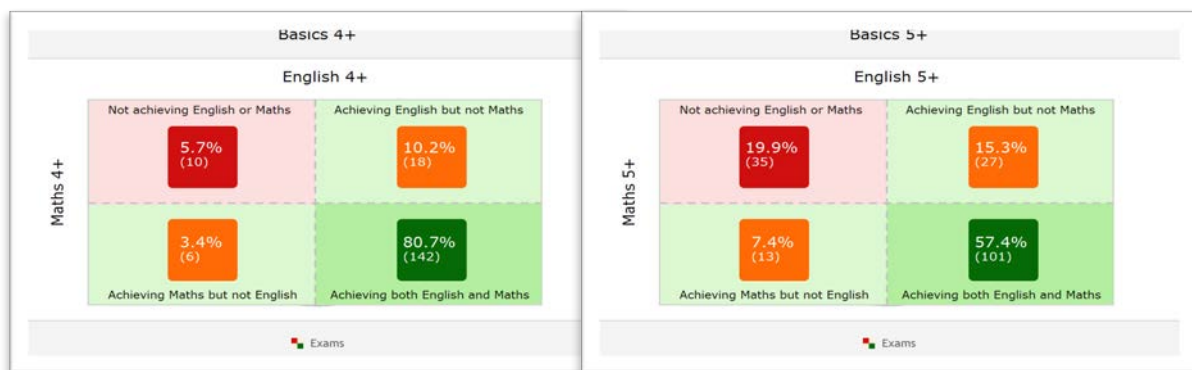
With curriculum changes in English and Maths, along with the new 1–9 grading system, the College was anticipating a more turbulent year. However, performance in the core subjects has remained stable, with Science slightly improving its outcomes.

Our performance at GCSE is likely to remain above national expectations in the key performance measures, with specific groups of students (Most Able / Ever 6 FSM / SEND) performing well.

The introduction of SISRA Analytics has supported the Senior Leadership Team in identifying areas of underperformance and implementing targeted intervention. It has also highlighted the Open Basket of the Progress 8 / Attainment 8 measure as an area of where further gains can be made.

Attainment

The Maths and English teams have done very well to navigate what has been a substantial curriculum and grading system change. In the basic measure, which assesses the proportion of students achieving English and Maths at grade 4 or above, we achieved 81%. This is an improvement on the 79% achieved last year.



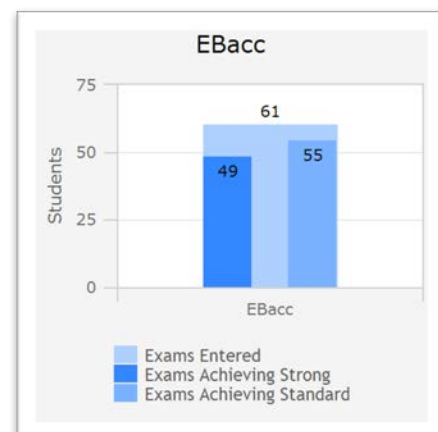
Under the new 'Strong' pass of a grade 5 we achieved 57.4%; we don't yet know how this compares with similar schools nationally because it is a new measure.

This year 34.7% of the cohort were entered for the EBacc with 31.3% achieving a standard pass and 27.8% achieving a strong pass. This is an improvement on the 24% who achieved the EBacc qualification last academic year.

Attainment 8 at 53 pts is not as high as the 57 pts obtained in 2016. However, due to the different ways in which they are calculated (e.g. a C grade in 2016 was worth 5 points and in 2017 it was worth 4) it is not appropriate to compare these two scores and national data will need to be released before a judgement can be made.

Progress 8, Attainment 8

SISRA Analytics have attempted to calculate a Progress 8 score using a sample of 850 schools and over

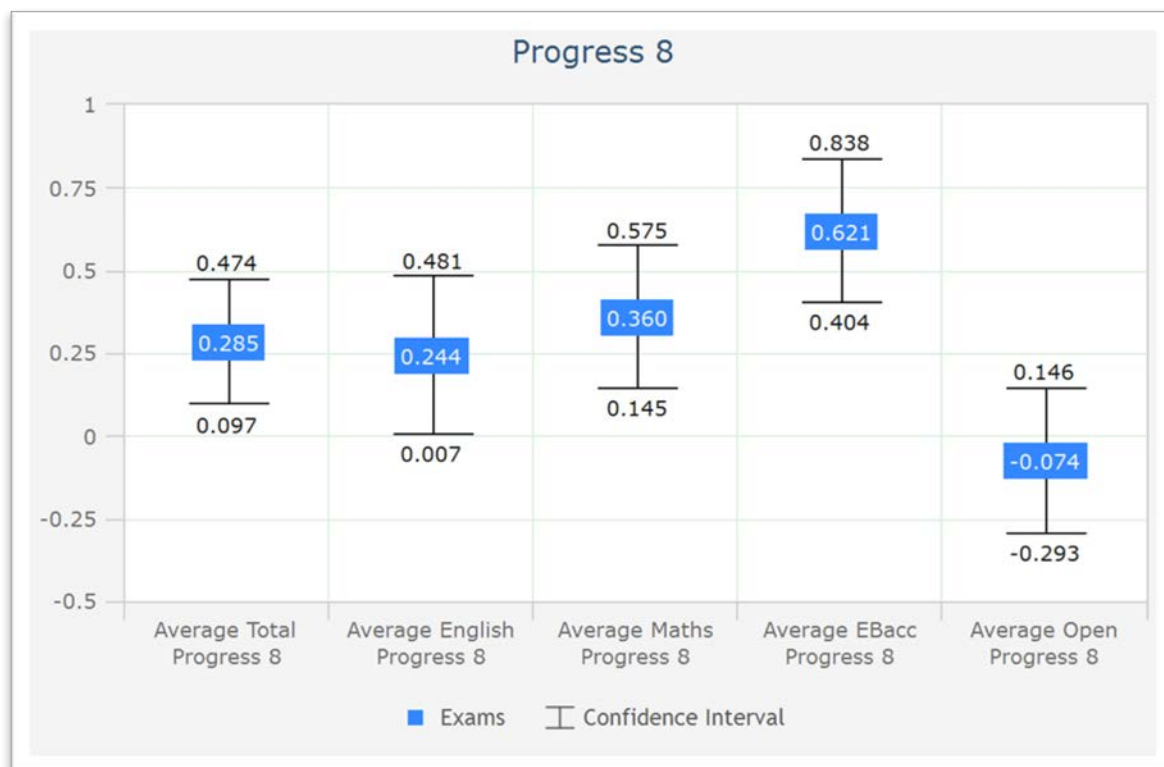


143,000 students. It is currently predicting a P8 of +0.29, which would be significantly above national average and outstanding. For comparison last year's P8 Score was +0.35.

The English and Mathematics results are broadly similar to last year. SISRA is calculating a Progress 8 Score of +0.24 for English (last year +0.4) and +0.36 for Maths (last year +0.3).

The EBacc element has improved its Progress 8 score from +0.5 in 2016 to an expected +0.62 in 2017. This is partially due to the strong performance of Languages and History.

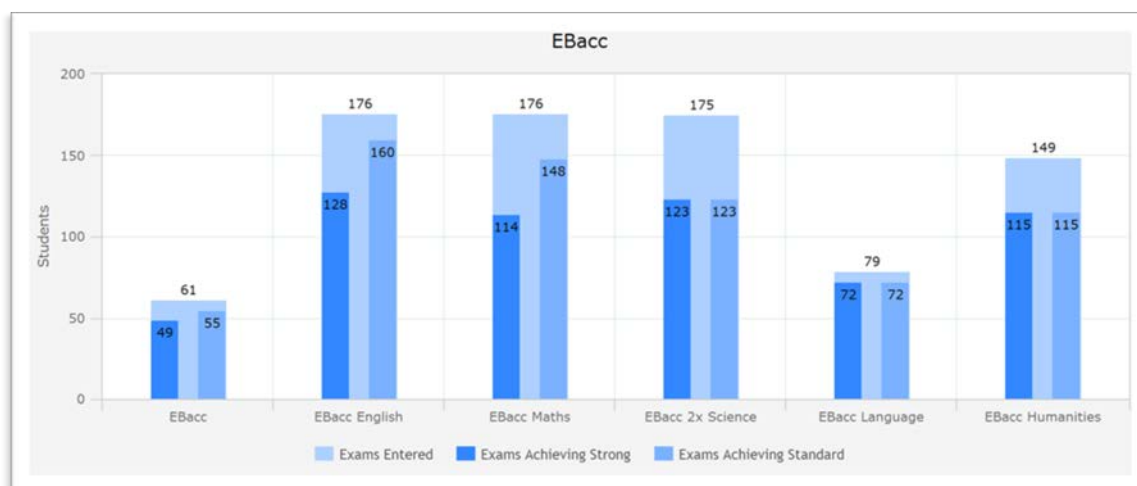
The Open Element, -0.074, which consists of three other subjects, is slightly down on the +0.1 obtained last year. The key subjects that contributed to this relative decline are Art and Literature whose results are lower than last year. The progress made in BTEC Child's Play was also disappointing and will need to improve.



Further analysis of the Open Basket is required. Schools are able to offer a disparate range of subjects to fill the three Open Baskets. Consequently, it may be our curriculum, rather than any significant underperformance, which explains the low score.

Value Added

In terms of value added, Languages have performed exceptionally well achieving a P8 score of +0.24. This is significantly down on the +1.0 achieved last year, however, it is worthy of note that only 52 students were entered for a language in 2016. Progress in the Humanities Pillar (-0.05) is also significantly down on the +0.9 achieved last year. This can be partially explained by the underperformance in Geography. Finally, performance in Core and Additional Science remains low when compared to other subjects at the College and continues to pull down the Science value added score. Due to changes to our Science curriculum, this will be the last year students will sit the Core and Additional qualifications, with the current Year 11 opting to take at least two of the triple science options.



Subject Areas

Historically, we have assessed subject performance by the proportion of students making three and four levels of progress (LOP) from their KS2 SATs results at the end of primary. Our expectation is that 80% of students make 3 LOP and 40% make 4 LOP. This analysis no longer works for English and Maths and so these subjects are excluded from this.

Strong performance should therefore be noted in the following subject areas:

- History (93% 3 LOP, 75% 4 LOP)
- Biology (93% 3 LOP, 60% 4 LOP)
- Music (92% 3 LOP, 50% 4 LOP)
- Philosophy and Ethics (89% 3 LOP, 59% 4 LOP)
- Chemistry (89% 3 LOP, 56%)
- Computer Science (88% 3 LOP, 56% 4 LOP)
- Product Design (86% 3 LOP, 33% 4 LOP)
- Sport (86% 3 LOP, 54% 4 LOP)
- Physics (85% 3 LOP, 55% 4 LOP)
- French (81% 3 LOP, 50% 4 LOP)
- BTEC Music (80% 3 LOP, 40% 4 LOP)
- Spanish (78% 3 LOP, 59% 4 LOP)

Subject areas that will be a focus for improvement through the Transformation Plan this year will be:

	2017	
	3 LOP	4 LOP
Art Photography	60%	25%
Geography	59%	36%
Food Technology	59%	18%
Science Core	48.1%	15%
Art Graphics	46%	14%
BTEC Child's Play	13%	0%

As the table above shows, all of these subjects have seen a decline in the 3LOP measure since 2016.

Disadvantaged students

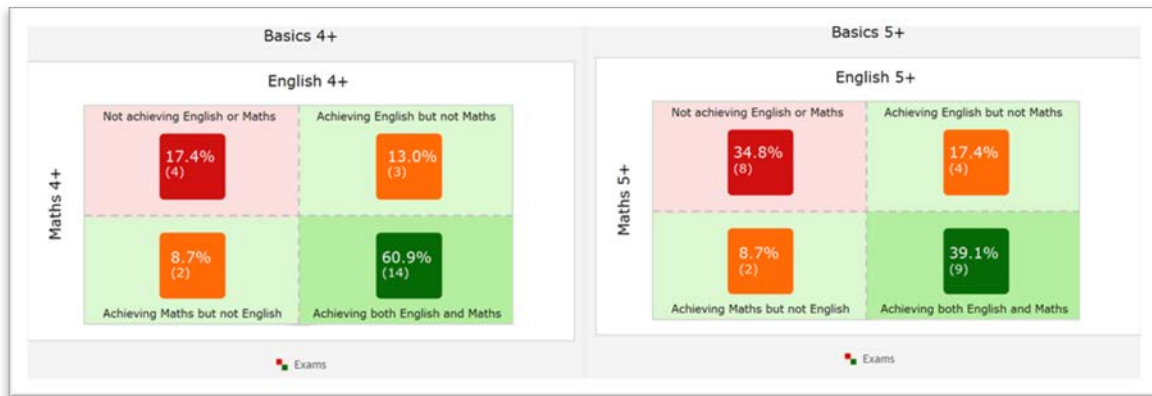
This year 23 students were classified as financially disadvantaged i.e. those who have been eligible for free school meals in the last six years. 21 of these students are from white British background (WBRI). Similar students nationally have the largest gap between themselves and their peers.

Attainment

There remains a stubborn gap in attainment between FSM and other students in English and Maths, as the table below illustrates.

	FSM	Non FSM	Gap
Cohort	23	154	
Avg KS2	4.62	4.98	0.36
9 – 5 E/M %	39.1%	60.1%	21%
9 - 4 E/M %	60.9%	83.7%	22.8%
EBacc Strong	26.1%	28.1%	2%
EBacc Standard	26.1%	32%	5.9%
English A8	9.83	11.28	1.45
Maths A8	8.96	10.58	1.62

However, based on data shared at the Pixl Conference September 2017, the performance of our financially disadvantaged students is expected to be above the performance of all students nationally.

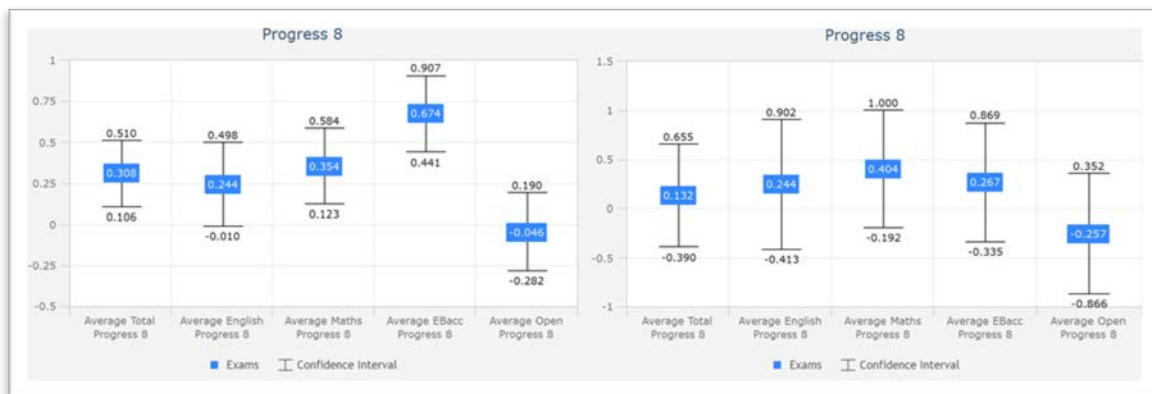


On the Attainment 8 measure FSM students received a score of 44.05 (non – FSM – 53.97). This would also indicate a similar gap in attainment to the one present in 2016.

Progress

Progress 8 however indicates a much closer performance with both groups being positive (P8 Score for non – FSM +0.31 and FSM +0.13) and very similar progress for English (non-FSM +0.24 and FSM +0.24) and Maths (non-FSM +0.35 and FSM +0.40). It is in the EBacc and open element subjects where the performance gap between FSM and non-FSM remains largest.

The chart and table below show the Progress 8 performance of non-FSM and FSM students respectively.

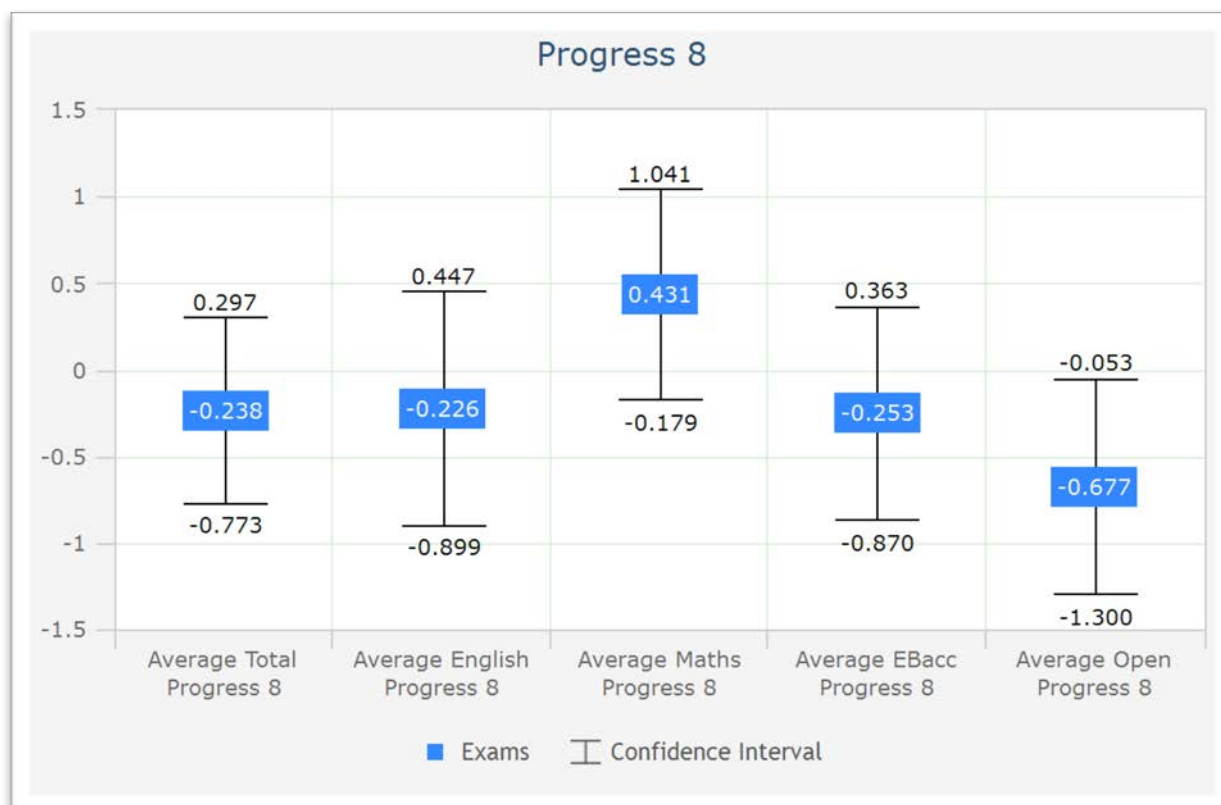


In last year's pupil premium review, middle ability pupil premium students were identified as an area for development. Whilst their performance was in line with national average their P8 score of -0.12, was some way down on the low and high ability groups at the College. This year the predicted P8 score of +0.22 for middle ability students indicates an improvement.

Special Education Needs and Disabilities

SEN student performance for Progress 8 is lower overall compared with students without support. Students with an Education and Health Care (EHC) plan -0.36, school support -0.2 compared with +0.36 for the rest of the cohort.

As the chart below illustrates their progress is strongest in Mathematics and weakest in the EBAC and Open Basket. This reflects the outstanding teaching and learning which has occurred in Maths and their sound grasp of the new 1 – 9 curriculum.



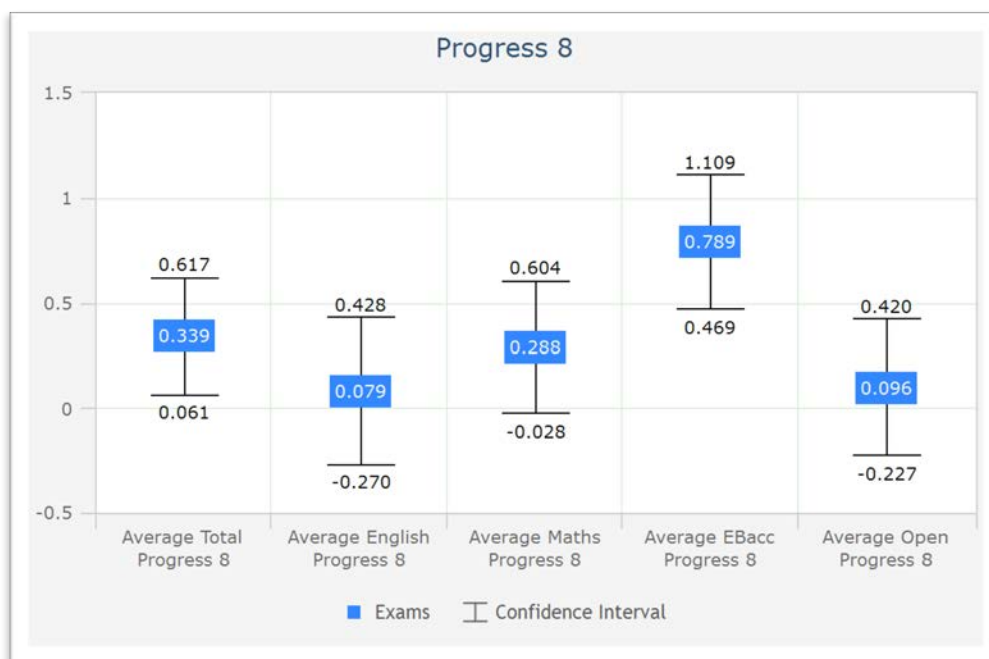
Attendance

The 141 students who attended regularly (96% and above) performed significantly better than the Good and Requires Improvement groups. Even Good attendance impacts on performance as the table below illustrates. Poor attendance appears to significantly reduce the chances of a student achieving a grade 5 in English and Maths.

Name	Filter Value	Stu Count	KS2 Prior	9-5 E/M %	9-4 E/M %
Attendance	92 to 96 (Good)	27	4.71	48.1%	74.1%
Attendance	96 and above (Excellent)	141	4.98	60.3%	82.3%
Attendance	Below 92 (RI)	8	4.87	37.5%	75.0%

Most Able

Our most able students (78) performed extremely well across the curriculum and on each of the performance measures. The percentage achieving 9-7 in English was 50% and Maths 49%. A positive P8 score of +0.34 is a further indication that this group performed well.



Areas of strength include Philosophy and Ethics, History and Spanish as the table below shows:

Subject	Avg LOP	3+LOP	4+LOP	5+LOP
Philosophy and Ethics	4.2	100%	68%	48%
History	4.1	97.6%	78%	39%
MFL Spanish	3.9	82.1%	67.9%	42.9%

Gender

As the table below shows, the performance of boys and girls is comparable. Both achieved very similar percentages on the 9 – 5 and 9 – 4 in English and Maths measures. Boys also achieved higher Attainment 8 and Progress 8 scores in Maths.

	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Boys	83	4.97	58.00	80.7	18.1	19.3	51.24	10.63	10.58	-0.044	0.426	0.463	-0.423	0.088
Girls	93	4.9	57.81	80.6	36.6	41.9	53.96	11.51	10.17	0.497	0.302	0.76	0.233	0.458

An area for development will be the number of high ability boys opting to take the EBacc suite of courses. Last year only 18 boys were entered for the Ebacc, which explains the low percentages for strong and standard passes.

Catch Up Funding

The Year 7 'catch-up' funding (Government funding for those entering secondary school with below-average standards in English and Mathematics) has been used successfully to help students to improve their literacy and numeracy skills. The 58 students who received support for literacy and completed a project based around 'The Fox and Ghost King' have consistently performed above their average minimum target of 3.64. For example on the key assessment (high stakes) they scored an average grade of 4.57. The 66 students who received additional numeracy support also made good progress, finishing the year with an average grade of 4.61, slightly above the average minimum target of 4.41. Data produced by SISRA

Analytics reveals that those students in receipt of additional support for English and Maths have also performed strongly across the curriculum. The key assessment summary grade was 4.74, some 0.25 above the average minimum target.

Overall Progress at the College

As the Outcomes Score Card 2016/17 (see Annexe) reveals, throughout year groups and across the curriculum our students make substantial and sustained progress. This statement is also true of financially disadvantaged students, those with special educational needs and/or disabilities and our most able. Outstanding progress is evident in the following areas:

- In Year 8 all subjects and all groups of students are consistently performing above the average minimum target. In the Year 8 key assessment most able, SEND and Ever 6 FSM were all significantly above our minimum expectations.
- In Year 9 all subjects and all groups of students exceeded their average minimum target on checkpoint 3. Students performed particularly well in English and Maths throughout the year.
- The data for Year 10 is also strong, with most able and K Code students performing particularly well,
- The current Year 11 performed well on Checkpoints 1 – 3, where the average minimum target was consistently exceeded.

Areas where further improvements can be made include:

- Year 10 key assessment results in Science, where student performance dipped slightly.
- Year 11 key assessment results and the performance in Mathematics and German over the course of the Year.

Revision and effective preparation for Key Assessments will need to be a focus for the Intervention Team and individual subjects.

Destination Data

Destination data for 2017 shows that 98% of our students are expecting to enter education, employment or training after they leave the College. The figure for financially disadvantaged students is also expected to be significantly above the national percentage of 94% (figure from 2015).

	Cohort	Overall percentage going to a sustained education or employment/training destination	
		Sch	Nat
All Pupils	176	98	94
Gender			
Male	83	96	93
Female	93	100	94
Disadvantaged Pupils			
Disadvantaged Pupils	33	97	87
Other Pupils	143	99	96

Evaluation of outcomes Transformation Planning 2016/17

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
OUTCOMES Across all subjects at least 70% of students make 3 LOP and 40% 4LOP 30% of students in the Y11 Cohort achieve the E-BACC 75% of students achieve the Basics Measure – C+ in Eng and Maths English 80% 3 LOP / 40% 4 LOP Maths 80% 3 LOP / 40% 4 LOP PP English and Maths 70% 3 LOP and 30% 4 LOP	Score Cards produced and shared following CP and KA reports Introduce SISRA and give training to all Team Leaders. Y7 CATs tests	Y9 CP/KA, Y10 CP, Y8 CP and Y11 CP Score Cards produced and shared following CP and KA reports Systems and procedures agreed following checkpoints and key assessments. Targeted Intervention for T3 agreed Pupil Premium and Closing the Gap funding review CATs Tests mop-up Y7 Reading test SISRA Training for all teaching staff.	Y7 CP, Y8 CP, Y10 CP, Y11 KA Score Cards produced and shared following CP and KA reports Governors Scrutiny of PP students following PP review Y11 mock examination data analysed, shared and targeted intervention Y9 Options – Check the uptake of MFL as an option. Follow up of Pupil Premium Students. QA of Checkpoint Tasks for KS3 Core Training on the Under	Y7 CP, Y8 KA, Y9 CP, Y10 CP, Y11 CP Score Cards produced and shared following CP and KA reports Student and Parent Survey to determine the quality of CP, KA and FT reports. QA of Checkpoint Tasks for KS4	Y7 KA, Y9 KA/CP, Score Cards produced and shared following CP and KA reports QA Y8 SOW Core Training on Pupil Premium / Most Able	Y7 CP, Y8 CP, Y10 KA Score Cards produced and shared following CP and KA reports Core Training on Y8 Curriculum Development

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Most Able – 90% 3 LOP / 50% 4 LOP Progress 8 of 0.4+ Attainment 8 of 58+ Destination Data - 97% of students enter education and/or employment All teams have an effective reading programme in place.	Most able lists produced for each year group based on KS2 data and crosschecked with CATS	Revision guides for all Pupil Premium Students purchased Academic Scholarship applications completed Y11 Progress and Careers Evening Core Training on Mastery not Mimicry	achievement of disadvantaged boys			

- Changes to the grading system in English Language, English Literature and Mathematics make the calculations of 3LOP and 4 LOP across the curriculum difficult. However, if these three subjects are removed from the analysis the average 3 and 4 LOP percentages are 72% and 41% respectively.
- This year 34.7% of the cohort were entered for the EBacc measure, with 31.3% achieving a Standard Pass. This is a significant improvement on the 24% who achieved the measure last year.
- 80.7% achieved the basics measure of grade 4 or better in English and Mathematics. This was almost 6% above our target of 75% and an improvement upon the 76.4% achieved in 2016.
- As already stated, it is not appropriate to comment on the percentage of pupils making 3 and 4 Levels of Progress in English and Maths. However, both subjects received a positive Progress 8 score (English, +0.24 and Maths +0.36). This is also true of financially disadvantaged students (English, +0.24 and Maths, +0.40) and our Most

Able (English, +0.08 and Maths +0.29). All these results are above the national average.

- Due to changes in the 2017 methodology for calculating Progress 8 and Attainment 8 it is not appropriate to directly compare scores with those achieved in 2016. However, the forecasted Attainment 8 score of 52.68 and Progress 8 of +0.29 are expected to be significantly above the national average.
- Destination Data is expected to be significantly above the national percentage for the Y11 cohort in 2016/17 (98%), with 97% of FSM students entering education, training or employment once they the College.
- SISRA Analytics has been successfully introduced across the College and is being used effectively by teachers to identify areas of underperformance and to target intervention.
- Both the parent and student surveys indicate that Checkpoint, Key Assessment and Form Tutor reports are effective. 90% of parents felt that they receive valuable information from the College about their child's progress. Comments such as "You are very good at keeping me informed about the level at which my daughter is working at through the checkpoint reports" were common. The student survey also praised the reporting system with 84.09% of students stating that Checkpoints, Key Assessments and Tutor Reports are useful for keeping students informed about progress.

Recommendations

- A review of the courses we offer in the Open Basket is required in order to ascertain if further gains can be made in terms of Progress 8 and Attainment 8 scores.
- The move away from Core and Additional Science towards students opting to take two or more of the single science options presents a challenge, specifically for our middle and lower ability students. This transition will need to be managed carefully.
- Team intervention needs to target students who are currently on a 4, yet have the potential for a grade 5 and those who are currently on a 6, yet have the potential to achieve a grade 7 or above.
- The underperformance in Photography (JMD), Geography (JHR), Food Technology (JMD), Graphics (JMD) and BTEC Children's Play (OT) will need to be address via the Team Transformation Plans, with progress monitored closely by the link Vice Principal's.
- The Outcomes for SEND students are exceptionally strong in Mathematics. Time should be made within the CPD programme for Claire Pugh (Team Leader for Maths) to share 'good practice' with other teams.
- When formalising Year 9 Options a conscious effort needs to be made to ensure a growing number of students, particularly high ability boys, select the EBacc suite of courses.

Outcomes Planning 2017/18

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>A positive Progress 8 Score (+0.2 or better) overall and for English, Maths, EBacc and the Open Basket.</p> <p>9 - 4 in Eng and Maths 75% or better.</p> <p>9 - 5 in Eng and Maths 60% or better</p> <p>A positive Progress 8 Score for Most Able, SEND, Boys and Girls and Low and Middle Ability students.</p> <p>Average grade for students in receipt of catch-up funding to be above the average minimum target for English and Maths.</p> <p>Destination Data - 97% of students</p>	<p>Checkpoint Reports Y9 and Y11</p> <p>CATs and Reading Age Tests Completed for Y7</p> <p>Y7 Targets are set and uploaded to SISRA.</p> <p>Y8 Targets are checked.</p> <p>New groups for Y7 agreed</p> <p>Team trackers set up and issued</p> <p>Intervention TT for Term 2 (Termly Task)</p> <p>Check groups for the proportion of Boys/ Most Able/Pupil Premium</p>	<p>Checkpoint Reports Y7, Y8 and Y10. Key Assessment Y9.</p> <p>Score Cards produced and shared each half term</p> <p>Pupil Premium and Catch Up Funding Review</p> <p>CATS Tests Mop up</p> <p>Revision guides for all Pupil Premium students purchased</p> <p>Academic Scholarship applications complete</p>	<p>Checkpoint Reports Y8 and Y10. Key Assessments Y9 and Y11</p> <p>Targeted Intervention of students currently on grades 4 and 6.</p> <p>Y9 options blocks decided</p> <p>Governors Scrutiny Panel of SEND provision, with a focus on GCSE outcomes</p> <p>Review of Geography, Photography and Graphics</p>	<p>Checkpoint Reports Y7 and Y10. Y11 Predicted grades on the system</p> <p>Y9 Options Review to ensure an increasing number of students, particularly boys, are opting for the EBacc.</p> <p>Walking Talking Mocks and Marks for Y11 Students</p>	<p>Key Assessment Y7 and Y8</p> <p>Student and Parent Survey to determine the quality of CP, KA and FT reports.</p> <p>Review of KS3 Curriculum - specific focus on skills and content</p> <p>Update on Y10 Work Experience places</p>	<p>Checkpoint Report Y9. Key Assessment Y10</p> <p>Year 10 Work Experience</p>

<p>entering training, education or employment.</p>	<p>Most Able / PP and SEND lists shared with staff and updated on SISRA.</p> <p>Review of the Open Basket subjects and recommendations for Y9 options made</p> <p>Review of BTEC Children's Play</p> <p>CHASE Programme planned</p> <p>Careers Curriculum audit conducted</p> <p>Scrutiny Panel on Careers Guidance and Destination Data</p>	<p>Y11 Progress and Careers Evening</p> <p>Survey Y11 on KS5 choices</p> <p>Review of how low and middle ability students are performing across the curriculum.</p> <p>Review of Physics and Food Technology</p> <p>CHASE Programme launched</p>				
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TEACHING, LEARNING AND ASSESSMENT

Jude Macdonald

Judgement: Outstanding

Teachers plan interesting lessons which are challenging and allow students to achieve well (Marshalling 2016-17). Lessons are engaging and are appropriate to the needs of all learners, and behaviour management is robust. 95% of lessons graded in 2017-18 were deemed good or outstanding, (Teaching Scorecard 2016-17) with over 92% of parents stating their child is well taught (Parental Survey 2016-17). 87% of parents agree that their child is making good progress at the College (Parental Survey 2016-17).

Teachers ensure there are high levels of challenge in lessons, with 95% of students agreeing or strongly agreeing that the College has high expectations for their progress (Student Survey 2016-17). 83% of students agree or strongly agree that the work in lessons is challenging enough to really make them think (Student Survey 2016-17). Small numbers of more able students in Year 7 and more able but underperforming boys in Year 8 are inclined to be the cohorts of students disagreeing that work is challenging enough. This needs further investigation.

Teachers know students well as individuals and track their progress in their subjects carefully. Where students fall behind, opportunities for intervention are taken promptly, during holidays, before and after College, weekends and during the College day (Intervention Tracker 2017-18).

Teachers generally provide students with good feedback to guide on how they can improve their knowledge, understanding and skills. However, this needs to be more consistent, given 25% of students do not currently agree that teachers explain what they need to do to improve their work (Student Survey 2016-17).

Prep is generally recorded on Show My Homework, and support students' readiness for lessons. However, only 75% of students say that Show My Homework is used by teachers to record their prep, which is below our expectation that all teachers should use it (Student Surveys 2017). There are a small number of subject areas where quality of prep, particularly for the more able, and regularity of recording it need to be addressed (Show My Homework weekly reports, Student Survey 2017). Parents recognise the value of Show My Homework, with 88% agreeing that the platform allows them to monitor and support their child's prep (Parental Survey 2017).

Teachers work hard to ensure more students know how to improve and 85% of students feel that work in lessons is challenging enough (Student Survey 2017). Students are keen to work hard and have high expectations for success, demonstrated by their behaviour and engagement in lessons (Teaching Scorecard 2017). However, 57% of students say that they receive feedback regularly, so within a three weekly cycle. This result is heavily skewed by the responses of Year 7 and Year 8 students rather than by the entire College student body. This requires further investigation and action.

Students are resilient learners who enjoy a full range of additional opportunities available at the College, and 95% agree or strongly agree that they are proud to be a student at Catmose College. Students are actively engaged in a wide range of extra-curricular activities. The

Elective programme of over 100 different courses is a core strength of the College (Elective booklet 2016-17).

Tutorial is generally recognised as an improving aspect of our provision (Student Survey 2017), but students have made a number of requests on how the content could be refined in order to be more relevant to them. The topics identified as particularly relevant to students were; politics, sex, news, managing their finances and mental health. There can also be a lack of consistency of experience during this session, which also needs to be addressed in 2017-18.

Parents agree that they are provided with clear and timely information on how well their child is progressing, with 84% agreeing that they receive valuable information about their child's progress. 92% agree that communicating with them regarding their child's academic progress is useful. These responses validate the changes made to the reporting system over the previous two years (Parental Survey 2017). This student reporting information includes detailed evidence on performance against the class average and their individual targets (College Reporting Cycle 2016-17). The College aims to refine this reporting cycle further to manage staff workload but maintain strong communication with parents (Workload Survey 2017).

Students also recognise the importance of the reporting cycle on communicating their progress, with 85% agreeing or strongly agreeing that 'checkpoint, key assessment and tutor reports' are useful for keeping me informed about my progress (Student Survey 2016-17).

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the College (Sleuth 2016-17, Client Services database 2016-17). Teaching resources, teaching strategies, assemblies, trips and visits reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of communities beyond their immediate experience (Tutorial Programme 2016-18, Trips Database 2016-17).

Evaluation of teaching from 2016-17 Transformation Plan

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TEACHING AND EARNING	SMHW launched	Probation point 1	QA week (mid-March)	Probation point 2	Support programmes written and agreed following probation point 2	Final lesson observations
Outcomes:	New staff observations	Whole-College observations begin	<ul style="list-style-type: none"> Lesson observations Focus groups on progress / SMHW / low level disruption Pupil Premium re progress 	Surveys issued – ensure prep / reporting questions are addressed	Moving to outstanding staff training	Probation point
Best two lesson observations by T6 are 40% Outstanding; 90% Good+	Support plans T6 assessed and completed	PR system identifies staff who have moving to outstanding as a target	Support programmes written and agreed following probation point 1	Action plan from stakeholder surveys written if necessary		TP 2016-17 evaluation completed in dr
			Interim PR identifies targets for staff to move from 2 to 1	Parent face-to-face focus groups meet with JMD re progress, teaching and Prep		
			Moving to outstanding training			

- Lesson observations in 2016-17 were overwhelmingly positive. 39% were deemed outstanding, with 95% good or better overall.
- Show My Homework is now an established aspect of the College provision, however inconsistencies remain with 75% of students agreeing that prep is set regularly, and a number of KS3 students responding that prep set is not always challenging enough. While still below our benchmark of 80% good or better responses it is none-the-less a significant improvement on the 50% response from last academic year.
- New staff probation has been adjusted to ensure that new colleagues are appropriately supported in their first year at the Federation, and are clear about our expectations for staff. This has also led to changes in the induction training for new staff, to address common questions that arose during probation meetings.

Recommendations

- Refine the quality of prep to ensure that there is ample challenge for more-able students. Ensure that it is recorded consistently on Show My Homework through quality assurance, lesson observation, evidence trail and clear expectations shared through the team leaders.
- Through lesson observations and staff training in relevant subject areas, develop the way in which students in Year 7 and Year 8 receive feedback on how to improve.
- Quality assure group lists to ensure more able but underperforming students are placed appropriately. Conduct student focus groups with students in Year 7 and Year 8 who strongly disagreed that they are challenged in lessons, identify and action recommendations.
- Develop and refine the tutorial programme to ensure consistency of delivery and experience. Ensure that the content is relevant to the needs of students and develops highly effective learners who can take responsibility for their own progress. Include tutorial observations on the performance review targets for staff.
- Reduce the number of cover lessons delivered across the College, and reduce the number of these delivered by STAs. To do this, staff should suggest ways their lessons will be covered by subject specialist colleagues. Trips should be for half year groups as far as possible to allow groups to be collapsed and taught by specialists. Teachers should be deployed to cover lessons where necessary, particularly for those who are under their timetable allocation or do not have a tutor group.

Teaching and Learning Planning 2017/18

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Best 2 lesson observations by T6 are 40% outstanding, 90% good or better</p> <p>80% of students agree teachers set prep on SMHW and it is challenging enough. QA and lesson observations judges prep as good or better.</p> <p>Lesson observations for tutorial are judged 80% good or better. 80% of students agree they make good or better progress in tutorial.</p> <p>Reduce number of cover lessons. Teachers to cover where appropriate. Observations of cover lessons delivered by STAs</p>	<p>Training day reviews expectations on quality and regularity of prep</p> <p>Tls / LCO re SMHW analysis</p> <p>Teacher PR target 2 revised</p> <p>New staff observations</p> <p>T+L Group staff identified</p> <p>RAS tutorial launch on training day. Observation of tutorials guidelines complete. Weekly schedule agreed.</p>	<p>All-staff lesson observations begin. Issue internal training schedule.</p> <p>Probation Point 1 complete</p> <p>Student focus groups Y7 / Y8 strongly disagree re challenge in lessons</p> <p>T+L Group - 7/11</p> <p>Focus: Challenge on SMHW</p> <p>Tutorial observations begin as part of QA process</p> <p>Investigate accreditation for Y7 PiXL Edge</p>	<p>Run interim PR data for Tls</p> <p>JMD prep challenge EF</p> <p>LCO training: challenging prep. Staff update emailed round</p> <p>T+L Group - 9/1</p> <p>Focus: Challenge and Pace</p> <p>Launch PiXL Edge</p> <p>LCO assembly - raising aspirations</p>	<p>Probation Point 2 complete</p> <p>Interim PR</p> <p>Y10 prep focus group LCO</p> <p>T+L Group - 27/2</p> <p>Focus: TBC</p> <p>Groupings - revisit QA</p>	<p>QA week</p> <p>Core training rotation - more able, marking and feedback, using SISRA, behaviour. JMD to allocate groups based on LO feedback</p> <p>T+L Group - 24/4</p> <p>Focus: TBC</p> <p>Focus groups from T2 follow-up. EF on whether perceptions have changed</p>	<p>Probation Point 3 complete</p> <p>Lesson observations complete</p> <p>Stakeholder surveys issued</p> <p>Survey follow-up</p> <p>T+L Group - 12/6</p> <p>Focus: TBC</p>

<p>are judged as 80% good or better</p> <p>80% of students in Y7 and Y8 agree that they receive effective feedback at least twice per term and work is challenging enough.</p>	<p>Cover analysis shared in PR letters</p> <p>Cover request forms altered to suggest solutions</p> <p>QA of group lists based on ability</p> <p>More able staff briefing</p> <p>Work scrutiny - challenge</p>	<p>Focus groups 8/9 from survey re challenge. G&T Y7 focus groups. Question on prep.</p> <p>NQT / SD training - challenge in the classroom</p> <p>QA of EFs to ensure Y7 and Y8 LOs are referring to these issues</p>	<p>Tls books QA on challenge Y7 and Y8</p>			
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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Alice Beckwith

Judgement: Outstanding

Personal development at the College is outstanding. Students are highly motivated, resilient and self-assured learners. They work hard in lessons and take pride in their work. In lesson observations last academic year behaviour was judged as outstanding in 60% of lessons and good in 32% (Marshalling 2016-17).

Students were positive about the range of options available in Year 9. The figure was slightly lower than the previous year at 72.23% of students agreeing that they were satisfied with the resolution when difficulties arose when selecting options. However, 85.43% of parents did feel that the College makes sure their child is well prepared for the future (Parent Survey 2016 –17). Assemblies, guest speakers, tutors and subject teachers prepare the students for their options choices and impartial guidance is given by the Careers Advisor. Work Experience, which is completed at the end of Year 10, also allows students to understand the links between their education and future employment.

Teachers in all subjects promote students spiritual, moral, social and cultural development. The broad and balanced curriculum, along with the vast choice of Electives, trips and visits and extra-curricular activities, offers all students opportunities to reflect on moral issues and contribute positively within their College and wider community. Many parents praise the wealth of extracurricular activities available to the students and how these help to develop life skills and confidence. 84% agreed the Electives are important part of the College week that enriches their child's experiences at College (Parent Survey 2016 – 17).

There are many opportunities for students to consider and discuss a range of complex issues and contribute their ideas for the running of some aspects of the College. The student council, the student survey, interview panels and an increasing use of focus groups all give voice to the students. However only 65.85% of students agreed that the College was interested in their views (Student Survey 2016 – 17).

Behaviour at the College is outstanding. 86% of parents and 98% of staff agreed that behaviour is outstanding at the College (Student Survey 2017). Lesson observation data shows that in lessons the vast majority of students follow the Routines for Learning and are keen to succeed and contribute (Marshalling 2016 -17). Of the 158 observations, in only six was behaviour judged as less than good. In all but one case this was a one off which was not replicated in subsequent lessons. (Marshalling 2016 -17). 93.31% of students also believe they behave well and get on with their work (Student Survey 2017) However, the student survey also revealed that only 70.51% believed that there is a positive learning environment in the majority of lessons. The house system rewards exceptional progress, consistent attendance and effort and outstanding contribution towards College life. The Principal's commendations are also used to celebrate truly outstanding achievement, attitude and effort. However only 65.48% of students felt that the house system was an important part of College life and 199 students offered comments on how it could be improved (Student Survey 2016 -17).

Consistency of use by staff and across subject areas needs to be addressed in 2017-18 to fully establish the rewards aspect of the College's behaviour management strategy.

Learning walks record that the environment around the College is calm and students behave well: 'Calm ethos, respectful and pleasant' (Marshalling 2016 -17). The ethos of equal value has promoted polite, respectful and business like relationships between students, staff and visitors and this is reflected in 89.86% of students agreed or strongly agreed with the statement: I am proud to be a student at Catmose College (Student Survey 2016 -17).

The Stages Behaviour Management System has been further refined with the introduction of positive reports, external mentors, Cognitive Behaviour Therapy and greater emphasis on frequent reviewing and modification of PSPs. Recording of behaviour via Sleuth enables those students with particular needs to be given an appropriate level of support to improve their behaviour. Last academic year the stages system was used for a small minority of students, where appropriate support and sanctions were used (Behaviour Scorecard 2016 -17). (83.2% of students had no negative behaviour reports and 97.5% had five or fewer). Fixed and permanent exclusions decreased sharply from the previous year and are below the national average with only four students receiving fixed term exclusions and just one receiving a permanent exclusion (Behaviour Scorecard 2016 -17).

Welfare at the College is outstanding. The College site is maintained to a very high standard and is safe. 89.67% of students agree with the statement 'I feel safe at College'. This view was shared by parents, where almost 95.46% responded positively to a similar statement. 85.94% of parents also agreed or strongly agreed with the statement: I know who to contact to raise any concerns and 90.45% of parents believe their child is happy at the College (Student and Parent Surveys 2016-17).

Overall attendance at the College was 97.1% which is outstanding. Students not only arrive on time but regularly attend after the College day. Participation with sports teams, music and drama, prep club, trips and visits and intervention is high (intervention Tracker 2016 -17). All students in the College attended at least one trip this year with trips ranging from a local trip to Burghley House to those further afield in Venice and New York (Trip List September 2016 – 17). There are rigorous systems for following up non-attendance and the College meets weekly with the Local Authority to monitor and escalate low attendance issues (Attendance Action Log 2016 -17). Support is also provided for students facing challenging circumstances such as serious medical conditions and safeguarding concerns. Attendance for all groups of students is better than the national average (Behaviour Scorecard 2016 – 17)

Bullying at the College is extremely rare and when it does occur it is dealt with effectively by the Pastoral Team. One parent commented that the College was good at "Keeping my child safe and bullies are no problem as they get dealt with" (Parent Survey 2016 – 17). Students are taught through assemblies, the tutor programme and through on-going restorative work from the CSAs about the different types of bullying, such as name calling and cyber bullying. The College has high expectations of students and has a zero-tolerance approach to any prejudice based bullying – all details of such incidents and their ensuing actions are recorded on the prevent strand of the welfare log. None of the exclusions in 2017 were as a result of bullying or racist behaviour. 83% of students and 85.94% of parents agreed that they knew

who to contact if they have any concerns (Student and Parent Survey 2016 -17). Students have an excellent understanding of how to stay safe online and of the dangers mobile technology and social networking sites can pose. This is covered during ICT lessons, the tutorial programme and assemblies. This is underpinned with the Student Code of Conduct for ICT document in the Home College Agreement. When issues of this nature occur the College acts swiftly and informs the relevant agencies when necessary.

The College goes to great lengths to ensure that any students who are vulnerable are given the support they need. The pastoral, welfare and safeguarding logs are frequently updated by Client Services and used to monitor such students. Support is then provided by teachers, form tutors and key workers, but also through a comprehensive range of external agencies (Client Services Database 2016 –17). Further work has been done this year to tackle the national trend in increased mental health issues by training a member of Client Services to become a Mental Health First Aider. This training has been disseminated to some of the CS team with the view to rolling it out to staff next year.

Students received detailed and accurate guidance on how to keep themselves safe, fit and healthy. The sports team monitor every student's fitness through the SPARQ tests; these are completed three times a year. The restaurant provides a wide variety of healthy eating options at breakfast, break time and lunchtime. In tutorial and assemblies students learn about healthy relationships and how to stay safe from abuse and exploitation.

Evaluation of behaviour from 2016/17 Transformation Plan

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
PERSONAL DEVELOPMENT, WELFARE, & BEHAVIOUR	11 CP 11 Tutor Report	8,9,10,11 CP	7,8,10 CP 9, 11 KA	7 9 10 11 CP 8 KA QA Term	10 Core KA Non-core CP 7 KA	10 mock report
At least 80% of students agree that they behave well in lessons.	Scorecard – weaknesses identified	Scorecard modified to include progress data from Sleuth	Scorecard to govs	Scorecard to govs	Scorecard to govs	Scorecard to govs
At least 80% of cover lessons are good or better.	Develop stages system which integrates Behaviour and progress	Roll out new stages system using Y11 and 9 data	Student focus groups on behaviour - respond	Analyse LOs for behaviour	QA work set for cover lessons	Review stages system – analysing LOP for Y7 against CP data
At least 80% of cover lessons scrutinised are good or better by Term 5.	Assemblies re expectations Staff re expectations around cover work	QA work set for cover lessons fed back to staff Check applications of identified groups for scholarships	Identify RED list for 10 and 8 Initiate programme Check engagement of PP boys groups on trips/activities	Identify RED list for Y7 Initiate programme Review stages system – analysing LOP for Yrs11 and 9 against CP data	Review stages LOP for Y8, 9, 10 against CP data Revision/study Skills workshops Y7 Check engagement of PP boys groups on trips/activities	Adjust as necessary Observations of cover lessons
		QA Team transformation plans Behaviour strand Identify RED list for 11 and 9 initiate programme of intervention	Observation of cover lessons			

- Analysis from the student survey was very positive with 93% of students agreed that they behave well in lessons. This was supported as 86% of parents and 98% of staff agreed that behaviour is outstanding at the College. The Stages system was also refined to draw together behaviour and progress which helped to emphasise for those students on the stages system that active engagement in their learning was crucial in modifying their negative behaviours.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
80% of students in Year 7 & 9 believe that transitions are managed effectively. At least 50% of students opt for a MFL.	Open Evening		Revision/study skills workshops Y9 Y9 students targeted for support with options choices	Revision/study Skills workshops Y8 Options evening	Extended transition begins	Y6 Induction day
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.		Careers event Yr 11 Year 8 Employers sessions SPW career interviews Assemblies/Revision Revision/study Skills workshops Yr 11	Options Tutorial Programme Options evening Taster sessions Assemblies Data collection on Yr 11 applications post 16 SPW career interviews	Year 11 survey including questions on careers/transitions SPW career interviews		
80% of staff and students agree that progress in the new tutorial system is good or better.	Yr 11 Tutorial Programme CVs, Personal statements	QA Term 1 Tutorial programmes inc use of minute books, update	Student focus groups. Minute Book check	Review Term 2&3 Programmes and update schemes of work as a result of findings for terms 5&6.	QA of Tutorial: book scrutiny, student discussion, staff and student survey.	Review in light of QA findings

- 80% of students in Year 7 felt that their transition from primary school helped them to prepare for College. While Year 9 were positive about the range of options choices available to them, 72% agreed that issues were sorted out effectively.
- The target of 50% of students to opt for MFL subjects was exceeded with 72% selected MFL.
- The survey showed that 88% of Year 11 students felt that their work experience week was a valuable opportunity. 86% agreed that their placement gave them increased

confidence. The Careers Advisor did an excellent job with the form tutors as 97% of students felt well prepared for their placement.

- The staff survey showed that only 9% agreed that the tutorial programme enabled students to make good progress – with 90% of staff remaining neutral in their response it would suggest that further work needs to be to refine this programme next year. There wasn't enough QA data collected on tutorial lessons to provide evidence for the target 80% of tutorial lessons observed are good or better.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
At least 80% of tutorial lessons observed are good or better	Begin new programme and use of minute books	approach for rest of year as a result. LO of Tutorials	Staff feedback through Team meetings EF.			
Ensuring children are kept safe and support for their welfare is effective.	Governors Visit Scrutiny panel Staff training Up- dating of policy and procedures (Sept 2016) New Appointment sheet SLT Safer Recruitment Training Perimeter Risk Assessment review Staff Safeguarding training	Risk assessment review Organise programme utilising Mental Health first aid training	New Staff Safeguarding Training Safeguarding staff newsletter Staff identified and supported to better identify and provide support for students with mental health concerns.	Risk assessment review	New Staff Safeguarding Training Safeguarding staff newsletter Analyse impact of Mental Health first aid programme	Risk assessment review

- 89.67% of students agreed with the statement 'I feel safe at College'. This view was shared by parents, where almost 95.46% responded positively to a similar statement. 90.45% of parents believe their child is happy at the College. The Governor Scrutiny panel also found that the College provides appropriate safeguarding training and ensures that all policies and procedures are up-dated.

Recommendations

- Review the way options choices for Year 9 are blocked for next year.
- Evaluate the way house points are awarded and implement clearer guidance to staff so that the reward system is more equitably applied.
- Monitoring the use of Sleuth and follow up actions by staff. Implement a cycle of spot checks, proactive deployment of CSAs and evaluation of impact to preclude low level disruptive behaviour.
- Continue to roll out Mental Health First Aid training and keep up to date with all Safeguarding statutory guidance to maintain a culture of keeping children safe at the College.

Personal Development, Behaviour and Welfare Planning 2017/18

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>80% of students agree that there is a positive learning environment in the majority of their lessons. Students from focus group have improved perception of learning environment. QA to show that in 90% of lessons are good or better.</p> <p>Attendance is at 97% as a minimum for all groups</p> <p>House points are awarded by all members of staff (at least 190 awarded over a year) And every member to award a Principal's commendation each year. 80% of students in survey agree that the House system rewards students achievements, attendance and ...</p> <p>Ensuring children are kept safe and support for their welfare is effective - 80%</p>	<p>Student focus groups - to identify perception of behaviour</p> <p>Wk 2 assemblies to set the tone regarding expectations for behaviour/standards</p> <p>Spot checks at end of term 1</p> <p>Training on use of Sleuth, behaviour policy in Core training Wk3</p> <p>Distribute roles and tasks to CSAs to promote a proactive approach to behaviour management</p>	<p>Learning walks to monitor key areas highlighted from focus groups</p> <p>Monitor tutor actions following spot checks</p> <p>T2 analysis of Sleuth and CSA proactive intervention</p> <p>Evaluation attendance process - identify and action areas for improvement. ABW to introduce CP to process and LA</p> <p>Identify groups whose attendance is less good - CP liaise with CSA to address proactive response and monitor</p>	<p>Students focus group (Y11) redone to assess improvement in perceptions of learning environment</p> <p>Spot checks at end of term 3</p> <p>Analyse impact of LO in tutorials on use of Sleuth, HPs and clearing N Codes</p> <p>CP to monitor progress of CSA work on attendance and alter/continue as appropriate - create a scorecard</p> <p>MHFA training for tutors in core training T2</p>	<p>Analyse LO data to assess the effectiveness of student behaviour in lessons</p> <p>Monitor tutor actions following spot checks</p> <p>T4 analysis of Sleuth and CSA proactive intervention - feedback to TL or individuals where appropriate</p> <p>Core training Prevent session all staff</p> <p>Evaluate contribution to house competitions across College</p>	<p>Spot checks at end of term 5</p> <p>Student and Parent Survey to determine the quality of learning environment and student perception of HP system</p> <p>Review process for monitoring MHFA referrals and plan how this might effectively be presented to demonstrate impact</p> <p>Students focus group (Y7 - 10) redone to assess</p>	<p>Evaluate effectiveness of spot checks across year</p> <p>Analyse HP data for year - end of year celebration assemblies</p> <p>T6 analysis of Sleuth and CSA proactive intervention</p> <p>Final report on impact of MHFA work</p> <p>Final scorecard for attendance, exclusions and stages</p>

<p>of students agree that they feel safe</p>	<p>House point data analysed to determine where further work is needed</p> <p>HP reports to be set up and calendered to synchronize with Checkpoint reports.</p> <p>HP celebration assemblies and inter-house competitions are mapped across year</p> <p>Whole Federation SG training plus mop up sessions complete</p> <p>Students SG assemblies wk3</p>	<p>Monitor HPs termly</p> <p>ABW and CP to attend DSL training 11th Oct</p> <p>MS to attend Prevent training 5th Oct</p> <p>MHFA training for tutors in core training T2</p> <p>Report to governors on safeguarding systems</p> <p>Review electives risk assessments</p>	<p>Set up monitoring system for MHFA referrals</p> <p>Review effectiveness of report cards</p> <p>Safeguarding training new staff</p> <p>QA tutorial and assembly plans to ensure SG topics specified in Federation and College policies are covered</p>	<p>and share at TL meeting</p> <p>Review attendance of key groups</p> <p>Complete report on Online safety following Ofsted guidance</p>	<p>improvement in perceptions of learning environment</p> <p>Risk Assessments - updated</p>	
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LEADERSHIP AND MANAGEMENT

Judgement: Outstanding

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 Pupil Premium Review, which is conducted annually and forms the focus of a Governor's Scrutiny Panel, is an opportunity for senior leaders to evaluate the impact of the PP grant. Effective strategies are continued and those which lack impact are discarded and replaced.

- Last academic year, all senior leader and teaching staff had a performance review target which related directly to the Outcomes of Ever 6 FSM students.
- The College can present an improving picture for disadvantaged students in terms of attendance, engagement and support. The forecasted Progress 8 score of +0.13 (English +0.23, Maths +0.40 and EBacc +0.27) and 61% achieving 9-4 in English and Maths provide further indications that this group are performing well against the national picture.
- In the 2016 Pupil Premium Review middle ability Ever 6 FSM were identified as group where further improvements can be made. Sistra Analytics is predicting a P8 score of +0.21 for this group which would indicate that our interventions have been successful.

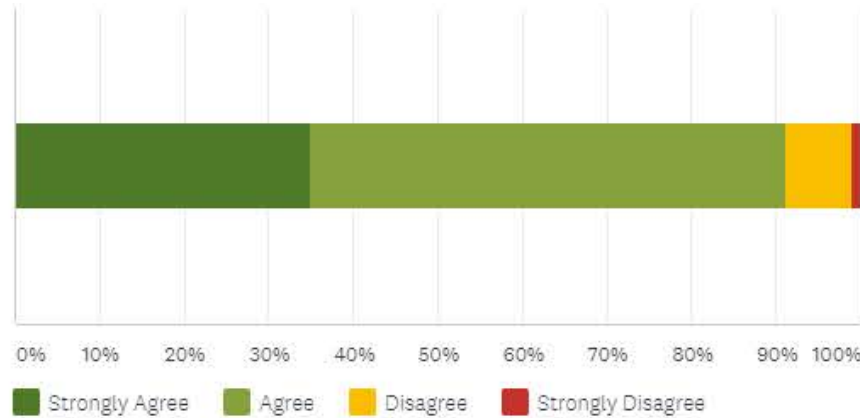
Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

- Both the Pupil Premium Review and Catch – Up Funding Review are approved annually by the governing body. They scrutinise how the funding is allocated and the impact it has on securing strong outcomes.
- Last year 58 lower ability Year 7 students benefited from additional literacy and numeracy support. Outcomes for this group of students appear to be strong with the summary average minimum grade above the average minimum target.

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.

- Each year all students, parents and staff are invited to complete a survey about the performance of the College. The results of the survey are included in the annexe at the back of this transformation plan and shared with governors. All data is triangulated and key priorities for the year ahead identified.

- 480 parents responded to the survey, which would indicate high levels of engagement. On Q7 'I would recommend Catmose College to a friend who is looking for advice on where to send their child' just over 91% agreed with the statement. A response of this nature once again reinforces the view that we are responsive and act upon the feedback of key stakeholders.



Parents also identified the following areas as a strength (comfortably exceeding our 80% benchmark of agree or strongly agree):

- Q2 & 3 options advice and the resolution of difficulties
- Q5 I know who to raise concerns with
- Q8 My child is happy at the College
- Q9 My child feels safe at the College
- Q10 My child is making good progress at the College
- Q11 My child is well taught
- Q12 Show My Homework allows me to monitor and support my child's prep
- Q13 My child receives appropriate prep for their age.
- Q14 Students are well behaved
- Q16 The College is well led and managed
- Q17 The College responds well to any concerns I raise
- Q18 I receive valuable information from the College about my child's progress
- Q19 My child is well looked after at the College
- Q20 Communication
- Q21 My child is well prepared for the future

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.

- The Executive Principal's Performance Review is carried out in September each year by representatives from the Trust. Key performance targets are set based around the Ofsted strands of Outcomes; Personal Development, Behaviour and Welfare; Teaching and Learning and Leadership and Management. This review and the targets set then inform the reviews of the senior team, team leaders and all College staff.
- For the academic year 2017/18 changes have been made to the PR system to promote the use of Sleuth, House points and Show My Homework.

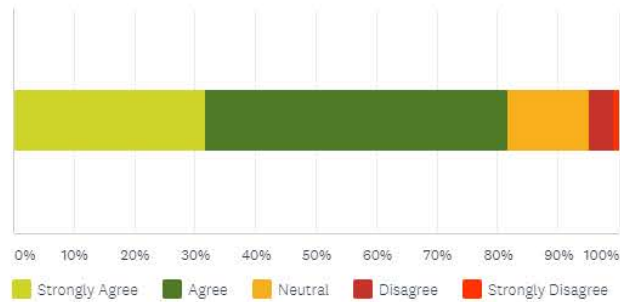
Q14

Customize

Export

This last year, I have had opportunities at work to learn and grow.

Answered: 126 Skipped: 11



- 81.75% of staff agreed (31.75% strongly agreed) that they have had opportunities to learn and grow professionally over the last 12 months. Access to high quality CPD has allowed the English and Maths teams to prepare effectively for the new GCSE curriculum. These same opportunities now need to be made available to other teams across the College in preparation for the changes.

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 the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

- Our Key Stage 3 curriculum gives students the opportunity to study English, Maths and Science, History, Geography and Religious Studies; a Modern Foreign Language, Design and Food Technology, Art, and Physical Education. This offer, along with the broad range of enrichment activities (electives, trips and visits, extra-curricular Activities) gives all students the opportunity to experience success in an area which they find interesting.
- In Year 9 students are given the opportunity to pick their GCSE options. The College works closely with parents and students to ensure the most suitable options are selected and that the A8/P8 baskets are filled. A review of the Open Basket subjects is required in order to establish if further gains can be made.
- In 2017 the English and Maths teams proved themselves to be very effective at equipping our students with the knowledge and skills required to be successful in the new 9-1 GCSEs. This same approach now needs to be rolled out across the curriculum.
- In March 2017 a paper was presented to the Governing Body which detailed the impact of students opting for two single sciences on the EBacc. The paper explained that students needed to take three single sciences (Biology, Physics, Chemistry and Computer Science) and get a 9-5 grade in at least two of them. Due to this requirement in 2019 only 15% of our students will be entered for the EBacc. The governing body made the decision that the Year 9 options gave students the freedom and flexibility to pursue their own interests and that no changes to the science options were necessary. However, with the House of Commons issuing a briefing paper on 4 September 2017 which sets out plans to reaffirm the EBacc, our science offer may need to be reviewed prior to Year 9 options 2018.

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.

- The tutorial programme (which is supported by 'Compulsory Electives'; our extensive trips and visits programme; and weekly assemblies) gives students the opportunities to learn about and demonstrate the fundamental British Values of Democracy, Rule of Law, Individual Liberty and Tolerance and Respect. In order to further improve our work in this area the College will be introducing Pixl Edge resources and will make the delivery of tutorial a Performance Review target.

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.

- As a College, we continue to tackle any type of prejudice behaviour. Our philosophy is to support students in understanding why behaviour of this nature is unacceptable. Consequently, restorative justice (apologies, face to face meetings, creation of resources) are frequently used. However, in serious cases (such as where the abuse has been persistent) the College will consider the use of all available sanctions, including the use of exclusions.

Recommendations

- A review of the KS3 and 4 curriculum to ensure that students are being prepared effectively for the challenges of the new 9-1 GCSEs.
- A review of the Open Basket in order to ascertain if further improvements can be made to our P8 score.
- To review the decision taken by Governors in March 2017 on our Science offer and the EBacc.
- To enhance our PSHE offer with the introduction of Pixl Edge.

THREE YEAR PRIORITIES – CURRICULUM

Our key aim is to offer a broad and balanced curriculum which is supported by a wide and varied enrichment programme. In light of recent government changes in education, namely the new performance measures and the introduction of the 9-1 GCSEs, the following areas need to be given consideration:

- Whether the Key Stage 3 Curriculum is effectively building upon the content covered in KS2 and preparing students for the challenges of the new GCSE. As a College we need to consider how the fundamental skills and content are being embedded from Year 7 and how different phases of learning link together.
- The Government target that “75% of pupils to be entered for the EBacc combination of GCSEs by September 2022 (taking GCSEs in 2024), with 90% of pupils studying the EBacc by 2025 (taking GCSEs in 2027)” will have implications for our Year 9 options, particularly Science. In our current Years 10 and 11, students were given the opportunity to pick two of the triple science options. This does not meet the requirements of the EBacc and consequently the percentage of students being entered for the qualification will fall over the next two years (25% in 2018 and 15% in 2019).

The College plans to grow the EBacc qualification, initially to around 30-35% in 2020 and 50% in 2022. Obviously, this will have implications for our Science and Computer Science options, with the possibility of studying Double Science explored.

To pass the science element of the EBacc, pupils need to do 1 of the following:	Comments
<ul style="list-style-type: none"> • Get an A* to C in core and additional science GCSE (in core and additional science, pupils take 2 modules in each of the 3 main sciences: biology, chemistry and physics) 	Core and Additional Science had been delivered at the College until 2017. Outcomes: In Core Science 70.4% of students were Below Track and in Additional Science 61.1%. Both had a negative impact on the Science P8 score which was: -0.59
<ul style="list-style-type: none"> • Take three single sciences at GCSE and get an A* to C in at least 2 of them (the single sciences are biology, chemistry, computer science and physics) 	We could make it a requirement that all students study three sciences at GCSE. However, we remain unsure as to how low and middle ability students will cope with the demands of the courses.
<ul style="list-style-type: none"> • Get A* to C in GCSE science double award (in science double award, pupils take two GCSE exams that cover the three main sciences: biology, chemistry and physics) 	The benefits of offering the Double Science qualification need to be explored.

- A review of the Open Basket needs to be conducted in order to ascertain how our P8 Score of -0.07 will be improved.

Improvement Plan 2017/18

2017/18	2018/19	2019/20
<p>All subjects reporting 9 - 1 grades.</p> <p>Review of the KS4 Curriculum to ensure SOW and Assessments link to the subject specifications.</p> <p>Investigate the introduction of GCSE courses at the end of Year 9 to give more time for the additional skills and content.</p> <p>Review of the Open Basket courses with clear recommendations made.</p> <p>Subjects reviews for BTEC Children's Play, Food Technology, Graphics, Photography and Geography.</p> <p>Year 9 Options – Ebacc at 30 –35%</p> <p>Year 9 Science options need to be reviewed and consideration given to the Double Science qualification.</p> <p>2018/ 19 Timetable published at the start of Term 6 and groupings check for ability and gender balance.</p> <p>Quality Assure Reporting Cycle following the changes made in 2017 (1 Checkpoint removed).</p>	<p>Review of the KS3 Curriculum to ensure that the essential GCSE skills and/or content are being embedded from Year 7.</p> <p>Subject reviews required where RI or I judgements have been reached.</p> <p>Year 9 Options – Ebacc at 40 – 45%</p> <p>Year 9 Options reviewed</p> <p>Review of groupings across the curriculum and year groups.</p> <p>Make any amendments to reporting cycle follow stakeholder feedback.</p>	<p>KS3 SOW completed and Quality Assured</p> <p>Review Performance in the Open Basket following changes made in 2017/18</p> <p>Year 9 Options – Ebacc at 50%</p>