



# TRANSFORMATION PLAN

'Equal Value, Outstanding Progress'

Year 3: 2019/20  
2017 – 2020



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## PRINCIPAL'S INTRODUCTION

This year we complete our transition to a seven-form entry, with 210 new students joining us in Year 7 and over a 1000 in total will be on our roll. As we have grown the culture of the College, centred on the individual needs of our students and offering a broad set of experiences in and outside of the classroom has remained at the heart of everything we do. We endeavour to ensure that every student by the time they leave us in Year 11 have had opportunities to take part in a sports team, the Duke of Edinburgh's award, a drama or music performance, and a range of trips and visits.

We have continued to work hard to sustain the breadth of the curriculum on offer to our students which includes at GCSE significant numbers taking subjects such as music, drama, design technology, art and design, graphics, photography, religious studies and computer science, even when they are not given prominence in the government progress measures. Students are also offered the choice to take physics, chemistry and biology courses so that they are well prepared for the rigorous A levels that follow in the sciences. We always act in the best interests of our students ensuring that the subjects we offer will be the ones they need to successfully access a broad range of future courses and career. That three quarters of our students gain good passes in English and maths and our progress score will likely to be once again in the top 15% of all schools is a strong endorsement of this approach.

A personal highlight for me last year was the involvement of our Designated Special Provision students in an academic research project with Loughborough University around their participation in sport. This research culminated in them presenting their findings and taking questions from representatives from the College, the local sports partnership and the university. I hope to see the findings of their research leading to further improvement in the provision of sport for disabled school athletes.

In the Performing Arts our Year 7 students thoroughly enjoyed watching and then performing the show to their families and friends. For many, this was their first taste of performing in front of such a large audience; they did themselves proud! We also saw our students perform Shakespeare's *The Tempest* at the Curve in Leicester, two hundred were involved in our Christmas concert, we competed successfully in the Oundle Festival and Music on a Spring Evening gave a number of our ensembles the opportunity to perform. A significant highlight was our Sister Act show, our first joint production with Harington, it was a production that allowed so many of our students to shine, not least our tech team and band who supported the actors, singers and dancers who did so well front of house.

In Sport we retained the Varsity cup for the fifth consecutive year, competing against the six local schools in nearly twenty different sports.



We won twenty-five of the competitions, a stand-out performance from our teams. We also won the Varsity athletics cup, a particularly memorable achievement with Oakham and Uppingham independent schools as our rivals. Netball has continued to thrive at both Catmose and Harington with several strong club links; this year the Year 7 girls netball team won the Team Leicestershire competition and were awarded the much sort after gold braided ties.



The Student Council and I continue to reflect on our approach to supporting positive mental health and this year focussed on the impact of mobile phones and social media. We have as a result changed our approach to the usage of mobile phones at the College, with a new policy that supports students to moderate their usage whilst still being able to use them to support their studies and during breaks to socialise. We do not believe an outright ban is right for the College, that students need to learn to use phones appropriately just as they will need to in the adult world and at work.

Everything we do at the College is aimed at developing students into strong characters with the self-belief and resilience to thrive in the modern world. The success of our approach was never more evident than at our Duke of Edinburgh's presentation evening when so many of our students were awarded Bronze, Silver and Gold awards. We consistently have over one hundred and twenty students starting this journey with the Bronze award in Year 9, the highest of any school in the area.

Finally, my thanks to our staff and volunteers. Everything I have described above is only possible because of the hard work and diligence of everyone who gives so freely of their own time to provide such a breadth of opportunities. People give endless evenings, weekends and holidays to ensure that students can go on trips, take part in expeditions and have additional academic support so that they are successful. It was great to see so many of us embrace World Book Day and join in with the students to show how it is done! Without their goodwill Catmose wouldn't be able to provide the vast array of opportunities it does.



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 8.00am 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.

### Quality of Education

**These results are preliminary – the progress data in particular is likely to change and should be used with caution as a result. We have highlighted in yellow the data that may change as a result of variation in national performance.**

Data date stamp 31.8.19

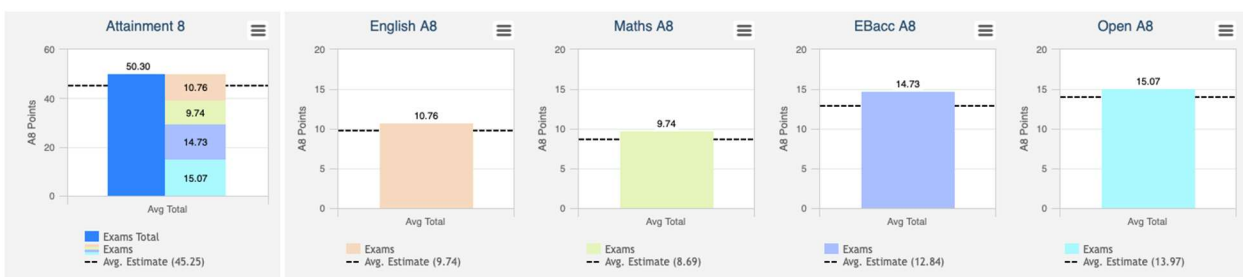
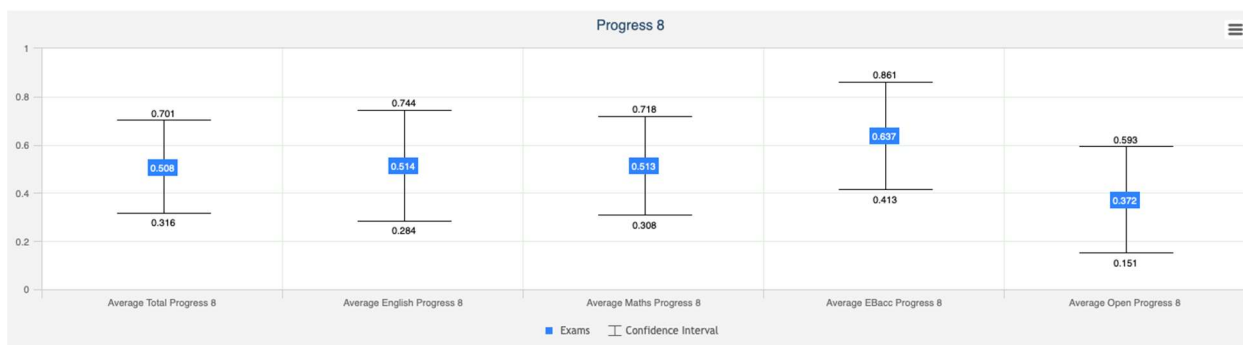
### Outcomes

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

#### Year 11

- The College's predicted Progress 8 (P8) score of **+0.50** is a sound indication that students make outstanding progress. This is certainly true in English (**+0.51**) and mathematics (**+0.51**) where students are performing very well when compared to the national picture. Overall, this is our most successful year under the P8 performance measure. By way of context a national average school will achieve a P8 of zero.

Progress 8



- 4% of overall grades were 9, 7% were grade 8 and 11% grade 7.
- Students left Year 11 in 2019 with GCSE results that are expected to be significantly above the national average. The percentage of students achieving a grade 9 – 4 (standard pass) in English and mathematics was 74%, this is a slight decrease on last year's achievement (79%). On the 9 – 5 (strong) measure the figure was 46% and on 9 – 7 it was 12.3%, again there was a slight decrease in these percentages from the previous year. This fall is expected due to the cohort prior attainment; they were overall an academically less able cohort.
- Pupil Premium students (38) achieved a P8 estimate of **+0.46**. This represents outstanding progress against similar ability students nationally. There has been a

significant increase in performance of this cohort in both English (+0.59) and mathematics (+0.55).

- Our Most Able students continue to make outstanding progress as the P8 score of +0.65 indicates. This is an improvement on last year (+0.48). An incredible 32 students left the College with at least five, 7, 8 or 9 grades.
- Students with Special Education Needs and Disabilities P8 is lower overall compared with students without support. Students with an Education and Health Care Plan achieved -0.55 and school support +0.38 compared to +0.54 for the rest of the cohort. All of these results are better than the previous year.
- The performance between girls and boys is comparable with those achieving grades 9 – 4 in English and mathematics; 73.6% and 74.3% respectively. There is a slight difference (11.7%) in the percentage who achieved a grade of 9 – 5; girls 41.0% and boys 52.7%. Within the P8 measure there is also a difference of 0.36; girls +0.66 and boys +0.30, this will need to be monitored in the next academic year.
- The following subjects have also achieved results that indicate students made outstanding progress from their starting points and, compared to similar students nationally, these include: photography (1.00), history (1.04), art graphics (0.80), art and design (0.66). These figures indicate by how much of a fraction of a grade Catmose students achieved compared to similar ability students nationally. This was also reflected in the attainment in these subjects. In art and design 32%, photography 30%, computer science 46%, history 47%, and music 42% achieved 9-7 grades.

Progress throughout the year across the College is strong. Where issues have been identified, intervention is used to bring about effective improvements. Please refer to Quality of Education (Outcomes) for further detail regarding year groups.

### Teaching and Curriculum

Teaching and learning continues to be a strength across all subjects and year groups. In 2018-19, 95% of lessons observed were judged to be good or better with around 42% as outstanding. Observations have been tracked across teams and year groups showing that the quality of teaching is consistently strong in all areas. This has led to strong student outcomes and progress across the curriculum. Support of new teachers has been excellent and all 3 NQTs successfully completed their training year and remain on the staff team.

Students' progress is enhanced through the rigorous setting of Prep which is adequately challenging. The launch of a vocabulary programme in Year 7 and Year 8 was aimed at developing students' knowledge and use of vocabulary to help to improve literacy across the curriculum.

The College curriculum intent has been reviewed and has shaped the development of subject policies across teams so that intent, implementation and impact for all aspects of the curriculum are well considered and sequenced across the key stages. Options in Year 9 were again carefully guided to ensure that students were on the right courses and that ambition for all and preparedness for the next stage in learning was finely balanced. The 2019 Year 11 cohort's lower EBacc entry numbers (where students were allowed to select individual sciences) has, as planned seen those outcomes improve. The 2020 cohort EBacc entry stands at 51% and the 2021 is at 56% to allow more students to successfully gain the EBacc suite of qualifications. 75% by 2022.

Much work has been undertaken to adapt our quality assurance processes so that they are aligned with the new Ofsted framework where quality of education is judged not only on teaching and outcomes, but on the curriculum choices made and how these are successfully cascaded from the SLT to classroom practice.

### Behaviour and Attitudes

Around the College students have highly positive attitudes and are committed to their education, they demonstrate high levels of respect for each other and this is reflected in their positive behaviour and conduct. They make a tangible contribution to the life of the school and within lessons students actively contribute towards the positive learning environment. This conclusion is supported by the lesson observations conducted in 2018/19, where in 95% of lessons behaviour was graded as good or better (marshalling 2018/19).

Students have high levels of respect for each other and there are very few serious incidents of poor behaviour and, as a result, the proportion of students excluded is well below the national average. Attendance of all groups of students is above the national average

We have seen a significant development in our transition work to support inclusion of vulnerable students within Year 7. A dedicated outreach worker has enabled this successful transition, this is supported by 95.3% of students within the student survey and 90% of parents agreeing that transition has been supported well.

### Personal Development

The refinement of the PSHE curriculum has led to 88% of teachers agreeing that the content is relevant and helpful to students in making life choices and 85% agreeing that the lessons are well delivered due to the quality assurance processes put in place this year. The student survey continues to show less enthusiasm for the tutorial sessions.

Extra-curricular learning continues to be a strong part of the curriculum. The uptake of the Duke of Edinburgh's Award remains among the highest in the region and 90 students were awarded their Bronze, Silver and Gold awards this year. In addition, all pupil premium students in Year 9 were offered a place on the scheme funded by the College which increased the uptake considerably. We have further monitored participation in extra-curricular activities including music, drama and sport and this year we celebrated our second all-inclusive and much celebrated whole-College Sports Day.

### Leadership and Management

This year the Staff CPD offer included sequenced sessions on key aspects of whole College responsibility. This provided middle leaders and aspirant middle leaders with the opportunity to become involved in aspects of leadership that prepared them for the next stage of their career. 83% of staff agreed that this professional development was relevant and allowed them to improve their practice. There was also investment in helping teachers become examiners with at least one examiner in each subject area. The staff survey indicated that 82% of staff agreed that they could effectively manage their workload. The safeguarding of children within the College has been externally audited and the exemplary practice was recognised. The safety and wellbeing of students continues to be paramount in staff responsibilities and arrangements for safeguarding are coherent and comprehensive.



## TEAM EVALUATIONS

### Art, Design and Technology

Following the last academic year we have expanded our trips provision which began with our annual visit to Burghley House with 96 Year 7 students for a sculpting day and tour of the house. During January Year 11 visited the V&A and Natural History Museum for their exam paper launch. Students were given independent time to explore the incredible 'Wildlife



Photographer of the Year' exhibition. Year 10 photographers viewed the Rutland Arts Trail exhibition at Oakham Museum. The museum artefacts and artworks additionally supported students' primary photography for their project themes.

During February, the Royal Academy of Arts, London delivered a life drawing workshop day for Year 9 and 10 more able students and academic scholars. Working directly from observation, students learnt new techniques and explored their own

artistic styles. This was a fantastic opportunity which enabled students to express their creativity in a variety of different media. In March, GCSE Artists and Photographers took part in a workshop at the award winning printmakers in Leicester as part of the New Custodian Project. They had the opportunity to use a refurbished Victorian press and develop their lino printing composition techniques. During May, 70 Year 9 students experienced working with a local artist, Sue Graham as part of their Arts Award qualification. 30 Design Technology Year 10 students attended the SPARKS Engineering Festival at Lincoln Cathedral in June. During the day, they took part in a variety of workshops, including those given by Lincoln University, Lincoln College and Siemens. Students were able to explore the interactive displays, impressive exhibits and hands on activities.

### Residential trips

In late May, Year 10 flew to Rome for four days. Students visited the Vatican Museum, the Sistine Chapel, St Peter's Basilica and the Gallery of Modern Art. They viewed artworks by



masters such as Michelangelo, Raphael, Bernini as well as the more contemporary works of Vincent Van Gogh, Jackson Pollock and Claude Monet. Alongside the artworks, they explored the Spanish Steps, Trevi Fountain, Pantheon and Colosseum to really soak up the cultural experience.

## Art and Technology Competitions



This year 20 students took part in our annual Future Chef 2019 competition. The brief of this required students to prepare a main course for two people, for under £5. A local chef kindly gave their time and expertise to judge the competition. Two students emerged as the winners which progressed them to be representatives for Catmose at Stamford. One student received a special commendation, where she was awarded for her dish and being the youngest participant to reach this stage. Chef Peter Evans, who organised a number of specialist workshops, delighted students and staff alike. In March, students were given a teacake, a selection of fruits, chocolate and icing sugar and were asked to present a teacake as attractively as possible for the national 'Tunnocks Teacake Challenge Competition'. 19 students took part and the College winners' photograph was sent to the final stage at Tunnocks. These events represent a strong alignment with the new subject

specification, which demands students to make three dishes in three hours, demonstrating as many skills as possible.

Year 10 GCSE Photography students entered the Victoria and Albert competition set by Traid. The competition is designed to give students a taste of professional practice and help prepare them for higher or further education and work in the creative industries, through answering a real life brief. The V&A selected one of our students to receive the marks of highly commended and one runner up. In the Rutland Art competition we had our highest ever success, winning all 4 trophies and 4 highly commended from KS3, 4 and 5. Work was exhibited at the Oakham museum, alongside other schools from across the county. East Midlands Airport launched a competition for schools to design an East Midlands flag to represent the entire region. There



were over 50 entries from a house competition and a Year 9 student was chosen as the College winner. The Rotary Club Art competition attracted a record number of entries this year; there were highly imaginative entries and many demonstrated an impressive level of mastery in drawing and painting.



For the third consecutive year Catmose students were selected as winners and runners up in both junior and senior categories. For the first year we entered 3 pieces of GCSE work for the prestigious Royal Academy Young Artist summer exhibition. One student was shortlisted, which is a marvellous achievement and next year we are aiming to build this into the scholar programme.

In addition to all these external competitions, the team have run a number of internal house competitions participated in by all year groups.

### Design Technology

Year 11 students have responded positively to the new 1-9 GCSE and have created a range of prototypes. The 'Design Challenges' posed by the exam board allows students flexibility in their responses to real world problems, as well as developing their own brief and responding to the needs of users. The work we have done over the past few years in introducing CAD work to Key Stage 3 has allowed students to use CAD and CAM, including 3D printing, to realise their prototypes. A 'Design Skills' module has been introduced to Key Stage 3 D&T lessons to allow students the opportunity to work with an iterative approach to design work, whilst considering wider issues and topics including forces, structures, sustainability and ergonomics.

## English

Our usual complement of educational excursions began in September, when 120 Year 8 students participated in the epic three-part Battle of Bosworth trip. This supported students' study of Shakespeare through contextual knowledge of Richard III's reign. The day consisted of a half day at the Leicestershire museum for an interactive installation on the armour, family links and weaponry together with vivid training on how the Infantry would have faced combat with entertaining demonstrations. The third part was a tour of the fields to view the major sites of combat. In Leicester, students used the remainder of the day across two locations. They explored the Richard III museum, learning how archaeology and science helped determine the burial site and verification of the finds, as well as the causes of death



In early November, 100 Year 7 students complemented their study of John Clare's poetry by visiting the poet's home in Helpston to experience life as Clare himself knew it. In his tiny cottage they heard from volunteers about the poverty and cramped conditions and in the churchyard and surrounding village they saw the memorials of his remarkable life. The garden at Helpston is maintained to illustrate the elements of nature that Clare found inspiration in. Students used these elements to find their own muse and were able to leave creative mementoes in the dovecote.

In November, a significant cohort of GCSE students attended a performance of *Macbeth*. Students used the powerful performance to aid their sense of stagecraft ahead of the literature paper.

January's National Poetry Day was celebrated aptly as Year 11 students were supported with their GCSE literature interpretation. Students attended Poetry Live to listen to readings by touring Anthology poets. There were discussions about method, interpretation, followed by responses to Q and A. For teachers, one of the most instructive parts is the Chief Examiner offering their tips on answering this section of the paper.

In February, things took a more eerie turn with an adaptation of *The Woman in Black*, when students braved the screams of terror to experience Susan Hill's chilling masterpiece.

One staff change that cannot pass without note is to say farewell to Rosie Stapleton, as the English Team Leader, after over 30 years of service. We are sure she will enjoy her lighter timetable and responsibilities. We welcome Julia Rann as the new Team Leader.

## Humanities

The Humanities team have continued to offer a wide variety of trips and activities during the academic year. Staff organised a trip for 40 Year 11 students to New York and Washington DC. Students visited sites such as the Empire State Building, Ellis Island, Liberty Island, Times Square, Harlem and the 9/11 Memorial and Museum in New York. In Washington D.C. students took part in a four hour walking tour to see all of the famous monuments including the Lincoln Monument and the Martin Luther King Memorial. They also visited the Supreme Court and the Smithsonian Museum of African-American history. The visits were designed to support their study of the USA in the GCSE history course.



Another inspiring trip was the battlefields of Belgium. Staying in Ypres, the Year 9 students visited the Somme, the Menin Gate, where they witnessed a wreath-laying ceremony, Thiépval, Canada Corner, the museum in Passchendaele, German trenches in Bayernwald and chocolate shopping in Ypres centre.



Closer to home 120 Year 7 students visited Oakham Castle. Students re-enacted the Battle of Hastings and learnt more about Norman life. In November the Year 9 DSP group visited Oakham Castle, the war memorial and cemetery.

The Geography team provided two intensive days of fieldwork to support students' GCSE studies. Year 10 visited the coast at Hunstanton to examine the coastal processes taking place and the resulting

landforms. Students were impressed by the size of the beach as the tide was very low and the spectacular red and white cliffs which showed clearly the effects of erosion illuminated by the early autumn sunshine. The information collected will be used in the final GCSE exams. Year 11 students enjoyed a very bright and sunny day in Leicester; travelling around the city observing the land use patterns and the varying quality of residential environments as well as taking an extensive tour on foot of the city centre to evaluate its redevelopment. The whole of Year 8 also visited Hunstanton in June to carry out a variety of fieldwork tasks as well as visiting the Heritage Centre which gives some insight into the development of this well-known tourist town. A group of 40 Year 11 Religious Studies students visited the Nottingham Liberal Synagogue. The trip supported their study of Judaism, one of the GCSE modules; and provided an insight into the beliefs, teachings and practices of a modern Jewish place of worship. The Rabbi provided information about the Jewish relics and rituals necessary for worship. The information gathered provided support for the GCSE exams later in the year.

## Modern Foreign Languages

In October, the College hosted 25 German students as part of our exchange programme with Bönningheim in the south of Germany. The German students enjoyed a week staying with their penfriends sampling English life. This provided an opportunity for our students to improve their language skills. The students visited the Harry Potter Studios, enjoyed shopping in Leicester, and also visited Warwick Castle. The success over the past 3 years of the exchanges speaks for itself, as 2 of the students returned to stay with their English hosts this year on a personally organised visit and one of our students went to Germany.



Our partner school in Spain, SEK Alboran International School visited Catmose College in December and 24 of our students hosted their penfriends. This was an extremely successful visit where students enjoyed the Christmas market in Birmingham and tried ice skating. Shopping in Leicester and a trip to London to the Natural History museum were also some of the highlights. These were appreciated by both SEK staff and students. Our students then travelled to Spain in April and stayed with Spanish families. Students experienced school life, visited Nerja and the caves, toured the beautiful town of Frijiliana and the Alhambra in Malaga and completed the trip with a visit to the Alcazaba in Almeria.

In March, a group of 34 Year 8 students visited La Rochelle, France on a cultural and language experience. Whilst there, they enjoyed visiting L'Île de Ré where they climbed hundreds of steps to the top of a lighthouse, sampled honey and learnt about bees at a honey farm. In La Rochelle they went on a very choppy boat trip to Fort Boyard and sampled local food at the busy market. On the final day, students visited a school to meet with their penfriends and attend lessons to discover what a day at a French school was like. This proved invaluable and friendships were formed in the short space of time.

The Year 10 Spanish students attended a theatre production at Oakham School. This was an enjoyable experience and something which will be repeated due to its success and the close links with the language teams in the College and Oakham School.

## Maths

It has been another busy year for the mathematics team as they have continued to build on the successes of the team. Mr Bell has successfully passed his NQT induction year and, as well as establishing himself within the mathematics team, students have also benefited from his basketball coaching through Electives. Mr Austin is to be congratulated after successfully passing his MRes Pure Mathematics masters degree at the University of Birmingham. Some internal appointments were also made during the course of the year, with Mrs Pugh successfully being appointed to Vice Principal, Mr Ward as Team Leader and Mrs Callaghan and Mr Peveritt as Assistant Team Leaders. Externally, Mr Jones was welcomed as an NQT. The team continued to contribute to the Rutland Teaching Alliance though mentoring Miss Sodhi during her first placement, she has now gained employment at a secondary school in Leicester City.

The team work incredibly hard to ensure all students are well supported and a plethora of intervention was again on offer through the Electives programme, breakfast revision and Thursday evenings/holiday sessions. There has been a range of extra-curricular activities and visits to broaden students' ideas of mathematics and learning. During Term 6, 120 Year 7 students visited Beaumanor Hall where they had the opportunity to practice their bearing and map reading skills by participating in orienteering as well as other team building challenges.

The success of last years' bridge team has continued to be nurtured under the guidance and support of Mr Peveritt. In March, 5 students competed against the England national team competition held at Loughborough Grammar School, where they did exceptionally well and progressed to the Stamford Bridge Competition in June.

Mr Ward and Mr Peveritt have continued to mentor students who successfully applied for a mathematics scholarship. This is a no-pressure environment for academic pupils to dip their toes into the world beyond GCSE mathematics and provide some insight into first year A level study.

Mr Hunt's United Kingdom Mathematics Trust (UKMT) team has gone from strength to strength with the team competing in the regional team challenge finals in March, finishing in a respectable 6<sup>th</sup> place from a field of 23 schools. In addition, enthusiastic students from Year 7 and Year 8 took part in the UKMT junior challenge during Term 6.



## 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 7 took part in a performance at All Saints' Church, Oakham with other students from Casterton College and Uppingham Community College.

In Term 1, over 180 Year 7 students went on a trip to see a performance of *Matilda* at the Cambridge 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 November, a group of Year 10 and 11 GCSE Drama students travelled to London for the weekend to watch three West End shows, take part in a workshop, and go on a backstage tour of Old Drury Lane Theatre and the National Theatre. The Shakespeare Schools Festival enables young people to perform in a professional theatre. Thirty-five of our students in Years 8-10 performed 'The Tempest' 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 ensembles, with a selection of carols sung by the congregation and accompanied by the Catmose choir and orchestra. Performances were also included by students at Harington School.





Our Music Scholarship programme has continued to grow and now supports a larger number of students than ever before at Catmose and Harington. Scholars travelled to London to see The Lion King, where 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 Toletorpe.

Drama scholars devised a performance about the transition from Year 6 to Year 7 which they performed to local primary schools. In addition to this, the drama scholars also led a workshop which included an opportunity for Year 6 pupils to hot seat and ask questions to characters in the play.



A significant highlight of the year was the joint production of Sister Act with Harington School. 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.

Students also devised a section of their own choreography in the show. 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.



Music on a Spring Evening gave a number of our music ensembles a chance to perform an eclectic array of musical pieces. LAMDA students also showcased their examination pieces to their friends and family prior to their exam.

Our music students have continued to excel in Trinity and ABRSM music exams, achieving a high number of merit and distinction results.

## Science and Computing

This past year has seen the Science and Computing team continue to grow, develop and make links through being a Future Physics Leaders Lead School, and meeting with local practitioners at science-hub meetings.

The science legion continued to run for underachieving boys, developing the focus of key students with a range of subject related tasks being completed for each team to be awarded points. The scheme benefited students involved with improved knowledge and confidence. This was partnered by after-College, Elective and holiday intervention offered by the team. Our continued presentation of termly science awards, has seen multiple students rewarded for their academic pursuits and/or effort in science.

A challenging selection process led to a group of academic scholars gaining the Bronze and Silver levels. Science scholars worked closely with the team on projects that interested them. Computing scholars successfully completed the iDEA award, an international programme to develop digital, enterprise and employability skills. To encourage Year 8 students to apply for the academic scholarship programme in the future, all students participated in the CREST Bronze award, with a significant proportion of the group producing excellent work and now enjoying wearing their science badges.



Competitions were run throughout the year, including website design, Alan Turing Cryptography and 'Science in the News,' which attracted entrants from all year groups. The Cyber Discovery Club ran for the first time, with positive reviews from students.

Visits continue to enthuse students, with a successful trip to Woolsthorpe Manor, the home of Sir Isaac Newton. Students experienced the environment that the scientist lived in and its wonderful Science Centre. We had success with a team consisting of Year 7 and 8 students at the annual Salter's Chemistry Festival. Our annual visit from Bright Futures, saw them deliver a well-received Robotics and engineering workshop to all students in Year 9.

The summer term saw our ever popular science week, with the science show being elevated to a spectacular event on the Hellerup. With usual demonstrations scaled up such as the vibrant 'elephant's toothpaste' and energetic 'screaming jelly baby', the finale of an explosion of ping pong balls was truly a sight to see. The science quiz completed by tutor groups and assemblies on Global Goals, continued the theme throughout the week.



The contribution of staff to the Elective programme continues to allow Catmose students to benefit from more than our academic strengths, with activities as diverse as CSI Catmose, Photography, Creative Computing and Caribbean Cooking. With continued significant involvement in the Duke of Edinburgh's Award and new electives such as the Crest Award, we look forward to seeing the continued evolution of the Science and Computing team.

## Designated Special Provision and SEN

All SEND students both within the Designated Specialist Provision (DSP) and mainstream provision have had another successful year engaging within their learning and in the wider College community. The extended Year 6 transition process, including four additional sessions, allowed all students to settle quickly into College life.

The Elective programme again brings great excitement to the students on a Wednesday morning in anticipation for the variety of afternoon activities. With students taking part in both on site and off site activities including water sports, horse riding, archery and board games.

After last year's successful visit to Hunstanton, the students again requested that the DSP go to the seaside for an end of year trip for fish and chips and to build sandcastles! The weather was great as we explored the coastline and students continued to develop their communication and money handling skills in the community.

Students within the DSP also went to the National Space Centre and took part in a variety of other trips including London theatre trips, Hunstanton Geography trip and residential art trip to Venice.

DSP Years 8, 10 and 11 students competed in the County Disability Indoor Athletics event with both teams progressing to the next stage. Students from the DSP also represented the College at the Spring School Games Championships at Loughborough University in the Boccia competition. During this



event students also took part in a PhD research project which used vlogging to capture student views of inclusive sport. Students also represented the College in cricket, football and athletics.

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.

A bespoke curriculum for SEN/DSP Year 10 and 11 students was offered which included Entry Level Maths, Science, Functional Skills English and Home Cooking skills. 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 additional provision of Prep club five nights a week, supported by teaching assistants, has proven very popular with SEN students and is an integral feature of our SEN provision.

The support also extends to lunchtime intervention sessions which focuses on the development of essential skills such as reading, handwriting and social skill development.

Transition continues to be a strength. This includes attending the Year 6 annual reviews to joint additional transition visits for the 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. A further development was the successful inclusion pilot project with Oakham CofE DSP to provide activity sessions for Year 5 students who will potentially join the Catmose DSP in later years. This will be rolled out to all potential DSP students in Year 5 across the county.

Work experience was a great success this year, with all DSP students securing placements within retail, primary schools and product design. Students returned with great enthusiasm all preferring their placements to College work!

The team continue to work hard towards providing a supporting, nurturing and challenging environment for the students.

## Sport

This academic year has once again been extremely successful, with College teams retaining the Rutland and Melton Varsity trophy whilst also continuing to participate in competitions.



The College entered all Varsity sport competitions and were victorious in over 25 of those competitions. The College has also continued to ensure all teams that qualify for level 3 Team Leicestershire rounds are given the chance to compete.

Notable performances from this year include:

- The Year 7 boys' and Year 9 boys' basketball teams reaching the semi-final of Team Leicestershire competition.
- The Year 7 boys' football team reaching the Team Leicestershire semi-final.
- The Year 9 boys', KS4 boys' and KS4 girls' rugby teams becoming Varsity champions.

Netball has continued to thrive at both Catmose and Harington with several strong club links. This year the Year 7 girls' netball team won the Team Leicestershire competition, alongside this the sports team were able to provide all students who attended training sessions the chance to represent the College in a friendly tournament against Peterborough School.





The College was also able to retain the Varsity Athletics Cup, despite entries from Oakham School and Uppingham School. Following this success, several students represented the Rutland County team. The College entered the English Schools Track and Field cup which saw both the inter boys and junior girls teams qualify for the regional B final. A huge achievement this year however, was the inter girls team winning the county round and progressing to the regional A final against some of the best teams in the midlands. The girls finished a very commendable 4th.

This year's dance show involved the highest number of participants to date. Students performed in a mix of dance styles from street dance, tap and contemporary. This was hugely supported by outstanding sports leaders from Year 9 and 10 who choreographed pieces for Year 7 and 8 dance groups.

At this year's Rutland sports awards the College entered nominees in the following areas:

- KS3 sporting achievement award: Jessie and Kieran.
- KS3 sporting commitment award: Devarsh, Beth, Ruby and Tommy.
- Sport talent: Lauren, Holly, Josh and Louise.
- Contribution to school sport through leadership: Year 9 and 10 girls' dance leaders.
- Best team: Year 7 girls' netball team.
- Inter girls' athletics team.
- Year 9 boys' relay team.

The Sports Scholarship scheme continues to grow and saw over 130 students awarded sports scholarships this year. Highlights of this year's scheme included trips to Leicester Tigers, Leicester Riders, the all England Badminton competition and a visit from Loughborough Lightning Netball captain, Natalie Panagarry. In addition, working together with Harington School all scholars had the opportunity to attend a presentation delivered by the ex-vice chair of the FA, David Dein.



A final highlight this year was the College sports day. The sports team were able to organise a high level athletics competition in the morning which was followed by the whole College taking part in a range of team sports in the afternoon.



Thank you to all the students for their dedication and hard work that has led to another successful year. This thanks must also extend to the parents who support students' entry into so many competitions both for the College and beyond.



## Academic Scholars and Youth Speaks

### Youth Speaks

At the beginning of the year we entered 7 teams into the Youth Speaks heats in Melton and Uppingham, five of which made it through to the competition in Bourne. There was a wide range of topics, from poverty and world hunger to the stresses of modern day farming. We had great success at this round, the Year 8 and Year 9 team came first and second in the intermediate round, and in the senior round, the Year 10 team came second.



We had a fantastic regional final with the Year 9 team coming first in the competition and winning all prizes. The team spoke very passionately about the stresses of modern day farming focusing on the mental health of farmers. Their enthusiastic performance won them second place at the national finals with one of the team members winning best speaker. The team were commended by Mr Williams for their success.

### English Speaking Union

In January, we went to the first round of the English Speaking Union public speaking competition. One student discussed the point that judges would never be blind while the judiciary is predominantly white, middle-aged males. Another student worked well to introduce, summarise another speaker's speech, whilst the third student's job was to probe deeper into the topic by using a range of questioning styles. The team competed against teams from a range of public and state schools. The team did very well and one student won the award of best main speaker.

### Balloon Debate

This year we competed in a newly-formed competition available to Year 8 students. They had the opportunity to act as characters from children's books convincing the audience to keep them in the hot air balloon. Two of our students took part acting as Alex Rider and Tinkerbell. They did an amazing job which resulted in them winning first and second place out of 12 students from both state and public schools.

### Academic Scholarship

This year the number of applicants to become an academic scholar increased again to 113 with 90 students being accepted. A number of academic scholars completed academic research projects and were invited to visit St. Catharine's College at Cambridge University to discuss them and meet students to discuss life at an Oxbridge university. Academic Scholars from 2019 have also written essays and plan to return in November.

We have had several guest speakers visit the College to discuss university places e.g. York and Cambridge. Scholars had the opportunity to ask questions and research the courses available to them.

Mentoring in specific subject areas has been ongoing with a range of activities and visits taking place. Workshops and museum visits have been offered to art scholars. Year 10 and 11 scholars visited The Natural History Museum in September which everyone thoroughly enjoyed. In Drama, Gold and Silver academic scholars were invited to attend Toilethorpe theatre and all Year 10 Academic scholars visited the Escape Rooms in Leicester. Year 9 scholars will also have this opportunity later in the year.



## QUALITY OF EDUCATION: OUTCOMES

**These results are preliminary – the progress data in particular is likely to change and should be used with caution as a result. We have highlighted in yellow the data that may change as a result of variation in national performance.**

Data date stamp 31.8.19

### Judgement: Outstanding

The College is celebrating another excellent set of results which are above expectation for the Progress 8 measure and last year's best ever results. Our overall performance is likely to remain above national expectations in the key performance measures, with specific groups of students (PP/Most Able/SEND) performing well.

### Progress 8, Attainment 8

SISRA Analytic is currently predicting a Progress 8 (P8) score of +0.5, which would be significantly above national average and therefore outstanding. For comparison, last year's P8 was +0.4.

The English and mathematics results have increased from last year. SISRA is currently calculating a P8 score of (+0.54) for English (last year +0.54) and (+0.57) for mathematics (last year +0.30).

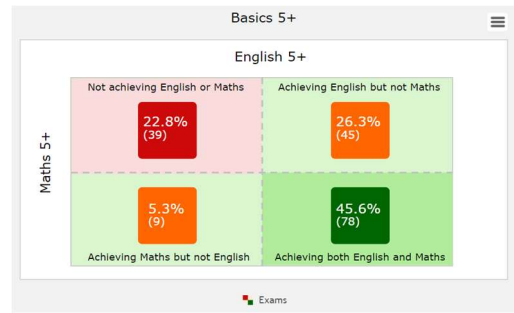
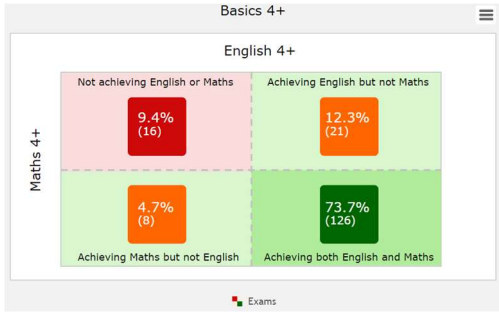
The EBacc element has improved its P8 score from +0.56 in 2018 to +0.62 in 2019. The open element, +0.42, which consists of three other subjects has also seen an increase on last year (+0.28).



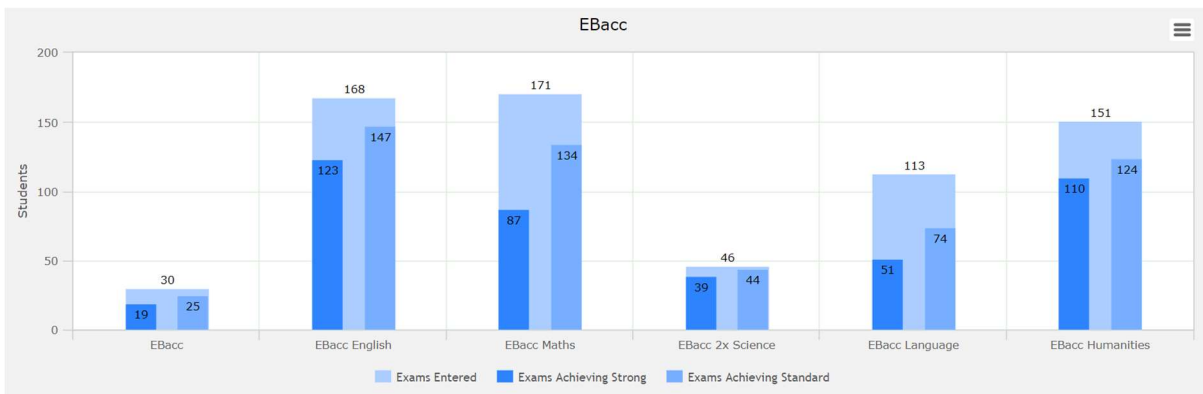
### Attainment

In the basic measure, which assesses the proportion of students achieving English and mathematics at grade 4 or above (standard), we achieved 73.7%, this is a slight decrease on last year's performance of 79%. This fall is expected due to the cohort's lower prior attainment when they joined us.

Under the new 'strong' pass of a grade 5 we achieved 46%, in comparison to last year this is again a significant decrease 58.6%. This fall is expected due to the cohorts prior attainment.

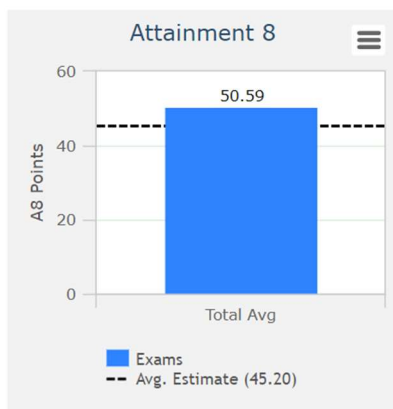


Within this cohort 17.2% were entered for the EBacc with 14.4% achieving a standard pass and 10.9% achieving a strong pass.



The improved performance within the EBacc reflects the hard work of staff ensuring that curriculum assessment prepare the students well. This is because of the strong performance in humanities, particularly history and languages. Science performance is as predicted; please see narrative within Quality of Education curriculum.

Attainment 8 at 50.5pts is a slight decrease in last year's 53pts, however, still remains above the predicted the national average given their prior attainment.



### Subject Areas

Residuals and grades have been used to identify subject performance where student outcomes have been particularly strong, both in terms of College performance and national Subject Progress Index (SPI).

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

CiDA (IT course)	SPI 2.65 (residual 1.50)
History	SPI 1.90 (residual 1.04)
Computer Science	SPI 1.51 (residual 0.25)
Music	SPI 1.24 (residual 0.5)
Art and Design	SPI 0.77 (residual 0.65)
Photography	SPI 0.84 (residual 1.00)
Religious Studies	SPI 0.83 (residual 0.38)

The SPI was also high in the following:

French	SPI 0.63
English	SPI 0.54
Mathematics	SPI 0.53

And residuals were particularly strong in:

Graphics	Res 0.80
BTEC music	Res 0.38

An Area for development is **Biology SPI (-0.49) and residual (-0.65)** suggests that further investigation is required to understand the underperformance and underpin an action plan to drive significant improvement. **This is similar of Chemistry (SPI -0.14 and residual -0.49).** These subjects are considerably below that of others in the College and the national picture. Subject areas worthy of further consideration follow, however caution must be taken where whole College performance may indicate concern, the SPI suggests that against the national picture they are broadly inline.

Spanish	SPI -0.06 (residual -0.96)
Sport	SPI -0.05 (residual -0.25)

### Pupil Premium

The year 37 students were classified as Pupil Premium (PP). Similar students nationally have the largest gap between themselves and their peers.

### Progress 8

Pupil Premium students achieved a P8 estimate of +0.52. This represents outstanding progress against similar students nationally. There has been a significant increase in performance of this cohort of students in both English (+0.65) and mathematics (+0.65). Against non-pupil premium students this cohort out performed their peers: English +0.51 and mathematics +0.54 respectively.

Average Total Progress 8	All	0.539 ↑
	Not Pupil Premium	0.542
	Pupil Premium	0.526
	GAP	0.016

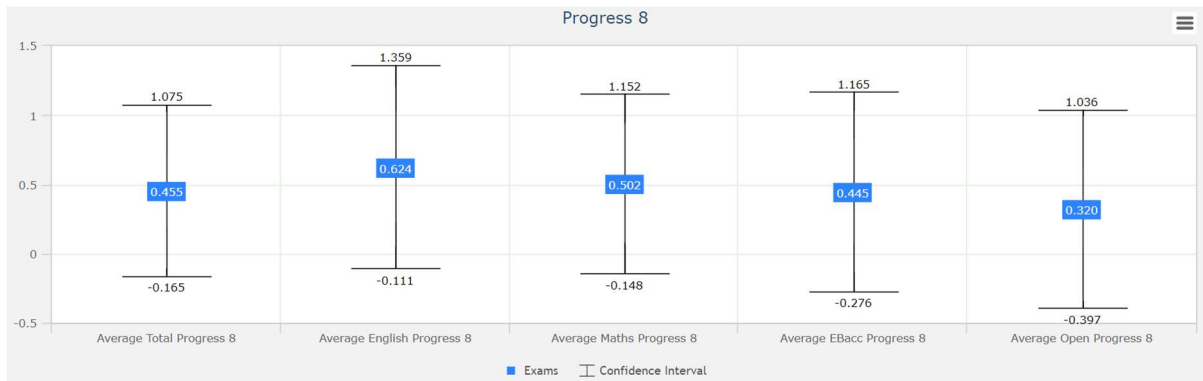
### Attainment

This year the PP cohort performed significantly better than the previous year against the measure listed in the table below. Gaps in attainment are diminishing and the cohort still remains significantly above the national average from this group.

	PP	Non PP	Gap/Difference
Cohort size	37	133	
Avg KS2 points	4.49	4.74	
9 – 7 E/M %	10.8%	12.7%	1.9%
9 – 5 E/M %	37.8%	47.8%	10%
9 – 4 E/M %	73.0%	73.9%	0.9%
EBACC strong	5.4%	12.7%	7.3%
EBACC standard	8.1%	16.4%	8.3%
English A8 average grade	5.16	5.47	0.31
Mathematics A8 average grade	4.54	5.00	0.46
Total Attainment 8	47.11	51.52	4.41

### Special Education Needs and Disabilities

SEND student performance data for P8 is lower overall compared with students without support. Students with an Education Health Care plan (EHC) +0.05, school support (K code) +0.57 compared with +0.54 for the rest of the cohort. This cohort remains very small and very few students are part of this measure, however continued monitoring must be ensured in 2019/20.

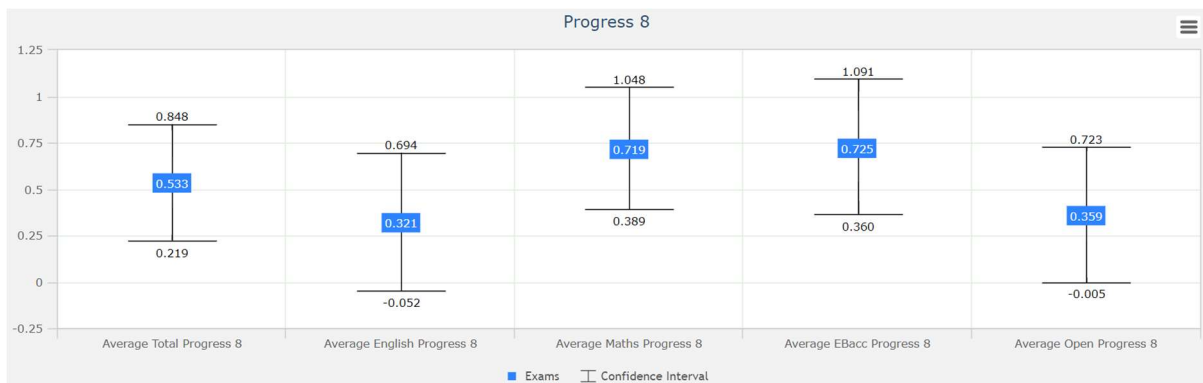


As the chart below illustrates progress of the SEND students is strong across the piste. This represents outstanding teaching and learning and a curriculum that is appropriate to the students within this cohort.

### Most Able

Most Able students (66) performed well across the curriculum and on each of the performance measures. English and the Open basket are lower than that of mathematics and the EBacc and, should therefore be monitored closely during the next academic year to try to even the performance across the overall P8. It is important to mention that these are still likely to be above average compared to national data.

88% of this cohort attached 5+ (strong pass) in English and mathematics. This is also represented in a P8 score of +0.53 showing that this cohort of students is doing extremely well. An incredible 32 students leave us with at least five, 7, 8 or 9 grades.



12.1% of students did not meet the 5+ (strong pass) in English and mathematics. Of this overall percentage, 7.6% did not meet 5+ in their mathematics and is therefore worthy of further consideration in 2019/20.

### Gender

As the following tables show, the girls' cohort was slightly bigger than that of the boys. The overall P8 shows that the girls scored higher on progress compared to the boys. However, the amount of boys who achieved 5+ (strong pass) in English and mathematics was 11.7% higher than that of the girls. There is also a similar representation in the EBacc basket with a 9.2% difference in the strong pass and 10.3% difference in the standard pass. An area for development will be to ensure that the girls achieve better in the EBacc basket.

### Girls' performance:

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	AS	Eng AS	Mat AS	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	100	4.61	41.0% ↓	73.0% ↑	7.0% ↓	10.0% ↓	50.78 ↑	11.28 ↑	9.26 ↑	0.926 ↑	0.433 ↑	0.710 ↑	0.718 ↑	0.700 ↑

### Boys' performance:

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	AS	Eng AS	Mat AS	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	74	4.78	52.7% ↑	74.3% ↑	16.2% ↑	20.3% ↓	50.26 ↑	10.14 ↑	10.57 ↑	0.043 ↑	0.749 ↑	0.519 ↑	0.043 ↑	0.327 ↑



### 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 42 students to improve their literacy and numeracy skills. They have consistently performed in line with their target of 3.24. For example, on the key assessment (high stakes) they scored an average grade which is higher than the minimum target. The 42 students who received additional numeracy support also made progress that is broadly in line with that of their target.

Data produced by SISRA Analytics reveals that those students in receipt of English and mathematics support have also performed strongly across the curriculum.

### Overall Progress at the College

Progress throughout the year across the College is strong. Where issues have been identified, intervention is used to bring about effective improvements. This is demonstrated as follows:

#### Year 7

- The Average Total Attainment 8 score being achieved is 57.32, this is considerably higher than the Target Score of 53.30. The Average Grade achieved is 5.73, this is higher than the Target grade (5.33).
- Within English and mathematics 73.3% of students achieved at least a grade 4 in both subjects respectively. 53.8% students are achieving a grade 5 in both subjects. There has been some variation in these percentages throughout the year which indicates that consideration must be taken next year with regards to checkpoint grade boundaries and ensuring appropriate tracking/intervention where required. This will help to bring the overall percentages closer to the Target %.
- Residual scores for the cohort indicate that students are doing particularly well in Art and Design (0.23) and Music (0.41).
- Subjects which need particular consideration regarding overall performance are Drama (-0.31) and Sport (-0.21).

#### Year 8

- The Average Total Attainment 8 score being achieved is 52.80, this in-line with the Target Score of 52.24. The Average Grade achieved is 5.28, this is in-line with the Target Grade (5.22).
- Within English and mathematics 77.5% students achieved at least a grade 4 in both subjects respectively, this is in line with the Target %. 58.3% of students achieved a grade 5 or above in both subjects; this is lower than the Target %. This is due to a lower percentage of students achieving a grade 5 in mathematics which must be addressed.
- Residual scores for the cohort indicate that students are doing well in English (0.27), Drama (0.26) and Music (0.23).
- Subjects which need particular consideration regarding overall performance are mathematics (-0.30) and Sport (-0.37).

#### Year 9

- The Average Total Attainment 8 score being achieved is 48.82, there is negotiable difference than the Target Score of 49.14. The average grade achieved is 4.88, again this is a negotiable difference to the target 4.91.
- Within English and mathematics 79.9% of students achieved at least a grade 4 in both subjects, this is slightly higher than the Target % of 76.5%. 60.3% of students achieved a grade 5 or above in both subjects; this is again slightly higher than the Target %.
- Residual scores for the cohort suggest that students are also doing well in Music (0.73), MFL (0.14) and Design Technology (0.16).
- Subjects which need particular consideration regarding overall performance are Drama, (-0.79), Science (-0.39) and Sport (-0.37).

#### Year 10

- The Average Total Attainment being achieved is 54.56, this is higher than the Target of 50.53. The average grade achieved is 5.46, this is higher than the target of 5.05.
- Current predicted P8 is +0.48.
- Within English and mathematics 84.0% of students achieved at least a grade 4 in both subjects, this is a negotiable difference to the target of 84.5%. 69.6% of students achieved a grade 5 or above, this is considerably higher than the predicted target of 61.3%.
- Outcomes in the mocks were generally very positive. Students are being well prepared for their final GCSE examinations.

## Evaluation of outcomes Transformation Planning 2018/19

Outcomes Planning 2018/19

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A P8 of 0.35 or better	CP: Y8, Y11	CP: Y7, Y10 Att: all years	CP: Y8, Y10 KA: Y9, Y11 PE1: Y9	CP: Y7, Y10 Predicted: Y11 Att: all years PE1: Y7 PE2: Y10, Y11	CP: Y9 KA: Y8 TR: Y7, Y10	KA: Y7, Y10 PE2: Y8, Y9 TR: Y9 Att: all years
For English, Maths, EBacc and the Open Basket significantly above average	GAIs and Reading Age Tests completed for Y7/8	Revision guides for all Pupil Premium students purchased. Survey Y11 on KS5 plans	<b>Pupil Premium and Catch Up Funding Review</b>	Y9 Options choices review following decisions KS3 / KS4 prep focus groups	Update on Y10 Work Experience places	Year 10 Work Experience
9 - 4 in Eng and Maths 80% or better.	Team trackers set up and issued.	Survey Y11 on KS5 plans	<b>Exam guided imagery script - anxiety strategies for Yr 11</b>	Y11 exam assessment overview leaflet reviewed and issued through tutorial	EHCP proposed curriculum mapped to TA hours document	TA timetables. TA briefing 2019-20 provision and any changes
9 - 5 in Eng and Maths 60% or better	Case students 2017-18 FSM	Y9 options planning	<b>Walking talking mocks for Yr 11 students</b>	Y11 mock results and update list	Students identified for Yr 9 Intervention transition group and sessions delivered	SEND transition Y6-7
A positive Progress 8 Score for Most Able, SEND, Boys and Girls and Low and Middle Ability students.	Yr 7 Catch up students identified	Y11 focus groups - quality of intervention and preparation for exams.	<b>Review 35 Y11 mock results and update list</b>	<b>Update - SEND EHCP provision</b>	Reporting calendar in draft format for comments from TIs	Finalised reporting calendar to all staff
Average grade for students in receipt of Catch Up Funding to be above the average minimum target for English and Maths.	Y11 SEND / boys' options choices reviewed from 2018 results	Work with SGE on how to embed the development points into a tutorial SOW for current Y10.	<b>Y11 mocks</b>	<b>Keyworkers to support Y10 destination pathway choices/options</b>	<b>Keyworkers to support Y10 EHCP students in</b>	<b>Keyworkers to review Y10 EHCP students mock results</b>
Destination Data - 97% of students entering training, education or employment.	Min / asp targets for Y10 and 11 reviewed in light of SPI information	Update Yr 11 'How to revise' booklet and issue to students. Embed during an assembly.	Y9 options blocks decided. Data to organise groups and pathways. Apts with SLT organised. Letters drafted.	Preparation for mocks	Update - SEND EHCP provision map	for Y10 post mocks
80% of students in Y11 feel that the careers advice is helpful (HWI)	SEND EHC provision map complete	Y10 options choices PP and SPP reviewed from CP1	Action points from PP review agreed	Update - SEND EHCP provision map	Prepare Y10 EHCP students for work	Y10 work experience - support in place where appropriate

Score for Most Able, SEND, Boys and Girls and Low and Middle Ability students.	Y11 SEND / boys' options choices reviewed from 2018 results	quality of intervention and preparation for exams.	<b>mocks for Yr 11 students</b>	overview leaflet reviewed and issued through tutorial	for Yr 9 Intervention transition group and sessions delivered	7
Average grade for students in receipt of Catch Up Funding to be above the average minimum target for English and Maths.	Min / asp targets for Y10 and 11 reviewed in light of SPI information	Work with SGE on how to embed the development points into a tutorial SOW for current Y10.	<b>Review 35 Y11 mock results and update list</b>	<b>Keyworkers to support Y10 destination pathway choices/options</b>	Reporting calendar in draft format for comments from TIs	<b>Keyworkers to review Y10 EHCP students mock results</b>
Destination Data - 97% of students entering training, education or employment.	Review of prediction grades v outcomes and mock grades v outcomes	Y10 options choices PP and SPP reviewed from CP1	<b>Update - SEND EHCP provision</b>	<b>Keyworkers to support Y10 EHCP students in</b>	Preparation for mocks	<b>Inform TL of any option changes/worries</b>
80% of students in Y11 feel that the careers advice is helpful (HWI)	Study support lessons QA	Review of staff exam markers	Y11 mocks	Update - SEND EHCP provision map	Prepare Y10 EHCP students for work experience	Y10 work experience - support in place where appropriate
The Careers Lead will need to obtain the Level 6 Careers Qualification (HWI)	Identify BTEC lead	Focus group (Yr 9 & 10) - whole College engagement. Work with HMA & MSM on how to embed the development points identified. Walking Talking Mocks for Y11 Students	Action points from PP review agreed by senior team	Prepare Y10 EHCP students for work experience		
	Y9 / Y10 K code student review	<b>Effective use of TA training</b>	Review of staff exam markers			

- On overall P8 score of +0.5 is outstanding. 73.7% of students achieved the basics measure of a standard pass, 4+ in English and mathematics with 46% achieving a grade 5+.
- In comparison to the previous year's performance, the increased progress measure of +0.5 is expected to be significantly above the national average.

However, the attainment measures have decreased, as expected, will still remain above forecasted national figures.

- Destination data is expected to be significantly about the national percentage for the y Year 11 cohort with 98.2% entering education, training or employment once they leave the College.
- Parent and student surveys indicate that Checkpoint, Key Assessment and Progress evenings inform them about their child's progress. 86% of parents felt that they receive valuable information from the College regarding their child's achievements. The student survey also praised the reporting system with 87.55% of students stating that Checkpoints, Key Assessments and Tutor Reports are useful.

### Recommendations

- Careful analysis of the provision in biology and chemistry are needed through a subject review and scrutiny panel.
- Close monitoring of the science synergy course which was brand new last academic year and will yield results for the first time this year to ensure preparation is appropriate and in line with expectations.
- Close monitoring of the Most Able P8 score in English (12.1% not meeting 5+ 2018/19 Year 11) and the open basket to ensure the performance difference is reduced when compared with mathematics (7.6% not meeting 5+) and the EBacc.
- Continue to track and monitor all Pupil Premium students' in the current Year 11, both as a cohort and individual students, to ensure that all are receiving a quality education and achieving their potential as mock results indicate a potential drop.
- EBacc basket subjects should review curriculum and intervention to ensure that the gender gap outcome in the strong and standard element reduce in the next academic year.

## Quality of Education (Outcomes) Planning 2019/20

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>P8 0.40 P8 PP 0.13 P8 MA 0.4</p> <p>En&amp;Ma 4+ 75% En&amp;Ma 5+ 55%</p> <p>A8 51</p>	<p>Checkpoint Y11 and analysis</p> <p>Yr 7 Tutor evening</p> <p>CATs and Reading Age Tests completed for year 7 and 8.</p> <p>Year 7 catch up students identified</p> <p>Year 8 catch up students TT allocated</p> <p>Year 7 targets set and shared</p> <p>Team trackers set up and issued</p> <p>Min/asp targets for Y11 reviewed and allocated intervention where appropriate</p>	<p>Checkpoint Y10, Y8, Y7</p> <p>Y11 checkpoint analysis intervention implementation</p> <p>Y8 and 10 checkpoint analysis - intervention implementation</p> <p>Y9 Key Assessment and analysis</p> <p>Progress Evening 10,11</p> <p>CATS mop up</p> <p>Y7 baseline tests Reading/Ma</p> <p>Revision guides for PP students purchased</p> <p>Year 11 intervention focus on preparation for</p>	<p>Key assessment (mocks) Y11 and QA</p> <p>Progress Evening 8,9</p> <p>Y7, 9 assessment analysis - intervention implementation</p> <p>Y9 Key Assessment QA</p> <p>Review of how all PP students are doing across the curriculum</p> <p>Post Year 11 mock 1:1 sessions Red and PP students</p> <p>Pupil Premium and Catch up funding statements for intended spend 2019 -2020 created</p>	<p>Checkpoint Y10</p> <p>Y11 assessment analysis - intervention implementation</p> <p>Y11 internal formative assessment</p> <p>Progress evening Y10,11</p> <p>Y9 Options Evening</p> <p>Pupil Premium elective selection monitoring – Passport QA</p>	<p>Y11 Predicted grades upload</p> <p>Checkpoint Y9 and analysis - intervention implementation</p> <p>Y8 Key Assessment and QA</p> <p>Progress Evening Y7</p> <p>Update on Work Experience progress of student placement.</p>	<p>Year 10 work experience.</p> <p>Y7, 10 Key Assessment and QA</p> <p>Y8 Key Assessment analysis - intervention implementation</p> <p>Progress Evening Y8, 9</p>

	<p>Year 11 focus boards set up and identification of students where immediate gains are of benefit</p> <p>Year 11 marginal gains assembly</p> <p>Review of Team Interventions</p> <p>Implementation of core subject review meetings focusing on progress and cross over En/Ma</p> <p>PP, Most able and SEND lists shared with staff. Ensure that information is correct on SISRA</p> <p>Careers curriculum reviewed and planned for 2019-2020</p> <p>Exam access arrangement screening</p>	<p>exams for all. 'How to revise' booklet created and issued</p> <p>CPD for staff regarding revision techniques</p> <p>Year 11 red student focus on PP KPI's</p> <p>Identify Year 11 revision sessions and follow up</p> <p>Year 11 anxiety and stress sessions.</p> <p>Pupil Premium and Catch up funding statements reviewed and impact statement written for 2019-2020. Case studies completed.</p>				
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	Pupil Premium elective selection monitoring – Passport					
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## QUALITY OF EDUCATION: CURRICULUM

### Judgement: Outstanding

- Lesson observations in 2018-19 were overwhelmingly positive. 42% were deemed outstanding, with 95% good or better overall showing that teachers understand the curriculum they are delivering and are able to help students to know more and remember more. This quality assurance is supported by 90% of parents agreeing that their child is well taught and 89% of students agreeing that they make good progress at the College. The information shared with students and parents on checkpoints and key assessments leads 86% of parents and 87% of students to agree that this is helpful in understanding their attainment and progress. In addition, the high quality teaching can be seen in the student survey where 87% agree that their teachers help them to understand how to improve their work.
- The options process allowed students to follow a range of pathways suited to their future hopes whilst ensuring they are on the right courses. While 79% of parents agreed that problems with option choices were satisfactorily resolved, and that 78% agreed advice given to students was good, only 76% felt the College was able to offer options appropriate for their child that would prepare them for their next steps. These perceptions may in part be due to the government aspiration for 75% of all students to be taking the EBacc by 2022 and 90% by 2025, and therefore the College has less freedom in the range of options available. Despite the restraints of the government target, we would hope to improve these percentages by reconsidering the communication of pathways and reviewing how Computer Science could be included as part of the science measure of EBacc.
- College EBacc figures were low in 2017/18 and 2018/19 as we made the deliberate choice to improve the quality of science outcomes by allowing students to select 2 of the 3 individual sciences. It was also felt that the combined science qualification did not as adequately prepare students for the study of the sciences at A level whereas the individual options did. As anticipated, the science results did improve as students chose the combination based on interest and future plans. This did have a negative impact on the number of students whose qualification counted in the EBacc measure. The recent renewal of emphasis on the EBacc by the government has left the College with no choice but to introduce the Synergy course and reinstate triple science. The table below shows how the figures are looking for EBacc and how we are moving towards the target of 75% by 2022.

EBacc	16/17	17/18	18/19	19/20 Current 11 based on mocks	20/21 Current 10
Entry %	34.7	25	17	51	56%
Passed 4+	31.3	19	14	37	
Passed 5 +	27.8	14	11	23	



- Initial concerns about the outcomes in MFL led us to plan a review of that subject to identify possible areas to develop. However, after national data was published it became apparent that languages across the country are depressed by approximately a grade compared to other subjects. In light of this, the MFL outcomes were broadly in line with national performance and so a review was deemed unnecessary. Early concerns about lower than expected performance in Art and Design was attributed to the trend in lower attaining students taking these qualifications which led to a review of the courses being offered. As a result, a BTEC option has been made available, as well as the GCSE option to ensure students are on the right courses. The low SPI of the Drama results led to a subject review and a governors scrutiny panel in which all aspects of teaching, learning, CPD and leadership were reviewed. The governors were satisfied that the response was transparent and thorough and the outcomes for drama this year were greatly improved moving from an SPI of - 0.46 in 2018 to +0.19 in 2019.
- Following GCSE results, subjects reviewed their qualifications to ensure that they were appropriate for all students. Other than Art and Design, all other subjects chose to stick to the GCSE offer. Drama considered BTEC but in light of the subject review decided that other factors had led to their outcomes, not the choice of qualification itself.
- A vocabulary project was launched in Term 2 to develop literacy and help students to access a range of challenging vocabulary that they would encounter throughout their education and beyond. 77% of students in those year groups agreed that they had improved their knowledge and use of vocabulary as a result of the programme.
- Curriculum intent, implementation and impact was explored extensively at senior leadership, subject leader, and teacher level. The strategic overview was explored through CPD events offered by Ofsted and in turn Team leaders developed their subject curriculum in line with the new 2019 Ofsted EIF. Core training across the College allowed the development of curriculum planning to be cascaded to all staff.
- 88% of students agreed that SMHW was consistently set by their teachers. Core training raised the profile of setting appropriate prep for less able students (K code in particular) so that they were able to access this aspect of curriculum delivery. A further focus group was not completed due to SEN staffing changes but the College outcomes at Year 11 suggest that the K code students P8 (+0.57 ) was actually slightly higher than the rest of the cohort (+0.54).

## Evaluation of Quality of Education from the 2018-19 Transformation Plan

### Teaching and Learning Planning 2018/19

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

Teacher target 2 revised.	LW and Focus group to identify key perception issues.	New staff focus group.				
	T&L group launch					

### Leadership and Management Planning 2018/19

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Clear strategies to tackle gender inequality are in place across the Federation	ER to feedback on gender pay gap	ER to report on flexible working contracts	Analysis of outcomes by gender overtime	Analysis of destination data by gender	BTEC QA Survey	Decide on key developments for next year against audit
Reviews of MFL, Art and Design and Drama take place. Curriculum offer appraised and altered to meet needs of all	Meeting with Sarah Cosgriff (Gender Balance Officer - East Midlands), BD	Student perceptions of gender survey - gender bias assemblies to follow	Add targets linked to gender following gender audit on subject TPs	Review all student survey questions for PR targets and TP targets	Launch Student survey w/c (23rd April back)	Prepare for New BTEC course - see checklist 2.4 in policy.
Y10 options choices reviewed to ensure students all have an appropriate pathway	Scrutiny of results, investigation into new courses	12/12 Core training unconscious gender bias (GBO from IoFP)	Scrutiny of Drama mock results to check impact	Drama review	SLT LW clubs and activities - feedback given	Review success of early survey
At least 670 student respond to annual survey to gain greater stakeholder engagement.	Ensure all learners / courses are registered for BTEC and count towards performance measures.	Gender equality audit	BTEC QMR Visit	Introduce Curriculum review to all staff: Core Training 27/3	SLT/TLs	Analyse extra-curricular data and triangulate with survey responses
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%	Termly BTEC meeting (OSCA Training / Standards Verification)	Drama, Art and Design and MFL reviews (Nov)	SLT LW of Electives - feedback given	SLT/TL develop full list of subject specific success criteria	All teams begin to adapt KS3 SoW to match planned Curriculum Implementation	Launch DoE elective for Y9 and Y10
			DoE celebration/presentation event	SLT/TL review/adapt assessment in		Review DoE regional participation data
			Curriculum workshop with TL: - Review subject curriculum Intent - TL prepare subject curriculum			

## Recommendations

- In line with the new Ofsted IEF our QA will place a greater emphasis on the quality of education at a subject level and, to this end we will review key subjects every term to investigate how well the curriculum plans are born out through schemes or work, assessment, and in students work. We will evaluate how well all teachers follow and contribute to schemes of work and planning and how the Team Leaders support teachers through subject content development.
- Vocabulary project to be continued this year to build on initial successes.
- To develop a love of reading and improve literacy we will introduce the Accelerated Reader programme to the College, starting in Year 7. The library will in turn be developed to support this scheme and to promote and facilitate good reading habits.
- CPD offer to investigate recent educational research to help our teachers to increase students' knowledge efficiently and securely so they learn more and remember more.

## Quality of Education Curriculum Planning 2019/20

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>80% Y7 and Y8 students agree that their understanding and use of new vocabulary has improved</p> <p>Best 2 lesson 40% outstanding, 90% good or better.</p> <p>Subject reviews are good or better</p> <p>Y7 Reading ages measured and 80% improve through AR programme</p> <p>Curriculum planning, TT 60% Y9 cohort opt for Ebacc (75% 2022) 65% opt MFL 55% Ph, Ch and Bi or CS, Ph and Ch</p>	<p>Identify staff to continue and develop the vocab model started last year - PR target</p> <p>First obs for continuing staff start</p> <p>History review</p> <p>AR team agreed and training completed Y7 RA tested AR costs submitted for budgeting across next 2 years</p> <p>SLT/ TL to consider new TT proposal Agree the routes through science</p> <ul style="list-style-type: none"> <li>• Synergy</li> <li>• Triple</li> <li>• CS, Ph, Ch</li> </ul>	<p>LW to review delivery and consistency of vocab sessions</p> <p>First formal obs for new starters - complete to match Probation 1</p> <p>Biology GCSE review</p> <p>Book order completed. Library prepared for launch of AR with Y7</p> <p>Plan promotion of AR with celebration points (SHO)</p> <p>AR - SHO&amp;EM to promote to all Y7 tutors</p>	<p>Interim PR to check vocab project leadership</p> <p>All staff at least 1 obs by 31/1/20</p> <p>Sport GCSE review</p> <p>Termly reading promotion in library (EM)</p> <p>Core training to share agreed TT model and shape of day to HS and CC</p> <p>Begin TT</p> <p>Options blocks decided. Data to organise groups and pathways.</p>	<p>English KS3 &amp; Review</p> <p>Termly reading promotion in library (EM)</p> <p>Y9 Options choices review following decisions.</p>	<p>Review Vocab programme and plan next steps</p> <p>Review marshalling doc - all obs mapped by 15/6/20</p> <p>Art BTEC and Spanish GCSE reviews</p> <p>Termly reading promotion in library (EM)</p> <p>Subjects to review planning for new TT mode</p> <p>Final changes to TT following last day for resignation</p> <p>Y9 Options choices confirmed</p>	<p>Student survey results to determine next steps</p> <p>Assess overall obs figures for year/PRs</p> <p>Maths and Tutorial Y9 review</p> <p>Termly reading promotion in library (EM)</p> <p>Re-test RA measure progress</p> <p>TT delivered including DSP by week 3 at latest</p> <p>Duties allocated before end of term</p> <p>Review EBACC numbers and</p>

<p>EBacc 40% achieve standard pass        8% Y9 opt for Music GCSE        8% BTEC Music,        10% Graphics and 10% Food GCSE        80% Students happy with options choices</p>		<p>Consult TL to prepare for implications of new model.</p> <p>ABW, JPE to attend TT course (Dec)</p> <p>LW Y9        Music promotion of subject</p>	<p>Process agreed for communication and meetings.</p>		<p>and sent home by end of term</p>	<p>success of CS, Ph, Ch offer. Also % for music and MFL</p>
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## BEHAVIOUR & ATTITUDES

### Judgement: Outstanding

The College ensures that steps are taken to allow students to thrive in a positive learning environment, students play a highly positive role in creating a school environment where difference and commonalities are identified and celebrated. Students support this within the student survey: 'Good at making sure that a student is ok at all times and making sure that they are not being bullied'. Bullying in any form is not tolerated at the College and incidents are extremely rare, but on the occasions when it does occur, students are confident that it will be resolved quickly. All reported incidents of bullying are taken seriously, because an accumulation of minor incidents, especially if they are perpetrated by more than one person, can have a serious effect on the victim. Appropriate support is given to the victim in various forms:

- Action plan agreed with College and parent/carer;
- Risk Assessments;
- Lesson observations to gauge student interaction;
- Bespoke timetable;
- Changes in curriculum;
- School nurse;
- Emails to staff;
- Special briefings for subject teachers;
- Liaison with external agencies – CAMHS/Social Services where needed.

A key recommendation of this year's Transformation Plan will be to continue to work alongside parents. Whilst 81% of parents within the survey agreed that bullying was dealt with effectively, further work will be completed to ensure that parents feel well supported and recognise the actions which have been taken.

Students behave consistently well, demonstrating high levels of self-control and positive attitudes to their education. If pupils struggle with this, the College takes intelligent, fair and highly effective action to support them to succeed in their education. The Client Services team is meticulous in its analysis of student behaviour and can accurately pinpoint those students who require additional support. Sleuth shows that within a given term, between 79-86% of the College population receives no negative behaviour entries and only 3% of the College population receives 5 or more sleuths. This data is supported by the student survey where 94% of students agree that they behave well in lessons (49% strongly agreeing). The results of the staff and parent surveys support this with 92% of staff stating they are able to manage the behaviour of the students they work with and 82% of parents agreeing that the College makes sure students are well behaved. The College recognises that in each year group a small number of students are responsible for the negative behaviour entries, this small yet significant group have received extensive support via the Stages System and over time their behaviour has improved (as evidenced by Sleuth and fixed term exclusion data). Permanent exclusion or fixed term exclusions are used appropriately as a last resort. 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 2018/19 the percentage of students receiving one or more fixed term exclusions was 1.30 (National Data 4.76).

The College does take disciplinary measures to ensure the welfare and efficient education of all students is not compromised. Exclusion data, both fixed term and permanent is low; there is a 4 year trend that indicates that exclusions continue to reduce, including repeat exclusions.

Permanent Exclusions:

YEAR	PEX
2018-2019	1
2017-2018	1
2016-2017	1
2015-2016	4

Attendance of all groups of students is high and above the national average. Students arrive at College on time and are punctual to lessons. When this is not the case for a small minority of students, the College takes appropriate, swift and effective action. A forensic approach is applied to analyse absence rates for all students, which in turn results in appropriate support measures improve attendance. The focus with attendance will be to decrease the absence of students who qualify for Free School Meals and K coded students.

Relationships among students and staff reflect a positive and respectful culture; students feel safe within College and this is reflected as 88% of students said they felt safe at College, stating the College was good at 'making sure that every student feels as safe as they possibly could'.

Students receive an exceptional level of care from College staff. On the surveys the following comments were common responses to the 'things we are particularly good at' section:

- Supporting students;
- Sorting out issues and giving advice when needed;
- Creating a supportive atmosphere so students feel safe and comfortable in the surroundings;
- Balanced Curriculum;
- High standards regarding behaviour and uniform;
- Providing a safe environment for children to learn;
- Helping students if they need it.

The house points system rewards students within the College who make an outstanding contribution to College life. Last year, a total of 87187 were awarded (an average of 90 per student). The Principal's commendations are also used to celebrate truly outstanding achievements with 123 students receiving these within 2018/19. A key priority of last year's Transformation Plan was for students to feel that the house point system effectively rewards achievements, 80% of students agreed with this within the student survey.

## Evaluation of behaviour from the 2018/19 Transformation Plan

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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)	Post-16 evening	Careers Interviews with SPW / CMI	Working with Primary Heads and Year 6 teachers to discuss transition for core subjects.	Commence primary school visits / extended transition	Review impact of RTA project with current Year 7	Safeguarding leaflet TBC - emerging issues
80% of students feel that there is a positive learning environment in the majority of lessons (OT/MSA)	Focus groups with current year 7 re transition	Focus groups Y10 re transition to KS4	Focus groups redone to assess behaviour.	Tally chart - focus on Year 9	CSH meet re transition planning T6	College Transition Day / evening
90% of students state that they feel safe in College (OT)	Students for RTA inclusion project identified and RL in post	Tally chart - focus on Year 8	Spot check - Punctuality	Spot checks - Uniform	Focus group following student survey	Taster lesson with Sport / Science / MFL
The College is fully compliant with the guidance set out in KCSE (2018) (OT)	'Am I safe' disagree follow-up	T2 analysis of Sleuth and CSA proactive interventions	T3 analysis of house points - ensuring consistency across staff and teams.	Student Survey on behaviour in lessons	Spot check - Equipment	Tally chart - focus on Year 7
Attendance is at 97% overall. Above 96% for all groups of students (CPU)	Spot Checks on Uniform (plus tutor follow up)	Governor safeguarding training	Risk Assessment updates	Risk Assessment Review	Core Training on Prevent	Spot check - Punctuality
No more than 50 student have attendance below 92% (no	SLT Learning Walks recorded on LW log (ongoing throughout the year)	DSL Job description written.	Review staff duties to ensure good coverage of site.	Attendance Reports sent		

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

- On the student survey, 94% of students agreed that transition from primary school to College allowed them to settle quickly. 100% of parents agreed that issues with transition were discussed and resolved satisfactorily.



- 95% of students felt they behave well within lessons and get on with their work. Over 80% of students felt there was a positive learning environment in lessons across all subjects.
- On the student survey, 88% of students agreed with the statement 'I feel safe at College' (target 90%). Whilst this has improved, this will continue to be addressed within the Transformation Plan. Follow up work will be conducted with this group of students in an attempt to establish their concerns around safety.
- 80% of students within the student survey felt that the house point system effectively rewards achievements; this shows the consistency from the previous year.
- Attendance is above national data within all groups. FSM students are above the National average however, this will continue to be a focus for improvement with attendance through the Transformation Plan.

### Recommendations

- Previously the College has completed a significant amount of work around mental health. This year the College will develop a clear mental health strategy for students.
- Last year the College completed work around mobile phone usage with both students and staff. Staff and students felt this could further support the positive behaviour within lessons. This has resulted in clear expectations being placed on usage around the College; they may only be used in places where students eat or with the expressed permission of a member of staff. Workshops will also be completed to support parents in a response to this.
- Focus for attendance to be at 97% overall. Above 96% for FSM and K code students.
- On the student survey 88% of students agreed with the statement 'I feel safe'. Ideally, we would like this to be closer to 100%, therefore reasons and support will be explored.
- 95% of students felt they behaved well in lessons. Sleuth shows that 3% of students account for the majority of sleuth entries. Focus will be on support and improvement for these students linked to support with Local Authority agencies.

## Behaviour and Attitudes Planning 2019/20

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Permanent Exclusion to remain below 0.2%</p> <p>Fixed Term exclusion to remain below 3%</p> <p>Number of students with more than one fixed term exclusion to remain below 2%</p> <p>Attendance is at 97% overall. Above 96% for FSM students (SGE)</p> <p>80% of students feel that there is a positive learning environment in the majority of their lessons.</p> <p>90% of staff feel that they are effectively able to manage behaviour.</p> <p>80% of parents feel that the College makes</p>	<p>Stage 3 analysis and clear strategies in place, LA support services in place with bespoke PSP for each student</p> <p>End of Term1 analysis of FSM student attendance- student support identified</p> <p>Follow up of Disagree Bullying/ Feeling Safe by parents /students on survey.</p> <p>Spot check on equipment and uniform.</p> <p>Tally chart low level disruption analysis and follow up (plus tutor follow up)</p> <p>Analysis of T1 sleuth data proactive intervention</p>	<p>Review Stage 3 students and impact of intervention strategies</p> <p>Identify groups from T1 whose attendance is less than good - SGE to liaise with CSA to address proactive response and monitor.</p> <p>Letters 2 and 3 sent out for students who remain below 92%</p> <p>Letter sent to congratulate those with 100% attendance end of Term 2 SGE</p> <p>Attendance Reports sent home for all students</p>	<p>Attendance Panel meetings for those students identified through attendance process.</p> <p>Analysis of Term 2 sleuth follow up with T2 year group focus to assess improvement.</p> <p>Focus for Term 3 behaviour year group identified through analysis, proactive intervention identified.</p> <p>Spot check uniform</p> <p>Tally chart focus Y8</p> <p>Review of MH counselling support</p> <p>Follow up contact with parents</p>	<p>Attendance Reports sent home for all students.</p> <p>Letter sent to congratulate those with 100% attendance end of Term 4 SGE</p> <p>Focus for Term 4 year group identified through scorecard behaviour analysis and sleuth. Proactive intervention identified. Review of impact of Term 3.</p> <p>Spot check equipment</p> <p>Tally chart focus Y9</p> <p>Commence primary visits/ extended transition</p>	<p>Attendance Letters 2 and 3 and Panels if appropriate.</p> <p>Student Survey on behaviour within lessons</p> <p>CSH meet re transition planning T6</p> <p>Plan extra transition session for key students</p> <p>New Y7 Form groups</p> <p>Spot check punctuality</p> <p>Focus for Term 5 year group identified through scorecard behaviour analysis</p>	<p>Attendance reports sent</p> <p>Spot check uniform</p> <p>Tally chart focus Y7</p> <p>College Transition Day /Evening</p> <p>Review of stages students and action planning for T1 20/21</p>

<p>sure students are well behaved. (MSA/CPU)</p> <p>Mental health - 80% of students feel they are able to access appropriate support within College.</p> <p>Transition 85% of students feel the transition from primary to College allowed them to settle quickly. 85% of parents feel that transition helped them to settle quickly.(CSH)</p>	<p>identified. Behaviour CPD provided to new staff through induction process.</p> <p>Key non-teaching staff behaviour support meeting - Catering Assistants, Admin Staff.</p> <p>Mobile Phone strategy implementation</p> <p>RR training for MH, introduction of Counselling for identified students</p> <p>Y7 Tutor Evening- Parental follow up for any concerns identified within first Parental meeting with tutors</p> <p>CSH, RM, KJ meet timeline for transition</p>	<p>Spot Check punctuality - Focus on Late students through attendance monitoring.</p> <p>Tally chart focus Y10</p> <p>Identify from T1 Behaviour analysis key year group focus.CPU to share response in Leadership - MSA to monitor.</p> <p>Parent mobile phone workshop</p> <p>MH CPD Session with RR - policy</p> <p>SLT learning walks recorded on LW log (Linked to Year group focus and LM responsibility)</p>	<p>identified through survey</p>	<p>MH strategy review</p>	<p>and sleuth. Proactive intervention identified. Review of impact of Term 4</p>	
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		Focus group with current Y7 regarding transition CSH.				
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## PERSONAL DEVELOPMENT

### Judgement: Outstanding

#### PSHE

The College has refined the PSHE curriculum throughout the last academic year so that those teachers delivering it through the tutorial programme now feel confident that the planning and resources are readily available, coherent and sequential. 88% of teachers agreed that the content is relevant and helpful to students in making life choices and 85% agreed that the lessons are well delivered due to the quality assurance processes put in place this year. PSHE is delivered in a range of ways to ensure that where possible expertise is used (external speakers); the delivery is engaging and resonates with students in an age appropriate way (theatre companies, trips), and that it is part of the College ethos where suitable (assemblies). The importance of PSHE is reflected in the regular delivery of content in tutorials, but also in the dedicated time given, in addition through a compulsory Elective each year for each year group.

#### RSE

In February 2019 statutory guidance regarding the teaching of: Relationships Education, Relationships and Sex Education (RSE) and Health was published and a thorough audit of the whole PSHE provision was conducted. Aspects that were not yet adequately covered were identified and all areas are now fully covered. The audit also identified where in the PSHE curriculum aspects of the RS curriculum are covered so that we are compliant with the 5% requirement of RS education in KS3.

#### Inclusivity

To ensure that students experience an inclusive environment, the College worked with a Gender Balance Officer from the Institute of Physics to ensure that as staff we are not perpetuating traditional gender boundaries through conscious or unconscious gender bias. A Core CPD session encouraged staff to think about how language and attitudes can unfairly influence students according to their gender. This work included assemblies for students, as evidence showed that students also perpetuate bias and sometimes block choices for themselves or each other. All subjects completed a gender audit and then set themselves a target linked to the promotion of equality. For example, maths decided to focus on their questioning to ensure that they were equally distributed. English undertook the audit of how authors, poets and playwrights are used in the curriculum and to be aware how such things can influence the way boys and girls perceive a subject and therefore temper their engagement. Option choices were a real focus in Art and Design where the number of girls opting for art far outweighed the boys. Some workshops and assemblies were used to promote the broader appeal of the arts and the following options choices has shown that the gap between boys and girls picking the subject has reduced from 62% to 24%. The College promotes equal value in all respects and inclusivity and tolerance are at the core of our ethos and underpin the PSHE work across all year groups.

## Careers

There are many opportunities for students to consider and discuss their next steps in their career within the College. Students receive accurate and detailed guidance on career pathways through individual personalised meetings with a range of staff including the Senior Team and a Careers Advisor. A student's career journey starts in Year 7 through the tutorial programme where they explore and encounter different job options, this continues from KS3 into KS4. All Year 10 students undertake a work experience placement where they learn about the world of work and potential pathways. Throughout the academic year, the College hosts a number of opportunities for interactions with employers, this includes visits to Nottingham University, Post 16 Fair, employer mock interviews and visits, and alumni.

## Extra-curricular

The College has an excellent track record for engaging students in wider cultural and social experiences through the very comprehensive trips and visits offer, as detailed below. Some of our trips are linked to the academic curriculum such as the John Clare trip to Helpston that runs alongside the study of his poetry in English in Year 7. Other trips develop cultural understanding, tolerance and enlightenment such as the Year 8 trip to a church, mosque and gurdwara to compliment the RS curriculum. Others offer a once-in-a-life-time chance to visit and explore far flung parts of the world that combine volunteering projects with cultural tourism such as previous trips to Sumatra and Nepal. We are aware that the costs of trips and visits, which are beyond our compulsory curriculum, can be prohibitive for some families, therefore we have encouraged staff to put on lower cost trips this year that accommodate at least 30 students. We will pay for certain trips for PP students and have extended that financial support this year to include paying for any PP students who wishes to participate in the DofE. We recognise that it is those more vulnerable students in our community who need the broader learning and resilience that is developed through these experiences.

### TERM 1

Academic Scholars Natural History Museum  
All Saints Church  
Bosworth Battlefields  
Burghley House Arts  
Catmose Shakespeare Festival  
CP Uppingham Theatre  
CP Wilds Lodge  
D of E Bronze Qualifying Expedition  
D of E Bronze Qualifying Expedition  
D of E Silver Qualifying Expedition  
De Montfort University  
Geography Field Work Hunstanton  
Geography Field Work Leicester  
Harington D of E Gold  
Matilda Theatre  
Nepal 2018  
Oakham Castle  
The Play the Goes Wrong  
V&A Graphics Gathering  
Washington DC & New York

### TERM 2

Academic Scholars Cambridge University  
Academic Scholars Oundle School  
Active Rutland Awards  
Catmose Shakespeare Festival  
CP Harry Potter Studios  
CP Oakham Castle  
CP Sacrewell Farm  
CP Stibbington Day Centre  
Disability Athletics Event  
H Biology in Action  
John Clare House  
Kendrew Barracks Event  
Kelton Quarry  
Leicester Tigers  
London Theatre Weekend  
Macbeth Theatre  
Maths in Action  
Mosque & Gurdwara  
National Computing Museum  
Nottingham Synagogue Trip  
Spanish Exchange Home Leg  
Treasure Island

### TERM 3

A - Level Performing Arts Trip  
Barcelona 2019  
D of E Bronze Day Walks  
D of E Silver Day Walks  
English Poetry Day  
Loughborough University  
Nottingham University  
V&A and Natural History Museum

### TERM 4

Battlefields 2019  
Beaumont Shopping Centre  
Chemistry Festival  
Classical Spectacular Royal Albert Hall  
D of E Bronze Day Walks  
French Exchange  
Jerusalem  
Krakow  
La Rochelle  
Leicester Riders  
Manor Adventure  
National Bridge Competition  
National Space Centre  
Oundle Music & Drama Festival  
Oundle Music Festival  
Peterborough Magistrates' Court  
Print Workshop  
Spanish Exchange  
The Magic Flute  
The Woman in Black  
UK Uni & Apprentice Fair  
UKMT Math Challenge  
University of Leicester  
Wise Children Trip  
Yonex Badminton Championships

### TERM 5

A-Level PE Rawlings Academy  
Allerton Project/Ketton Cement  
Allerton/Lyndon/Brancaster  
Cambridge Arts  
D of E Bronze Practice Group A  
D of E Bronze Practice Group B  
D of E Silver Practice  
National Space Centre  
National Space Centre  
Rome - Art  
SPARK! Engineering Festival  
Translation Bee

### TERM 6

Aqua Park  
Beaumanor Hall  
Bridge Theatre  
D of E Bronze Qualifying Group A  
D of E Bronze Qualifying Group B  
D of E Silver Qualifying  
Ecuador Expedition  
Escape Reality  
German Exchange  
Hunstanton  
Hunstanton SEN  
Local Bridge Competition  
Mass Lobby London  
Rutland Water  
Rutland Farm Park  
Rutland Water Sailing Club  
Sheringham Residential  
Stratford Upon Avon  
ThinkTank Birmingham  
Tolethorpe Hall  
Woolsthorpe Manor

The Performing Arts maintained its strong reputation within the community for producing outstanding performances and this year we saw a very ambitious performance of the musical Sister Act. Students in Year 7 attended the West End musical of Matilda and then developed and choreographed their own performance of one song. All students took part whether it was singing a solo, being part of the dance troupe or singing in a group chorus: participation and engagement is what Catmose is all about. There continues to be a rich offer of opportunities to join drama clubs, compete in the local Oundle Festival of Music and Drama, perform in the Shakespeare Schools Festival, Christmas concert held in Oakham church, or be part of the many ensembles, concerts and clubs we pride ourselves in offering.

Our involvement with the Duke of Edinburgh's Award scheme at Bronze, Silver and Gold matches that of the closest private schools and across the East Midlands Region; our uptake and completion rates are far beyond other schools from the state sector.

Last year, a third of Year 9 took up the challenge of the Bronze award: this year that has risen to half of the cohort. We are enormously proud of this engagement with an organisation that seeks to develop the character, strength but also community conscience of our young people.

Following student feedback our Electives programme has introduced some new sessions, including trampolining and Faith Explored. 100% of students participate in sessions that include all three of the categories: cultural, academic and physical throughout the course of the year. This part of the curriculum is a celebrated part of the week with 94% of students and 89% of parents agreeing that it is an important part of the week.

### Recommendations

- Rewrite of PSHE and Sex Education policy so that we are fully compliant and to continue to QA the tutorial provision to ensure all students get the very best PSHE education.
- Continue to monitor uptake of options subjects, GCSE performance and A level choices by gender to ensure we are as inclusive as possible.
- To identify the vulnerable students within our community and track the opportunities they engage with, monitoring the breadth as well as the frequency, and intervening to promote fuller engagement where appropriate, including their Electives choices



## Personal Development Planning 2019/20

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Tutorial</p> <p>Lesson Obs Tutorial 80% good or better</p> <p>Staff survey 80% agree QA and programme is high quality</p> <p>Student survey - 80% of students agree that they have discussed issues in tutorial that have made them think more widely about the topics that are covered?</p> <p>Extra-curricular</p> <p>Student attendance on trips: Free trips 35% 51% low 4% mid 10% high</p>	<p>First meeting with Tutor Leads – QA of statutory requirements</p> <p>LW Y8 tutorial EF written feedback shared</p> <p>Rewrite policies linked to PSHE. S&amp;R, RS for gov's ABW</p> <p>LW Y10 tutorial EF written feedback shared</p> <p>DofE free offer for PP - communicated and uptake reviewed.</p> <p>SME feedback of performance of DofE staff for PRs</p> <p>Bronze and Silver info evening for parents 11th Sep</p>	<p>LW Y7 tutorial written feedback shared</p> <p>Collate when/where/how all aspects of PSHE curriculum are delivered.</p> <p>LW Y11 tutorial written feedback shared</p> <p>Elective choices checked for range - all students</p> <p>PP Focus group to assess electives choices</p>	<p>Meet with Tutor Leads</p> <p>Focus group Y8 perceptions</p> <p>Focus group Y10 perceptions</p> <p>Interim PR to check that trips have been planned</p> <p>Trips data checked to identify any students yet to engage</p> <p>DofE Presentation Evening TBC (Feb)</p> <p>Electives obs to review T1 findings</p>	<p>Change Student Survey question</p> <p>LW Y9 tutorial written feedback to tutors</p>	<p>Meeting with Tutor Leads to evaluate curriculum this year</p> <p>Focus group Y7 perception</p>	<p>Re-write overview in light of evaluation</p> <p>Tutorial review Y9 share outcomes and plan accordingly</p> <p>DofE assembly to promote for next year</p> <p>PP students written to with offer of free DofE place</p> <p>Electives choices analysed to show % students who achieve all 3 categories</p>

<p>40% Y9 DofE</p> <p>20% Y11 NCS</p> <p>Electives: Physical Cultural Academic</p> <p>80% of Obs in Electives at least good</p> <p>100% students experience Electives from each category across the year.</p>	<p>Silver presentations 1st Oct</p> <p>Content of Electives outlined by staff QA in SLT</p> <p>LW of electives SLT + HM in T1</p> <p>NCS planning for year</p>					
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## LEADERSHIP AND MANAGEMENT

### Judgement: Outstanding

Over 88% of students said that they felt safe at the College (92% on the Parent Survey). All students who did not agree with this statement received pastoral support and follow up work; this is an ongoing offer to those identified within the survey. Students were confident in that they knew where to get help – 89% stating that if there was a problem they knew who they could ask for help.

The curriculum includes appropriate opportunities for students to consider and understand the variety of risks to which they may be exposed in daily life. Suitable themes are included in assemblies, the tutor programme, whole-College theme days, and across a variety of subjects.

Students benefit from a culture of safeguarding, the Client Services team are extremely effective in supporting our most vulnerable students whilst all staff contribute to the identification of these students, the Client Services team ensure that early help is accessed for these students through clear communication with parents/carers and external expertise where required.

### CPD

This College continues to refine its Staff CPD offer in light of developments within education and in response to feedback from staff in the annual survey. This year we included sequenced sessions on key aspects of whole school responsibility for our middle leaders. This provided them and aspirant middle leaders with the opportunity to become involved in aspects of leadership that prepared them for the next stage in their career. 83% of staff agreed that the professional development was relevant and allowed them to improve their practice.

### Workload

The College is always looking at ways to reduce needless workload for teachers so that they remain fulfilled in their jobs and spend most of their time doing what they entered the profession to do: teaching. In the staff survey 83% of staff agreed that they were effectively able to manage their workload.

SLT consider workload when reviewing or introducing the systems and expectations we place upon the staff. In response to teachers feedback that two no notice observations each year causes them undue concern, we have decided to move to just one with the second being part of a subject review for which some notice will be given. Conscious that teachers need to manage their own time as far as possible we also allow staff to select CPD beyond the core sessions from our published booklet that they decide best matches their professional development needs. The sessions run within the working day and so do not add extra late nights to those that are necessary such as Progress Evenings and Open Evening. Where more than one teacher share a class, Team Leaders take care to be equitable when it comes to assessment marking, reporting and meeting parents so that work is not duplicated or two people give up an evening, when one is sufficient. We have also given examiners time in the summer term for marking in recognition of the fact that their expertise as examiners also benefits the College through the invaluable CPD they can offer their subject team.

All contracts are now advertised as flexible working so that we are able to harness the skills of staff whose additional commitments require it.

### Ethos and expectations

The SLT has experienced some change in the last year with the appointment of two new Vice Principals. The new team is aware of the impact that change can have on the stability of a school, and therefore time has been given to revisiting the ethos of the College so that there is coherence and stability demonstrated from the senior team and throughout the staff team. To address some concerns among staff about mobile phone use, staff and students were consulted, and after some careful planning and communication with staff, students and parents a new policy was agreed. There is now a balance between allowing students managed use of their phones and reducing the conflict some staff experienced in lesson time.

With the number of students on roll at an all-time high, maintaining consistency is critical in all aspects of the day to day operation of the College. Duties have been allocated to fit more easily with the teaching commitments of teachers. A whole Federation CPD session on ethos cemented the values of the College and the same message is consistently returned to in staff briefings and in the induction of new starters. The Principal openly welcomes feedback from staff and such conversations often feed into a broader discussion that help inform and shape aspects of our College. Examples of this include: the addition of Computer Science into the science EBacc measure as a new option, introducing German earlier in KS3 and the lobbying of parliament).

## Evaluation of Leadership and Management 2018/19

Leadership and Management Planning 2018/19						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Clear strategies to tackle gender inequality are in place across the Federation	ER to feedback on gender pay gap	ER to report on flexible working contracts	Analysis of outcomes by gender overtime	Analysis of destination data by gender	BTEC QA Survey	Decide on key developments for next year against audit
Reviews of MFL, Art and Design and Drama take place. Curriculum offer appraised and altered to meet needs of all	Meeting with Sarah Cosgriff (Gender Balance Officer – East Midlands), BD	Student perceptions of gender survey - gender bias assemblies to follow	Add targets linked to gender following gender audit on subject TPs	Review all student survey questions for PR targets and TP targets	Launch Student survey w/c (23rd April back)	Prepare for New BTEC course - see checklist 2.4 in policy.
Y10 options choices reviewed to ensure students all have an appropriate pathway	Scrutiny of results, investigation into new courses	12/12 Core training unconscious gender bias [GBO from IoFP]	Scrutiny of Drama mock results to check impact	Drama review	SLT LW clubs and activities - feedback given	Review success of early survey
At least 670 student respond to annual survey to gain greater stakeholder engagement.	Ensure all learners / courses are registered for BTEC and count towards performance measures.	Gender equality audit	BTEC QMR Visit	Introduce Curriculum review to all staff: Core Training 27/3	SLT/TLs	Analyse extra-curricular data and triangulate with survey responses
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%	Termly BTEC meeting [OSCA Training / Standards Verification]	Drama, Art and Design and MFL reviews [Nov]	DoE celebration/presentation event	SLT/TL develop full list of subject specific success criteria	All teams begin to adapt KS3 SoW to match planned Curriculum Implementation	Launch DoE elective for Y9 and Y10
			Curriculum workshop with TL: - Review subject curriculum Intent - TL prepare subject curriculum	SLT/TL review/adapt assessment in		Review success of DoE regional participation data

Music - 50% Drama - 30% DoE (of Y9) Bronze 37% Of Y10 - Silver 22%	Analysis of GCSE outcomes - identify where alternative applied courses are needed and changes made. HW	Update BTEC Policy	overview (students/parents) for one year group	light of review of curriculum work	All subjects finalise SoW development
	Promotion of extra-curricular clubs for Y7 and student participation target setting in PRs	Contact Pearson to book moderator visit for centre	Briefings for all staff linked to curriculum research (W5 and W6)		SLT walk through of curriculum Intent, Implementation and Impact for a subject/subjects to identify areas for further development.
	Promote DoE Elective Y9 assembly	Interim check that participation data is being tracked	Collate QA of A&D LOs and focus group feedback for report following a dip in outcomes 2018		
	FSM students Y9 to be offered free Bronze award		Review LOs in MFL - decide if further scrutiny is needed		
	Check funding for greater uptake of PP participants				

- The external audit recognised exemplary safeguarding practice, the College was fully compliant with the guidance set out in KCSE (2018)
- 88% of students stated that they felt safe within College, further follow up work completed by the Client Services team shows that 37 students entered a disagree comment in error therefore meeting the 90% target. Ongoing work will be completed within College to continue this improvement.

### Recommendations

- The new statutory guidance for safeguarding, Keeping Children Safe in Education, came into effect 3 September 2019. The College will reflect on its approach to the following areas: Upskirting and Serious Crime.
- We are particularly mindful of teachers new to the profession and have reshaped our induction to ensure that all new starters including NQTs and trainees have a named mentor within their subject, have a senior leader guiding them through their probation, and have a series of induction meetings early in the year to ensure that they are well prepared and supported in their first year. To cut down needless processes, we have combined the PR and probation process for new starters and changed their first observation to a no judgement coaching observation as we recognise that if there are any difficulties it is likely to be early in the year when they are still finding their feet.

## Leadership and Management Planning 2019/20

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>80% agree that CPD offer is relevant and helps to improve practice</p> <p>80% staff agree that they can manage their workload</p> <p>80% staff would recommend the Federation as a place to work to a friend</p> <p>Staff retention &gt;1 &gt;5</p> <p>Staff attendance &gt;97%</p> <p>90% Students state that they feel safe within College.(CPU)</p> <p>The College is fully compliant with the guidance set out in KCSIE(2019) (CPU)</p>	<p>New starters to have coaching LO by end of T1 - feedback written but no judgement</p> <p>CPD offer published inc Core sessions</p> <p>New starters induction session to start w/c 9/9/19</p> <p>Collate list of all examiners</p> <p>Synchronise PR and Probation process - Core training complete</p> <p>Diary Prog Eves, CPD so that it does not impact unfairly on P/T staff</p> <p>Schedule QA to include one</p>	<p>CPD dates allocated to suit requests and added to staff outlook. DC/DA</p> <p>ABW to meet research steering group and form a process for disseminating to whole staff</p> <p>Probation 1 complete - any issues identified and support in place</p> <p>New starters complete last Induction sessions</p> <p>T&amp;L group to look into ed research and plan how to feedback to staff</p>	<p>Interim PR to identify additional CPD if needed</p> <p>Review CPD attendance across Fed and evaluations</p> <p>Risk Assessment review</p> <p>Safeguarding update for Students - Tutorial</p> <p>Continued follow up I am safe work - IBA</p>	<p>Probation 2 complete</p> <p>Link VPs to update progress in subj following subject content audit</p> <p>Link VP to review Marking expectation in teams to check that it is manageable and proportionate</p> <p>Core training on prevent.</p> <p>Staff briefing Safeguarding</p> <p>Safeguarding Newsletter</p>	<p>Staff survey questions specific to new staff induction</p> <p>Safeguarding update for parents</p> <p>IBA focus group linked to I am safe work.</p>	<p>Probation 3 signed off</p> <p>Review response to staff survey for new staff</p> <p>NQTs pass and remain at the College</p> <p>Review how subject audit informed CPD</p> <p>Examiners released for marking</p> <p>Safeguarding policy review</p>

	<p>observation with notice</p> <p>'Am I safe' follow up disagree</p> <p>Whole Staff safeguarding CPD plus mop up sessions completed.</p> <p>CPU to attend safeguarding DSL training.</p> <p>CPU, VA and CT to attend Rutland Referral Threshold CPD Training.</p> <p>Student Safeguarding Assembly</p> <p>Safeguarding Policies for Federation and College reviewed to be compliant with the guidance set out in KCSIE (2019</p>	<p>Tls to complete subject content audit to identify areas for knowledge development</p> <p>All CPD opted for and check all staff are allocated full hours</p> <p>Collate all external CPD</p> <p>Safeguarding newsletter to parents.</p> <p>Staff Briefing with safeguarding update.</p> <p>CPU to attend prevent training</p>				
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