



# TRANSFORMATION PLAN

'Equal Value, Outstanding Progress'

Year 2: 2018/2019

2017 – 2020



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## PRINCIPAL'S INTRODUCTION

We experienced another year in which the College continued to grow in so many ways, however amongst many changes one aspect remains true, that at the heart of everything are our students. All who work at Catmose stand by the strong belief that every lesson, trip and experience should be good enough for our own children, and that so many of us choose the College for their child's education is testament to the quality of our provision.



In a year of change at GCSE, with more academic courses and the new 1-9 grades Catmose students achieved the highest set of outcomes we have ever seen. This did not happen by chance but as a result of careful planning by our subject leaders and superb delivery by each and every one of our teachers. The progress our students make whilst with us is likely to place us in the top 10 to 15% of all schools nationally. This is particularly impressive when you



consider that we have refused to game the progress 8 system of the 'open' basket and instead continue to offer a very broad curriculum that includes music, the arts, drama and philosophy and ethics amongst other academic courses. This means that every Catmose student is very well placed to progress to A levels, or to an FE course, or into the world of work as an apprentice.

Our extra-curricular provision also improved last year with more trips, electives and experiences than ever before – too many to list here with over 200 now on offer. My own highlight was joining the photography teachers on a winter tour of Iceland with our GCSE students. We braved winter snow storms, driving rain and freezing temperatures to capture some majestic landscapes that will support student portfolios.

Our DofE also continues to grow, with the Federation being the largest state provider in the area for this challenging, but rewarding course. It is heartening to speak with students who, following an expedition might have a slight limp after





walking 40 km but are still determined to progress to the next level of the reward; such was the sense of reward they have from completing the challenge. We have a small team of staff and volunteers who give up endless hours in the evening and at weekends to make this possible but there is no doubt in my mind that our students are better leaders, team players,



who have made a meaningful contribution to their community, as a result of their involvement.

Madagascar was a colourful highlight of the Performing Arts calendar last year with makeup, music and choreography that gave everyone a spring in their step. The Christmas concert brought us together with the Oakham community to celebrate the festive season. The Year 7s performed Aladdin with great enthusiasm, with many of them already looking to audition for this year's Sister Act production. In November our remembrance took on additional poignancy by the playing of the Last Post as the whole College stood in silence.

The student council continues to shape our approach to everything we do, from reducing our use of plastic to transforming Sports day so that every student was involved in Sports day, including our most IT literate students who updated the Hellerup screens, as each event was completed. The Sports team also sustained a four-year winning run by beating the other five schools in the area in the Varsity competition.



Everything we do at the College is aimed at developing students who are strong characters with the self-belief and resilience to thrive in the modern world. It was only fitting therefore, that a highlight of the year for many of us was a week celebrating positive mental health with a range of activities including Zumba, Bhangra dancing, mindful colouring and the talent show which brought us all together as a community.

A handwritten signature in green ink that reads "Stuart Williams". The signature is written in a cursive, flowing style.

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's 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 2018 with GCSE results, which are expected to be significantly above average. The percentage of students achieving 9-4 in English and Maths was 79%, which is in-line with last year's (80%). On the 9 – 5 measure the figure was 58.6% and on 9 – 7 it was 16.1%, both an improvement on last year.
- The College's predicted Progress 8 score of +0.42 is a sound indication that students make outstanding progress. This is particularly true in English (+0.54), Maths (+0.4), Languages (+0.17) and the EBacc (+0.56) where students are performing well when compared to the national picture. Overall, this is our most successful year under the progress 8 performance measure.
- Our most-able students continue to make outstanding progress, as the P8 score of +0.48 indicates, which is an improvement on last year's +0.34 indicates.
- Pupil premium students achieved a progress 8 estimate of -0.1 which is broadly similar to students of the same academic ability nationally. In that respect there is little difference in the performance of a Catmose Pupil Premium child and all students nationally, however it is still our aim to continue to improve the progress these groups of students make and it will continue to feature in all that we do.
- 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.
- A number of subjects achieved results that indicate students made outstanding progress from their starting points and compared to similar students nationally, these include: computer science (+1.1), English (0.5), English literature (+0.6), geography (+0.9), history (+1.7), mathematics (+0.4), French (+0.5), music (+0.8), philosophy and ethics (+1.2). The number indicates by how much of a fraction of a grade a Catmose student achieved compared with a similar ability student nationally.
- The following subjects: Art and Design (-0.5) and Drama (-0.7) underperformed. This will need to be addressed via the Team Transformation Plan strands. The change to a more academic curriculum has particularly impacted these subjects so changes to curriculum will be considered alongside changes to Intervention.
- Progress throughout each year and across the curriculum is strong (see outcomes Score Card 2017/18). 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 for 2018 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.

## Teaching

Teaching and learning continues to be a strength across all subjects and year groups. In 2017-18, 96% of lessons observed were judged to be good and around 38% outstanding. This has led to strong student outcomes and progress across the curriculum. The NQTs were particularly strong this year, all achieving good or better in their observations by term 3.

The quality and consistent setting of Prep has improved greatly so that students are able to take ownership of their learning and make rapid progress. Strategic work on the deployment of staff has resulted in the number of cover lessons dropping by 63%. This has also led to a 74% drop in the number of lessons being covered by unqualified teachers. As a result there has been very little disruption to learning and greater consistency for students.

Our foci this year:

There is still some work to be done to ensure that less able students can access Prep and that staff differentiate as they would do in lessons. The tutorial programme will continue to be monitored to ensure consistency of approach and relevance of PHSE topics so that it is a meaningful programme of learning. A scrutiny of Drama, Art and Design and MFL will be carried out to identify and resolve the issues that led to weaker results in those areas this year. To continue to develop the expertise of the staff, the CPD offer this year will provide opportunities for them to select packages of CPD that are both career stage appropriate but also sequenced allowing a greater depth of development in key whole school areas. In order to prepare the students' for the rigour of the strengthened examinations, there will also be a focus on literacy across the College looking specifically at vocabulary acquisition in Year 7 and 8.

## Behaviour and Welfare

Around the College students' behaviour is impeccable. They are extremely polite and courteous towards each other, staff and visitors. The same can be said for lessons where students actively contribute towards the positive learning environment. This conclusion is supported by the lesson observations conducted in 2017/18, where in 88% of lessons behaviour was graded as good or better and in 43% of lessons behaviour was graded outstanding (marshalling 2017/18).

There are very few serious incidents of poor behaviour and, as a result, the proportion of students excluded is well below the national average.

We have seen a significant step forward in our work to support positive mental health through the training of mental health first aiders, our very successful week of positive activity including dancing, singing, mindful drawing and our talent show. These activities complement very well our existing programme of sport, music, drama and DofE, which all provide ways to improve mental health.

The safeguarding of children is central to all that we do, we take a robust stance with external bodies in order to ensure that our students gain the support they need to overcome difficult experiences.

### Leadership and Management

The focus this year will be to look again at the balance of our curriculum, particularly for those students who, based on this year's analysis will find a wholly academic curriculum challenging. We will consider a range of alternative curriculum choices, which will offer appropriate challenge whilst playing more to the strengths of students who have practical skills.

We carried out a review of extra-curricular provision at the College at the end of last academic year and we will build on the findings of this work to further strengthen our provision in music, drama and sport. In particular to improve engagement from pupil premium students and to ensure any gender bias is addressed.

Gender bias will also be a wider issue for all schools in the Federation, with a focus to ensure that we address any issues that affect students or staff as a result of their sex.

## TEAM EVALUATIONS

### Art, Design and Technology

#### Arts community - Poppy project

People of all generations came together to create over 8,500 ceramic poppies to date. More than 65 sessions were held at primary, secondary, nursery schools, therapeutic and autism centres, residential homes, a hospice, hospital and at VAR for the local Parkinson's support group. In addition, many local villages organised their own sessions in community centres and village halls; WI, ATC, Guides and Scouts. Local businesses allocated time so employees could make poppies in the work place. Oakham Castle, libraries and the fire station all hosted events. Funding for the project was raised from businesses, trusts, private donations and a non-uniform day. Students and staff from Catmose played an integral part in this process, from volunteering after school, taking part in the Wednesday Elective and getting involved in the design process during lessons. The official opening of the display is in October at Oakham Castle.

#### Residential trips

GCSE Photography students visited Iceland this February to document the 'winters' landscape, visiting glaciers, a



National Park, waterfalls and stunning tourist hot spots - including geysers. In May, Year 10 Art and Design students visited Venice for three days experiencing the famous and iconic St Mark's square, St Mark's basilica,

Doge's Palace and the Bell Tower viewing Classical and Renaissance art and architecture from the Greats. Both trips were a truly, lovely educational and productive experience which will leave students and staff with memories which will last forever. Other day trips included; Year 7 sculpture day at Burghley House, Year 10 and Year 11 V&A, Year 10 Cambridge – Botanical Gardens, Year 9 and Year 10 Earth and Fire Ceramics Fair, Year 9 Rutland Open Studios and Year 8 Oakham Galleries.

During June, the Royal Academy of Arts, London delivered a portrait workshop day to Year 9 and Year 10. Students learnt new techniques and explored their own artistic styles, working in a variety of different media including charcoal, chalk and pastels. Students made excellent progress throughout the day and thoroughly enjoyed the session. In addition, Year 9 Arts Award experienced an artist workshop by Abi Jackson and finally, Year 10 Gold Scholars took part in a highly successful Jane French oil painting workshop.

## Design Technology

RS Components visited in November with 'Titan'. Titan is the largest touring exhibition space of its kind in Europe and it gave students from Year 7 to Year 11 hands-on experiences



covering engineering and technology as diverse as virtual reality to sustainable energy and safety. In Food, Preparation and Nutrition a local baker worked with students on a baking masterclass. Students created a range of baked products, learning a wide range of new skills. In the Future Chef competition two students represented Catmose at Loughborough College. Both students did an outstanding job with one receiving a runners up prize. As the year drew to a close, we celebrated in the food department a 'World Cup' themed competition. An ex-royal chef judged the competition.

### Art and Design Competitions

GCSE Graphics students entered the Victoria and Albert competition set by Amnesty International UK;

'Refugees Welcome'. The V&A selected one of our students to receive Highly Commended. Art Year 8 and Year 7 students had other numerous wins including; The Rutland Chocolate Bar and The Rotary Club regional final. Numerous in-house competitions were run during the year including photograph for 'Best Friends' and 'Adventure'.

### Catmose Primary Art

Students showed maturity and sensitivity in discussing artworks, The Wave and Weeping Willow, alongside exploring Aboriginal artwork by creating their own dot paintings. They learnt about the self-portraits of Mexican painter Frida Kahlo, with the theme of self and cultural identity and producing a personal self-portrait painting. In the Victorian steam punk project, students created a variety of steam punk accessories such as, top hats and masks using cardboard and found materials. Willow class also created a class textiles artwork to be exhibited as part of the Rutland Poppy project.



### Staff progression

RLA has taken up post in developing Year 6 transition for children from primary to secondary across the RTA. LCR, achieved a pass for her School Direct placement and was appointed as Teacher for Design Technology. HM became an AP and will continue to lead the Electives programme.



## English

Early on, our range of educational excursions began with Mrs McAvoy and Mrs Stapleton's Year 11 class, who benefitted from a Nottingham production of 'Pride and Prejudice' in support of the exam text. They similarly enjoyed time with the director to discuss the text. Mrs Barrett's Year 8s were lucky enough to secure a London-based Q and A session with two cast members, the director and the producer of 'The Woman in Black'. The 53 students gained insights into the balance of horror over the gothic, setting and staging to support their Gothic unit of study.

The now-staple visit to the John Clare house, organised by Mr Bartlett, took 100 Year 7s to Peterborough in October, to experience the natural beauty that inspired the poet. Following this, a number of students took part in our House poetry competition, one of them was awarded a runner-up.

A further fixture of the year was the three-part exploration of Shakespeare's Richard III via The Battle of Bosworth Centre, Leicester's Richard III Visitor Centre and Leicester Cathedral. 134 Year 8s learned about the archaeological process of his discovery, removal and the story to be read in the bones, to help us with the perennial question: hero or villain?



In January, Mrs Green arranged for a combined Year 10 and 11 viewing of 'A Christmas Carol', as a boost to their KS4 set text. The 46 students found this timed aptly both for atmosphere and revision.

Our main KS3 House competition centred around the Rotary Club's request for poems to celebrate the marriage of Meghan Markle and Prince Harry. A Catmose clean sweep resulted. Holly Perril, in Year 10 so impressed judges with 'A Near-Forgotten Fairytale', that fulsome comparisons were made to poet laureate Carol Ann Duffy. An appearance on Rutland Radio further celebrated the achievement. Congratulations were also due to Ethan Rawden and Will McCabe for the runner-up positions, and Erin Burditt, Rhea Manning, Lianne Jansen and Jessica Newby for commended.

Our congratulations to staff include a welcome back to Mrs Collins in March, after the birth of her daughter. We are pleased to welcome a familiar face, Mrs Barrett, into the English team and a new member of staff, Mrs Hood. This year we are glad to have Miss Barker on the Schools Direct programme training with the team. We said farewell this year to Miss Cooper, after a very successful year with us, who is moving on to an Assistant Team Leader position in Nottingham.

## Humanities

The priority for the Humanities team this year was the preparation of content and the delivery of the new GCSE 1-9 courses which were being examined for the first time. This was a challenging task owing to the greater breadth and depth of the specifications and the nature of the exam questions. However, we were extremely delighted with the outstanding results attained by students in Geography, History and Religious Studies.

In addition to this, Humanities team members were involved in organising, leading and supervising students on a wide range of educational visits. Year 11 geography students visited Leicester in September to carry out urban fieldwork, which supported their study of the human geography section of the course. The students examined the differences in the quality of the environment in a sample of locations across the city and evaluated the impact of



redevelopment in the centre. Year 10 students travelled to the Norfolk coast to observe and record the geomorphic processes and landforms influenced by the sea. The whole of Year 8 travelled to Hunstanton in June to carry out fieldwork; learning both about the coast as well as the growth and development of the town itself.

Approximately 40 Year 11 history students visited the Old Operating Theatre in London to support their studies of surgical procedures in the nineteenth century as

part of the GCSE course covering medicine. The students were given a talk on the living conditions in England at the time. 42 students in Year 9 travelled to the World War One battlefields in Belgium and visited the memorials of the Menin Gate and Tyne Cot. This trip supported their studies of the war and helped them to appreciate the sacrifice of those lost in battle. 120 Year 7 students visited Oakham Castle for a re-enactment of the Battle of Hastings as well as to learn about life in Norman England.

In addition, one of our historians, Simon Parker, participated in the student expedition to Sumatra where he and the rest of the group experienced first-hand the heat and humidity as well as the spiders and leeches of the rainforests in search of the elusive orang-utan.

The Humanities team also supported the professional development of two PGCE students, Jonathan Macqueen and Sarah Mercer, from the University of Leicester. Jonathan and Sarah successfully completed their PGCE and have taken up employment as teachers of Geography in Leicester.



## Modern Foreign Languages

In October, 12 of our Year 9 and 10 German students went to Germany as part of our exchange programme with Bönningheim in the south of Germany. Students enjoyed a week staying with their penfriends sampling German life and improving their language skills. During their time they visited the castle in Heidelberg, the palace in Ludwigsberg and also enjoyed exploring the shops in both cities. They took part in a German cookery class where they cooked traditional German cuisine. Catmose then hosted 25 German students in June. Whilst here, they visited Cadbury World, enjoyed shopping in Leicester, and also visited Warwick Castle. The exchange's success speaks for itself as two of the students will return to stay with



their English hosts this year on a personally organised visit.

Our partner school in Spain, SEK Alboran International School visited Catmose College in March and 24 of our students hosted their penfriends. This was an extremely successful visit and the Spanish students even

got to experience an unusually snowy England. Visits to Stratford-upon-Avon, Leicester and Nottingham Caves and Galleries of Justice 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. They enjoyed a visit to Granada and also to Mini Hollywood, where 'The Good, the Bad and the Ugly' was filmed. Here they also visited a zoo and a pool, which was very welcome in the desert temperatures.

A PGCE student, Dr Steph Bostock spent time at Catmose on her first placement for three months, proving to be an asset to the team. We also welcomed Adam Burbidge and Lydia Aldred, School Direct students for short placements. Deborah Gonzalez came for another short period, this time observing with a view to starting her PGCE. We will be delighted to welcome her back in January for a placement with us.

Our MFL scholars led a crepe making session with their peers, following instructions in French. They also taught part of a Year 7 lesson, delivering both grammar and vocabulary to a captive audience. This proved invaluable in them understanding the language in more detail.



## Maths

The Maths team have again provided a variety of intervention throughout the year. This included Breakfast Club, Elective Intervention, After-School Intervention as well as a variety of holiday sessions. These Intervention sessions provided valuable opportunities for students to develop and refine skills which prepared them for their exams within the summer term. This year the team has supported a PGCE trainee, who successfully completed his placement with us. We were delighted to welcome Mrs Burns back to the team and she completed a variety of Intervention to support students both in KS3 and KS4. We look forward to continuing to work with her in the next academic year. We also welcomed a Mathematics specialist Ms Gorinova to provide TA support to students. She has been a great addition to the support we are able to offer within the team.

Mr Ward and Mr Peveritt provided an extended and successful mathematics academic scholarship programme throughout the year and this will be something that continues, providing students the opportunity to develop high level mathematical skills and encouraging the study of mathematics at A Level. Mr Peveritt also ran a Bridge club as an Elective which was taken up so enthusiastically by its new players that they entered and won a local Bridge competition.

Primary mathematics links have continued to develop once again, supporting the Langham Primary Mathematics competition and this year also supporting the challenge day. Ten Year 10 students were chosen to support the competition and engage in supporting primary students with developing their problem solving skills. The students were a credit to the College and had a fantastic day. We also welcomed Oakham C of E primary school for some further transition lessons, which were enjoyed by all.

In the summer term, Year 7 students had the opportunity to attend our trip to Bletchley Park which focussed on problem solving and code breaking. Students engaged with the experience and enjoyed taking on the various mathematical challenges they were given. Competitions and challenges were developed within the year and the team were amazed by the entries to the mathematical image competition. Students were extremely creative and provided us with a tough choice. We also targeted our most able mathematicians to take on the challenge of the Junior Mathematics competition and as always, the students were a credit to the College.

2018/19 will continue to provide exciting opportunities for Mathematics students as we strive to develop their enjoyment and progress within the subject. We are looking forward to welcoming Mr Bell and Mrs Nicholls to the team.





## Performing Arts

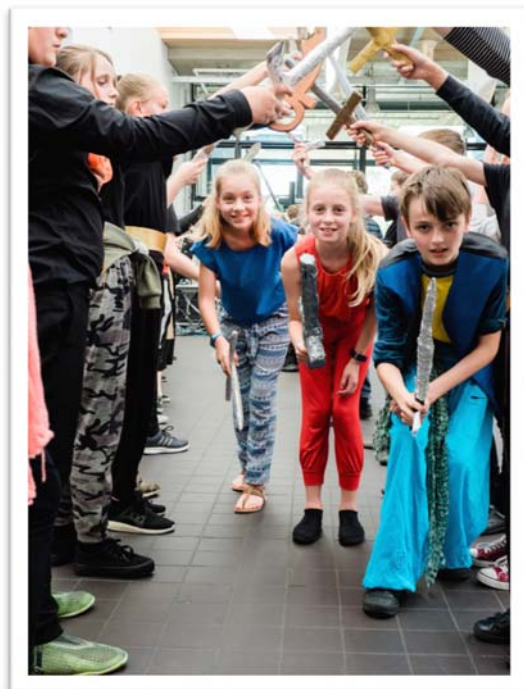
The Performing Arts team have had another successful and full year, giving many opportunities to the students to get involved in performance. At the start of the academic year, Year 9 took part in a World War One Commemoration Service at All Saint's Church, Oakham with other students from Casterton College and Uppingham Community College.

In November, a group of Year 10 and 11 GCSE Drama students travelled to London for the weekend to watch two West End shows, take part in a workshop, and go on a backstage tour of Old Drury Lane Theatre. Shakespeare School's Festival enables young people to perform in a professional theatre. Thirty-five of our students in Years 8 - 10 performed 'A Midsummer Night's Dream' at the Curve Theatre in Leicester. These students also took part in a workshop led by the organisation.

The annual Christmas concert was held at All Saints Church and involved 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, and for the first time Harington School.



In January, over 180 Year 7 students went on a trip to see a performance of Aladdin at the Prince Edward Theatre in London, and took part in a workshop with actors from the show at Pineapple Dance Studios.



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 primary school children, parents and family members on the Hellerup staircase in July.

Our Music Scholarship programme has continued to grow this year and now supports a larger number of students than ever before at Catmose and Harington. A group travelled to London to see The Lion King, where the students were able to take part in a workshop before the show to develop their understanding of the musical elements used in the performance. Another highlight for the Music Scholars was a visit to the University of Lincoln to take part in a music taster day where students attended sample lectures and

performance classes. Our Music and Drama students led performance workshops at Catmose Primary with Year 6 to help with their transition to the College. Drama Scholars were also able to develop their understanding of the subject by attending performances at Tolethorpe.

In March, the College staged a production of Madagascar, which showcased the musical and dramatic talents of students in Years 8 - 10. The show received high praise from students, staff, and audience members. All those involved had a fantastic time working on the show. The student tech team worked hard and showed dedication to the production. Our own students also devised a large amount of the choreography in the show, and we look forward to them helping with our next production – ‘Sister Act the Musical’.



One of our aims was to develop opportunities for students to compete and perform against other young people. Music and Drama both competed at the 100<sup>th</sup> Anniversary of the Oundle Festival of Music and

Drama. We had many successes in all categories, including a number of trophies and medals. Our music students were also highly commended in the Music for Youth national competition.

In July, the Performing Arts team took a group of students to Amsterdam, where they were able to perform in a variety of venues as well as visiting various sites across the city.

In May, 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 and duologues and was judged by Paul Shelley, a theatre and television actor. 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 students have continued to excel in Trinity and ABRSM music exams, achieving a higher number of merit and distinction results. In addition to this, LAMDA lessons have started this year led by Paula Matthews, and a number of students have already received a fantastic set of examination results. An evening was held to showcase this talent and allow students to perform their exam pieces to an audience of friends and family.

## Science

This year the Science team have continued to develop and nurture enthusiasm for science with a whole host of strategies and extra-curricular opportunities. A programme to support higher-



ability underachieving boys in Years 10 and 11 through a series of mastery tasks, tackled in teams, was well received. The boys' liked the competitive element that was linked to a legion system and the winners enjoyed an evening of Laser Quest, battling against members of the Science team. In addition, we developed the leadership capabilities of our Science Ambassadors by supporting them in mentoring small groups of Year 7 students, with a focus on working on scientifically and mathematical

skills. The latter part of the year saw the commencement of STEM club, where students worked on self-designed research projects which will continue with the aim to enter the junior category of the Big Bang Competition next year.

Science week continues to be an exciting time of year, with the Science team running a series of activities to enthuse and excite students. 'The Big Science Show' wowed students with a series of exhilarating demonstrations, and was accompanied by a Global Goals Science-themed assembly and Science summer quiz. Lessons saw Year 7 designing a roller-coaster, Year 9 looking at exploration and discovery and Year 8 completing the successful Bronze CREST award. The regular events of the 'Robot Revolution' and 'Energy Quest' workshops gave Year 8 and 9 students access to challenges, such as programming a robot to follow a route. A Science week competition based on the exploration and discovery led to a number of fantastic entries being received.

No science week is complete without outings, with Thinktank, Twycross Zoo and Woolsthorpe Manor being enjoyed this year. The visit to Sir Isaac Newton's home was particularly interesting as students were able to contextualise Newton's contributions to science, and experiment with some of the key laws of physics.

Ben Dickens led a successful bid for Future Physics Leaders Lead School, which aims to develop Physics teaching at the College and in the local area. As part of this role and promotion to Assistant Team Leader of Science, Ben will be leading on the Physics curriculum, hosting CPD sessions and networking events, and supporting partner schools. Furthermore, the team intends to use the work of the Institute of Physics (IoP) on gender balance, with the aim of increasing the proportion of females that study Physics post-16.



In addition to Ben's accomplishment, our School Direct student Samantha Thwaites, attained her QTS – we congratulate them both on these achievements. The Science team continue to contribute to wider College life, with key roles in Duke of Edinburgh, Ben accompanying students on the Venture Force expedition, Sarah for leading the Spanish Ski trip, and our continuing role in Electives.



## 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 everyone gets very excited about on a Wednesday morning, in preparation for the afternoon sessions.

Students accessed an increased number of mainstream trips to develop inclusion links. The trips included the Work House, Natural History Museum, Aladdin, Cambridge Art trip and a residential tour of the battlefield at Ypres. The department also ran a very successful whole department trip to Hunstanton which focused on developing social skills, independence, money handling and geographical field work. The trip allowed some students to visit a seaside town and coastal area for the first time.

DSP Year 8 and 9 students competed in the County Disability Athletics event at Saffron Lane and two students were selected to represent the county at the regional competition. Students from the DSP also represented the College at the School Games



in the Boccia competition. All students are also encouraged to join the many extra-curricular activities on offer including the Tech, Anime, Drama, Cricket and Pottery clubs all of which have been a positive experience for the students. Several students have also enjoyed individual music lessons and we now have budding drummers, cellists and pianists within the department.

A bespoke curriculum for SEN/DSP Year 10 and 11 students was offered which included Construction at New Stamford College. This has proven to be a very popular option, with students developing their skill set, confidence and a vocational qualification. This has led to a number of Year 11 students gaining places at New Stamford College to continue their education. All Year 11 students have achieved the required qualifications to allow them to access their chosen post-16 courses at either Melton Brooksby College or New Stamford College. The continuation of Prep club five nights a week has proven very popular with all SEN students and is an integral feature of our SEN provision as it enables and encourages consolidation of learning.

Transition continues to be a strength. Four additional transition visits took place for Year 6 students coming into Year 7. The additional transition sessions supported students who were identified by the primary schools as needing further support in their transition from primary to secondary school.

Work experience was a great success this year, with all DSP students securing placements including the Co-op, Rutland County Council, Pet Walking Service and the Regal Cinema in Melton. A notable achievement was the development in confidence, independence and self-esteem of Harry Dixon who completed his work experience at the Co-op.



## Sport

2018 has been a very successful year for the Sports team, which culminated in the College winning the Varsity cup for the fifth year in a row.

The College has continued to increase the number of level 3 Team Leicestershire events it enters. Notably, the Year 11 girls' basketball reached the semi-final and the Year 11 boys' basketball reached the final at the Leicester Riders arena.

At national level, the College has continued to enter in the English Schools cross country competition and athletics. The junior boys, inter boys and inter girls teams qualified for the regional round, which has been our most successful year so far.



In addition, the College has supported entries into the NSEA horse riding events. These fixtures, outside the Melton and Rutland Varsity have seen the College compete in an additional 25 fixtures.

We were also able to retain the Varsity Athletics Cup. Following this success, several students represented

the Rutland County team and of particular note was Year 9 Sam Lowings who became county champion in the High Jump and qualified for the English Schools final coming 6th. At the annual Rutland Sports Awards evening Catmose submitted nominations for all categories and were successful in the following:

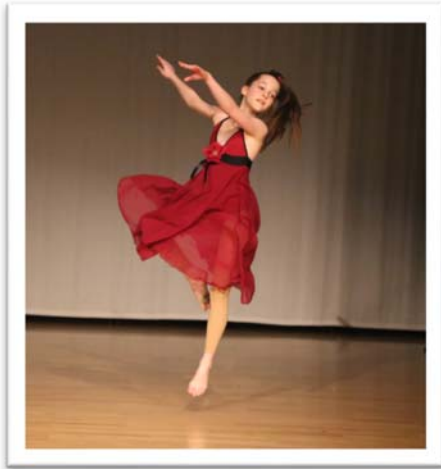
KS 3 Sporting Achievement: Courtney Warner  
KS 4 Boys Talent: Marcus Francis  
KS 4 Commitment: Mylo Robey, Oli Lamb

KS 3 Girls Talent: Louise Kelly  
KS 4 Girls talent: Georgia Gilbert

The Sports scholarship scheme saw over 130 students awarded sports scholarships. Highlights included a trip to Loughborough University as part of their inspiring minds programme. The Sky Sports Living for Sport Mentor was GB Paralympic footballer Allister Patrick Helleston who visited the College twice. All scholars had the opportunity to work with two further team GB athletes, hammer thrower Mark Dry and sprinter Leon Baptist. Mac-Nutrition visited the College for a second time working with the gold scholars to help them develop individual nutrition programmes.



The Sports team have also helped to develop and support the first Harington School sports fixtures. Both netball and football teams competed in a range of friendly matches against local state and private sector schools. It is expected that number will increase and there will be further development in this area.



Lisa Reid successfully completed her NQT year, adding hugely to the provision of girls sport. Sadly this year we said goodbye to our long serving team member, Debbie Powell. Her contribution to the Sports team, College and wider community will leave a lasting legacy. Debbie led her final dance show in which great individual and team talent was displayed.



We would like to take this opportunity to thank the students for their dedication and hard work that has led to another successful year and culminated in a magnificent whole College Sports day on one of the hottest days of the summer. The students were hugely enthusiastic, despite the searing heat and fought hard to win points for their House with particularly impressive scenes of team effort in the final tug of war matches.



#### Winning teams 2017-18

- Year 9 boys' badminton
- Year 11 boys' basketball
- Year 7 girls' basketball
- Year 9 boys' football
- Year 8/9 girls' football
- Year 10 girls' handball
- Year 11 girls' handball
- Year 11 boys' handball
- KS4 boys' volleyball
- The Athletics cup
- Year 11 mixed indoor rowing
- Year 7, 10 and 11 netball
- KS3 boys' softball and trampoline
- KS4 girls' table tennis, volleyball
- KS4 girls football, basketball and dodgeball
- Year 7 girls' and boys' sports hall athletics
- Year 8 boys' tennis and sports hall athletics

## Academic Scholars and Youth Speaks



At the beginning of the year, we entered five teams into the Youth Speaks heats. Four of which made it through to the competition in Bourne. We had a wide range of topics, from 'Disney's and footballers' Influence on Society' to 'Men's Role in Feminism'. The Year 7 and Year 9 teams came first and second in the intermediate round, and in the senior round, the Year 10 team came first. Two teams got through to the regional final of the competition: one Year 7 intermediate team, Tom McEnery, Cecilly Parsons and Daniel Williams; and one Year 10 senior team. Both teams did exceptionally well with the Year 7

team making it to the National Final in Exmouth. In Exmouth, speaking about 'Children's Mental Health', our team had great success coming third in the country with Tom McEnery winning the prize for Best Speaker.

In January, we hosted the first round of the English Speaking Union. Thomas Randle spoke passionately about a scientific topic. Harry Sabberton worked well to introduce and summarise another speaker's speech, whilst Alice Burton's job was to probe deeper into the topic by using a range of questioning styles. The team competed against two teams and it was a great success to make it through to the next round. We were proud of Harry Sabberton who showed great competence in winning Best Chairperson.

This year the number of applicants to become an Academic Scholar increased again to 82 with 62 students being accepted. Silver and gold academic scholars took part in a public speaking workshop after which three students were asked to take part in the English Speaking Union competition. All Year 10 academic scholars took part in a mock trial run by local magistrates; during this workshop, students watched a trial take place, listening to the witnesses and any other evidence to then determine as a group the verdict. The students were commended by the magistrates for being highly intelligent and actively engaged.

Further to the workshops, students were invited to visit St. Catharine's College at Cambridge University to discuss the research projects from earlier in the year. All academic scholars were invited to take an official Mensa test to receive their IQ and potentially an invitation to join Mensa. 11 of our students were in the top 2% of the population and therefore were invited to join the high IQ society.





## OUTCOMES

Jude Macdonald

### Judgement: Outstanding

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

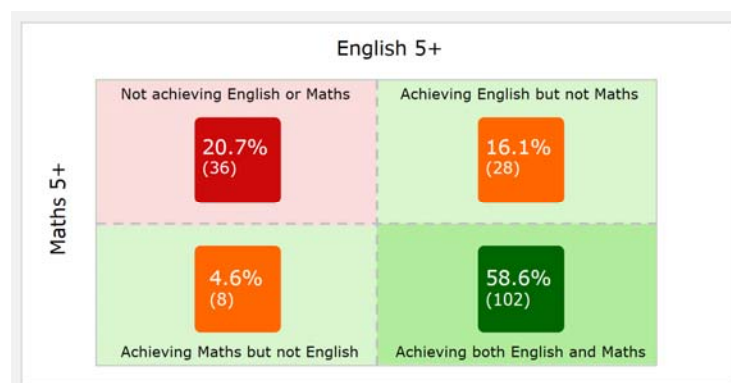
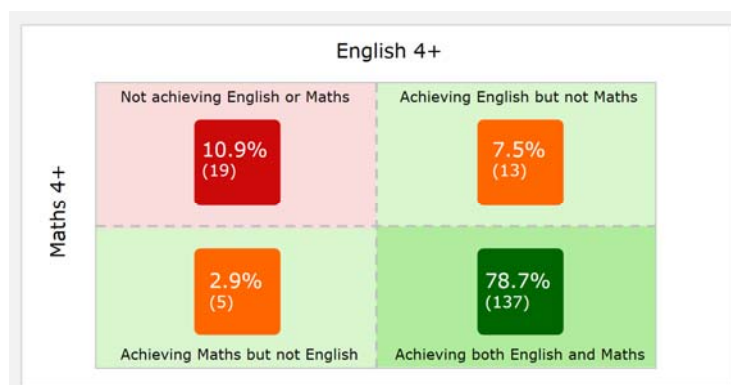
With curriculum changes in foundation subjects and the move to the 1–9 grading system, the College was anticipating a more turbulent year. However, performance has remained outstanding.

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 and the role of the new Data Manager 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 sustain the outcomes of the previous years' 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 just under 79% in comparison to 80% in 2017-18.





Under the new 'Strong' pass of a grade 5 we achieved 58.6% in comparison to 57% last year.

This year 24.7% of the cohort were entered for the EBacc with 19% achieving a standard pass and 15.6% achieving a strong pass. This is a fall on last year, however it was expected due to the curriculum changes in Science, to single subjects.

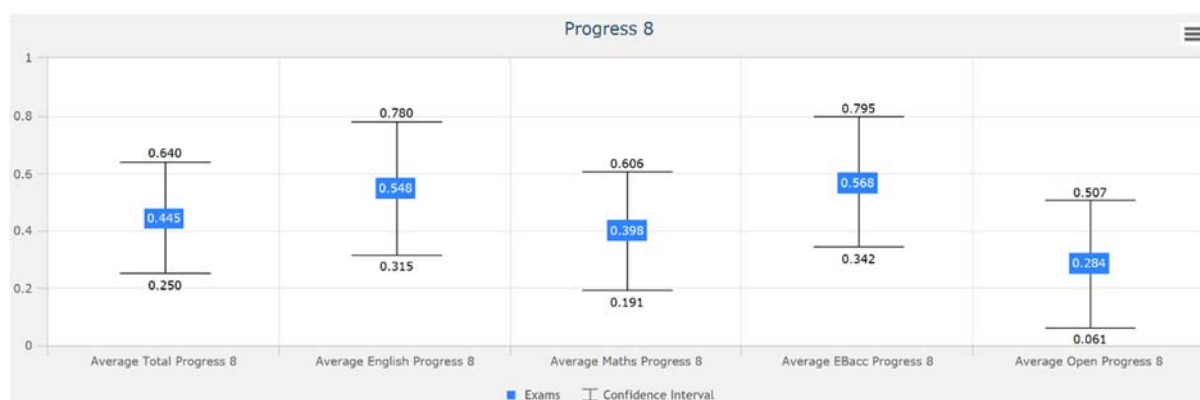
Attainment 8 at 53 pts is the same score as 2017-18 and indicates that internal tracking systems remain appropriate.

### Progress 8, Attainment 8

SISRA Analytics is currently predicting a P8 of +0.42, which would be significantly above national average and outstanding. For comparison last year's P8 Score was +0.27.

The English and Mathematics results have increased from last year. SISRA is calculating a Progress 8 score of +0.54 for English (last year +0.24) and +0.30 for Maths (last year +0.36).

The EBacc element has improved its Progress 8 score from +0.62 in 2017 to an expected +0.56 in 2018. This reflects the work staff have done on ensuring that courses, curriculum and assessment prepare students for the new GCSE examinations.



The Open Element, +0.28, which consists of three other subjects, is slightly up on the -0.074 obtained last year. The key subjects where further work is needed to improve that figure are Art, Drama and MFL whose results are lower than last year.

### 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. This analysis no longer works given the changes to the GCSE, therefore residuals and grades have been used to identify subjects where student outcomes have been particularly strong, both from College performance and in the national Subject Progress Index (SPI):

- History SPI 1.72 (0.89 residual, 12.6% 9s, 19.4% 8s, 23.3% 7s)
- Religious Studies SPI 1.25 (0.71 residual, 15.2% 9s, 10.9% 8s, 13% 7)
- English Literature SPI 0.56 (0.22 residual)

The SPI was also high in the following:

- Computer Science SPI 1.17
- Geography SPI 0.87
- Music SPI 0.78
- BTEC Music SPI 0.62
- BTEC Hospitality and Catering SPI 0.92

And residuals were particularly strong in:

- Option Sport SPI (0.27 residual)
- Art Photography (0.24 residual)
- Art Graphics (0.22 residual)

Subject areas worthy of consideration follow, however where whole-College performance may indicate a concern, SPI suggests that against the national picture the subjects have still performed well for the most part:

	Residual	SPI
Art and design	-0.43	-0.53
Drama	-0.72	-0.66
MFL:		
French	-0.92	0.46
German	-1.41	-0.14
Spanish	-1.04	0.32

### Pupil Premium

This year 32 students were classified as pupil premium (PP). 18 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 small gap in attainment between PP and other students across the board, although the group as a whole remains well above the average for this cohort:

	PP%	Non PP%	Gap%
Cohort	32	142	
Avg KS2	4.10	4.96	0.86
9 – 5 E/M %	40.6	77.5	36.9
9 - 4 E/M %	68.8	89.4	20.6
EBacc Strong	12.5	25.4	12.9

EBacc Standard	15.6	26.8	11.2
English A8	9.69	12.31	2.62
Maths A8	8.81	11.51	2.7

### Progress 8

Progress 8 indicates that these students are not performing as well as their peers in this measure. As last year, it is in the EBacc and open element subjects where the performance gap between PP and non-PP remains largest. However, very few students affected the overall results for this group, and so careful analysis and case studies of 'outlying' students is required before firm conclusions can be drawn and recommendations actioned.

### Non-PP



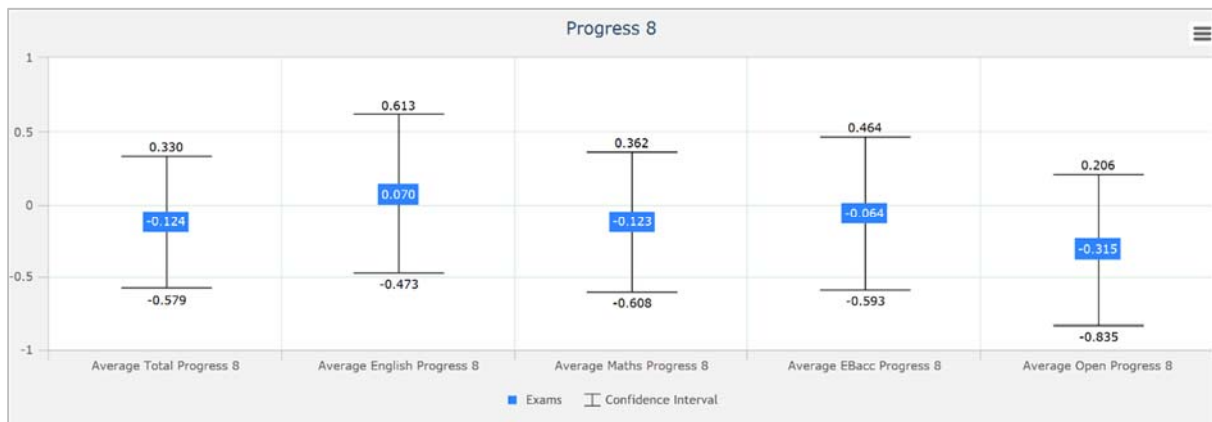
### PP



### 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 -0.848, school support -0.017 compared with +0.39 for the rest of the cohort. The cohorts are small and very few students affect this figure, however this group must be carefully monitored in 2018-19, including an early review of curriculum changes and ensuring that study support sessions are effective and improve outcomes.

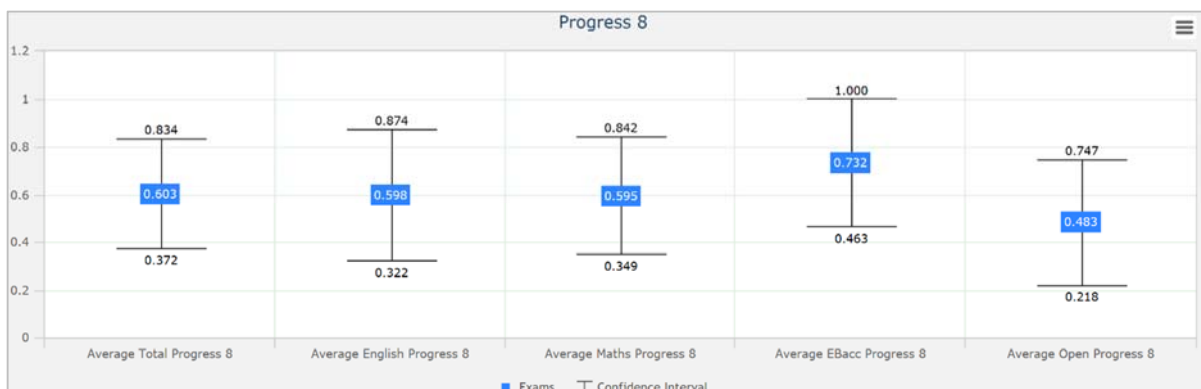
As the chart below illustrates progress of SEND students is strongest in English and weakest in the Open Basket. This reflects the outstanding teaching and learning which has occurred in English and their sound grasp of the new 1 – 9 curriculum.



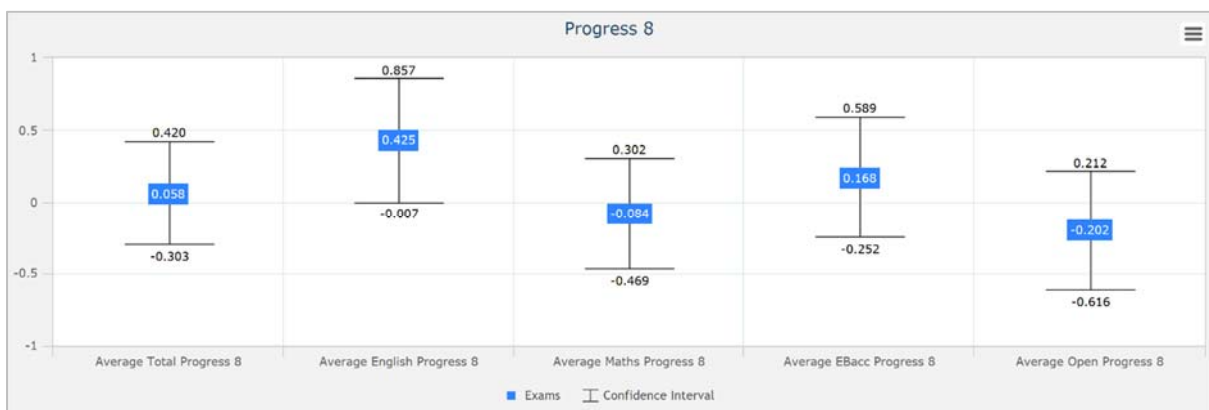
### Attendance

The 130 students who attended regularly (96% and above) performed significantly better than the Good and Requires Improvement groups, with a P8 score of 0.595 which is outstanding. Those with 95% attendance or below had a P8 score of -0.084. This is further evidence of the importance of regular attendance at the College.

#### 96% Attendance +



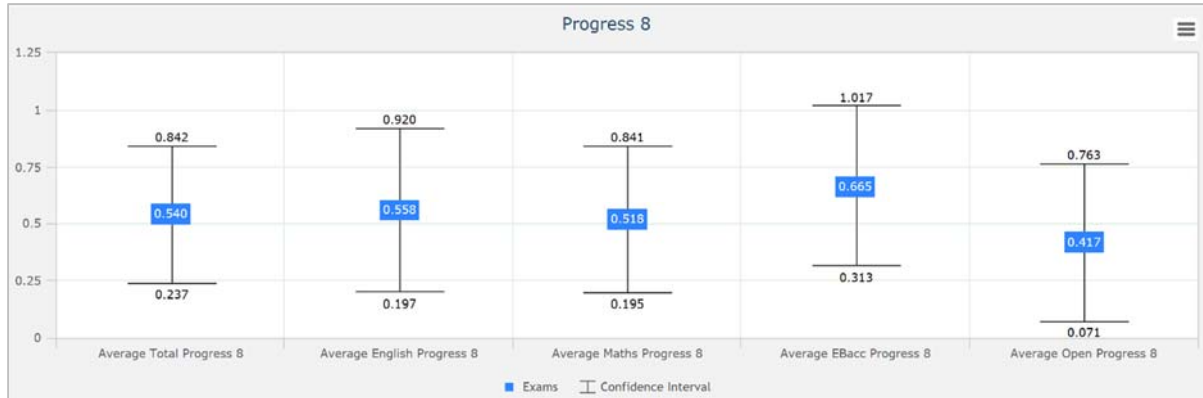
#### 95% Attendance and below





## Most Able

Our most able students (70) performed extremely well across the curriculum and on each of the performance measures. The percentage achieving 5+ in English and Maths was 92.9%. A positive P8 score of 0.518 is further indication that the group performed exceptionally well.



However, a small cohort of students (5.7%) in this group did not meet the English at 5+ and this is worthy of further consideration in 2018-19. Subjects worthy of further consideration include art (SPI -0.51, residual -0.77), Drama (SPI, -0.75, residual -1.51) and MFL French (-1.24 SPI, -0.89 residual), MFL Spanish (SPI -1.22, residual -2.24).

G&T students did particularly well in Geography (SPI 0.48, residual 0.23), History (SPI 1.40m residual 0.71), RS (SPI 1.23, residual 0.88) and Maths (SPI 0.48, residual 0.25).

## Gender

As the tables below shows, the cohort size was similar and overall outcomes were broadly comparable, although boys' performed slightly less well across the board.

Boys' performance:

Dataset	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
Exams	96	4.84	55.8%	73.3%	12.8%	18.6%	51.06	10.77	10.14	0.266	0.376	0.528	-0.027	0.279

Girls' performance:

Dataset	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
Exams	88	4.87	61.4%	84.1%	15.9%	19.3%	54.87	12.05	10.34	0.811	0.419	0.606	0.578	0.601

Open basket subjects and English should review curriculum and Intervention to ensure that the gap in these measures reduces next academic year.

## 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 45 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 3.21. For example, on the key assessment (high stakes) they scored an average grade of 4.26. Of these, three failed to meet their average minimum target on their key assessment but two actually increased their English two grades above their minimum English grade. The final student lost one grade in English.

26 of these students also received additional reading mentoring support working with Year 12 students from Harington School for one 20 minute lunchtime session per week. Their average minimum target was 2.83 and in the key assessment, they scored 4.01.

The 35 students who received additional numeracy support also made good progress, finishing the year with an average grade of 4.05, slightly above the average minimum target of 2.92. Of these, there were two students who failed to meet their average minimum target in their key assessment but they either met or increased their minimum target in Maths.

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 for the whole year group was 5.58, some 0.25 above the average minimum target. This impressive set of outcomes is testament to the work Beth Meynell did on ensuring that the programme ran smoothly from start to finish.

## Overall Progress at the College

As the Outcomes Score Card 2017/18 (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. Year group progress and recommendations from the key assessments are:

### Year 7

- Residual scores for the cohort indicate students are doing particularly well in Maths, Science and DT.
- Residuals for FSM students indicate that there are potential areas for consideration in art (-0.76), Sport (-0.62) and Music (-0.62).
- Residual differences between girls and boys indicate areas for consideration for girls in Humanities (-0.29) and Music (-0.46), and for boys in Art (-0.67) and English (-0.28).
- For service children, progress in music needs consideration (-0.58) and Humanities (-0.44).

### Year 8

- Residual scores for the cohort indicate that students are doing particularly well in English (0.63), Humanities (0.20) and Music (0.39).
- Residuals for FSM students indicate that there are potential areas for consideration in Art (-0.27) and French (-0.79).

- Residual differences between boys and girls indicate areas for consideration for girls in Computer Science (-0.21), maths, (-0.27), science (-0.41) and Sport (-0.33), and for boys in Art (-0.58), Drama (-0.37) and French (-0.68).
- For service children, progress in maths needs consideration (-0.55) and French (-0.68).

### Year 9

- Trends for groups of students are mirrored across the whole cohort. While students are performing particularly well in Sport (0.46), there are areas for consideration in Computer Science (-0.23), Drama (-0.36), English (-0.43), Spanish (-0.61) and Science (-0.78).
- While it is likely that these outcomes will have been affected by options choices, of particular concern are the English and Science outcomes. These will need to be closely monitored by the relevant link Vice Principals to ensure that the transition to Year 10 leads to a reduction in underperformance.

### Year 10

- Outcomes in the mock examinations were generally very positive. Students are being well prepared for the new GCSE courses and the mock exams remain an important way to ensure students experience formal exams.
- There are some issues to address with some urgency, in product design (-0.59), a small cohort in option IT (-0.75), Biology (-1.17), Chemistry (-0.90) and Physics (-0.82).

### Destination Data

Destination data for 2018 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.

## Evaluation of outcomes Transformation Planning 2017/18

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

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Destination Data - 97% of students entering training, education or employment.	Most Able / PP and SEND lists shared with staff and updated on SISRA. Review of the Open Basket subjects and recommendations for Y9 options made Review of BTEC Children's Play CHASE Programme planned Careers Curriculum audit conducted Scrutiny Panel on Careers Guidance and Destination Data	applications complete Y11 Progress and Careers Evening Survey Y11 on KS5 choices Review of how low and middle ability students are performing across the curriculum. Review of Physics and Food Technology CHASE Programme launched				
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- An overall P8 score of +0.42 is outstanding. 78.7% of students 80.7% achieved the basics measure of grade 4 or better in English and Mathematics with 58.6% achieving grade 5+.
- Due to changes in the methodology for calculating Progress 8 it is not appropriate to directly compare scores with those achieved in 2016 for foundation subjects. However, the forecasted Progress 8 of +0.42 is expected to be significantly above the national average.



- Destination Data is expected to continue to be significantly above the national percentage for the Year 11 cohort in 2016/17 (98%), with 97% of FSM students entering education, training or employment once they leave the College.
- Significant changes to the options, which identified routes for students based on a number of factors, allowed for a far more bespoke system which will increase the numbers of students achieving the EBACC by summer 2020.
- Intervention took place throughout the academic year, with fewer sessions delivered than 2016-17, but greater impact on student outcomes demonstrable.
- Both the Parent and Student Surveys indicate that Checkpoint, Key Assessment and Form Tutor reports are effective. 92% of parents felt that they receive valuable information from the College about their child's progress. Comments such as "You are very good at giving me regular feedback via reports" were again common in this survey. The Student Survey also praised the reporting system with 91% of students stating that Checkpoints, Key Assessments and Tutor Reports are useful for keeping students informed about progress. This is an increase on the 84% who said the same in 2016-17.

### Recommendations

- Careful analysis of the provision in MFL and Drama are needed, through a review of the areas and a scrutiny panel.
- Residuals in Art are slightly down throughout the College. This needs to be addressed within the team, with a review and scrutiny panel also appropriate.
- Changes to Science are significant, with a greatly increased cohort opting for Triple, and the remainder opting for Synergy, which is a brand new course in Year 10. The implementation and preparation for exams will need to be carefully monitored.
- The impact of Intervention on student outcomes needs to be analysed to refine the provision next year.
- G&T students should be targeted to ensure they meet the 5+ basic measure in English and Maths.
- The progress of pupil premium students' needs to be carefully monitored and intervention deployed. The impact of this Intervention will need to be assessed to ensure that outcomes for this group improve in 2018-19.
- Open Basket subjects and English should review curriculum and intervention to ensure that the gap in gender outcomes reduce in the next academic year.
- A review of the delivery of intervention would be useful in establishing good practice and the quality of provision.

## Outcomes Planning 2018/19

Target	Term 1	Term 2	Term 4	Term 4	Term 5	Term 6
<p>A P8 of 0.35 or better</p> <p>For English, Maths, EBacc and the Open Basket significantly above average</p> <p>9 - 4 in Eng and Maths 80% 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>CP: Y8, Y11</p> <p>CATs and Reading Age Tests completed for Y7/8</p> <p>Team trackers set up and issued</p> <p>Case students 2017-18 FSM</p> <p>Yr 7 Catch up students identified</p> <p>Y11 SEND / boys' options choices reviewed from 2018 results</p> <p>Min / asp targets for Y10 and 11 reviewed in light of SPI information</p>	<p>CP: Y7, Y10. Att: all years TR: Y11 PE1: Y10</p> <p>Pupil Premium and Catch Up Funding Review</p> <p>Revision guides for all Pupil Premium students purchased. Survey Y11 on KS5 plans</p> <p>Y9 options planning</p> <p>Y11 focus groups - quality of intervention and preparation for exams.</p> <p>Work with SGE on how to embed the development points</p>	<p>CP: Y8, Y10 KA: Y9, Y11 PE1: Y9</p> <p>Y11 mocks Y9 options blocks decided. Data to organise groups and pathways. Apts with SLT organised. Letters drafted.</p> <p>Action points from PP review agreed by senior team</p> <p>Review of staff exam markers</p> <p>Focus group (Yr 9 &amp; 10) - whole College engagement. Work with HMA &amp; MSM on how to embed the development points identified.</p>	<p>CP: Y7, Y10 Predicted: Y11 Att: all years PE1 Y7 PE2: Y10, Y11</p> <p>Y9 Options choices review following decisions KS3 / KS4 prep focus groups</p> <p>Y11 exam assessment overview leaflet reviewed and issued through tutorial</p>	<p>CP: Y9 KA: Y8 TR: Y7, Y10</p> <p>Update on Y10 Work Experience places</p> <p>EHCP proposed curriculum mapped to TA hours document</p> <p>Students identified for Yr 9 Intervention transition group and sessions delivered</p> <p>Reporting calendar in draft format for comments from TLs</p>	<p>KA: Y7, Y10 PE2: Y8, Y9 TR: Y9 Att: all years</p> <p>Year 10 Work Experience</p> <p>TA timetables. TA briefing 2019-20 provision and any changes</p> <p>SEND transition Y6-7</p> <p>Finalised reporting calendar to all staff</p>

<p>Destination Data - 97% of students entering training, education or employment.</p> <p>80% of students in Y11 feel that the careers advice is helpful (HWI)</p> <p>The Careers Lead will need to obtain the Level 6 Careers Qualification (HWI)</p>	<p>SEND EHC provision map complete</p> <p>Review of prediction grades v outcomes and mock grades v outcomes</p> <p>Study support lessons QA</p> <p>Identify BTEC lead</p> <p>Y9 / Y10 K code student review</p>	<p>into a tutorial SOW for current Y10.</p> <p>Update Yr 11 'How to revise' booklet and issue to students. Embed during an assembly.</p> <p>Y10 options choices PP and SPP reviewed from CP1</p> <p>Effective use of TA training</p>	<p>Walking Talking Mocks for Y11 Students</p>			
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## TEACHING, LEARNING AND ASSESSMENT

Alice Beckwith

### Judgement: Outstanding

As a result of carefully planned, interesting lessons, students achieve well (marshalling 2017-18). Lessons are engaging and are appropriate to the needs of all learners, and behaviour management is robust. 96% of lessons graded in 2017-18 were judged as good or outstanding (Teaching Scorecard 2017-18). The performance of NQTs this year was particularly strong with only 2 out of 16 observations being less than good, and all observations by the end of the year being good or better. 91% of parents stated that their child is well taught (Parental Survey 2017-18) and 90% of parents agree that their child is making good progress at the College (Parental Survey 2017-18).

Teachers ensure there are high levels of challenge in lessons, with 92% of students agreeing or strongly agreeing that the College has high expectations for their progress (Student Survey 2017-18). 88% of students agree or strongly agree that the work in lessons is challenging enough to really make them think (Student Survey 2017-18). Students are keen to work hard and demonstrate self-motivation and have high expectations of themselves with 92% of behaviour and engagement in lessons being judged as good or better (Marshalling 2017-18).

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 have used Show My Homework to record Prep with much greater consistency this year with 87% of students now agreeing that it is used effectively. 91% of parents agree that they are able to monitor and support their child with Prep through accessing SMHW. Students felt that Prep was slightly more challenging than they would like but parents felt it was appropriately challenging. A focus group of less able students found that Prep was not always accessible and staff seldom differentiated and so this will become a focus for 2018 (Marshalling 2017-18).

90% agree or strongly agree that they are proud to be a student at Catmose College. Students participate in a wide range of extra-curricular learning through both the well-established and very popular Electives programme with 94% agreeing that it is an important part of the College week. (Elective booklet 2017-18 and Student Survey 2017-18). There are high levels of participation in extra-curricular learning including lunchtime and after College clubs and activities with 67% of students participate in extra-curricular sport, 47% in Music and 21% in Drama. Across the College 24 students have had individual LAMDA lessons and students take up of music lessons hosted at the College, this stands at 18% of the cohort. Compared to the national average, take up in non-selective secondary schools of 8% this figure is testament to the College's drive to offer an exceptional broader curriculum. (Extra-curricular review 2018). This year QA of Electives, clubs and activities including sport, Drama and Music showed that both the quality and range was outstanding. In addition to sports teams, music ensembles and Drama performance groups, clubs such as Warhammer,



Anime and the Tech Team allowed all students to find something for them (Extra-curricular review 2018). The Duke of Edinburgh's Award continues to thrive with participation numbers far higher than other non-selective schools in the area and more akin to the uptake in the local private schools for whom DofE has been a long established tradition (Extra-curricular review 2018). Participation of disadvantaged students (PP) has risen from 16 to 22% but further work to close the gap between PP and non-PP needs to be done. Trips data shows that participation in trips is exceptional with 97% of Year 7, 99% of 8 and 93% of Year 9 going on at least one trip in the year. This understandably reduces at KS4 where the focus on examinations is heightened but still 87% of Year 10 and 83% of Year 11 students attend at least one trip showing that the balance of academic learning and broader cultural learning is maintained (Extra-curricular review 2017-18).

This year a lot of work had been done to improve the quality of tutorial with most staff having tutorial as one of their lesson observations. 90% of tutorial observations were judged as at least good which demonstrates a greater focus on the quality of delivery this year. However, only 66% of students agreed that the tutorial programme raises relevant issues and makes me more aware of current issues, suggesting that there is still work to be done in refining the resources and topics (Marshalling 2017-18).

Parents agree that they are provided with clear and timely information on how well their child is progressing, with 90% agreeing that they receive valuable information about their child's progress. 91% agree that communicating with them regarding their child's academic progress is useful. (Parental Survey 2018). Students also recognise the importance of the reporting cycle on communicating their progress, with 90% agreeing or strongly agreeing that 'Checkpoint, Key Assessment and Tutor Reports' are useful for keeping me informed about my progress (Student Survey 2017-18).

## Evaluation of Teaching from 2017-18 Transformation Plan

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

Observations of cover lessons delivered by STAs are judged as 80% good or better	complete. Weekly schedule agreed.	Investigate accreditation for Y7 PiXL Edge	raising aspirations			
80% of students in Y7 and Y8 agree that they receive effective feedback at least twice per term and work is challenging enough.	Cover analysis shared in PR letters	Focus groups 8/9 from survey re challenge. G&T Y7 focus groups. Question on prep.	Tls books QA on challenge Y7 and Y8			
	Cover request forms altered to suggest solutions	NQT / SD training - challenge in the classroom				
	QA of group lists based on ability	QA of EFs to ensure Y7 and Y8 LOs are referring to these issues				
	More able staff briefing					
	Work scrutiny - challenge					

- Lesson observations in 2017-18 were overwhelmingly positive. 38% were deemed outstanding, with 96% good or better overall.
- There is still work to be done in refining the resources and topics of the tutorial programme so that the student survey shows that more students are engaging with it and finding it relevant to them.
- Show My Homework is now an established aspect of the College provision with 87% of students agreeing that Prep is set regularly. A focus group of less able students found that Prep was not always accessible and staff seldom differentiated and so this will become a focus for 2018 (Marshalling 2017-18).

- Strategic planning led to cover lessons dropping from 3717 to 1375, a reduction of 63%. Cover lessons delivered by unqualified teachers dropped from 3281 to 867, a reduction of 74%.
- Focus groups of the more able in Year 7 and Year 8 showed that a strength was that teachers were setting more challenging and innovative Prep and that differentiated feedback pushed them further with their learning. They also felt that they were given opportunities to extend themselves appropriately in lessons and Prep. (Marshalling 2017-18).

## Recommendations

- Refine the appropriateness of Prep to ensure that there is both ample challenge for more-able students but also differentiated so that less able students are able to access it.
- Continue to collect accurate data of extra-curricular learning and QA all aspects of this so that further monitoring of groups can be done to ensure that no group is failing to access a broad and balanced curriculum.
- Develop and refine the tutorial programme in response to students' feedback that some topics are not relevant to them. Include vocabulary work instead of silent reading in Year 7 and Year 8 to develop vocabulary acquisition and knowledge and prepare students for the rigours of more complex texts. Continue to include observations on the performance review targets for staff to ensure that improved quality of delivery is maintained.

## Teaching and Learning Planning 2018/19

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Best 2 lesson 40% outstanding, 90% good or better.</p> <p>80% of students agree teachers set prep on SMHW and less able students can access it.</p> <p>Lesson observations for tutorial are judged 80% good or better.</p> <p>80% of students agree that tutorial covers topics that are relevant and help them to think about the choices they make in life.</p> <p>80% of Y7 and Y8 students agree vocab sessions have helped improve knowledge and use of words.</p>	<p>NQTs and new staff have first observation.</p> <p>Monitoring within sport, music and drama set up to accurately log extra-curricular attendance.</p> <p>Staff briefing on prep for less able.</p> <p>Review Tutorial plans and amend.</p> <p>Staff feedback on KS3/4 Tutorial plan.</p> <p>T+L group identified. Liaise with CS regarding vocab sessions to replace reading.</p>	<p>Probation point 1 complete (JH).</p> <p>All staff lesson observations begin.</p> <p>Issue training schedule - coaching needs identified - deploy RST.</p> <p>LW tutorials to determine follow up obs.</p> <p>College work Scrutiny TL (12/11).</p> <p>Core training: Prep for less able (31/10).</p>	<p>All staff first LO completed by 31/1/19.</p> <p>Focus group - less able Prep EF - have perceptions changed?</p> <p>Respond to points arising from Learning Walk and Focus group.</p> <p>Work scrutiny of Tutorial books.</p> <p>T&amp;L group (date) LW of vocab sessions.</p> <p>Recruitment planning (with JHR).</p>	<p>Probation point 2 complete (JH) - issue PR target 1 data to staff.</p> <p>Interim PR (JH).</p> <p>Review Tutorial question for survey.</p> <p>T&amp;L group (date) LW of vocab sessions.</p>	<p>Review marshalling doc - all obs mapped by week 15/6/19</p> <p>Work scrutiny TL.</p> <p>Work scrutiny of Tutorial books.</p> <p>T&amp;L group (date) Focus group Y7/8 vocab sessions.</p>	<p>Probation point 3 complete (JH).</p> <p>Survey follow up.</p> <p>Evaluate tutorial plan.</p> <p>T+L group review impact.</p>

	Teacher target 2 revised.	LW and Focus group to identify key perception issues.  T&L group launch resources for Y7 and Y8 .	New staff focus group.			
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## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Oliver Teasel

Judgement: Outstanding

### Personal Development

The Student Survey (2018) reveals that 85% of students are proud to attend the College and 80% feel that their achievements are recognised and rewarded. Students willingly take on responsibilities and contribute positively towards College life. Key student roles include Head Student, Prefect, Subject Ambassador, House Captain, Student Council representative and participation in the appointment of new staff. Extra-curricular data also supports this point with 21% taking part in Drama, 41% taking part in Music and 67% taking part in Sport on a regular basis. The data for Sport is particularly impressive with football, basketball, rounders, athletics and badminton all scoring above 25%. Over 85% of parents agree that there are a good range of extra-curricular activities and trips. We firmly believe that the broad and balanced curriculum, along with the vast choice of Electives, trips and visits and extra-curricular activities ensures that students' play a part in the wider community.

The House Points system rewards those students who make exceptional progress, maintain outstanding attendance, look smart, bring the correct equipment and make an outstanding contribution towards College life. Last year, a total of 78,679 House Points were awarded (an average of 80 points per student). The Principal's commendations are also used to celebrate truly outstanding achievements, attitude and effort. A key priority of last year's Transformation Plan was to increase the consistency of house points between staff and subjects – The House Points analysis 2017/18 reveals that this priority has been addressed. Students were positive about the advice they received from senior leaders and staff when making their Year 10 options choices. Parents were also complimentary, with over 85% stating that the options on offer were appropriate.

The transition from Year 6 to Year 7 also scored well with 89% of students agreeing with the statement "my transition from primary school to College allowed me to settle quickly". Parents appeared to concur with this view as 90% stated that their child was well prepared for Year 7 and that difficulties with their child settling were discussed and resolved satisfactorily. Students benefit from well-structured advice and guidance from the Careers Advisor, Claire Miles. The programme includes careers meetings, visits from local employers and a range of tutorial activities/assemblies. The following survey scores for Year 10 are therefore disappointing and some way short of the 80% target: 68% of Year 10s stated that they had been given careers advice to help them plan for the future and 64% found the careers guidance useful. The reasons behind this response will be explored as part of the Transformation Plan process.

### Behaviour

Around the College students' behaviour is impeccable. They are extremely polite and courteous towards each other, staff and visitors. The same can be said for lessons where students actively contribute towards the positive learning environment. This conclusion is supported by the lesson observations conducted in 2017/18, where in 88% of lessons behaviour was graded as good or better and in 43% of lessons behaviour was graded outstanding (Marshalling 2017/18).

There are very few serious incidents of poor behaviour and, as a result, the proportion of students excluded is well below the national average. In 2017/18 the percentage of students receiving one or more fixed term exclusions was 0.42 (national data 2.29). Our permanent exclusion percentage of 0.11 (1 student) is around half of the national figure for secondary schools (0.2).

The Client Services team is forensic in its analysis of student behaviour and can accurately pinpoint those students who require additional support. Sleuth shows that in any given term between 80-85% of the College population receive no negative behaviour entries and under 3% of the College population receive 5 or more Sleuths. This data is supported by the Student Survey where 93% of students agreed that they behaved well in lessons (45% strongly agreeing). The results of the Staff and Parent Surveys appear to support this with 94% of staff stating that they are able to manage the behaviour of students they worked with and 87% of parents agreeing with the statement "The School makes sure its students are well behaved". For a number of years, there has been a student perception of low level disruption. This is again flagged up by the Student Survey, where only 69% agreed with the statement "there is a positive learning environment in the majority of lessons". In each year group we know that there are around five students who are predominately responsible for this low level disruption. This small, yet significant group have received intensive support via the Stages System and over time their behaviour has improved (as evidence by Sleuth and fixed term exclusion data). However, a key recommendation of this year's Transformation Plan will be to tackle this small group of individuals who have the potential to negatively influence the learning environment. The Personal Development, Behaviour and Welfare Score Card provides detailed data on Sleuth, exclusion figures, referrals to social care and attendance by group. Where possible trends and comparisons to national data are highlighted. A copy of this document is available in the appendix of the Transformation Plan.

## Welfare

The College's work to keep students safe and secure is outstanding. Over 85% of students said that they felt safe at the College (93% on the Parent Survey) and 9/10 parents felt that their child was happy. Students were also confident that they could get support if they had any concerns – 82% stating that if there was a problem they knew who they could ask for help and that if anyone has a problem "teachers sort it out quickly".

On the surveys the following comments were common responses to the 'things we are particularly good at' section:

- Providing a safe learning environment that supports the achievement of academic success
- Support for students
- Helping people
- Addressing people's problems and helping them
- Looking after the students in and out of school

Students benefit from a high level of care from College staff. The Client Services team are extremely effective at supporting our most vulnerable students and in promoting their engagement with the wider aspects of College life. A sound example of this work is the trips data for 2017/18.

Year Group	Percentage attending at least one trip	FSM who attended at least one trip	SEN who attended at least one trip
7	97%	100%	100%
8	99.5%	100%	100%
9	93%	88%	100%
10	87%	100%	50%
11	83%	33%	20%

Students thrive at the College due to its culture of inclusivity and acceptance. Incidents of bullying are extremely rare, but, on the occasions when it does occur, students are confident that it will be resolved quickly. On the Parent Survey 83% of parents agreed with this sentiment.

The College provides a structured programme to teach students how to stay safe via the tutorial programme and assemblies. As a result, students are fully aware of unsafe situations and show confidence in dealing with them, should they occur.

Attendance of all groups of students remains above the national average. This demonstrates how much students enjoy coming to College and that they understand that strong attendance is key to them achieving as well as they do. The challenge with attendance over the next 12 months will be decreasing the levels of persistent absence, particularly for those students who qualify for Free School Meals and supporting those students who are absent due to mental health concerns. Both these areas will form recommendations on the Transformation Plan.

Students show respect and tolerance towards each other and incidents of discrimination or aggression are extremely rare. Last year there were no exclusions for bullying or racial abuse and no referrals were made to Channel or the Police due to concerns around radicalisation.

## Evaluation of behaviour from 2017/18 Transformation Plan

### 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>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</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</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>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</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>Review roles and responsibilities of CSAs and plan training as appropriate</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>Ensuring children are kept safe and support for their welfare is effective - 80% of students agree that they feel safe</p>	<p>approach to behaviour management</p> <p>House point data analysed to determine where further work is needed</p> <p>HP reports to be set up and calendarized 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>address proactive response and monitor</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>MHFA training for tutors in core training T2</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>competitions across College and share at TL meeting</p> <p>Review attendance of key groups</p> <p>Complete report on Online safety following Ofsted guidance</p>	<p>Rewards and recognition scrutiny panel</p> <p>Re-write the Rewards and Recognition section of the Behaviour management policy</p>	<p>Review extra-curricular engagement across College to determine how inclusive it is</p>
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- On the Student Survey 69% of students agreed with the statement “there is a positive learning environment in the majority of lessons” (target was 80%). Whilst this perception is at odds with the view of teacher and parents, it forms an ongoing trend which will need to be addressed via the Transformation Plan.
- Attendance figures were hit by a small, yet significant group of students who finished the year with below 92% attendance (persistent absence). The College has reviewed its ‘Attendance and Inclusion’ policy and will be putting targeted engagement and intervention in place to support this group.
- On the Student Survey around 80% of students agreed that the house points system is effective at recognising and rewarding achievement. This is a big increase on previous years. In 2017 only 65.48% responded positively about the HP system.
- On the student survey 85% of students agreed with the statement “I feel safe in College”. Whilst this percentage exceeds the 80% target set last academic year, it reveals that 15% of the College population fail to agree. Follow up work will be conducted with this group of students in an attempt to establish their concerns around safety.

### Recommendations

- The College has a well-established careers programme, yet on the Student Survey under 70% of students felt that they had been offered useful careers advice. The reasons behind this score need to be established and improvements made.
- A Careers Lead will need to obtain the Level 6 Careers qualification and our score against the Gatsby Benchmarks will need to improve.
- To tackle the perception of low level disruption which currently exists within the KS3 student population.
- On the Student Survey only 86% of students agreed with the statement “I feel safe at the College”. Ideally, we would like this figure to be closer to 100% and the reasons behind this will need to be explored.
- The new statutory guidance for safeguarding, Keeping Children Safe in Education, came into effect on 3 September 2018. The College will need to reflect on its approach to the following areas: staff induction, the role of staff, Early Help, Contextual Safeguarding, peer on peer abuse, information sharing, the use of reasonable force, the Single Central Record, Homestay and Child Criminal Exploitation.
- Last year the College conducted a significant amount of work around Mental Health First Aid. This work will need to be driven forwards by Catherine Thomas, our new Client Services Advisor.
- No more than 50 students are classified as persistently absent and no more than 10 of these are Ever 6 Pupil Premium.



## 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 feel the transition from primary school to College allowed them to settle quickly / 80% agree that issues with transition were dealt with effectively (CSH)</p> <p>80% of students feel that there is a positive learning environment in the majority of lessons (OT/MSA)</p> <p>90% of students state that they feel safe in College (OT)</p> <p>The College is fully compliant with the guidance set out in KCSE (2018) (OT)</p> <p>Attendance is at 97% overall. Above 96% for all groups of students (CPU)</p> <p>No more than 50 student have attendance below 92% (no</p>	<p>Post-16 evening</p> <p>Focus groups with current year 7 re transition</p> <p>Students for RTA inclusion project identified and RL in post</p> <p>'Am I safe' disagree follow-up</p> <p>Spot Checks on Uniform (plus tutor follow up)</p> <p>SLT Learning Walks recorded on LW log (ongoing throughout the year)</p>	<p>Careers Interviews with SPW / CMI</p> <p>Focus groups Y10 re transition to KS4</p> <p>Tally chart - focus on Year 8</p> <p>Spot checks - Equipment</p> <p>T2 analysis of Sleuth and CSA proactive interventions</p> <p>Governor safeguarding training</p> <p>DSL Job description written.</p>	<p>Working with Primary Heads and Year 6 teachers to discuss transition for core subjects.</p> <p>Focus groups redone to assess behaviour.</p> <p>Spot check - Punctuality</p> <p>T3 analysis of house points - ensuring consistency across staff and teams.</p> <p>Risk Assessment updates</p> <p>Review staff duties to ensure good coverage of site.</p>	<p>Commence primary school visits / extended transition</p> <p>Tally chart - focus on Year 9</p> <p>Spot checks - Uniform</p> <p>Student Survey on behaviour in lessons</p> <p>Risk Assessment Review</p> <p>Core Training on Prevent</p> <p>Attendance Reports sent</p>	<p>Review impact of RTA project with current Year 7</p> <p>CSH meet re transition planning T6</p> <p>Focus group following student survey</p> <p>Spot check - Equipment</p>	<p>Safeguarding leaflet TBC - emerging issues</p> <p>College Transition Day / evening</p> <p>Taster lesson with Sport / Science / MFL</p> <p>Tally chart - focus on Year 7</p> <p>Spot check - Punctuality</p>

<p>more than 10 of these are FSM) (CPU)</p> <p>80% of students who access mental health support will rate the service they receive as good or better (OT)</p> <p>80% of students feel that the House Points system effectively rewards achievements.</p>	<p>Safeguarding, behaviour and ICT policies updated.</p> <p>Protocols for online safety, searching and screening, self harm, isolation areas produced</p> <p>Safeguarding assemblies</p> <p>Attendance Policy updated. Attendance assemblies</p> <p>Ensure CT is trained to pick up the MHFA role.</p>	<p>Expectations assembly</p> <p>Mapping exercise - looking at safe / unsafe areas of College.</p> <p>Governors Scrutiny Panel on Safeguarding</p> <p>CSE leaflet set home to parents.</p> <p>Attendance Report sent home for all students</p> <p>Letters 2 and 3 sent out for students who remain below 92%.</p>	<p>Safeguarding newsletter sent home to parents.</p>	<p>home for all students</p>		
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## LEADERSHIP AND MANAGEMENT

Judgement: Outstanding

Leaders and governors focus on consistently improving outcomes for all students at the College and they are uncompromising in their ambition. The College's actions have ensured that student outcomes remain outstanding even in the face of substantial national change 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.

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 students. Governors do not shy away from challenging leaders for example through Scrutiny Panels on Pupil Premium and Attendance which took place last academic year in response to emerging needs.

Leaders and governors have accurate understanding of the school's effectiveness informed by the views of students, 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 and added to the Transformation Plan.

340 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 90% 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 and carers also identified the following areas as a strength (comfortably exceeding our 80% benchmark of agree or strongly agree):

- Q2, 3, 5, 6 – transition from primary school questions
- Q8, 9, 10, 11 – options and careers
- Q13, 14 – my child is happy and safe
- Q15, 16, 17, 18 – my child is making progress
- Q19, 20, 21 – behaviour and safety
- Q22, 23, 24 – leadership and management

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.
- A restructure of the middle leaders to Assistant Principals has delegated whole-school roles. Performance review targets have been carefully identified for these leaders to clarify their role in student outcomes for all subjects they are responsible for.
- 84% of staff agreed (22% strongly agreed) that they have had opportunities to learn and grow professionally over the last 12 months. One AP role is to focus on further improving the CPD offer, generally through blocks of courses designed to give colleagues more in-depth understanding of an area of interest.

The curriculum inspires students to learn. The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. Never prepared to rest on our laurels, the Key Stage 3 curriculum was reviewed in 2018 to ensure it remains balanced while relentlessly preparing our students for the demands of Key Stage 4.

- 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.

Students' 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.

Leaders' work to protect students from radicalisation and extremism is exemplary, with rapid response where students are at risk. We work hard to engage the Local Authority and have a Client Services team devoted to student wellbeing. Attendance is excellent.

### Recommendations:

- Review Key Stage 4 curriculum offer as new courses are constantly being validated by the department.
- Ensure the timetable is strategic, leading to excellent student experience in the classroom.

- Offer more reasonably priced trips and visits (£25 or less) to students in Key Stage 3.
- Ensure greater promotion of the careers advice offered throughout the College.
- Audit gender equality across the Federation and define a clear strategic plan to improve equality.
- Offer a greater range of extra-curricular experience in addition to the Electives programme.



## Leadership and Management Planning 2018/19

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Clear strategies to tackle gender inequality are in place across the Federation</p> <p>Reviews of MFL, Art and Design and Drama take place. Curriculum offer appraised and altered to meet needs of all</p> <p>Y10 options choices reviewed to ensure students all have an appropriate pathway</p> <p>At least 670 student respond to annual survey to gain greater stakeholder engagement.</p> <p>Development of extra-curricular activities to ensure that all students experience a broad and balanced curriculum and that 100% of teaching staff contribute towards it. Student participation minimum target rates (% of cohort): Sport - 70%</p>	<p>ER to feedback on gender pay gap</p> <p>Meeting with Sarah Cosgriff (Gender Balance Officer – East Midlands), BD</p> <p>Scrutiny of results, investigation into new courses</p> <p>Ensure all learners / courses are registered for BTEC and count towards performance measures.</p> <p>Termly BTEC meeting (OSCA Training / Standards Verification)</p>	<p>ER to report on flexible working contracts</p> <p>Student perceptions of gender survey - gender bias assemblies to follow</p> <p>12/12 Core training unconscious gender bias (GBO from lofP)</p> <p>Gender equality audit</p> <p>Drama, Art and Design and MFL reviews (Nov)</p>	<p>Analysis of outcomes by gender overtime</p> <p>Develop students gender equality steering group</p> <p>Scrutiny of Drama mock results to check impact</p> <p>BTEC QMR Visit</p> <p>SLT LW of Electives - feedback given</p> <p>DofE celebration/presentation event</p>	<p>Analysis of destination data by gender</p> <p>Review all student survey questions for PR targets and TP targets</p>	<p>Offer an equality Elective this term (Sarah Cosgriff input)</p> <p>BTEC QA Survey</p> <p>Launch Student survey w/c (23rd April back)</p> <p>SLT LW clubs and activities - feedback given</p>	<p>Decide on key developments for next year against audit</p> <p>Prepare for New BTEC course - see checklist 2.4 in policy.</p> <p>Review success of early survey</p> <p>Analyse extra-curricular data and triangulate with survey responses</p> <p>Launch DofE elective for Y9 and Y10</p>

<p>Music - 50%</p> <p>Drama - 30%</p> <p>DofE (of Y9) Bronze 37%</p> <p>Of Y10 - Silver 22%</p>	<p>Analysis of GCSE outcomes - identify where alternative applied courses are needed and changes made. HW</p> <p>Promotion of extra-curricular clubs for Y7 and student participation target setting in PRs</p> <p>Promote DofE Elective Y9 assembly</p> <p>FSM students Y9 to be offered free Bronze award</p> <p>Check funding for greater uptake of PP participants</p>	<p>Update BTEC Policy</p> <p>Contact Pearson to book moderator visit for centre</p> <p>Interim check that participation data is being tracked</p>				<p>Review DofE regional participation data</p>
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## 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, a number of significant changes were implemented in 2017-18:

- The curriculum policy was reviewed to ensure that there is a focus on a broad curriculum, without losing the enrichment opportunities we are so proud of at the College.
- Year 9 options processes were transformed, with data used to identify the students who should take four different routes in their GCSEs. These routes allow students the opportunity to opt for courses appropriate for their individual needs. Students had interviews with members of the senior team to help guide their decision-making. 54% of students have opted for courses that will lead to the Ebacc, with over 57% taking a language. Students who have not opted for the triple science option have been allocated into Synergy Science, which counts towards the Ebacc. We are therefore well ahead of our target for 2017-18, which was for 30-35% to be taking EBACC.
- Schemes of work for Year 7 and 8 have been reviewed to ensure they prepare students for the rigor and content of the new GCSEs. Assessment methods have also been reviewed in the same context.

### Improvement Plan 2018/19

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>Review of the Curriculum offer in and develop new courses to meet the needs of all groups accordingly</p> <p>Subject reviews required for Art and Design, Drama and for MFL</p> <p>Year 9 Options – Ebacc to remain at 55% .Ensure range of qualifications meet the needs of all groupings in subjects where outcomes indicate issues (A&amp;D, Drama)</p> <p>Review of groupings across the curriculum and year groups.</p>	<p>KS3 SOW completed and Quality Assured</p> <p>Review Performance in the Open Basket following changes made in 2018/19</p> <p>Year 9 Options – Ebacc at 60%</p> <p>Embed good practice to tackle unconscious gender bias</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>Make any amendments to reporting cycle following stakeholder feedback.</p> <p>2019/20 Timetable published at the start of Term 6 and groupings checked for ability and gender balance.</p> <p>Tutorial programme to be reviewed given 34% of students say that the content is not relevant to them.</p> <p>Audit gender equality across the Federation and determine key strategies to develop</p>	
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