

OVERALL EFFECTIVENESS	Inspection Judgement	1 (Feb 2012)
	Current	1 (July 2015)
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Outcomes of pupils	Outstanding	1

This document should be read in conjunction with the Transformation Plan that can be accessed online at [www.catmosecollege.com/transformation-plan](http://www.catmosecollege.com/transformation-plan)

### INFORMATION ABOUT THIS EVALUATION

- 106 lessons were observed by senior leaders. Each teacher was observed teaching at least twice.
- Meetings were held with newly qualified teachers, parents, students, middle and senior leaders.
- Account was taken of the views of staff, students and parents through surveys.
- A range of documents were scrutinised including schemes of work, key assessments, records of attendance and behaviour.
- RAISEonline – validated – 2014. Results analysis of 2015 GCSE and internal assessment data from across the College

### TEAM

Stuart Williams  
Virginia Savage  
John Harrison  
Oliver Teasel

### POSITION

Principal  
Vice Principal  
Vice Principal  
Vice Principal

### RESPONSIBILITY

Outcomes  
Leadership and management, LAC  
Teaching, learning and assessment  
Behaviour and safety, safeguarding

Sarah Bysouth

Consultant

Independent validation

Andrew Holt  
Judith Gilboy

Chair of Trust  
Trustee

SEN, Pupil Premium.

## CONTEXTUAL INFORMATION

- Catmose converted to an academy in 2011. It is part of the Catmose Federation, a multi academy trust that includes a primary, secondary and early provision.
- It is a slightly smaller than average 11-16 school (867 vs 957, Raise online 2014).
- The School is a national designated teaching school.
- It is a specialist arts college.
- The large majority of students are White British and speak English as their first language compared to the national average (EAL 1.2 vs 14.4, Raise online 2014).
- The proportion of students with school action plus or with a statement is higher than the national average (8.3 vs 7.3, RAISEonline 2014). The College has a resourced provision (the DSP) for up to 25 students with moderate and serious learning difficulties from Rutland and Leicestershire.
- The proportion of students eligible for the Pupil Premium is lower than the national average (15.8 vs 28.5, RAISEonline 2014).
- The College met the floor targets in 2015.

## LEADERSHIP AND MANAGEMENT

### THE LEADERSHIP AND MANAGEMENT IS OUTSTANDING

#### THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT IS OUTSTANDING.

- The ethos of Catmose College is one which allows all to excel. The leadership of the College set very high expectations for the conduct of its staff and students in all areas of College life. There is a rigorous system of Quality Assurance in place which checks all aspects of the College's work and identifies areas of intervention. This draws upon the views of all stakeholders; 93% of parents who responded to the survey believe that the College is well led and managed.
- An Ofsted style no-notice system of lesson observations with individual feedback ensures that the quality of teaching is high, and lesson observation data shows teaching to be Outstanding. An effective support system is put in place where teaching fails to meet expectations. This is supported by work scrutinies, learning walks and focus groups, and informs the College's extensive CPD programme.
- The College is a National Teaching School and the range and effectiveness of training and development is Outstanding. Staff reflect upon their pedagogy and are supported in trying innovative methods which support their students' learning. "There is a clear vision for the College, and I feel that there is always someone available to speak to if you have a problem. There is a very supportive environment within the College (for staff as well as students), and if you want to do well and progress then the opportunities are there to do so." Staff Survey 2015.
- College leaders have a thorough understanding of the College's strengths and areas of development, any areas requiring improvement are addressed. This is informed by a wide range of stakeholders including: surveys by students, parents and staff; focus groups; data, including RAISE and reports by external consultants. The Governors are well informed with regular presentations made at meetings, such as an analysis of RAISE. A scrutiny panel ensures that the governing body has a clear strategic overview of the College and the impact of their own work.
- There is a relentless focus upon improving outcomes for all students within the College. There is detailed analysis of students' progress towards ambitious targets. Teachers are very clear about their roles in supporting students and extra help is readily available, supported by the Intervention Team, "Offering extra support for the people who are struggling in lessons and recognising the people who need challenge." Student Survey 2015 in response to the question "What is the College good at?"
- The work which the College has done with disadvantaged students has been recognised by the Minister of State for Schools, David Laws. This is particularly impressive given that the majority of our disadvantaged students are White British, who nationally perform less well than other groups. PPG funds have been invested in a wide range of interventions including small group and individual support. Students are strongly encouraged to become involved in the wider life of the College and are subsidised to enable this. Participation in trips and extra-curricular activities is closely monitored. The Governing Body plays an active role, facilitating a report about the impact of PPG, by an external consultant.

“The College provides disadvantaged students with a good start in life and prepares them for their future development” Sarah Bysouth external consultant, 2015.

- The curriculum offered is Outstanding and meets the needs and aspirations of parents and students. It offers a broad range of academic subjects, yet is flexible enough to meet the needs of lower attaining and SEN students. At Key Stage 3, students are able to take extra literacy lessons instead of languages, and in Year 9 students may opt to specialise in ICT rather than languages. Supported study sessions are available on the timetable at Key Stage 4 which allows some students to reduce the number of GCSEs studied and to maximise their academic potential. Students within the DSP have bespoke curriculums, meeting their individual needs.
- The students’ spiritual, moral, social and cultural development is outstanding and encompasses fundamental British values. The Elective Programme is at the heart of the College’s curriculum and students can choose from over 90 activities including the Duke of Edinburgh award, performing arts, sporting activities, and volunteering. Alongside this there is an established range of extra-curricular activities. The College competes both locally and nationally in sports, music and public speaking and is highly successful. Students are able to participate in a wide range of trips, over 80 this academic year, both in Britain and abroad. These opportunities combined with the Student Council, prefect system and scholarship programme give students the opportunity to develop leadership and teamwork skills as well as their creativity and appreciation of other cultures as well as fostering excellent relationships between staff and students.
- Through Venture Force the College has developed valuable links with projects in Ghana and Morocco, students raise money and visit the communities, assisting with the building of school rooms and dormitories. An awareness of diversity of cultures and faiths is supported by the curriculum and trips to Mosques, Gudwaras and Mandirs, as well as visiting performers and speakers. British values of democracy, tolerance and equality are embedded across the College and any issues of discrimination are dealt with effectively, ‘Equal Value, Outstanding Progress’.
- In the parental survey, 98% agreed that their child was well looked after at the College and there are extremely robust systems in place to safeguard students and promote their welfare. Staff are well trained and there is a named governor for safeguarding. Students are well informed, they are confident and not only feel able to approach staff about their own issues but also to raise concerns about fellow students’ welfare or safety. The College works closely with outside agencies to ensure the best outcomes for its students. Issues such as extremism and exploitation are discussed through the curriculum, tutorial system and assemblies.

## RECOMMENDATIONS

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

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

### THE BEHAVIOUR AND SAFETY OF PUPILS IS OUTSTANDING

- PERSONAL DEVELOPMENT AT THE COLLEGE IS OUTSTANDING. Learning walks and lesson observations reveal that the vast majority of students are highly motivated, confident and self-assured learners, with a clear sense of direction. They work hard in lessons and take pride in their work. The average grade for behaviour in lesson observations last academic year was 1.5.
- Students are able to make informed choices when selecting their options in Year 9 and when deciding upon the next stage of their education or training. They receive impartial guidance from teachers, form tutors, the Careers Adviser – Claire Miles, a range of outside guests and the Principal. Work Experience, which is completed at the end of Year 10, also allows students to understand the links between their education and future employment. This area could be strengthened further by quality assurance which measures the impact of existing provision and identifies areas for improvement.
- Teachers in all subjects promote students’ spiritual, moral, social and cultural development effectively. The wide and varied curriculum, along with the vast choice of Electives, trips and visits and extra-curricular activities, provides opportunities for students to reflect on moral issues and contribute positively within their College and wider community.

- Students are frequently given the opportunity to consider, discuss and debate a range of complex issues and make decisions which directly affect the running of the College. The Student Council, The Student Survey, tours of the College, interview panels and the highly successful Youth Speaks Team typify the hard work and success in this area.
- Behaviour at the College is Outstanding. In lessons the vast majority of students follow the Routines for Learning and are keen to succeed and contribute. In the 2015 Student Survey 54.22% of students Strongly Agreed and 42.97% Agreed (total of 97.19%) with the statement "I generally behave well and get on with my work". However, the Student Survey and two focus groups revealed that in some lessons, particularly KS3, there is a perception of low-level disruption. This typically involves a small number of students (2 or 3 in the class) and consists of calling out answers, rocking on chairs and talking when the teacher is talking.
- Learning walks noted that breaks and transitions are calm and students behave well. They treat the facilities with respect and there is no litter, damage or graffiti around the College site. The ethos of Equal Value has promoted polite, respectful and business-like relationships between students, staff and visitors.
- The Stages Behaviour Management System is extremely effective at identifying (via Sleuth) those students with particular needs and then putting an appropriate level of support in place to improve their behaviour. Last academic year 38 students had been placed in the Stages System (36 boys and 2 girls). Where necessary, support and sanctions have been escalated, and exclusions, including permanent exclusions, have been used appropriately.
- Welfare at the College is Outstanding. The College site is maintained to a very high standard and is safe. Almost 90% of students agree with the statement 'I feel safe at College'. This view is shared by parents, where almost 97% responded positively to a similar statement.
- Last academic year overall attendance at the College was 97.1% which is Outstanding. Students not only arrive on time but regularly attend after the College day. Participation with sports teams, music and drama, homework club, trips and visits and intervention is high. There are rigorous systems for following up non-attendance and the College enjoys a close working relationship with the Local Authority. Support is also provided for students facing challenging circumstances such as serious medical conditions and safeguarding concerns. Attendance for all groups of students is better than the national average.
- Bullying at the College is extremely rare and when it does occur it is dealt with effectively by the Pastoral Team. This was commented upon by a number of parents in the Parent Survey "I am very pleased with how seriously bullying is taken at this school. My son has had a few issues with this and the school have dealt with this tremendously". Students are taught well about the different types of bullying, such as name calling and cyber bullying, and what to do if they or another student is being bullied. The College has high expectations of students and has a zero-tolerance approach to any prejudice-based bullying and/or use of derogatory or aggressive language.
- Students have an excellent understanding of how to stay safe online and of the dangers mobile technology and social networking sites can pose. This is covered during ICT lessons, the tutorial programme and assemblies. When issues of this nature occur, the College acts swiftly and informs the relevant agencies when necessary.
- The College goes to great lengths to ensure that any students who are vulnerable are given the support they need. The Pastoral, Welfare and Safeguarding Logs are frequently updated by Client Services and used to monitor such students. Support is then provided by teachers, form tutors and key workers, but also through a comprehensive range of external agencies.
- Students received detailed and accurate guidance on how to keep themselves safe, fit and healthy. The Sports Team monitor every student's fitness through the SPARQ tests; these are completed three times a year. The Restaurant provides a wide variety of healthy eating options at breakfast, break time and lunch time. In Tutorial and Assemblies students learn about healthy relationships and how to stay safe from abuse and exploitation.

## RECOMMENDATIONS

- Quality assurance focusing on the impact of careers guidance and work experience and how these prepare students for their adult life.
- Address the low-level disruption which appears to be a feature of some lessons, particularly in KS3.
- Students on the Stages System need to receive support to improve their progress as well as their behaviour.
- Prevent Training must be undertaken by the Designated Safeguarding Lead and all staff and students must be made aware of the signs or radicalisation and action they must take.

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

### THE QUALITY OF TEACHING IS OUTSTANDING

- Teachers have a strong knowledge and share their enthusiasm for the subject. They plan interesting lessons which are at the right level for students to achieve well. (SOW Scrutiny 2015). Teaching Assistants are well managed and support the learning of students effectively (TA/STA Observations 2014-15).
- Lessons are engaging and are appropriate to the needs of all learners. 91% of lessons graded in 2014-15 were Good or Outstanding. (LO Database 2014-15) with 91% of parents stating their child is well taught (Parental Survey 2015).
- Teachers know students well as individuals and track their progress in their subjects carefully. They check pupils' understanding systematically. If any students fall behind, there are many chances for them to get extra help to catch up including during holidays, weekends and after school time (Intervention Tracker / Reporting Data Analysis 2014-15).
- Prep supports students' learning well and increasingly gives them the chance to undertake independent research and preparation for their next lesson. The College is aware of the need to continue to monitor the consistency of VLE usage to support this work (Student Survey 2015, Parental Survey 2015).
- Teachers are determined for pupils to achieve well and have high expectations. Pupils are eager to know and how to improve their learning. The College is aware of the need to ensure that opportunities for students to respond to teacher feedback is consistently planned across all areas.
- Students love the challenge of learning and are resilient. Students are actively engaged in a wide range of extra-curricular activities. The Elective programme (96 different courses) is a core strength of the College, as is the external trips (90 trips in 2014-15). (Student Survey 2015, Electives Programme 2014-15).
- Parents are provided with clear and timely information on how well their child is progressing. This includes detailed information on performance against the class average and their individual targets (College Reporting Cycle 2014-15). The College aims to refine this reporting cycle further to include greater parental contact and frequency of checkpoint reports home.

### RECOMMENDATIONS

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

## OUTCOMES OF PUPILS

### THE OUTCOMES OF PUPILS IS OUTSTANDING

- Attainment of College students is significantly higher than national averages. 70% of our mainstream students gained at least 5 A\*-C including English and Maths; 30% gained the EBAC.
- In many subject areas students are making strong progress in comparison to their starting points. We aim that at least 80% of students make at least three levels of progress from KS2 i.e. a level 4 student would gain a grade C. We also expect at least 50% of students to make four levels of progress i.e. a level 4 student would gain at least a grade B. In English, Literature, Drama, Biology, Chemistry, Physics, Product Design, Art subjects, History, Philosophy and Ethics, French, Spanish, Sport and ICT the performance of students exceeded this expectation.
- In English, 89% of students made expected progress from KS2, which compares favourably with the national proportion (2014) of 70%. In addition, 48% of students made more than expected progress, compared with the national proportion (2014) of 30%.
- In Mathematics, 73% of students made expected progress from KS2 which is high in comparison to the national proportion (2014) of 69%. In addition, 33% of students made more than expected progress which is marginally higher than the national proportion (2014) of 33%.
- In English the progress of financially disadvantaged students at Catmose compares favourably to the performance of all students nationally; 79% made expected progress and 38% exceeded it this is comparable to their high performance last year.
- In Mathematics the progress of financially disadvantaged students has improved on last year, however there is a significant spread in their outcomes from similar starting points. The proportion overall making at least expected progress has improved increasing from 46% to 54%. The proportions of students making more than expected progress improved from 23% to 25%
- Students with special educational needs at the College make similar progress to their peers in English and marginally less in Maths.
- Students are exceptionally well prepared for their next steps; the proportions of students who do not progress to 6th form, FE or jobs with appropriate training are very small. The College employs a careers advisor who is supported by the work of tutors and external speakers who offer a broad range of impartial advice to students.

## RECOMMENDATIONS

- To continue closing the 'gap' between the progress of financially disadvantaged students and their peers.
- To improve the performance of subject areas when outcomes are not yet at least good.