



# TRANSFORMATION PLAN

'Equal Value, Outstanding Progress'

Year 3: 2016/2017  
2014 – 2017



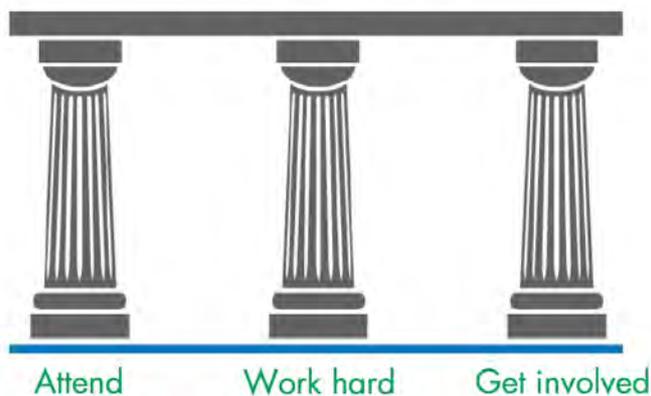
## CONTENTS

PRINCIPAL'S INTRODUCTION .....	3
CATMOSE ETHOS .....	5
<i>Key Objectives</i> .....	5
SUMMARY .....	6
<i>Outcomes</i> .....	6
<i>Teaching</i> .....	6
<i>Behaviour and welfare</i> .....	7
<i>Leadership and management</i> .....	7
TEAM EVALUATIONS .....	8
<i>Art, Design and Technology</i> .....	8
<i>English</i> .....	10
<i>Humanities and Modern Foreign Languages</i> .....	11
<i>Maths</i> .....	12
<i>Performing Arts</i> .....	13
<i>Science</i> .....	15
<i>Designated Special Provision and SEN</i> .....	16
<i>Sport</i> .....	17
OUTCOMES .....	19
<i>Judgement: Outstanding</i> .....	19
<i>Attainment</i> .....	19
<i>Progress 8, Attainment 8</i> .....	20
<i>Value Added</i> .....	20
<i>Progress by subject</i> .....	21
<i>Subjects: areas of strength</i> .....	22
<i>Progress in English</i> .....	22
<i>Progress in Mathematics</i> .....	24
<i>Residual Analysis</i> .....	25
<i>Disadvantaged students</i> .....	26
<i>Special Education Needs and Disabilities</i> .....	28
<i>Gender</i> .....	29
<i>Destination Data</i> .....	30
<i>Evaluation of outcomes transformation planning 2015/16</i> .....	31
<i>Recommendations</i> .....	32
TEACHING, LEARNING AND ASSESSMENT .....	33
<i>Judgement: Outstanding</i> .....	35
<i>Evaluation of teaching from 2015-16 transformation plan</i> .....	41
<i>Recommendations</i> .....	45
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE.....	46
<i>Summary Judgement: Outstanding</i> .....	46
<i>Analysis</i> .....	46
<i>Exclusions</i> .....	49
<i>Careers advice and guidance</i> .....	49
<i>Welfare and Safety</i> .....	51
<i>Safeguarding</i> .....	51
<i>Attendance</i> .....	52
<i>Evaluation of behaviour from 2015/16 transformation plan</i> .....	53
<i>Recommendations</i> .....	54
LEADERSHIP AND MANAGEMENT.....	58
<i>Summary Judgement: Outstanding</i> .....	58
<i>Evaluation of leadership from 2015/16 transformation plan</i> .....	62
<i>Recommendations</i> .....	63
THREE YEAR PRIORITIES: CURRICULUM.....	64
<i>Evaluation from 2015/16 transformation plan</i> .....	64
<i>Curriculum Improvement Plan 2016/17</i> .....	65

## PRINCIPAL'S INTRODUCTION

I am immensely proud of Catmose, the staff, students and parents; our community. We have a unique way of working and culture that makes us very different from most secondary schools that we should rightly celebrate, as it makes such a contribution to the future success of our students. We see the impact of our ethos every day through the excellent conduct of our students in class, on visits and at competitions. We know it by the outstanding results they achieve and, in time, the successes they have in their careers and family life. Catmose students are at the heart of their community; they gain from this and contribute to it, understanding that with rights also come responsibilities.

We are ambitious for every student at the College that they achieve the very best they can, that they have the very best opportunities in and outside of the classroom and they receive the support they need if something goes wrong.



The foundations of Catmose success are built on three pillars: that students should attend regularly; that they should work hard, and be actively involved in the life of the College.

A Catmose student attends regularly, on average for more than 97% of the time. This ensures that they have secure friendships, are able to find out about the opportunities on offer and achieve better exam results – and teachers know that every student will be there at each lesson, ready to learn.

Students work hard from year 7 until the moment of the final exam in year 11, doing their best in each lesson and preparing for the next lesson by completing prep.

Finally, it is not good enough for a Catmose student to simply attend and work hard. We expect them to give something back by joining a sports team; performing in music or drama; attending trips and visits; applying to become an academic scholar or a librarian. Each and every student is different, but they all have something they can contribute to the shared success of the College and its community.



These high expectations apply to everyone at the College: staff, students and visitors. No one pushes in queues; we all only eat in the restaurant, refectory or on the Hellerup, and we treat each other with the same courtesy and respect as we would expect to be treated ourselves. This helps create an atmosphere that is harmonious – in fact, more often we are mistaken for a university rather than a school.

We have talented individuals at the College, people who are competing on an individual level in national competitions in sport - but we also recognise we are at our best when working as a

team. Once again we have won the Varsity sports competition involving the six local schools. Our aim now, as it is for our most talented academics, is to compete on a national level and this year for the first time we entered competitions in netball and athletics. We were very proud to see our Year 10 girls selected to represent the region, having triumphed in the Rutland and Leicestershire competition.



We take every opportunity to recognise the achievements of our students through commendations, certificates, newsletter articles, letters home and, of course, through the badges worn by many of our students.

We trust our students and this guides the way in which the College is led. Our assumption is that all those who attend the College want to do their best and will behave exceptionally well. This belief is the foundation stone of how we manage the College. As a result, students are able to use their facilities with very few restrictions from early morning into the evening. Students are not impeded by locked doors, areas that are out of bounds or one way systems; they can use facilities such as computers, the library and music practice rooms without direct supervision. At Catmose, with rights also come responsibilities. If students cannot be trusted within such an open environment, then Catmose may not be the right place for them. We will do all that we can to support students whose behaviour is preventing others from learning, but ultimately we expect everyone at Catmose to conform to our high expectations. If there is a student whose behaviour falls below our expectations, we deal with those individuals. We never punish groups of students for the failings of one or two.

If students do not meet our expectations following an extensive programme of support, we will seriously consider permanent exclusion. This approach is supported by the vast majority of the student body, who appreciate the calm and purposeful environment they are able to learn in. As a result, an ethos of trust permeates Catmose. This is underpinned by strong attendance, hard work and engagement, leading to the success of every student at the College.



The photograph above articulates our ethos: over a thousand people who represent Catmose community standing calmly together on a cold and sunny spring morning - and you were able to hear a pin drop.

*SP Williams*

Stuart Williams

## CATMOSE ETHOS

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



We will do this by:

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

## Key Objectives

- To be the first choice for students and their parents locally, continuing to be oversubscribed in each year group.
- For all our students to make significantly greater progress than the national average.
- To recruit and retain the best staff, developing highly committed, skilled and cohesive teams.
- To ensure our students graduate with the knowledge, skills and confidence they need to enter the global workplace.
- To maintain an 'Outstanding' evaluation by Ofsted, overall and in each category.
- To ensure all members of our community have a strong pride in the College community, actively contributing to its success.
- To ensure the College has a strong positive public image and can be seen as an exemplar of citizenship and civility.
- To offer a broad curriculum offering core academic subjects, including Languages, the Sciences and Humanities, complemented by a challenging range of enrichment and applied subjects.
- To offer a broad and challenging range of additional opportunities in the performing and visual arts, sport, trips, visits, competitions, electives and the Duke of Edinburgh award. These will be designed to support the development of character by focussing on: integrity, work ethic, independence, leadership, resilience and teamwork.
- To be an exemplar of best practice in SEN provision through our fully inclusive philosophy.
- To encourage all students to be creative thinkers through a curriculum that continues to offer opportunities through our arts specialism.
- To be a beacon of education for the Rutland community, through leadership and partnership.



## SUMMARY

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

### Outcomes

Outcomes remain a strength of the College, with an overall progress 8 significantly higher than the national average supported by high attainment.

Our foci for further improvement will be:

- Whilst performance on the Ebacc is 0.5% above the national percentage, it is still lower than we would like it to be given our intake. We need to improve the percentage of students achieving the Ebacc qualification by increasing the number of students taking a language at GCSE whilst maintaining the excellent rates of progress achieved this year.
- Core and Additional Science performance remains an area for development - although there is an overall improving picture within science, which is now in line with national average performance due to the high number of Biology, Chemistry and Physics entries. In the future all students will take at least two individual sciences.
- The Ofsted framework states "Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age". We continue to believe that, although an overall strength of the College, high levels of literacy, particularly for students from financially disadvantaged backgrounds, is a critical focus for us.
- Whilst the performance of Pupil Premium students was a strength this year, it will continue to be an area for close scrutiny. The College will undertake its annual Pupil Premium review and the performance of Pupil Premium students will be the focus of a Governor scrutiny panel. Linked to this will be the performance of more-able students. The College has appointed an Academic Project Lead to oversee this area of work.

### Teaching

The vast majority of teaching at the College is now at least good and much of it is outstanding. We continue to support staff to improve their teaching further, to ensure an even higher proportion of students make outstanding progress that is significantly above the national average.

We will do this by greater emphasis on a consistent approach to 'prep' activities to support even more rapid student progress during lessons, because teachers will be able to focus on the more challenging material.

## Behaviour and welfare

Student conduct is a strength of our community, during lessons and outside of them. Students know the high expectations we have of them and the vast majority respond very well. The small minority of students who can be poorly behaved are well supported through the pastoral stages programme that offers increased support in order that, when behaviour is a barrier to progress, it is overcome. Exclusions are used judiciously as a sanction of last resort to re-engage students and their parents when every other means has been exhausted.

Students are kept safe at the College through vigilance by every member of staff, led by an experienced Client Services team who ensure that the students' welfare is at the heart of everything we do.

The College is not complacent; we recognise that students need a consistent approach to behaviour problems and that our support should be directed to ensure that it impacts on their outcomes:

Our foci this year will be:

- Removing the barriers to progress, linking progress more clearly with behaviour.
- Improve the quality of cover work set to ensure that students remain appropriately challenged and behave well when temporary teachers are deployed.
- Improve consistency across the College when dealing with low level behaviour.
- Continue to ensure the culture of keeping children safe at the College is fully embedded and understood by all staff, children and their parents, ensuring at all times that we meet the latest statutory safeguarding guidance.
- Improving the progress of white British boys, especially those who qualify for Pupil Premium, where behaviour and aspirations are currently an impediment to the progress they are making.

## Leadership and management

There is effective leadership across the College. Governance through the local governing body and their scrutiny panels ensure that the senior leadership is held to account and that trustees have a robust understanding of the strengths and areas for development of the College. Middle managers and classroom teachers all demonstrate effective leadership of curriculum areas and of their own classrooms to ensure that all students make strong progress academically and that they develop a breadth of skills outside of the classroom.

Our foci this year for further improvement will be:

- To effectively manage the project lead for more-able students to ensure that the outcomes for this group of students - particularly those from a financially disadvantaged background - are improved further. We will use Progress 8 for more-able students to measure the impact of this. (See Teaching and Learning strand.)
- To continue to improve the proportion of outstanding lessons through the effective leadership of Teaching and Learning, exploring the impact of improving the use of prep, assessment and marking to drive improvement whilst addressing the workload of teachers. We will analyse the proportion of outstanding lessons by Term 6 to assess the effectiveness of this approach alongside survey responses from staff regarding work-life balance. (See Teaching and Learning strand.)
- To ensure that the different improvement strands of this plan are effective, with demonstrable impact for our students. This will be monitored through the Quality Assurance strand below.

# TEAM EVALUATIONS

## Art, Design and Technology

Once again we have had another hugely successful year for both regional and national competitions. In September, Shaun Mason and Ben Clark judged the first stage of Future Chef and the top 3 students each won a recipe book. In the next round in what was a tightly fought contest, we won the stage which led the winner to the regional final at Loughborough College. Within Graphics 3 Year 10 students were selected to present their typography design work at the final in the V&A Museum's annual prestigious Graphics gathering. Catmose College had four students selected to present their ideas in the finals to the London-based design company Art on the Underground.



Arts offered an extensive elective programme, from jewellery making to planes, trains and automobiles. In F1 students designed their own racers, modelled a chosen design in foam before producing 3D CAD models using SolidWorks. Next year we are planning to build upon this work and enter the F1 in Schools competition. A number of cross-curricular activities have also taken place during the year including building a track and obstacles for a robot buggy as part of a Science Week project. Year 7s worked on a Microbit race car exploring the impact of smart, modern and Nano materials and technologies in Design, Engineering and Manufacturing.

Our trips expanded this year to ensure every year group experienced live work for research purposes. Fifty Year 8 students went to the Sea Life Sanctuary in Hunstanton, with hands-on rock pool workshops where they photographed creatures to use as primary research for the 3D project. Year 10 and Year 11 visited Birmingham NEC arena in December to see The Clothes Show Live. Students experienced catwalk shows, a graduate exhibition and learnt about the different university courses offered. One student said 'Overall it was an amazing day and I would definitely go again as it was both fun and educational'.



During January, Year 9 to Year 11s found inspiration at the V&A from its extensive galleries. One student said 'There is honestly no place like it; it has been a huge influence to many now-famous artists'. In May Year 10 Art and Photography students

experienced 'Crawling with Life' exhibition at the Fitzwilliam Museum in Cambridge and the beautiful Botanical Gardens in the city. 'There were so many fantastic photo opportunities in the gardens and it was a great place to explore!' Later on that month Year 10 explored the beautiful cultural city of Florence on a 3 day residential. They visited numerous galleries including Academia, which houses Michelangelo's 'David', and Uffizi to see Botticelli's paintings, alongside climbing 414 steps to Giotto's Bell tower. It was a successful trip and all the students came away with helpful research to support their GCSE coursework.



In Year 9, 130 students achieved Silver and 6 achieved Bronze Arts Awards qualifications. Work ranged from mixed-media sea life sculptures to a beautifully adorned mask inspired by different cultures. In addition to the qualification, all of Year 9 participated in a workshop by Nina Judge or Abi Jackson to inspire design work

Lisa Woods continued to liaise with staff at Catmose Primary to deliver a range of projects for Key Stage 2. The Art and Design projects included: making gas masks for re-enactment day; clay models of air raid shelters; ice age cave art and stone age tools; painting ships from the 1800s; researching the life of explorers and, finally, being inspired by the upcoming Olympics creating medals and posters. This programme really does give our primary school students a full and varied experience of working with materials and techniques.



## English

This past year has been particularly full of enrichment opportunities, with the English Team first out of the blocks for trips: Key Stage 4 enjoyed Shakespeare's 'The Merchant of Venice' at Stratford, as a boost to their Literature studies; this was followed by RSC workshops, allowing students to perform and experience insights into various characters.

Year 8 embarked on an ambitious and educational three-part trip, in tandem with their study of Shakespeare's 'Richard III'. The rotation included visiting the Bosworth Battlefields and Museum; the Richard III Centre for the excavation site and attendant historical background and Leicester Cathedral for the burial site.

To support students with their study of 'Oliver Twist', Year 7 visited to the Southwell Workhouse, where, exploring the building, they witnessed actors recreating the voices and lives of inmates and staff, followed by team-based reflection and hot-seating of the manager and a female pauper. History vividly brought to life.



As usual, we held the highly competitive and nail-biting Spelling Bee for Key Stage 3 years. With Mrs Collins as our able host, it took several hushed rounds to find our winners. For Year 7, congratulations go to Grace Slattery, Annie Dudin and Elizabeth Mott in 1st, 2nd and 3rd place. In Year 8: Holly Peril, Eloise Ramsay and Thomas Menzies were the respective winners; Year 9: Thomas Nguyen, Rebecca Turton and Harry Sabberton were deserving victors.

We are pleased to say that we have added to the cabinet of silverware thanks to this year's Rotary Club Creative Writing Competition. The Regional level was won by Year 8 student Eloise Ramsay on the theme 'Our Wonderful World'. Students were praised by the judges for the variety of ways in which the theme was tackled.

In June, 53 Year 9 students attended a performance of 'A Midsummer Night's Dream', followed by wonderful workshops, and in July the feast of Shakespeare continued with over 50 students from across Years 7-10 seeing 'The Taming of the Shrew' at the Globe Theatre.

This year, regrettably, there have been some staffing changes: we say a fond farewell to Miss Gonda and to Miss Moore. We are also sorry to lose our wonderful STA Julie Brannon, who will be completing her Teacher Training at Catmose. Our loss is Languages' gain. We welcome our new STA Kelly Barrett, Schools Direct Drama and English specialist Harriet Haynes and, of special note, our first full-time male team member in very distant memory, Ian Bartlett!

## Humanities and Modern Foreign Languages

As always the Humanities and Modern Foreign Languages team organised and ran a wide variety of trips during the academic year, providing exciting opportunities for students to learn, to widen their horizons and broaden their experience. There were geographical fieldwork trips by Year 8 and Year 11 to the North Norfolk coast. The Year 8 trip to the Kingswood centre at Overstrand included a variety of outdoor activities and team building challenges, as well as an



opportunity to carry out some fieldwork tasks. Year 11 investigated and evaluated the management techniques employed on the coast to control erosion. Year 10 Geography students carried out local fieldwork within Oakham in order to develop their skills in both group work and data collection. There were historical excursions to the battlefields of Northern France and Belgium, where students were able to learn about the battles 100 years ago. The visit to the Black Country Museum gave students an opportunity to see life as it used to be in an industrial area. There was also the regular thought-provoking trip to the Beth Shalom Centre, where students developed their understanding of the meaning and impact of the Holocaust.

The Languages team organised trips to La Rochelle and the Opal coast in France, as well as to San Sebastian in the north of Spain. Each of these trips provided opportunities for the students to extend their knowledge of the local culture as well as to continue to develop their language skills. An exchange trip has also been arranged with a Spanish school, which will involve a visit from Spanish students next year as well as a return visit to Spain. The German exchange also provided the opportunity for students from Germany to experience life in the College as well as visiting a variety of locations. There will be a return trip to the German school during next year.



In respect of staffing changes, Mike Hawkins retired after a long career and quite a number of years in the College. Ritchie Gale is also moving on after teaching Philosophy and Ethics and working on curriculum development. Simon Parker successfully completed his School Direct training and joins the team as a teacher of history. The team is also augmented by Matthew Tervet who has a background as a geologist and will be teaching Geography and Keith Nottle who will join the School Direct programme to train in Geography.

## Maths

The Mathematics team has continued to embrace the changes presented by the new GCSE examinations which will commence in 2017. Staff and students have successfully implemented the new scheme of work throughout this year and assessments in preparation for this. The new examination will require students to take three mathematics papers and will have a high level of challenge for the students. Students have responded well to checkpoint assessments and have shown a clear development of their skills.

This year the team has supported a School Direct trainee and an NQT, who have both successfully passed the year. In addition to this there have been changes to the Mathematics team with Mr Singh and Mr Dean leaving the College. Mrs Burns has retired after 24 years, but will be returning to support students within Intervention next year, and we look forward to welcoming her in this new role. We also welcome Mr Hunt, Mr Hurley and Mr Peveritt as full time members of the team.

The team has been extremely busy with Intervention this year, running Breakfast, After School and Holiday intervention. This has given students the opportunity to gain support outside the classroom and has been extremely well-attended. Mr Ward has also taught A Level Mathematics at Harington and this will continue this year with Mr Austin and Mr Hurley.

Mathematics outside the classroom and within different contexts is important in developing students' skills and, once again, Catmose students have demonstrated their mathematical proficiency in this year's Junior Maths Challenge. This is a national competition which is held each year involving 25 multiple choice questions. Students have one hour to complete the paper; they gain or lose points for correct or incorrect responses. Students were successful in gaining Gold, Silver and Bronze certificates.

2016/17 will provide exciting opportunities within Mathematics. Whilst outcomes and progress are paramount, we will also endeavour to continue to develop students' enjoyment of the subject.

## Performing Arts

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

Over 150 Year 7 students visited Leicester in October to see the musical 'Mary Poppins'. They took part in dance workshops led by theatre practitioners afterwards at Catmose. Each of the form groups then sang and choreographed a song, performing twice to an audience of over 500 primary school children, parents and students in March.



36 students travelled to Paris in October for the Performing Arts Tour. They performed their show which incorporated music, singing, drama and dance in three different venues (including Disneyland).

The annual Christmas concert was held at All Saints Church and involved around 200 students. The evening consisted of an array of drama and musical items with a selection of carols which were sung by the congregation and accompanied by the Catmose choir and orchestra. Included in the highlights were drama students performing 'Born in Bethlehem!'

In March, 80 students took part in the Music for Youth (MFY) National Music competition. The



Junior Choir, Jazz Band and Orchestra were involved in this event in Bedfordshire and all ensembles were highly commended by the adjudicators.

In May, the Performing Arts held two separate evenings showcasing the musical and dramatic talents of our College students. The first, 'Music on a Spring Evening' gave the various College ensembles a chance to perform an eclectic array of musical pieces. It was also a pleasure to welcome the award-winning Melton Brass Band, which inspired the audience with a thirty-minute rendition of pieces. The second performance evening was the first ever 'Festival of Drama.' This consisted of around 30 performers competing in three different classes:



Monologue, Duologue and Scene. Around 100 people enjoyed the evening with food, drink and entertainment. Both events were highly successful and will be repeated next academic year.

We held our first ever Music Week which allowed a number of students, as well as staff, to perform to the rest of the College on the Hellerup. The feedback was excellent and many students have requested Music Week to be an annual event!

The highlight of the year was the five performances of the musical 'West Side Story'. Rachel Alfieri (our AV Technician) joined us in producing this challenging musical. The band, which consisted of a mixture of Year 8-11 students, had a huge task ahead of them due to the complex nature of the musical score. The band did an incredible job under the musical direction of Luke Donnelly. All students performed to a very high standard as they delivered the songs, dances and scenes in five performances over four days.

Finally, Jasmine Jones (NQT Music) and Laura Hollick (SD Drama/English) were both instrumental within the Performing Arts throughout the academic year.



## Science

With the Science team going from strength to strength in recent years, 2015-16 has been no exception.

This year has incorporated a 'futures' theme in all of the opportunities offered to students in science. Science week saw the promotion of STEM related careers ranging from mechanical engineering to medicine. Students were able to attend workshops in robotics at Caterpillar in Leicester, visit engineers at Perkins in Peterborough and observe the manufacture of the latest model of



cars at the Jaguar Land Rover factory. Some students visited the Green Britain Centre to find out about employment opportunities in the renewable energy industry. Year 9 had the choice of two gory workshops: one allowing them to sample a range of forensic science careers including blood spatter and photofit; the other allowing students to try their hand at a number of operations on some real animal organs. Some students showed some excellent sewing skills whilst carrying out the heart transplant! Leicester Space Station held a series of talks from scientists working in the space industry. Catmose students listened with interest to information on the development and uses of current satellite technologies, as well as the research being completed to find out whether there is life on Mars, before finding out how to get into a graduate training programme in the space industry themselves.

Students have also been visiting universities to take part in a range of workshops and competitions. Key Stage 4 students attended 'Science in Action' workshops at Warwick University. while Year 8 students took part in the Salters Chemistry Festival at the University of Cambridge. For the second year in a row, our bright young chemists brought home 1<sup>st</sup> place! Year 9 also took part in a competition – the 'Big Physics Quiz' at the University of Birmingham. This team came 28<sup>th</sup> out of sixty-two teams, a very respectable position considering that the team had not yet begun their GCSE Physics studies!

For the second year, all Year 8 students completed their British Science Association Bronze CREST award. This year the project required students to think about the future of the world and design a carbon capture system to reduce pollution in the atmosphere and stop climate change. A group of Year 9 students has also begun to work on a design for 'eco' chemical batteries. These students hope to enter the Big Bang Fair competition this year, so listen out for news on their achievement!

This year saw the publication of the 'Schrodinger Times', a magazine created by two members of the science teaching team containing scientific reports written by students of all year groups. The first magazine proved popular with students and plans for a regular publication next academic year are afoot. Again, staffing in the team will remain consistent at the start of next year with all science staff remaining in post. With the addition of the computing team, a range of other opportunities will soon become available from this enthusiastic team.

## Designated Special Provision and SEN

This year saw the further development of after-school prep sessions to further support SEN students. The focus of the sessions was to develop organisation and study skills, thus further developing the students' independence. These sessions have proven to be incredibly successful.

During Science Week, there was a visit from a Forensic Science team where the Year 9 students from the DSP joined their mainstream peers to experience working in a crime laboratory. All DSP Year 7 students joined their mainstream peers on the Space Centre trip. SEN FSM students were also given the opportunity to visit Caterpillar.

2015-16 was a year of further development for the DSP, with baseline assessments, target setting, trackers, reporting and the new addition of new courses for bespoke options. DSP reporting and tracking has been modified to meet the requirements of the new national curriculum. All DSP students have had baselines assessed and quality assured by Catmose Primary. A 'flight plan' style report has been developed to monitor progress and to link into the new style reports that are issued to parents/guardians.

In January, SEN across the entire College had an inspection from David Young, an education consultant who specialises in OFSTED within SEN. A full report was provided, evidencing strengths in both mainstream lessons and small group teaching within the DSP. DSP students now have bespoke reports that are issued at the same time as their peers and a flight path analysis is provided for staff to monitor progress more closely with the student's individual targets.

In March, the governors' scrutiny panel met to review SEN. The meeting reinforced that students are being provided with the appropriate curriculum; that the further developments in target-setting is rigorous and that student progress is good or better.

With the new 'SEND code of practice: 0 to 25 years', a new SEND Policy has been written, along with a SEN information report for parents to access.

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

## Sport

2016 has been an incredibly busy year for the Sports Team, providing students with the opportunity to enter over 40 different sporting competitions across the age range for both boys and girls. Culminating, once again, with the College winning the Varsity cup for the third year in a row.



The College has achieved success in a vast number of Varsity competitions, winning all of the following: Key Stage 3 boys' Badminton; Year 7 and 9 boys' basketball; Year 8, 9 and Key Stage 4 girls' basketball; Year 7 boys' football; Year 8, 9 and Key Stage 4 girls' football; Year 8 and 10 girls' handball; Year 9, 10 and 11 netball; Year 7, 9 and 10 rounders; Year 8, 9 and Key Stage 4 rugby; Year 7 boys' and Year 7 and 8 girls' sports hall athletics; Key Stage 4 girls' volleyball; Year 8 boys' table tennis.

In addition, 54 students represented Rutland in the Rutland and Leicestershire School Games Championships Level 4 competition, which was held at Loughborough University.



A further highlight was taking over 150 students to compete in the Varsity Athletics competition, which for the first time was contested between all 6 Melton and Rutland schools with Catmose coming out victorious overall. Following this, several students were selected for the county team, with Sam Lowings, Ben Higgins, Tabitha Woolhouse, Alice Lucas, Annie Dudin, Max

Sheeham and Josh Gooding all winning their events.

In National Competitions the Under 14 and Under 16 girls' Netball teams competed in the Leicestershire round of the National England Netball competition. Both teams finished in the top 5, narrowly missing out on qualification for the regional round.

In the National Schools Badminton competition held at Babington the Key Stage 4 girls' and Key Stage 3 boys' teams both finished 5<sup>th</sup> in the country round. Entering the English Schools



Athletics cross country for the first time, the junior girls came 2<sup>nd</sup>; the junior and inter boys both came 5<sup>th</sup> and the inter girls came 3<sup>rd</sup>. Furthermore, the Year 7 boys won the Leicestershire and Rutland cross country league and the Leicestershire and Rutland relay cup and they came second to Oakham School in the County round.

A particular highlight of the year came in the English Schools Athletics track and field cup, with our intermediate girls' team reaching the regional round after coming 2<sup>nd</sup> in the area round; this was a fantastic achievement. A mention must also be made regarding Ben Higgins; who will represent England in the Home Countries International athletics competition in the 400m Hurdles.

2016 marked the first ever Catmose Dance show, involving over 100 students from across the primary and secondary as well as ex-students from the Rutland Youth Dance Company. Combining the primary and secondary dances proved to be a delightful contrast between the professionalism and seriousness of the secondary dances and Key Stage 1's lively jungle themed dance to 'Roar'.

Leadership plays a large role in sport at Catmose and this year 27 Year 10 students passed the Level 1 Sports Leaders award, helping to deliver cross-

country, tag rugby, hockey and indoor athletics events to the local primary schools.



Sports Scholarships were awarded to over 100 students. During the course of the year there were workshops on Lifestyle Management, Performance Profiling, Nutrition and Goal Setting hosted by Loughborough University. Olympic Badminton player Anthony Clark also visited the College on two occasions to work with our Gold and Silver Scholars. In addition, the Scholarship students had the opportunity to work with Olympic Volleyball player Maria Bertelli, who represented Great Britain in the London 2012 Games.

# OUTCOMES

Oliver Teasel

## Judgement: Outstanding

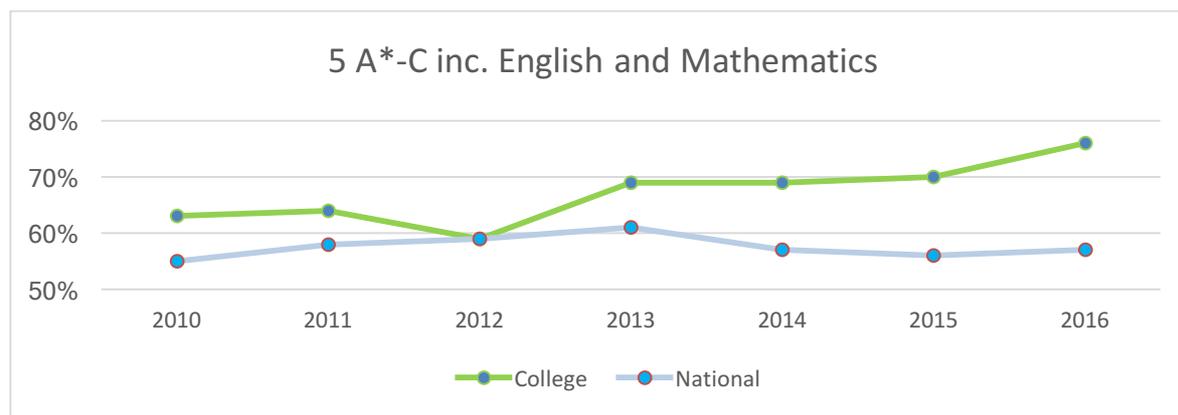
The College has now seen seven years of sustained improvement in student outcomes. Analysis of particular groups (Ever 6 FSM / SEND) shows that gaps in attainment are closing.

Our performance at GCSE remains above national expectations in almost every performance measure and locally we remain one of the highest performing schools.

The introduction of Checkpoint and Key Assessment Reports, along with new trackers which allow filtering, has supported Team Leaders in identifying areas of under-performance and implementing targeted intervention. The introduction of SISRA Analytic in September 2016 will allow this process to be refined and developed even further.

## Attainment

Although the 5 A\*-C including English and Mathematics measure will not form part of the performance tables this year, it does provide a useful point of reference. In the cohort of 165 students (including 2 students from the Designated Special Provision) 75.8% of students met this standard. This represents an improvement on last year as the graph below illustrates. In addition to this, 33% of students achieved 3 or more A\*-A which is 1% down on last year.



	2010	2011	2012	2013	2014	2015	2016
College	63%	64%	59%	69%	69%	70% (excluding DPS)	76%
National	55%	58%	59%	61%	57%	56%	57%

24.8% of students in the cohort gained the EBacc qualification. This was a slight dip on last year's performance of 28.4%, which in part can be explained by the low uptake of MFL at GCSE level.

In the new 'basics' measures 79.4% of students achieved a GCSE C+ in English and Mathematics (for comparison, last year this figure was 65%) and 100% of students gained at least 1 qualification.

Basic Measures	13/14 (Leavers) Total	13/14 (Leavers) Percent	14/15 (Leavers) Total	14/15 (Leavers) Percent	15/16 (Leavers) Total	15/16 (Leavers) Percent
Students with at least 1 qualification	157	99.4	175	98.9 ↓	165	100.0 ↑
Basics Level 2 (A*-C in Eng & Mat) *	114	72.2	115	65.0 ↓	131	79.4 ↑

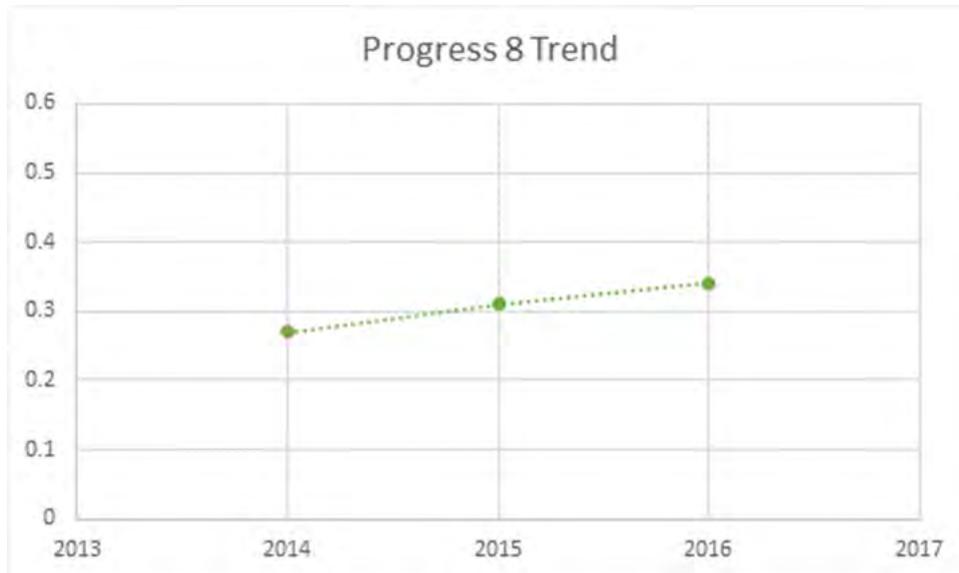
\* In 2016, students taking the English lang/lit pair now only require an entry in one (at C or above) to be eligible for the English component of the Basics L2 measure.

## Progress 8, Attainment 8

As the table below shows, our attainment 8 figure is estimated to be 57 and likely to be considered high compared to the national average; it is also an improvement on last year's

estimate of 52 and 2013/14 where it was 53.4. This is also true of our Progress 8 score, which has improved over the last three years and currently stands at 0.34 - significantly higher than the national average (zero).

Progress/Attainment 8	13/14 (Leavers) Total	13/14 (Leavers) Percent	14/15 (Leavers) Total	14/15 (Leavers) Percent	15/16 (Leavers) Total	15/16 (Leavers) Percent	Nat Val
Average Total Attainment 8	53.99		52.61 ↓		56.77 ↑		48.4
Average Total Progress 8	0.27		0.31 ↑		0.34 ↑		



## Value Added

Value added (best 8 subjects) is also very strong at an estimated 1017 and maintains last year's similar high value, which was significantly above the national average.

In Mathematics 80% of students made at least 3 Levels of Progress (LOP) and 45% 4 levels (2015 – 77% made 3 LOP in Mathematics). In English (best grade from language or literature) 82% of students made 3 LOP and 55% made 4 LOP (2015 - 88% made 3 LOP in English Language).

## Progress by subject

In different subjects across the College we see that students continue to make good or better progress in comparison to their starting points. Based on Key Stage 2 data we expect at least 80% of our students to make 3 LOP and 40% of students to make 4 LOP. We use this data alongside national attainment data to identify subjects that are performing well and those that require additional support.

Qualification Name	English	A*-A %	Nat A*-A %	A*-C %	Nat A*-C %	A*-G %	Nat A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual Inc Nat	Avg Pts	Nat Avg Pts	Avg Grade
Art 3D Studies	★	0.0	22.9	100.0	76.4	100.0	99.5	100.0	0.0	0.0	1	1.0	14.3	40.00		C
Art and Design	↓★	26.4	22.9	79.2	76.4	100.0	99.5	80.8	48.1	19.2	53	53.0	1.5	44.19		B-
Art Graphics	↓★	13.0	22.9	78.3	76.4	100.0	99.5	69.6	21.7	4.3	23	23.0	-1.3	40.78		C
Art Photography	★	23.8	22.9	66.7	76.4	100.0	99.5	75.0	30.0	15.0	21	21.0	-0.1	41.14		C+
Art Textiles	↓	100.0	22.9	100.0	76.4	100.0	99.5	100.0	100.0	100.0	1	1.0	11.3	58.00		A*
BTEC Music	★	33.3		88.9		100.0		88.9	66.7	33.3	9	9.0	4.3	45.67		B
Computer Science	★	32.0	21.6	96.0	65.1	100.0	97.5	95.8	58.3	20.8	25	25.0	2.7	46.96		B
Drama	★	11.5	23.0	80.8	73.5	100.0	99.5	84.0	32.0	4.0	26	26.0	0.3	41.62		C+
English Language	★	18.8	14.6	77.0	65.4	100.0	98.7	75.8	31.7	9.9	165	165.0	-1.2	42.44		C+
English Literature	★	30.5	21.7	84.1	75.6	100.0	99.2	80.7	52.2	24.8	164	164.0	0.9	44.61		B-
Entry Level English	⊘	0.0		0.0		0.0		0.0	0.0	0.0	3	3.0	-9.5	14.00		G-
Entry Level ICT	⊘	0.0		0.0		0.0		0.0	0.0	0.0	2	2.0	-9.9	14.00		G-
Entry Level Mathematics	⊘	0.0		0.0		0.0		0.0	0.0	0.0	2	2.0	-9.9	14.00		G-
Food Technology	★	17.9	14.0	71.4	58.0	100.0	98.8	64.3	35.7	10.7	28	28.0	-1.1	40.21		C
Geography	★	34.0	26.9	76.0	69.1	100.0	99.2	75.5	49.0	16.3	50	50.0	0.1	43.72		B-
History	★	58.8	28.7	92.9	69.1	100.0	98.2	90.6	75.3	40.0	85	85.0	2.1	49.11		A-
Hospitality & Catering	★	0.0	10.1	50.0	56.4	100.0	98.4	100.0	60.0	10.0	10	10.0	3.1	37.00		C-
Mathematics	★	29.1	16.5	83.0	63.3	98.8	96.5	80.0	43.1	21.3	165	165.0	0.1	43.59		B-
MFL Dutch	★	100.0	63.3	100.0	89.1	100.0	99.5	100.0	100.0	0.0	1	1.0	2.4	52.00		A
MFL French	★	43.8	24.1	75.0	70.8	100.0	99.8	78.6	64.3	35.7	16	16.0	-0.3	46.00		B
MFL German	★	81.8	23.3	90.9	74.6	100.0	99.9	90.9	90.9	54.5	11	11.0	0.6	52.55		A
MFL Polish	★	100.0	63.3	100.0	89.1	100.0	99.5	100.0	100.0	100.0	1	1.0	6.0	58.00		A*
MFL Spanish	★	50.0	29.3	96.4	73.2	100.0	99.6	89.3	57.1	39.3	28	28.0	-0.6	49.21		A-
Music	★	50.0	30.9	100.0	75.9	100.0	99.1	100.0	75.0	25.0	4	4.0	1.2	49.00		A-
Option ICT	★	5.0	20.8	85.0	68.8	100.0	98.1	82.5	25.0	7.5	40	40.0	0.7	41.05		C+
Option Sport	★	14.3	20.0	71.4	70.1	100.0	99.7	74.5	34.0	10.6	49	49.0	0.7	40.98		C
Philosophy & Ethics	★	68.9	29.8	100.0	72.2	100.0	98.3	97.8	80.0	53.3	45	45.0	4.9	51.20		A
Resistant Materials	★	3.3	17.4	53.3	60.8	100.0	98.4	70.4	37.0	11.1	30	30.0	1.2	38.20		C-
Science Additional	★	1.1	10.8	60.9	63.2	98.9	99.4	62.5	12.5	2.3	92	92.0	-2.3	37.02		C-
Science Biology	★	52.1	41.8	94.5	90.9	100.0	99.9	86.3	61.6	35.6	73	73.0	0.1	48.96		B+
Science Chemistry	★	49.3	43.2	90.4	91.2	100.0	99.9	83.3	59.7	30.6	73	73.0	-0.6	48.22		B+
Science Core	★	2.2	7.0	52.2	56.7	100.0	98.8	56.8	12.5	1.1	92	92.0	-2.5	36.93		D+
Science Physics	★	45.2	43.1	90.4	92.0	100.0	99.9	77.8	50.0	27.8	73	73.0	-1.7	47.15		B+
Summary		29.0		79.6		99.3		78.2	44.2	20.3	165	1461.0		43.68		B-

These results, along with the Checkpoint and Key Assessment Score Cards, demonstrate that throughout each year group and across the curriculum students are making substantial and sustained progress. The introduction of Checkpoint and Key Assessment reports has allowed us to monitor each year group and put targeted intervention in place when necessary.

## Subjects: areas of strength

The table above shows that the majority of subject areas are performing very well in comparison to national percentages and the progress students make in relation to Key Stage 2 prior attainment. For a subject to be Outstanding it would need to perform well against national averages and achieve the following: 80% of students making three levels of progress and 40% making four levels of progress. For Good, subject areas are likely to have met one of these targets. Subject areas whose performance was Outstanding include:

- Art based subjects
- Computer Science
- Music
- English Literature
- History
- Hospitality and Catering
- Mathematics
- MFL subjects (although entry numbers are small)
- Philosophy & Ethics
- Biology and Chemistry within triple science

From the different starting points, the progress in English (Literature and Language combined) and in Mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points is also strong in English and Maths.

## Progress in English

Whilst the percentage of students making three levels of progress in English Language (75.8%) fell this year (2015 – 88% and 2016 – 66.7%), students performed well in the English Literature component with 80.7% meeting this standard.

## English Language

In the matrix table below you can see that 23 students coming in at Key Stage 2 Level 4 failed to secure the C grade needed to make 3 LOP. Similarly, 14 students who arrived at the College with Key Stage 2 Level 5 also failed to achieve the B grade required. This year targeted intervention will need to be used effectively to improve the performance of these two groups.

KS2 Whole Lev	X / Other	U	Below G	G	F	E	D	C	B	A	A*	Cohort	Sta Inc Count	3+ LOP Count	3+ LOP %	4+ LOP Count	4+ LOP %	5+ LOP Count	5+ LOP %
N	0	0	0	0	0	0	3	1	3	2	0	9	5	5	100.0	2	40.0	0	0.0
W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
2	0	0	0	0	1	2	1	1	0	0	0	5	5	4	80.0	2	40.0	1	20.0
3	0	0	0	0	1	0	6	2	0	0	0	9	9	8	88.9	2	22.2	0	0.0
4	0	0	0	0	0	2	21	40	16	3	2	84	84	61	72.6	21	25.0	5	6.0
5	0	0	0	0	0	0	1	13	20	14	10	58	58	44	75.9	24	41.4	10	17.2
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
	0	0	0	0	2	4	32	57	39	19	12	165	161	122	75.8	51	31.7	16	9.9

Represents pupils making more than expected progress.

Represents pupils making expected progress.

Represents pupils making less than expected progress.

With regards to disadvantaged students (27), 66.7% made 3LOP, 22% made 4 LOP and 11.1% made 5 LOP. This is a significant dip on last year's performance, where 79% made 3 LOP and 30% made 4LOP. The relative poor performance in English Language is something that the English team will need to address over the next academic year and will form a key strand of their Transformation Plan.

Class Name	English	FSM Ever 6	A*-A %	Nat A*-A %	A*-C %	Nat A*-C %	A*-G %	Nat A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual Inc Nat	Avg Pts	Nat Avg Pts	Avg Grade
Summary for English Language	All		18.8		77.0		100.0		75.8	31.7	9.9	165	165.0	-1.2	42.44		C+
Summary for English Language	N		19.6 ↗		81.2 ↗		100.0		77.6 ↗	33.6 ↗	9.7 ↗	138	138.0	-1.3 ↗	43.00 ↗		B- ↗
Summary for English Language	Y		14.8 ↘		55.6 ↘		100.0		66.7 ↘	22.2 ↘	11.1 ↘	27	27.0	-0.5 ↘	39.56 ↘		C ↘

## English Literature

English Literature results were Outstanding, as the matrix table below illustrates. The only disappointment was the 7 students who entered the College at Key Stage 2 Level 4 who made 1 or fewer LOP.

KS2 Whole Level	X / Other	U	Below G	G	F	E	D	C	B	A	A*	Colhort	Stu Inc Count	3+ LOP Count	3+ LOP %	4+ LOP Count	4+ LOP %	5+ LOP Count	5+ LOP %
N	0	0	0	0	0	0	1	2	2	3	1	9	6	6	100.0	4	66.7	1	16.7
W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
2	0	0	0	0	0	1	1	3	0	0	0	5	5	5	100.0	4	80.0	3	60.0
3	0	0	0	0	0	1	5	2	1	0	0	9	9	8	88.9	3	33.3	1	11.1
4	0	0	0	1	3	3	8	24	27	14	0	83	83	68	81.9	44	53.0	17	20.5
5	0	0	0	0	0	2	13	14	11	18	0	58	58	43	74.1	29	50.0	18	31.0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
	0	0	0	1	3	5	17	44	44	28	22	164	161	130	80.7	84	52.2	40	24.8

Represents pupils making more than expected progress.

Represents pupils making expected progress.

Represents pupils making less than expected progress.

The progress of financially disadvantaged students is also strong in English Literature, where 81.5% of students on FSM Ever 6 made three levels of progress (this is higher than the percentage achieved by students not on FSM / Ever 6 – 80.6%).

Class Name	English	FSM Ever 6	A*-A %	Nat A*-A %	A*-C %	Nat A*-C %	A*-G %	Nat A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual Inc Nat	Avg Pts	Nat Avg Pts	Avg Grade
Summary for English Literature	All		30.5		84.1		100.0		80.7	52.2	24.8	164	164.0	0.9	44.61		B-
Summary for English Literature	N		34.3 ↗		86.9 ↗		100.0		80.6 ↘	53.0 ↗	29.1 ↗	137	137.0	1.0 ↗	45.39 ↗		B ↗
Summary for English Literature	Y		11.1 ↘		70.4 ↘		100.0		81.5 ↗	48.1 ↘	3.7 ↘	27	27.0	0.6 ↘	40.67 ↘		C ↘

## Progress in Mathematics

The Mathematics results were outstanding and on the A/A\* and A\*-C measures significantly above national expectations (2015 data).

80.6% of students making three levels of progress, 45% making four levels of progress and 21.3% making five levels of progress. This is an improvement upon last year's results where 77% made three levels of progress and 38% made four levels.

The matrix table below shows that of the 32 students who failed to make 3 LOP, 25 were within one grade of achieving this. Given the turbulence encountered by the Maths Team last academic year, these are a fantastic set of results and testament to their hard work.

KS2 Whole Level	X / Other	U	Below G	G	F	E	D	C	B	A	A*	Cohort	Stu Inc Count	3+ LOP Count	3+ LOP %	4+ LOP Count	4+ LOP %	5+ LOP Count	5+ LOP %
N	0	0	0	0	0	0	0	5	2	1	1	9	4	4	100.0	2	50.0	1	25.0
W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
2	0	2	0	0	1	2	1	1	0	0	0	7	7	4	57.1	2	28.6	1	14.3
3	0	0	0	0	0	2	2	4	0	0	0	8	8	6	75.0	4	50.0	0	0.0
4	0	0	0	3	1	0	13	28	15	5	1	77	77	60	77.9	22	28.6	7	9.1
5	0	0	0	0	0	0	1	9	15	13	25	64	64	54	84.4	39	60.9	25	39.1
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0
	0	2	0	3	2	4	17	57	32	21	27	165	160	128	80.0	69	43.1	34	21.3

Represents pupils making more than expected progress.

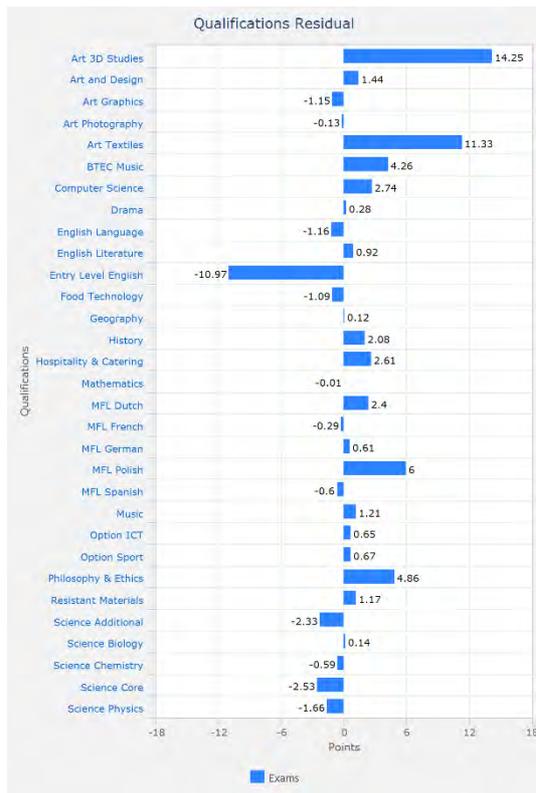
Represents pupils making expected progress.

Represents pupils making less than expected progress.

Financially disadvantaged students also performed strongly in Mathematics, with 70.4% making three levels of progress, 33.3% making four levels and 14.8% making 5 levels. This represents a significant improvement upon previous years (last year only 56% of pupil premium students made three levels of progress) and is now above national expectations.

Class Name	Eng Date	FSM Ever 6	A*-A %	Nat A*-A %	A*-C %	Nat A*-C %	A*-E %	Nat A*-E %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual Inc Mat	Avg Pts	Nat Avg Pts	Avg Grade
Summary for Mathematics		All	29.1		83.0		98.8		80.0	43.1	21.3	165	165.0	0.1	43.59		B-
Summary for Mathematics		N	29.7 ↗		86.2 ↗		98.6 ↘		82.0 ↗	45.1 ↗	22.6 ↗	138	138.0	0.3 ↗	44.42 ↗		B- ↗
Summary for Mathematics		Y	25.9 ↘		66.7 ↘		100.0 ↗		70.4 ↘	33.3 ↘	14.8 ↘	27	27.0	-0.7 ↘	39.33 ↘		C ↘

## Residual Analysis

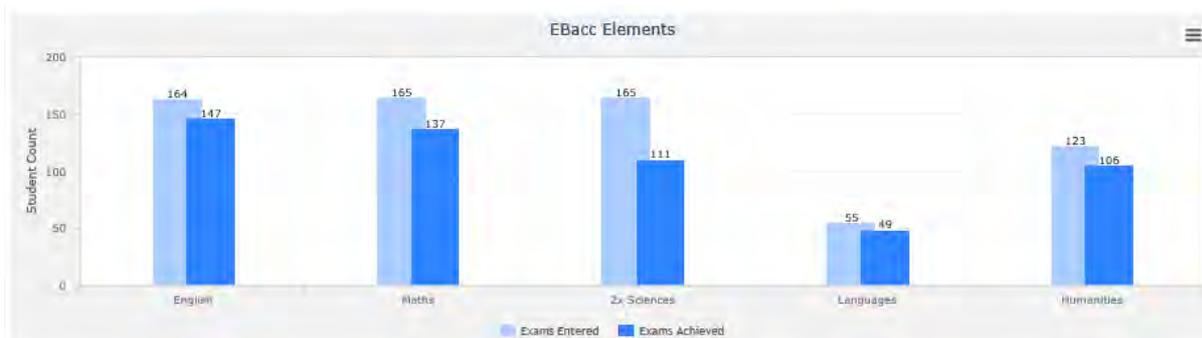


The residual analysis allows comparison between subjects to be made. This analysis informs the risk analysis for subjects as seen to the left.

## Attainment: English Baccalaureate (Ebacc)

The Ebacc is a performance measure which encompasses the percentage of students who study Mathematics, English, academic Science, History or Geography and a Modern Foreign Language. As a College we encourage but do not insist that all students take this suite of courses. This year 41 of the 48 students entered for the Ebacc managed to achieve it.

However, the percentage of students in the cohort achieving the Ebacc remains low (24.8%) and is down on the 28.4% achieved last year and the 30.4% achieved in 2014. This is largely down to a reduction over the last 3 years in students selecting the appropriate courses, particularly MFL.



As the table below illustrates, results in MFL are strong and, when combined, 90.7% of students are making at least 3 levels of progress and 82.9% are making four levels. However, to increase the percentage of students achieving the Ebacc qualification we must increase the number of students opting to take a language at GCSE. This will form a key recommendation of this Transformation Plan and increasing the uptake at Year 9 should also be a focus of the MFL Team.

In the Humanities subjects progress remains strong, especially in History where an impressive 40% of students made 5 levels of progress.

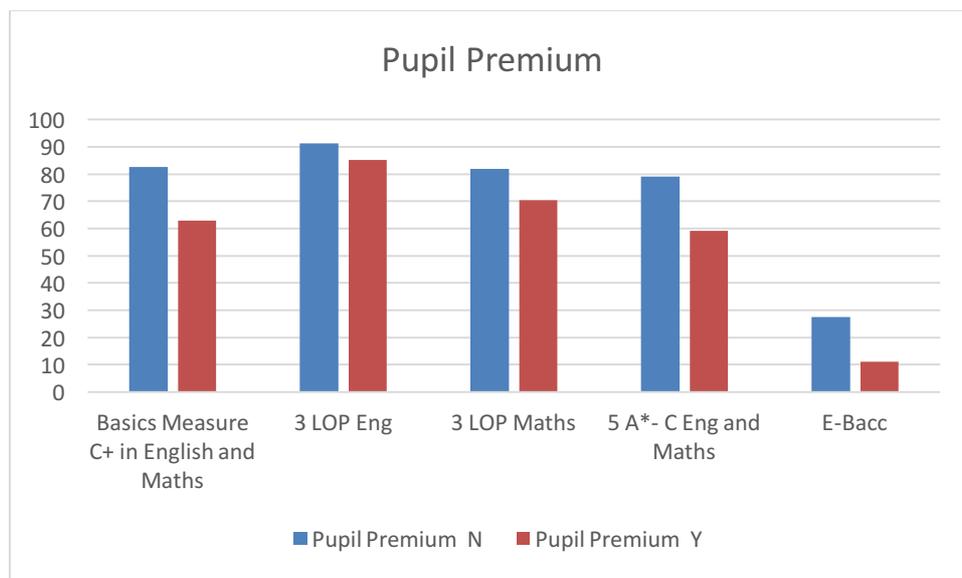
Qualification Name	A*-A %	Mat A*-A %	A*-C %	Mat A*-C %	A*-G %	Mat A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual Inc Nat	Avg Pts	Nat Avg Pts	Avg Grade
Geography	34.0	26.9	76.0	69.1	100.0	99.2	75.5	49.0	16.3	50	50.0	0.1	43.72		B-
History	58.8	28.7	92.9	69.1	100.0	98.2	90.6	75.3	40.0	85	85.0	2.1	49.11		A-
MFL Dutch	100.0	63.3	100.0	89.1	100.0	99.5	100.0	100.0	0.0	1	1.0	2.4	52.00		A
MFL French	43.8	24.1	75.0	70.8	100.0	99.8	78.6	64.3	35.7	16	16.0	-0.3	46.00		B
MFL German	81.8	23.3	90.9	74.6	100.0	99.9	90.9	90.9	54.5	11	11.0	0.6	52.55		A
MFL Polish	100.0	63.3	100.0	89.1	100.0	99.5	100.0	100.0	100.0	1	1.0	6.0	58.00		A*
MFL Spanish	50.0	29.3	96.4	73.2	100.0	99.6	89.3	57.1	39.3	28	28.0	-0.6	49.21		A-
Philosophy & Ethics	68.9	29.8	100.0	72.2	100.0	98.3	97.8	80.0	53.3	45	45.0	4.9	51.20		A
Summary	54.9		89.9		100.0		88.0	68.8	38.0	138	237.0		48.38		B+

## Gaps Analysis

The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.

## Disadvantaged students

This year 27 students were classified as financially disadvantaged, i.e. those who have been eligible for free school meals in the last six years. Almost all of these students are from White British Backgrounds (WBRI). Similar students nationally have the largest gap between themselves and their peers.



Performance Measure	PP N	PP Y
Basics Measure C+ in English and Maths	82.6	63
3 LOP Eng	91.2	85.2
3 LOP Maths	82	70.4
5 A*-C Eng and Maths	79	59.3
E-Bacc	27.5	11.1

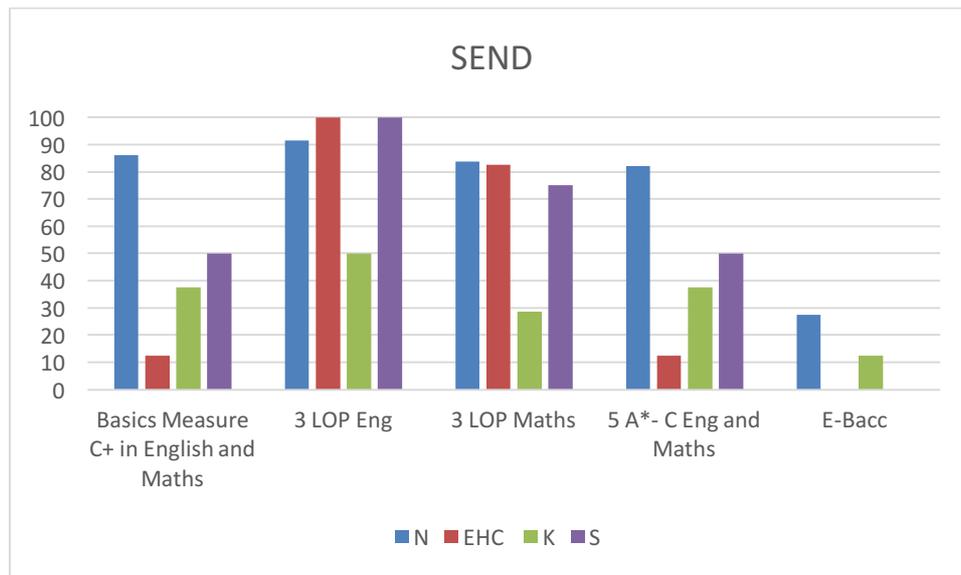
On the new Basics Measure 63% of Ever6 FSM students achieved a C+ in English and Mathematics. This is 19.6% down on students who are not Ever6 FSM. However, it is above the national average for all students of 59.2%.

In the following subjects the percentage of disadvantaged students making three levels of progress was above the rest of the cohort: Graphics, Music, Computer Science, English Literature, Hospitality and Catering, French, German, Spanish, Option ICT, Philosophy and Ethics, Additional Science and Physics.

On the whole the College targets for pupil premium students (50% of students achieving 5 A\*-C including English and Maths, 70% making 3 levels of progress and 30% making 4 levels of progress) were achieved. This is evidenced in the table below:

Qualification Name	Eligible	FSM Ever 6	A*-A %	Nat A*-A %	A*-C %	Nat A*-C %	A*-G %	Nat A*-G %	3+ LOP %	4+ LOP %	5+ LOP %	Stu Count	Entries	Residual Inc Nat	Avg Pts	Nat Avg Pts	Avg Grade
Summary		All	29.0		79.6		99.3		78.2	44.4	20.4	165	1461.0		43.68		B-
Summary		N	30.6 ↑		82.4 ↑		99.4 ↑		79.4 ↑	45.7 ↑	21.9 ↑	138	1222.0		44.36 ↓		B- ↑
Summary		Y	20.5 ↓		65.3 ↓		98.7 ↓		72.0 ↓	37.7 ↓	12.6 ↓	27	239.0		40.20 ↓		C ↓

## Special Education Needs and Disabilities

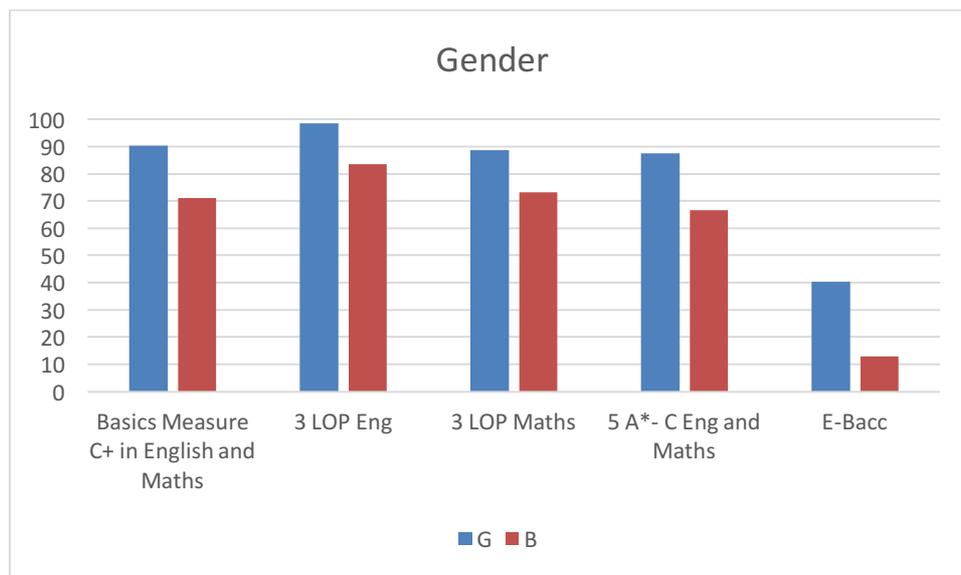


	N	EHC	K	S
Basics Measure C+ in English and Maths	86.2	12.5	37.5	50
3 LOP Eng	91.6	100	50	100
3 LOP Maths	83.7	82.5	28.6	75
5 A*-C Eng and Maths	82.1	12.5	37.5	50
E-Bacc	27.6	0	12.5	0

Although the attainment of students with SEND is below students without SEND, this is evident on the new basics measure and percentage achieving 5 x A\*-C inc Eng and Ma, their progress looks exceptionally strong in English and Mathematics. Those students who require additional support (coded K) made less progress and we need to review the impact of our work with this group, particularly in English and Maths.

For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is strong.

## Gender



Performance Measure	G	B
Basics Measure C+ in English and Maths	90.3	71
3 LOP Eng	98.6	83.5
3 LOP Maths	88.6	73.3
5 A*- C Eng and Maths	87.5	66.7
E-Bacc	40.3	12.9

In terms of 5 A\*-C including English and Mathematics, the performance of boys is significantly above the national average. 66.7% achieved this measure, a 1.7% improvement upon last year. Continuing to improve the performance of boys and reducing the gender gap (without having a detrimental effect on the performance of girls) will be one of our key priorities this year.

## Destination Data

Destination data provides evidence that pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications to access their preferred choices of provider. The data shows that compared with the national average for all pupils, higher proportions of pupils including disadvantaged pupils progress on to a range of further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

		<b>Overall percentage going to a sustained education or employment/training destination</b>	
	Cohort	<b>College</b>	<b>Nat</b>
<b>All Pupils</b>	165	96%	92
<b>Gender</b>			
Male	93	88%	91
Female	72	93%	92
<b>Disadvantaged Pupils</b>			
Disadvantaged Pupils	13	92%	85
Other Pupils	152	90%	94

## Evaluation of outcomes transformation planning 2015/16

<p>PP English 70% expected progress 30% exceed.</p> <p>PP Maths 70% 30%.</p>	<p>Agree standard outputs from checkpoint reports for KS3 / KS4 (JHR/AS).</p> <p>Generic spreadsheet finalised and shared (JHR).</p> <p>Checkpoint task audit and support (RG); QA Year 7+9 Key Assessment.</p> <p>Grade translation to numerical (JHR/AS).</p> <p>Student assemblies (JHR/RG).</p> <p>PP targets added to PR (VS).</p> <p>Complete Tutorial audit.</p>	<p>Finalise tutor report output and training (Year 11).</p> <p>Letter to parents explaining reporting cycle.</p> <p>INSET - QA Checkpoint Reports.</p> <p>Focus group to review the Tutorial programme.</p> <p>Tutorial learning walk.</p> <p>Tutorial work scrutiny and follow-up.</p>	<p>QA KA Year 8.</p> <p>QA Checkpoint Reports (Year 8+11).</p>	<p>Year 11 Second Progress Evening - Evaluate.</p> <p>Tutorial work scrutiny and follow-up.</p>	<p>Tutor report training (7,8-10).</p> <p>QA Yr10 Progress.</p> <p>Tutorial internal review.</p>	<p>Tutor Report Training (9).</p> <p>Staff and student survey: Tutorial.</p>
<p>All teams have an effective reading programme in place.</p>	<p>Guidance on effective practice to Tls (RG/SM).</p> <p>Numeracy.</p>	<p>Letter to parents (SM)</p> <p>INSET Reading Programme (SM/RG).</p>	<p>QA student focus group.</p> <p>Overview of Annual Programme produced (SM).</p>		<p>QA student focus group.</p>	

- In English (Language and Literature combined) 85.2% of Pupil Premium students made 3 Levels of Progress and 59.3% made 4 LOP. This compares well against non Pupil Premium students where 81.2% made 3 LOP and 60.6% made 4 LOP. When English Language and Literature are combined, the one-year target for Pupil Premium students in English was met.
- In English Language 66.7% of Pupil Premium students made 3 LOP and 29.5% made 4 LOP. For non Pupil Premium students the results were 78.5% 3 LOP and 37% 4 LOP. On this measure the one-year target was missed. Improving the outcomes for all students, including Pupil Premium, in English Language will be a key focus of the 2016/17 Transformation Plan.
- Progress of Pupil Premium students in English Literature was Outstanding, with 81.5% making 3 LOP and 48.1% making 4 LOP. This compares favourably with non Pupil Premium students, where 81.6% made 3 LOP and 52.9% 4 LOP, and comfortably meets the one-year strand target.
- In Mathematics the one-year target for Pupil Premium students (70% 3 LOP and 30% 4 LOP) was met. 70.4% made 3 LOP and 33.3% made 4 LOP. This compares reasonably well against non PP students where 82.2% made 3 LOP and 45.9% made 4 LOP; however, a gap still remains.
- This year all teaching staff had the progress of PP students as their Team Target on their Performance Review. Across all subjects PP students performed well; in summary 72.8% of PP students made 3 LOP and 38.5% made 4 LOP (non PP 80.1% and 46.6% respectively).
- The introduction of Checkpoint and Key Assessment reports, along with Team trackers, allowed the progress of students and groups of students to be monitored over the

course of the year. The trackers proved extremely useful when carrying out lesson observations and gave the observer clear Lines of Enquiry. Trackers also allowed subject teachers and Teams to target intervention following a Checkpoint or Key Assessment.

- On the Parent Survey 2016 92.4% of parents agreed that Progress Reports were an effective form of communication; 43.12% Strongly Agreed. On the Student Survey 87.93% of students Agreed and 29.92% Strongly Agreed that Checkpoint, Key Assessment and Tutor Reports were useful for monitoring progress.
- Quality Assurance was carried out on Team Checkpoint tasks by teaching and learning lead and, whilst the majority of tasks were deemed appropriate, some will need to be refined. This will form part of QA measures in 2016/17.
- The target 'all teams will have an effective reading programme in place' has not been met and will form a focus of this year's Transformation Plan.

## Recommendations

- College Ebacc performance is 0.5% above the national percentage but it is still lower than we would like it to be given our intake. We need to improve the percentage of students achieving the Ebacc qualification by increasing the number of students taking a language at GCSE whilst maintaining the excellent rates of progress achieved this year.
- Core and Additional Science performance remains an area for development. However, there is an overall improving picture within science, which is now in line with national average performance due to the high number of Biology, Chemistry and Physics entries. In the future all students will take at least two individual sciences.
- The Ofsted framework states "Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age". We continue to believe that, although an overall strength of the College, high levels of literacy - particularly for students from financially disadvantaged backgrounds - is a critical focus for us.
- The performance of pupil premium students was a strength this year, it will continue to be an area for close scrutiny. The College will undertake its annual Pupil Premium review and the performance of Pupil Premium students will be the focus of a Governor scrutiny panel. Linked to this will be the performance of more-able students. The College has appointed an Academic Project Lead to oversee this area of work.

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

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

# TEACHING, LEARNING AND ASSESSMENT

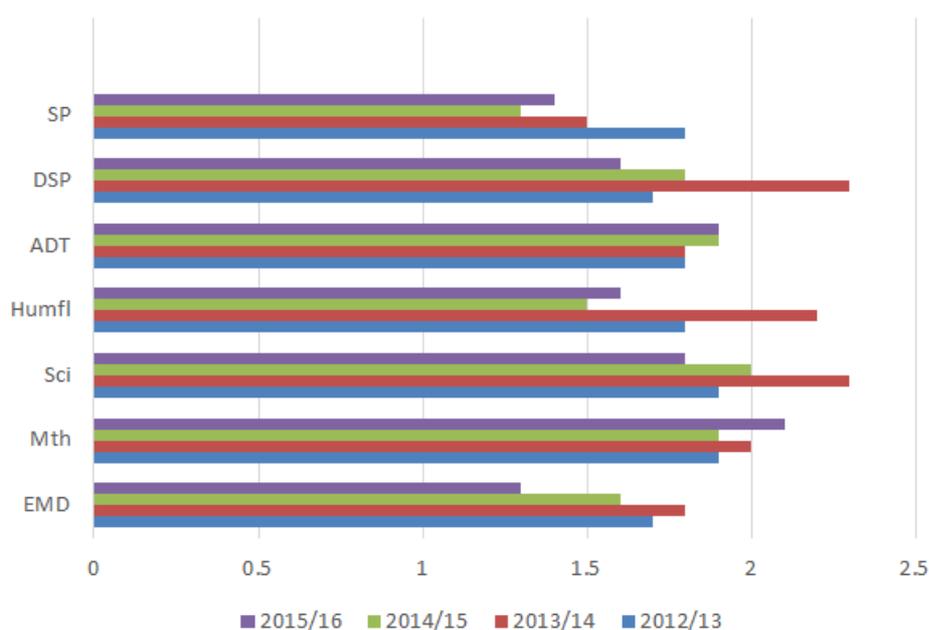
Jude Macdonald

## Judgement: Outstanding

Teaching at the College is outstanding. Strong behaviour management, careful tracking and intervention of all students and planning for lessons ensure that student outcomes are outstanding. Student responses in the survey to 'what do we do well at Catmose' refer to the strength of teaching without being prompted to do so and include 'being patient with students and helping them to learn and educate them' and 'you are very helpful and want us to make the best progress possible. A lot of the time there is help if we are stuck.'

The introduction of prep – to replace a more traditional homework model – has begun to ensure that teachers make the maximum use of lesson time because students are prepared for the learning that is due to take place. Parents recognise this as a strength, with one stating, in response to the question of what we do well at Catmose: 'encouraging & enabling pupils to manage own homework via VLE.'

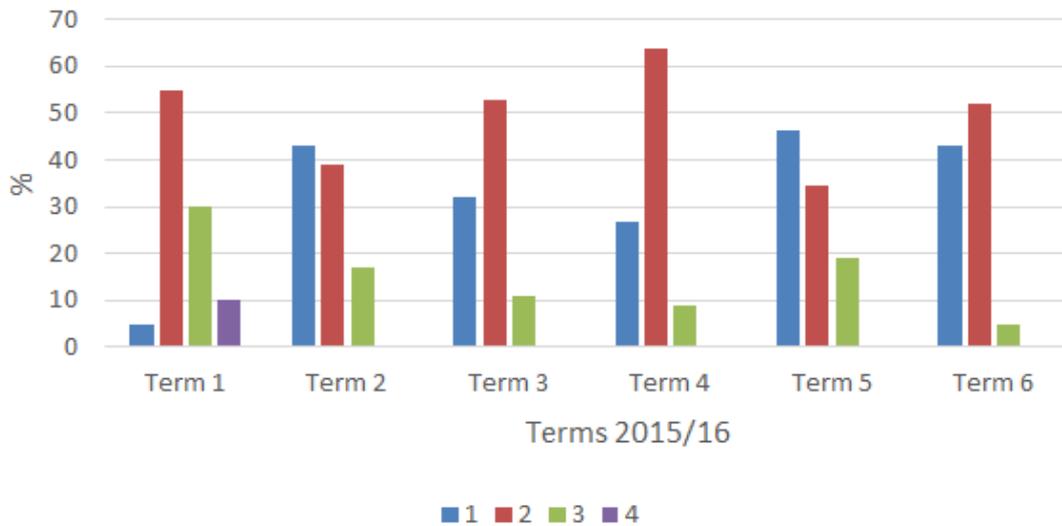
Team Comparison by Outcome



This team comparison of lesson observation outcomes, shows that in 2015-16 lesson observations generally improved on the previous year – where outcomes were already very strong. Where they did not, the overall average was still at least good and teams will now focus on moving towards more outstanding judgements as part of their Transformation Planning. However, it is worth noting that in these teams there were higher numbers of Newly Qualified staff in 2015-16. They will have moving to outstanding addressed through their performance reviews and training opportunities in 2016-17.

Lesson observation outcomes were particularly strong in the English, Music and Drama team, with the majority of those seen deemed outstanding overall. This is particularly impressive given that it is the biggest team in the College and is reflective of strong planning, intervention and relationships.

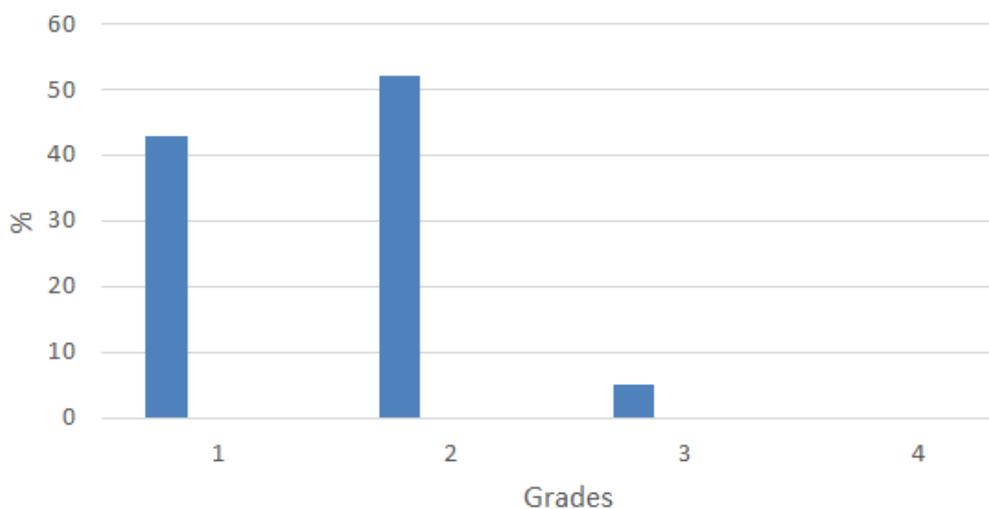
### All Staff



As expected, lesson observation outcomes improved as the year progressed. This is because new staff are observed in Term 1. This allows the senior team to ensure that development points are identified early in the year and appropriate support deployed through teams, action planning if required and the probation programme. Staff who have received an RI or Inadequate judgement are given clear improvement points, advice on how to improve and support to do so. They also receive a follow-up lesson observation within 6 weeks to ensure that action points have been addressed. This means that these staff often achieve improved lesson observation judgements in follow-up observations. However, this refers only to a small number of staff, with 86% of lesson observations deemed good or better across the entire staff.

Across all lesson observations, behaviour management was deemed a particular strength. 95% of all lesson observations rated behaviour as good or better. This is as a result of strong routines for learning ensuring consistency, and strong planning to ensure that students are able to access the lesson. It evidences that teachers at the College manage behaviour highly effectively, with clear routines for learning that are consistently enforced.

### Total up to Term 6 %



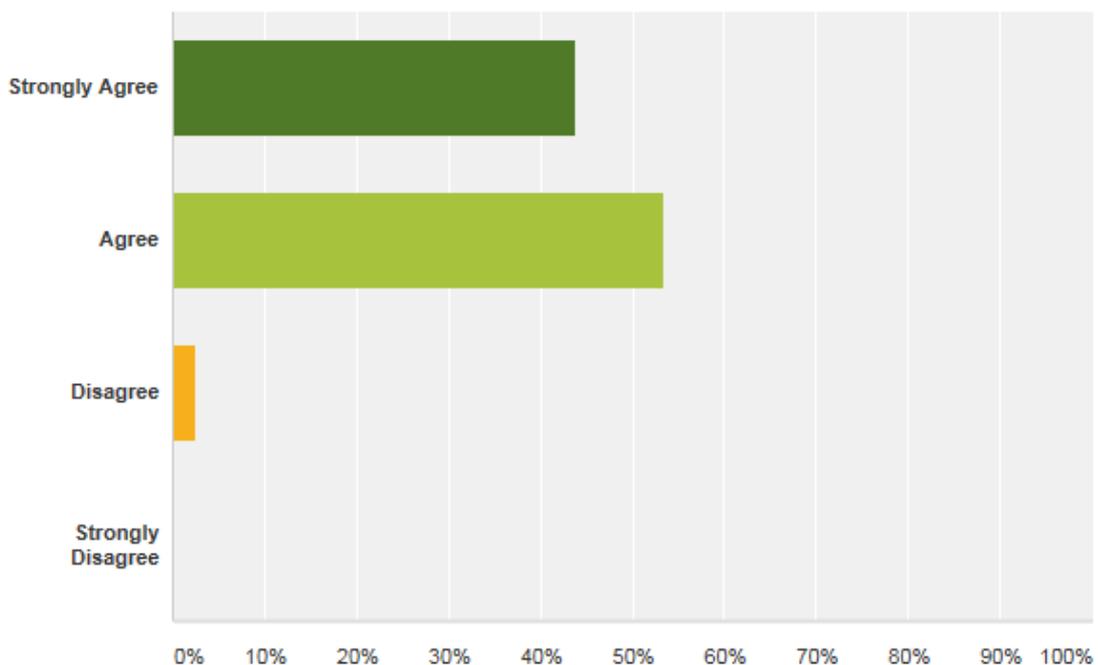
By the end of 2015-16 the best two grades – of a possible 3 observations – were overwhelmingly good or better: 51% were good, 42% outstanding. This is indicative of the

fact that teachers at the College are determined that pupils achieve well. They encourage students to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.

Parents also recognise that their children have access to excellent teaching in the responses to the survey: 'I have always felt the teaching staff to be knowledgeable about my child, giving her good guidance in progress required and support when needed. The reporting we receive throughout the year gives me a clear guide as to her levels attained and where she could be at a later date' (Parental Survey 2015-16).

### The College has high expectations of my progress.

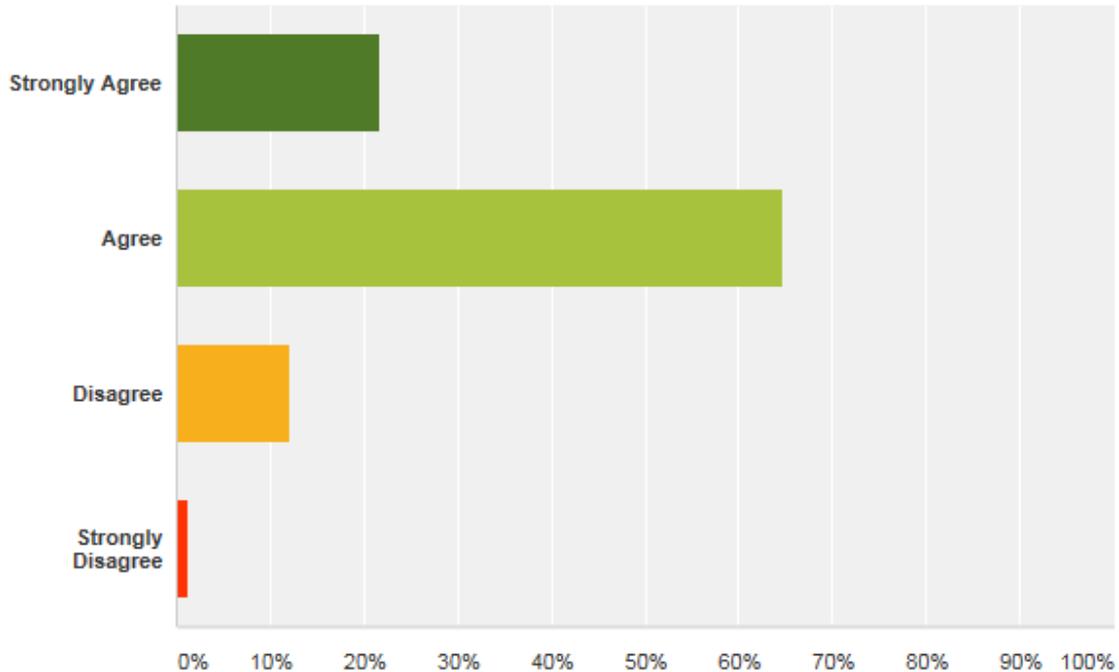
Answered: 403 Skipped: 1



The student survey reveals that 97% of students agree or strongly agree that the College has high expectations of their progress. This correlates with the number of good or better lesson observations seen during the year, and with student outcomes at the end of Year 11. This student recognition of the fact that they receive strong teaching is indicative of a teaching staff who are able to demonstrate deep knowledge and understanding of the subjects they teach.

## The work covered in lessons is challenging enough to really make me think.

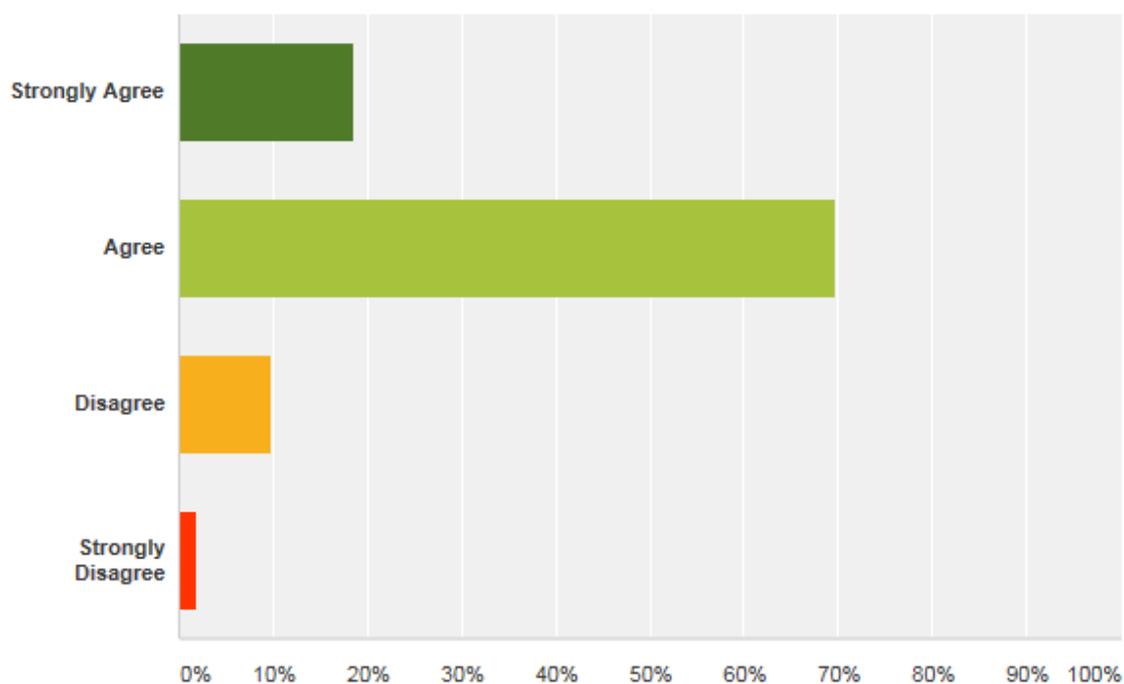
Answered: 386 Skipped: 18



While 85% of students agree or strongly agree that work is challenging, a minority disagree. The latter responses have been analysed and a significant number of those who disagreed are students in Year 8. This remains a focus within the behaviour strand of the Transformation Plan and will also be quality assured throughout the year to ensure that students who do not feel they are challenged have access to work that extends their learning. However, that the majority of students agree with this statement is testament to the fact that in the majority of lessons across the College, teachers have consistently high expectations of all pupils' attitudes to learning.

## I feel the advice or grades given to me by teachers for improvement are challenging but achievable.

Answered: 387 Skipped: 17



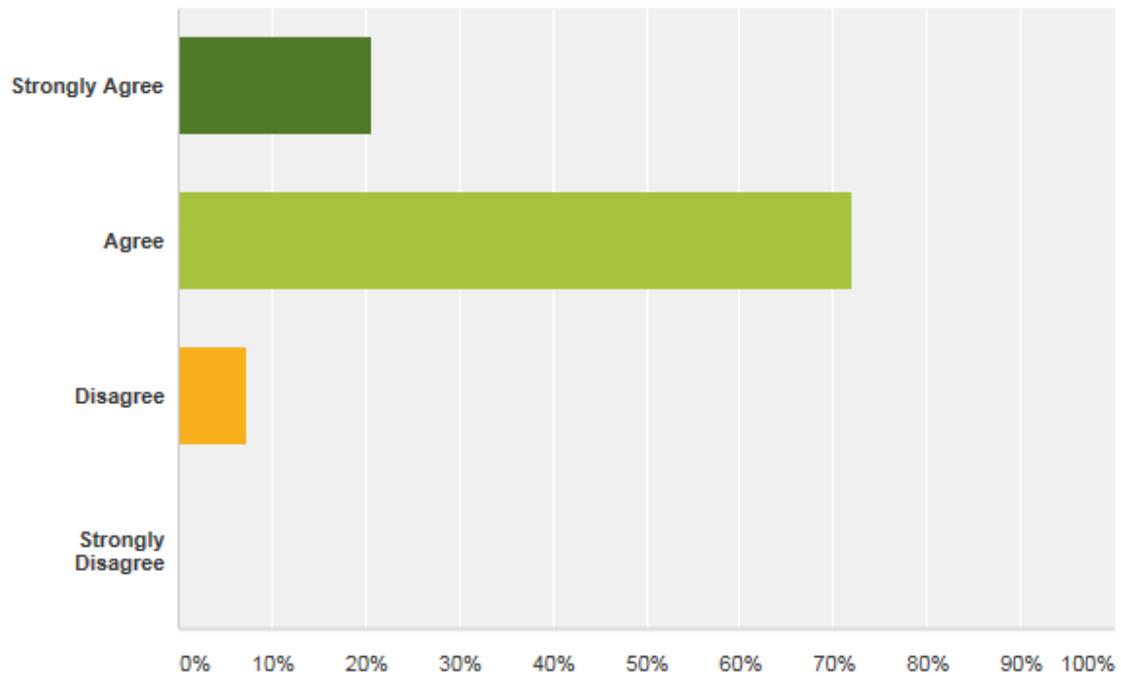
An overwhelming majority of students – 89% - agree or strongly agree that the advice and targets given to them by staff are challenging but achievable. This again correlates with lesson observations and excellent student outcomes in Year 11 and is indicative of the fact that teachers provide incisive feedback about what students can do to improve their knowledge, understanding and skills. Evidence from lesson observations increasingly demonstrated that students are able to use the feedback effectively in order to improve. Written responses in the student survey to the question 'what do we do well at the College' include: 'helping us if we want to improve in our subjects' and 'keeping students on track with reaching their target grades.' (Student Survey 2015-16)

However, there are still occasions where the feedback given in books has led to a great deal of teacher time spent on marking, with limited evidence of impact on students' learning, evidenced through lesson observation development points. This will form part of the Workforce Reform project in 2016-17, with staff given advice and evidence of how to reduce the time spent on marking while maximising the impact on learning.

Intervention continues to be a strength of the College's provision, which is coordinated to be timely and delivered through lesson time, after College and through holiday sessions. Particular attention is given to disadvantaged students through the pupil premium. Parents recognise the work that takes place through intervention: 'Helping students when you identify they are getting behind, very impressed with intervention system and the way a students' failure is made to seem like an opportunity to succeed in the future good life ethic.' (Parental survey 2015-16).

## My child is well taught.

Answered: 285 Skipped: 51



Over 92% of parents agreed or strongly agreed that their child is well taught, with written comments also recognising this area of strength, not just in terms of academic outcomes: 'You are good at raising and recognising when a child has made achievements. Also recognising when a child needs stretching mentally on subjects and supporting that. Helping and supporting when a child needs it' (Parental Survey 2015-16).

## Evaluation of teaching from 2015-16 transformation plan

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

Lesson observations in 2015-16 were overwhelmingly positive, with 33% deemed outstanding and 86% good or better across all those seen. Prep remains a development point from stakeholder surveys, with only 50% of students agreeing that the VLE is used to record homework. 56% of students agree that the spread of work set across subjects is balanced but 77% agree that prep supports their learning and challenges them. This clearly remains an area of development and will be addressed through Show My Homework, quality assurance of the work set for homework and student focus groups throughout 2016-17. It will also be covered through the Workforce Reform project, which will identify ways teachers can set Prep while retaining a work-life balance.

However, it is worth noting that parents and evidence from lesson observations at the College are more positive than students about Prep. 80% of parents agree that in 2015-16 prep was appropriate for their child's age. One parent commented on it in their response to the survey: 'I am very impressed that my daughter has taken ownership of her own workload and deadlines and that I am able to check on this without contacting teachers myself' (Parental Survey 2015-16).

The changes to the reporting system in 2015-16 were also recognised positively within the parental survey. Students now receive a detailed tutor report annually, in addition to outcomes from Checkpoint and Key Assessments at least 3 times a year. For those students causing concern, a second invitation-only progress evening took place, which was deemed, from parental feedback on the evenings, more valuable than written subject reports. As a result of these changes, 86% of parents agree that they receive valuable information from the College about their child's progress.

## Recommendations

- The vast majority of teaching at the College is now at least good and much of it is outstanding. We continue, therefore, to support staff to improve their teaching further to ensure that an even higher proportion of students make outstanding progress that is significantly above the national average.
  - A key element of improving the progress students make in lessons is to ensure that the work they do their own time enables them to make best use of the time they have with a teacher. We have introduced a more robust tracking system 'Show My Homework' which will allow better quality assurance of the quality and consistency of the work set;
  - Student focus groups will explore the success of Show My Homework and Prep in Term 2 to allow any feedback to be incorporated into practice during the remainder of the year.
  - The flipped classroom model, whereby students prepare for the content to be taught in lessons, was introduced last year and will be built upon through the Workforce Reform project lead, Kirsty Collins.
  - Marking and assessment is key to ensuring students know how well they are doing and how to improve further, but we know from our own quality assurance processes that marking takes a great deal of teacher time and too often has limited impact on students. We are therefore looking to reform our approach to providing feedback so that its effectiveness improves whilst reducing the burden on teaching staff.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p><b>TEACHING AND LEARNING</b></p> <p>Outcomes:</p> <p>Best two lesson observations by T6 are 40% Outstanding; 90% Good+</p>	<p>SMHW launched</p> <p>New staff observations</p> <p>Support plans T6 assessed and completed</p>	<p>Probation point 1</p> <p>Whole-College observations begin</p> <p>PR system identifies staff who have moving to outstanding as a target</p>	<p>QA week (mid-March)</p> <ul style="list-style-type: none"> <li>Lesson observations</li> <li>Focus groups on progress / SMHW / low level disruption</li> <li>Pupil Premium re progress</li> </ul> <p>Support programmes written and agreed following probation point 1</p> <p>Interim PR identifies targets for staff to move from 2 to 1</p> <p>Moving to outstanding training</p>	<p>Probation point 2</p> <p>Surveys issued – ensure prep / reporting questions are addressed</p> <p>Action plan from stakeholder surveys written if necessary</p> <p>Parent face-to-face focus groups meet with JMD re progress, teaching and Prep</p>	<p>Support programmes written and agreed following probation point 2</p> <p>Moving to outstanding staff training</p>	<p>Final lesson observations</p> <p>Probation point 3</p> <p>TP 2016-17 evaluation completed in draft</p>
<p>85% of parents agree that they are able to access</p>	<p>Letters out to parents re SMHW</p>	<p>QA use of SMHW across teams and teaching staff</p>	<p>QA use of SMHW across teams and teaching staff</p>	<p>QA use of SMHW across teams and teaching staff</p>	<p>QA use of SMHW across teams and teaching staff</p>	<p>QA use of SMHW across teams and teaching staff</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>and monitor their child's prep.</p> <p>85% of students agree that prep set effectively supports learning.</p>	<p>QA use of SMHW across teams and teaching staff</p>					
<p>80% of staff report that their workload has been managed effectively</p>	<p>KC workforce reform working group meeting</p>	<p>Meeting KC / JMD to agree workforce reform key tasks</p> <p>Workforce reform baseline survey</p> <p>Review by SLT of teacher tasks that are: Unnecessary or are necessary but overly time consuming.</p>	<p>Workforce reform focus groups from survey – focus on impact of marking and planning based on time spent.</p> <p>Review marking and assessment practice and policy in light of QA findings.</p> <p>Review support staff approaches to ensure they are best supporting the work of teachers and reducing unnecessary</p>	<p>Meeting KC / JMD to review workforce reform key tasks.</p> <p>SPW to meet with teachers new to the profession (&lt;3 years) to discuss managing workload.</p> <p>Trustees updated on findings and recommendations regarding Federation policy change.</p>	<p>Update staff on key work over the year, the changes made and future impact of work.</p>	<p>Workforce reform repeat survey to check impact of workforce reform agenda.</p> <p>SLT and Trustee Policy review to ensure that the Federation approach is embedded in practice.</p>

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
			bureaucracy e.g. form filling.			

# PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Judgement: Outstanding

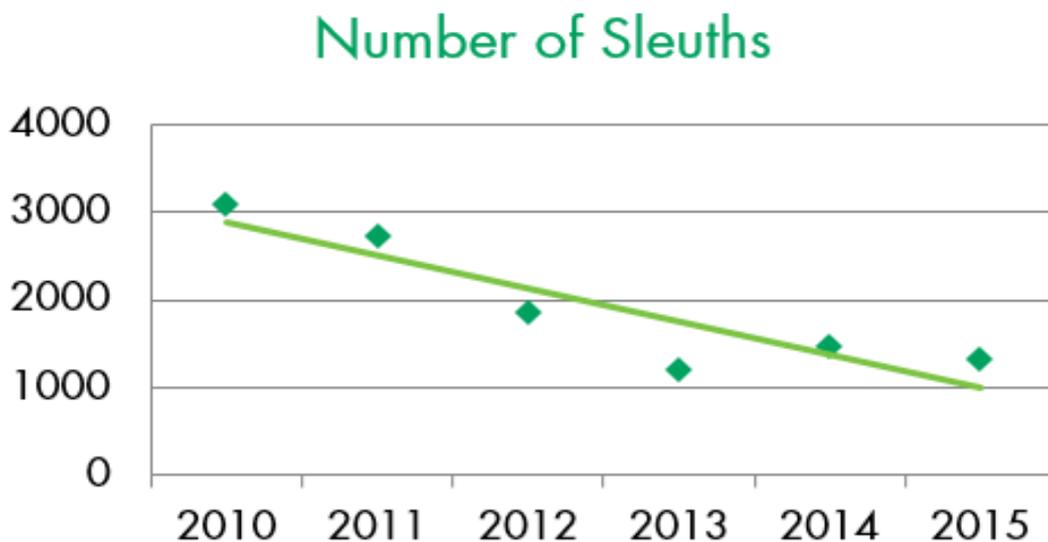
## Analysis

"The uniform makes me feel smart after school, when I walk my dogs. It is easy to feel proud to be at the College when you hear from friends from other schools that something bad is happening there and I haven't even heard of it at Catmose." Student Survey

The scorecard for PDBW demonstrates that behaviour at the College remains outstanding; students are self-disciplined and confident. In the Student survey 97% agree that the College has high expectations of their progress, and 92 % are proud to be a Catmose College student. Of the 880 students on roll at the end of the year 2015-16, 453 students had received no sleuths at all and 707 had 5 or less. This is further supported by lesson Observations; the behaviour strand shows that in 92% of observations behaviour is rated as good or better. In response to the question 'What is the College good at?' one student responded:

"Keeping behaviour under control and taking good action when it comes to serious matters."

When looking at the number of Sleuths over time there is a clear downward trend, indicating an improvement in behaviour at a time when the number on roll is increasing.



This is supported by the results of the surveys where only 97% of students agree that generally they behave in lessons and 96% of staff believe they can effectively manage behaviour in their class. Parents are also in agreement, with 92% agreeing that the College makes sure its pupils are well behaved.

Addressing low-level disruption in some lessons, particularly in Key Stage 3 was a focus this year. Therefore, the results of the Student survey in which only 62% agreed that, "If there is poor behaviour in my lessons the teacher deals with it effectively" was both disappointing and confusing, given all of the other evidence. This was further investigated with focus groups of those students who had disagreed.

The Key Stage 3 group defined poor behaviour as: talking, not putting hand up and occasionally getting out of seats. This was only in a small minority of lessons, not across all subjects and lessons. Cover lessons were the main issue and where the teacher was "new" and gave "too many chances". A very small number of students were identified as being the culprits and all had been identified by the pastoral team already. Some students within this group had very personal views, e.g. one liked to work in absolute silence and anything less was seen as poor behaviour. The Key Stage 4 focus group was similar; poor behaviour identified as talking, shouting out and not focused on work. Again, very specific lessons were identified, with cover an issue, and subjects Year 9 students were not taking for options. Also some Tutorial and Additional Science lessons were specifically mentioned, an issue identified by the Science team in their Learning Walks which recognized the need for more consistency across the team.

Both groups identified good practice as clear routines, a consistent approach, good relationships and planning. The conclusion reached is that the question needs to be further refined, as it is too open and students are interpreting it in vastly different ways.

The Stages system continues to be refined and students receive support to improve their progress as well as their behaviour. A range of strategies are used such as CBT, Pastoral Support Plans and key workers. The College also works closely with outside agencies such as YISP. The link between behaviour and progress has been strengthened with the use of Checkpoint data and Prep Club to support students' learning. This will be further developed over the coming year as the Pastoral Team will be responsible for intervention if individuals are falling behind, supporting the Intervention Team's remit of whole College and Team support. Below is the data for the year 2015-16

Stage 3 = 10 in total (all male)

4 Remained on Stage 3

3 de-escalated

1 permanent exclusion

2 students moved schools

Stage 2 = 18 in total (15 male /3 female)

12 de-escalated back to Stage 1

1 remained on Stage 2

4 escalated back to Stage 3

1 permanent exclusion

Stage 2 has been successful in de-escalating behaviour and no students have moved from Stage 2 to 3 unless they had previously already been on Stage 3. The exclusion at Stage 2

was for a single one-off incident, not related to the original behaviour which placed them on the Stages system.

The following comments from the parental survey in response to 'What is the College good at?' also reflect on the importance of praise, opportunities and rewards in maintaining impeccable behaviour.

"General discipline of the children in how they work, how they are expected to conduct themselves both in school and in public, how they are expected to dress. The number of activities which take place during lunch break and after school."

"You are very good at celebrating success; ensuring good behaviour and behavioural standards; communicating children's results and progress; offering extra trips and outings; tackling difficult "teenage issues" and encouraging children to achieve the best they can."

Bullying behaviour is rare at the College and, when it does occur, staff and pupils deal effectively with it. Students are made aware of the different forms of bullying, including on line, racist and homophobic, and they are actively encouraged to report it. The topic of bullying is addressed across a range of events, activities and subjects including the PSHE programme, ICT, assemblies, visitors such as CEOP and the police. 88% of parents in the survey agree that the "College deals with bullying effectively."

"You are good at keeping school safe and making every student count and feel important, and you have NO bullying and if there is it is taken care of instantly. "Student Survey.

The small number of prejudice-based incidents recorded by the College last year were dealt with in line with our Behaviour Management Policy. There were fewer incidents of racism than in the previous year. Of the 15 incidents recorded on the log for bullying, 13 were perpetrated by 4 students; of these, 2 have been permanently excluded and 1 is currently at Stage 3 receiving support to adjust this type of behaviour.

## Exclusions

Where appropriate, and in line with our Behaviour Management Policy, the College uses exclusions to maintain outstanding behaviour, support the College's ethos and protect the welfare and safety of our students.

Fixed term	2011	2012	2013	2014	2015	National 2014-15
"Total" - No. of students given one or more fixed term exclusions	31	18	28	22	23	
"Total" / number on roll	3.67	2.08	3.10	2.40	2.60	7.51
"Repeat" - No. of students given two or more fixed term exclusions.	15	6	8	12	9	
"Repeat" / number on roll	1.78	0.69	0.89	1.31	1.02	
Average length of fixed period exclusions	3.28	2.77	2.24	2.51	2.71	2.2
Permanent	2011	2012	2013	2014	2015	National 2014-15
"Number" of PE	0	1	4	3	3	
"Number" / number on roll	0	0.12	0.44	0.33	0.34	0.15

Fixed Term exclusions are significantly below the National Average at a time when the overall rate has increased nationally. There were 34 incidents of fixed term exclusions, 3 of which resulted in permanent exclusion, compared to 42 for the year 2014-15. 23 students had at least one fixed term exclusion; of these, 3 were girls. There has been a considerable decrease in the number of students with an EHC or statement receiving a fixed term exclusion and also a slight decrease in the number of students eligible for FSM receiving one.

2015-16	914 on roll	% of roll	% of pupil group	National Average	2014-15	884 on roll	% of pupil group	National Average
At least 1 FTE	23	2.5%	2.6%	TBC	At least 1 FTE	22	3.23%	3.68%
FSM FTE	7	0.7%	61 FSM 11%	TBC	FSM FTE		11.68%	8.34%
EHC FTE	1	0.1%	32 3%	TBC	EHC	43	13.64%	10.04%

2015-16 based on internal data as RAISE not verified.

Whilst permanent exclusion is higher than the national average, it remains the College's last resort. There were three permanent exclusions in 2015-6. Two of these were in response to very specific circumstances, one-off serious incidents where allowing the students to remain in College would seriously harm the welfare and education of other students. The third permanent exclusion was for persistent disruption (nationally the most common reason for both permanent and fixed period exclusions) and aggression. The student had received intensive support through the Stages system; unfortunately they did not respond positively.

## Careers advice and guidance

The College has focused on providing high quality careers advice to ensure that guidance and work experience prepare students for their adult life and equip them with the necessary skills and attitudes for success.

“Encouraging students with different ranges of skills to succeed.”

“Helping students when you identify they are getting behind, very impressed with intervention system and the way a student’s failure is made to seem like an opportunity to succeed in the future - good life ethic.” Parental Survey in response to the question ‘What is the College good at?’.

The College ethos and Routines for Learning are crucial in preparing students for higher education and the world of work. The uniform is smart, comfortable and business like; there are no bells; we are open from 8am – 5pm, with many students choosing to adopt these as their working hours; Equal Value encourages all members of the College community to interact in a calm and professional manner; and all students are set challenging, yet realistic targets which are frequently monitored.

In Key Stage 3 students complete PSHE units which focus specifically upon: The College ethos, values and expectations; Routines for Learning, identifying strengths and areas for development, goal setting, team work and different types of employment. Covering these topics, along with the Year 9 Options Evening and frequent Checkpoint and Key Assessment reports, equips students with the skills and knowledge needed to make informed decisions about their GCSE options.

In Year 10 and 11 students receive further high quality, impartial guidance regarding the next stage in their education, training and employment. In Year 10 almost all students complete a one-week Work Experience placement with an approved provider. Prior to and following their placement, students undertake a series of workshops in PSHE which focus specifically on the world of work, health and safety, writing a curriculum vitae and a personal statement. This work is delivered by the form tutor, the careers advisor (Claire Miles) and a range of outside speakers. During the course of Year 11 all students have a meeting with the Principal which is focused specifically on GCSE preparation and next steps. A conscious effort is made to ensure that all Pupil Premium students and students in the DSP are given additional support. This will often entail an additional meeting with the careers advisor. The College is also a supporter of the National Citizenship Service programme, which is designed to focus and prepare students for the next stage in their lives. As of November 2016, 80 students have expressed an interest in the project and 30 have signed up for Summer 2017.

Destination data for the College is strong and reveals that 96% of our students go onto a sustained education, employment or training at the end of Year 11. This compares favourably to the national average of 92% (2015 data).

“...regarding achievement - thank you for introducing the work experience award. Work experience was a turnaround point for my son - promote that you do it as a feature of the school experience.” Parental survey in response to the question ‘What is the College good at?’.

## Welfare and Safety

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

- My child is happy at Catmose College - 94%
- My child feels safe at Catmose College - 97%
- I feel safe at College - 93%
- I am proud to be a student at Catmose College - 92%
- My child is well looked after at this College - 96.5%

"My child is happy at Catmose College and is progressing well. I feel very comfortable in knowing that he is looked after and taught well. Thank you!"

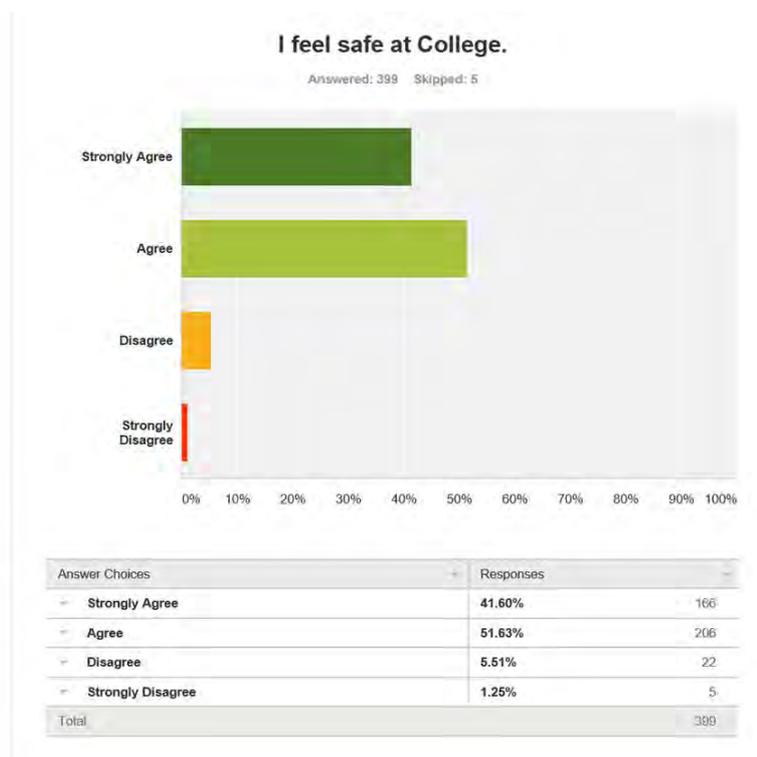
## Safeguarding

The College's open culture actively promotes all aspects of welfare. All students receive safeguarding training at the start of each academic year and relevant topics are covered via assembly and PSHE lessons. For example, all students in Year 7 undertake work on internet safety, mobile technology and social networking with the Police and these topics are covered repeatedly during their time at the College.

Students know that when problems arise they can speak to their form tutor, teachers, members of the Client Services Team or one of the four Designated Safeguarding Leads. When problems do arise, students trust staff to take appropriate and swift action. Last academic year 13 referrals were made to the Children's Duty Team, 11 of which were picked up at a Child in Need or Child Protection level. This number of referrals is in line with previous years.

The College provides students with a safe and secure environment. On the Student Survey 2016 93.23% of students agreed with the statement 'I feel safe at College'. 41.6% strongly agreed with this statement. These results are in line with the Parents Survey where 96.89% agreed and 44.48% strongly agreed with the statement 'My Child feels safe at the College'.

In Tutorial students cover units on Health and Personal Wellbeing; Relationships; Living in the Wider World; Economic and Financial Capability; and Religious Studies. Each unit is designed to meet students'



emerging needs and tasks are suitable to their level of maturity. We believe that the PSHE curriculum, along with our vast array of extra-curricular pursuits, equips students to be thoughtful, caring and active citizens in school and in wider society.

High participation rates in extra-curricular sport, Elective Sport and physical activity outside of school provide a good indication that students are making the right choices when it comes to their health and fitness. During the day students make sensible eating choices and they interact in a respectful and courteous manner.

## Attendance

Attendance is outstanding, well above national average in every category. No groups of pupils are disadvantaged by low attendance. The attendance of SEN pupils who previously had high rates of absence has further improved and remains above national average. The percentage of persistent absentees (absent for 15% plus sessions) remains considerably less than the national figures.

National attendance is 94.7%.

Persistent absence is nationally at 5.4 %.

Attendance 2015/16	Overall	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Total Male % attendance	97.3%	97.8%	97.1%	97.3%	97.2%	97.3%	96.6%
Total Female % attendance	97.1%	97.8%	97.1%	96.6%	96.8%	97.4%	96.4%
SEN % attendance	97.7%	96.0%	97.5%	95.5%	97.1%	97.3%	98.0%
SEN Support % attendance	96.5%	97.9%	96.2%	95.3%	96.9%	96.8%	95.0%
EHC % attendance	96.1%	97.1%	95.1%	95.6%	93.9%	97.7%	96.5%
SA % attendance	96.8%	96.9%	97.9%	97.4%	97.0%	95.5%	93.9%
SA+ % attendance	96.4%	97.1%	97.8%	95.5%	95.5%	95.0%	95.5%
FSM % attendance	94.8%	94.7%	93.5%	94.9%	95.1%	95.6%	94.0%
NFSM % attendance	97.4%	98.0%	97.3%	97.1%	97.2%	97.4%	96.7%
In Care % attendance	97.4%	98.3%	97.7%	97.2%	96.6%	96.8%	97.1%
PP % attendance	96.3%	96.8%	95.6%	96.3%	96.6%	96.7%	95.3%
NPP % attendance	97.4%	98.0%	97.4%	97.1%	97.2%	97.5%	96.8%
Overall	97.2%	97.8%	97.1%	97.0%	97.0%	97.3%	96.5%
Percentage of persistent absentees	1.6%	0.8%	2.4%	1.7%	2.8%	1.9%	2.7%

The College works closely with the Local Education Authority and parents to maintain high levels of attendance. Through assemblies and subject lessons students are made aware of the importance of attending regularly and the consequences of poor attendance. House points, certificates and badges are awarded for outstanding attendance and it is recorded on every report and reference.

## Evaluation of behaviour from 2015/16 transformation plan

PERSONAL DEVELOPMENT, WELFARE.  97%> attendance for the whole College.  95%> attendance for SEN and 96%> attendance for FSM.  80% of students agree that behaviour at the	Attendance check by group plus relevant intervention.  New staff, School Direct and STA behaviour management training.  Behaviour assembly.	Attendance check by group plus relevant intervention.  Sleuth analysis / RfL analysis on reports & 8 week checkpoint.	Attendance check by group plus relevant intervention.  Sleuth analysis / RfL analysis on reports & 8 week checkpoint.  Behaviour learning walk KS3	Attendance check by group plus relevant intervention.  Sleuth analysis / RfL analysis on reports & 8 week checkpoint.  Behaviour KS3	Attendance check by group plus relevant intervention.  Sleuth analysis / RfL analysis on reports & 8 week checkpoint.  House point spot check.	Attendance check by group plus relevant intervention.  Sleuth analysis / RfL analysis on reports & 8 week checkpoint.  Presentation assemblies.
College is managed effectively.  80% of students in Year 7 & 9 believe that transitions are managed effectively.  80% of students in Year 11 believe the work experience programme and careers guidance have prepared them effectively for the next stage of their lives.  DSL to attend Prevent Training on Radicalisation and Extremism.	Sleuth training for new staff.  Sleuth analysis.  Review of house points system.  House point spot check – uniform.  CARE - Radicalisation Training.  Focus group with ethnic minority students.  Prevent Strategy written and ratified by Governors.	LO database analysis and follow up support.  Tutorial learning walks.  House point spot check - equipment.  House point analysis.  Year 7 transition focus group.  Focus group with ethnic minority parents.  Core Staff Training on the Prevent Strategy.	Behaviour learning walk KS4  KS3 Parent focus group  House point spot check – punctuality.  CMI to conduct careers guidance focus group.	focus group.  Behaviour KS4 focus group.  LO database analysis and follow up support.  House point spot check.  KS4 parent focus group.  Review of Prevent Risk Assessment.	Year 9 Focus Group on options.  Tutorial learning walk.  Tutorial mock Ofsted - focusing on British values.	House point spot check.  Student survey analysis.

Attendance was Outstanding on all measures compared to the national average and all groups within the College improved from the previous year 97.2% with SEN at 97.7% and FSM 94.8%.

Behaviour: Whilst parents (92%) and staff (97%) agree that behaviour is outstanding at the College, only 62% of students rated it good or better in the survey. In response to this student focus groups were held. This revealed very specific definitions and incidents of disruption, and is discussed in more detail in the full evaluation.

In response to the statement "My transition from primary school to the College was smooth and allowed me to settle quickly", 87% of students rated the process as good or better. 88.9% of parents agreed that "The College makes sure that my child is well prepared for the future (for example, changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)."

Teams of staff were made responsible for planning different elements of the PSHE programme, which also included British Values and Prevent. The new system will be evaluated in the next academic year.

The DSL attended the relevant Prevent training. Whole College training was delivered by the LA; however, it was rated as Inadequate by staff and consequently additional information and training was provided by the DSL.

## Recommendations

- Removing the barriers to progress, linking progress more clearly with behaviour.
- Improve the quality of cover work set to ensure that students remain appropriately challenged and behave well when temporary teachers are deployed.
- Improving the progress of white British boys, especially those who qualify for Pupil Premium, as behaviour and aspirations are currently an impediment to the progress they are making.
- Improve consistency across the College when dealing with low level behaviour.
- Continue to ensure the culture of keeping children safe at the College is fully embedded and understood by all staff, children and their parents, ensuring at all times that we meet the latest statutory safeguarding guidance.

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

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

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

# LEADERSHIP AND MANAGEMENT

## Judgement: Outstanding

*Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and Mathematics.*

- Challenging targets are set for senior leaders by the governing body for pupil premium students, which are also reflected in the targets of each member of the teaching staff.
- The outcomes analysis in this plan and pupil premium report to governors demonstrates the strong progress that disadvantaged students are making at the College.
- Scrutiny of the plan by governors ensures that pupil premium funding is spent effectively and is leading to improved outcomes as a result of better attendance, engagement and support.
- We have seen improvements in the progress of students from disadvantaged backgrounds over the last three years, particularly with respect to the progress they are making compared to similar students nationally. We are now focusing on the more-able sub-group of disadvantaged students. We have appointed a project lead for improving the performance of more-able students to continue to improve the progress of these students.

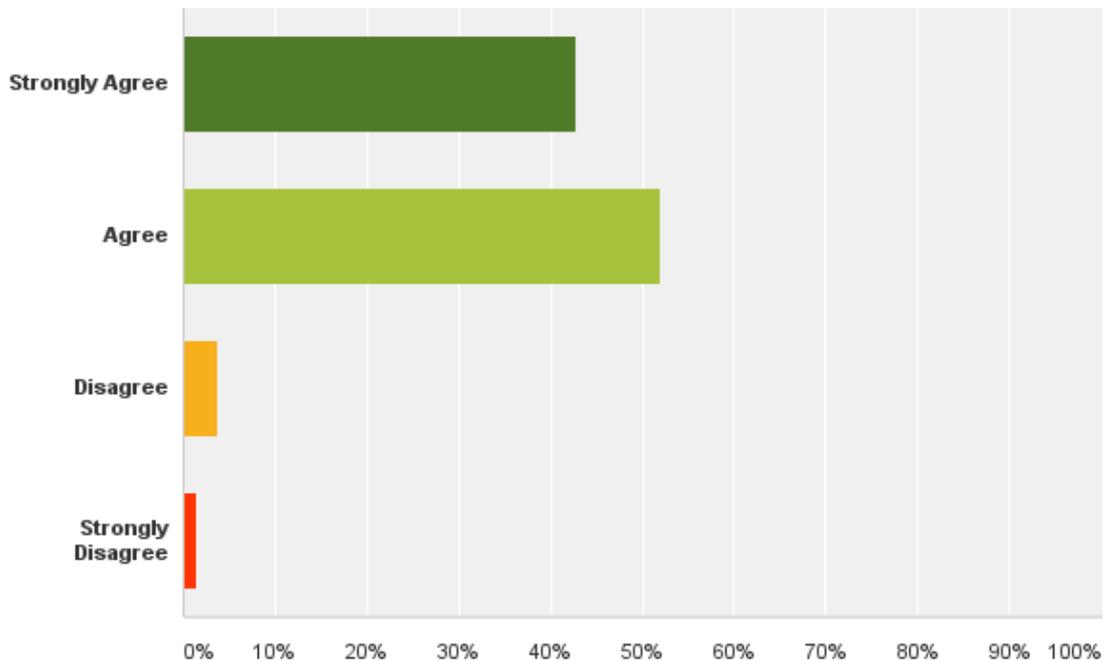
*Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging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

- The pupil premium report is approved annually by the governing body they scrutinise how the funding is allocated and the impact it has had on securing strong outcomes.
- Catch-up funding – approved by governors and impact scrutinised over the course of the year.

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

- The College issues a survey to all staff, students and parents that asks a broad range of questions about the performance of the organisation. The results of this survey are shared with governors and they inform the strategic priorities within this plan. A number of client-orientated questions also inform the performance management of staff, with the responses from clients used to assess support staff performance. The outcomes of these surveys form an annexe to this transformation plan.

A key question asked each year of parents is 'To what extent do you agree or disagree with the following statement: I would recommend Catmose College to a friend who is looking for advice on where to send their child' (Parents survey 2016).



With more than 95% parents agreeing or strongly agreeing with this statement, this endorses the view that we are responsive to and act upon feedback from parents. We have high expectations of the service we offer, with a benchmark of at least 80% of parents agreeing (A) or strongly agreeing (SA) to questions about quality.

Parents also identify the following strengths:

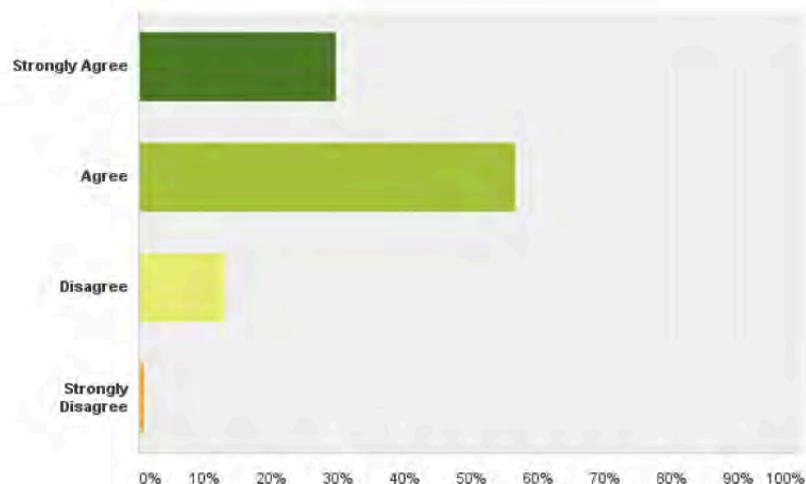
- Options advice Q2 - 90% A/SA.
- Transition Q4 - 82% A/SA.
- Know who to raise concerns with Q5 - 90% A/SA.
- College responds well to concerns Q16 - 84% A/SA.
- Their child is happy Q8 - 94% A/SA.
- Child feels safe Q9 - 97% A/SA.
- Child is making good progress - 92% A/SA.
- Good quality teaching Q11 - 93% A/SA.
- Quality of prep Q12 - 90% A/SA.
- Good behaviour management - Q13 93% A/SA.
- Dealing with Bullying Q14 - 87% A/SA.
- Well led and managed Q15 - 91% A/SA.

Leaders and governors use incisive performance management that leads to professional development, thus encouraging, challenging and supporting teachers' improvement. Teaching is highly effective across the school.

- The Principal's performance review is carried out by trustees in early September, with targets set that include key objective targets around student attendance, student recruitment and student outcomes. This review and the targets set then inform the reviews of the senior team, team leaders and ultimately all staff. Each teacher has an objective target that outlines the progress that students in their class should make, with an explicit link to that of pupil premium students, alongside targets for their own attendance and quality of teaching.
- Staff training is bespoke, with all staff able to opt into a range of training opportunities on a Wednesday afternoon and through private study e.g. Masters programmes that meet their professional needs as identified through their performance reviews or individually.

### **Q27: The professional development opportunities offered have been relevant to my needs and allowed me to improve my practice.**

Answered: 115 Skipped: 19



- Improvement in teaching as a result of support and challenge from college leaders.

In term 1 the proportion of lessons judged Good or Outstanding during lesson observations was 60%; by Term 6 this had risen to 95%. Any member of staff who is judged RI or Inadequate is given additional support from their team and the senior leadership team in order to address areas of development and ensure that all teachers are Good or Outstanding. The objective target for teachers within their performance review consists of their attendance, two lesson observation grades and their outcomes. All teachers this year achieved either a Good or Outstanding grade for this aspect of their performance; this is the first time this has been the case.

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

- In the last academic year we appointed a lead on teaching and learning. This led to the introduction of the concept of prep and the flipped classroom, which has supported the progress students are making across the College in each year group. This work will continue with a project lead who will continue to support staff to take risks, manage their workload whilst improving the impact of assessment, marking and prep, in order that we continue to improve the proportions of Good and Outstanding teaching.

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

- We offer a broad and balanced curriculum which is continually monitored to ensure it meets the needs of the students and the national accountability framework. Our website contains considerable detail regarding its composition:
  - <http://www.catmosecollege.com/> under 'Curriculum'.
- The core academic curriculum is complemented by our electives programme, which offers students a broad range of courses developed to enhance and broaden their cultural, sporting and academic understanding. The programme is well received by the entire Catmose community, who are asked annually if the electives are an important part of the College week:
  - Parents - 86% A or SA.
  - Students - 95% A or SA.

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

- A broad curriculum is delivered through daily tutorial sessions; these are complemented by 'compulsory' electives for each group that give more time to consider key topics in greater depth.
- We offer over 100 trips and visits across the College year, all of which offer opportunities to improve social skills and cultural understanding. A number of trips, such as visits to a gurdwara, cathedral and mosque, are also designed to support students' spiritual development.
- British values around tolerance, respect for others, the rule of law and democracy are evident throughout the life of the College. Although partially delivered through the tutorial programme, these values are evident in the behaviours and values of everyone within the Catmose community.

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

- We tackle prejudiced behaviour whenever we see it or when it is reported to us. Our philosophy is to support students to understand why their behaviour is unacceptable through restorative justice (apologies, face to face meetings, creation of resources) and only resort to sanctions such as exclusion when this approach fails.

## Evaluation of leadership from 2015/16 transformation plan

LEADERSHIP AND MANAGEMENT		(SM/RG).	produced (SM).			
<p>A broad and balanced curriculum which meets statutory requirements and supports new initiatives regarding innovative teaching practices</p> <p>SEN - MS students:- close gap. Maths 30%- 3 levels. 15% - 4 levels. English 45% - 3 levels. 25% - 4 levels.</p>	<p>Present models to SLT.</p> <p>Check consultation periods and HR.</p> <p>SEN students to be clearly defined on trackers and discussed as a separate agenda item in teams.</p> <p>Data tracking to be agreed.</p>	<p>Staff Consultation.</p> <p>Timetabling and staffing models.</p> <p>Team targeted intervention for SEN students.</p> <p>Check curriculum for</p>	<p>Parental Consultation.</p> <p>Recruitment.</p> <p>Option Choices.</p> <p>Analyse data after Year 11 and 9 Key Assessment.</p> <p>Check appropriate Intervention.</p>	<p>Roll out to students.</p> <p>Timetabling check.</p> <p>Subject breakdown of checkpoint data to measure effectiveness of intervention.</p> <p>Check Year 9 option choices.</p>		<p>Advise Year 8 students re MFL and ICT choices</p>
	<p>CS offers a holistic service to ensure that all students make at least expected progress particularly in English and Maths (80 % - 3 levels).</p> <p>Timetabling turbulence/student experience.</p>	<p>Cross check LA and Primary School information.</p> <p>Update SA SA+ register.</p> <p>Create new structure.</p> <p>Roll out to staff.</p> <p>Train form tutors.</p> <p>Student assemblies.</p> <p>Analyse current TT.</p> <p>Check which classes have School Direct.</p>	<p>any possible adjustments.</p> <p>AP to analyse SA and SA+ after each checkpoint</p> <p>Identify cohort for different stages.</p> <p>Cover analysis.</p>	<p>Options advice Year 9.</p> <p>Check access arrangements Year 11.</p> <p>AP to analyse SA and SA+ after each checkpoint</p> <p>Identify cohort for different stages.</p> <p>Review system and adjust.</p> <p>Student and staff focus group.</p> <p>Check new School Direct timetables across groups.</p>	<p>AP to analyse SA and SA+ after each checkpoint</p> <p>Identify cohort for different stages.</p> <p>Student focus group.</p> <p>Cross reference checkpoint data</p>	<p>AP to analyse SA and SA+ after each checkpoint</p> <p>Identify cohort for different stages.</p> <p>Review system and adjust.</p> <p>Student and staff focus group.</p> <p>Check new School Direct timetables across groups.</p> <p>Adjust TT as necessary.</p>

The new curriculum has been successfully implemented, as demonstrated by the College's strong outcomes in Year 11 and the progress Year 10 are currently making. A new College day was consulted upon, which has extended the number of hours of contact, particularly for core academic subjects, without compromising our ethos of offering a broad range of experiences outside of the classroom through electives and trips.

A governor scrutiny panel and independent consultant supported our SEN team to achieve a strong positive progress 8 score for our least able students (+1). The SEN team have successfully implemented significant changes to their curriculum, assessment and intervention to improve outcomes for this group of children.

We introduced and built upon our approach to pastoral care through the Stages system, which offers a hierarchy of increasing support for students whose barrier to progress is their behaviour. This approach has been successful for the vast majority of students, whose progress has improved as a result. However, we need to refine this approach further so that there is greater consistency with respect to daily reports and students' checkpoints and sleuth entries;

these don't always correlate, as students may be compliant but are not working as hard as they can, which means their progress remains limited.

## Recommendations

- To effectively manage the project lead for more-able students to ensure that the outcomes for this group of students, and particularly those from a financially disadvantaged background, are improved further. We will use Progress 8 for more-able students to measure the impact of this. (see Teaching and learning strand)
- To continue to improve the proportion of outstanding lessons through the effective leadership of teaching and learning, exploring the impact of improving the use of prep, assessment and marking to drive improvement whilst addressing the workload of teachers. We will analyse the proportion of outstanding lessons by Term 6 to assess the effectiveness of this approach alongside survey responses from staff regarding work-life balance. (See teaching and learning strand)
- To ensure that the different improvement strands of this plan are effective, with demonstrable impact for our students; this will be monitored through the quality assurance strand below.

## THREE YEAR PRIORITIES: CURRICULUM

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

### Evaluation from 2015/16 Transformation Plan

The new data system, using numerical data and year averages, is now well established as a result of careful planning of assessments and quality assurance. In the relevant survey, 86% of parents agree that they receive valuable information from the College about their child's progress.

The move to extend courses for students moving from Year 8 to Year 9 was adapted due to timetable constraints and to ensure that more-able students were not limiting curriculum choices at Key Stage 4 by making decisions too early. However, a third language was offered and small literacy and numeracy intervention groups continued.

Schemes of work were quality assured throughout the year to ensure that assessments were appropriate for showing progress and allow for timely intervention to take place at Key Stage 3.

New specification GCSEs for English & Mathematics have been delivered for Year 11 students and will be introduced in non-core subjects from September 2016. Staff have been released to attend relevant training to ensure that teams are confident in the delivery of the courses. Relevant course materials have been purchased where required. Planning for these courses has recognised the reduction in Controlled Assessments.

Year 9 students were given a greater range of choices within the options systems to reflect Progress 8 measures. Students were given options around science subjects where previously non-triple students had needed to opt for Additional Science. Construction was also offered in partnership with New College Stamford, in recognition of students who would benefit from more practical subjects.

The College day was altered following consultation to give greater flexibility in timetabling and to ensure that the tutorial programme could address PSHE requirements.

## Improvement Plan 2016/17

2014 – 15	2015 – 16	2016 – 17
<p>KS3 - Introduction of new National Curriculum.</p> <p>KS3 - New schemes of work for Year 7 and 8 completed and quality assured.</p> <p>KS3 - Replacement of levels with percentage assessment. Results measured against year average.</p> <p>KS3 – Review of Language vs. ICT choice in Year 9.</p> <p>KS3 – Introduction of groupings in Year 7 for subjects other than Maths.</p> <p>KS4 – Year 10: Maths/English counts double/triple; Academic Science option only.</p>	<p>Move to numerical data outcomes and associated reporting cycle.</p> <p>KS3 – Investigate the extension of choices at the end of Year 8 and the introduction of GCSE courses in Year 9 for non-core subjects.</p> <p>KS3 – Schemes of work encompass new checkpoint assessments which allow progress to be shown.</p> <p>KS4 – New GCSEs for English &amp; Maths.</p> <p>KS4 – Progress 8 measure implemented; review option choices in light of new performance targets.</p> <p>KS4 – Expected reduction in Controlled Assessment/ increased focus on terminal exams; movement away from tier entry.</p> <p>Investigate curriculum adjustments (timetable change) needed to meets students’ needs and statutory requirements – go to consultation if required.</p> <p>Investigate curriculum models (e.g. use of compulsory electives, tutorial programme, and length of school day).</p>	<p>KS4 – New GCSEs for Sciences, Geography, History, Philosophy &amp; Ethics and MFL.</p> <p>Monitor the impact of curriculum adjustments (timetable change) to ensure they meet the needs of our students and comply with statutory requirements.</p> <p>Monitor Construction course in place from 2016 at New College Stamford.</p> <p>Monitor the impact of reporting cycle modifications to ensure they contribute to outstanding pupil progress.</p>