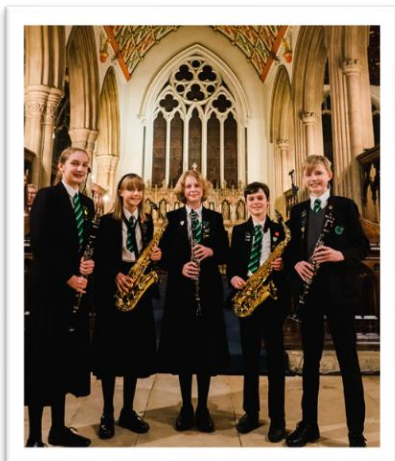




# TRANSFORMATION PLAN 'Equal Value, Outstanding Progress'

YEAR 1: 2020/21  
2020 – 2023



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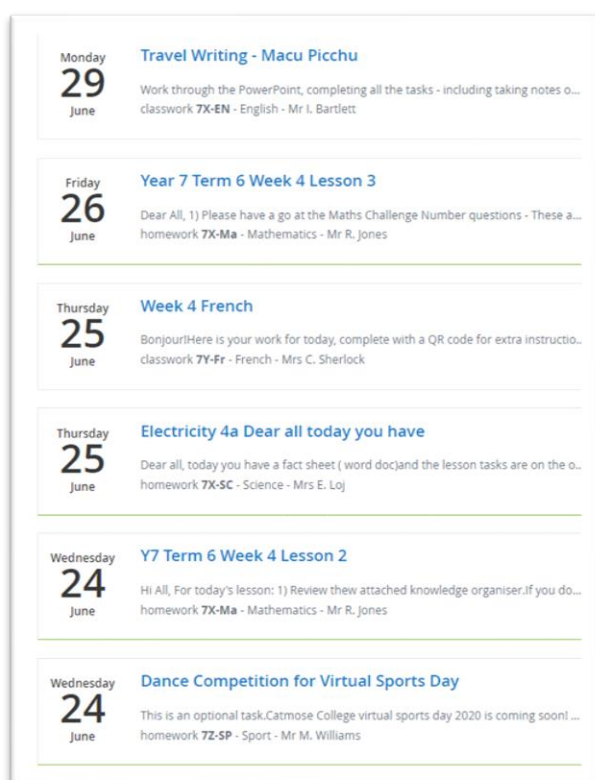
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## PRINCIPAL'S INTRODUCTION

This academic year did not go to plan. I could not be prouder of the way in which the Catmose community responded to the crisis brought about because of COVID-19. In the space of 24 hours we had to close the College to all but the children of critical workers and those most in need of our support and move to providing an education to all our students remotely. Throughout lockdown we remained open to approximately 40 students each day who were either children of critical workers or who we invited to attend because we were concerned about their engagement. All teachers, other than those needing to shield, attended College in order to supervise these students.

Students who continued to work from home were provided a full curriculum with staff adapting their teaching to remote learning. All work was set using Show My Homework, (a virtual platform), that allows for resources and quizzes, and for students to submit their work. For each year group around 2000 tasks have been set by teachers over lockdown.

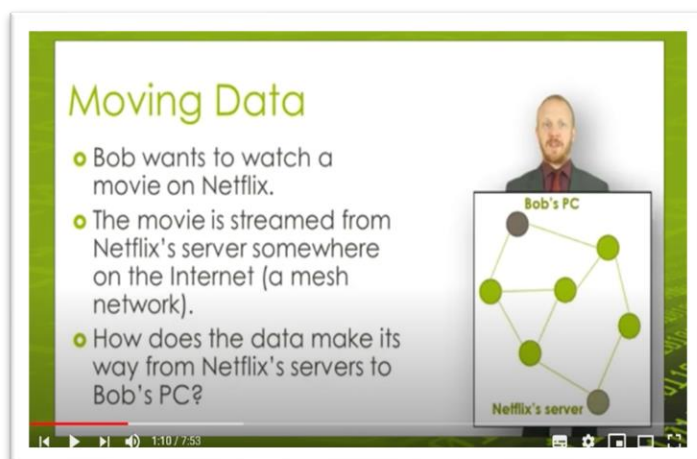


The screenshot on the left demonstrates admirably the diverse approaches taken by staff, which encompasses opportunities to take part in sport and other community activities.

We also observed staff using video conferencing lessons, filming themselves using green screen technology and others created voiceover presentations to explain the more difficult concepts. We adapted our delivery to the needs of our students rather than offering a one-size-fits-all 'live-lesson' approach, and this was broadly welcomed by students and led to very high levels of engagement and positive feedback through our usual surveys.

We put in place a robust follow-up process so that students who were struggling to engage or complete work were contacted and additional support was given.

As a result of this, we identified a number of students who were struggling due to access to technology and issued 30 computers from our own resources to support them. A parent from the College very kindly offered funds to purchase an additional 30 laptops which have been issued to support families.





For some students, working exclusively from home became too overwhelming and we therefore asked them to attend College to receive specialist support, small group work or to join one of our key worker groups for one or more days. The work of Client Services, (our pastoral team), has been critical in maintaining contact with our families and offering more bespoke support when needed. This meant that we were in a very strong position when we returned, with the vast majority of students having been able to keep up with their work and make good progress despite the lockdown.

In June, the lockdown began to be eased and we saw 170 (out of 200) of our Year 10 students return to College and start to attend more normal face-to-face lessons. All Year 10 students were offered a day in College with core lessons being offered in maths, English, science and humanities. In addition, those students studying two practical GCSEs were invited to attend for an additional day to focus on completing the more applied aspects of their course.



We were also able to offer all students, if beneficial, to attend College for a face-to-face meeting and therefore invited all students in Years 7 to 9 to meet with their form tutors and discuss how they managed during this period. This face-to-face meeting complemented the online meetings students experienced with their tutor.

Alongside the academic work we also endeavoured to maintain the other important aspects of our ethos. This included toilet roll challenges, inter-house competitions, musical performances and even a virtual sports day. The importance of the broader life of the College to students was emphasised by the student council to me when we met via video conference. Their questions included when the postponed Mary Poppins performance and Year 7 Lion King performance would happen. Suffice to say, as soon as we are able, these important events will be re-scheduled.



If you haven't already, please do have a look at our Instagram feed [@catmose\\_college\\_oakham](#) and Facebook page [facebook.com/catmosecollege](#) and website [catmosecollege.com](#) where you will see a diverse range of news from the College during this period which celebrates how positively students have continued to work hard and innovate in their own learning.

Alongside this, we also submitted centre assessed grades and ranks for each student in each subject. This was a significant piece of work by teachers, the data management team and senior staff to ensure the grades were accurate, reflecting the hard work of students over the last two years whilst being supported by evidence that would bear close scrutiny.

You will no doubt have followed the media interest in the GCSE grades that were ultimately awarded. At Catmose we can be satisfied that the grades awarded reflected accurately the hard work of staff and students allowing appropriate progression for Year 11 into post-16 study.



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 the classroom.
- Trusting our students to access high quality resources that enhance learning from 8.00am until early evening each day.

## Key Objectives

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

## SUMMARY

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

### Quality of Education: Outcomes

NOTE: These results are preliminary – the data used is taken from the Centre Assessed Grades (CAGs) submitted by the College to the exam boards. Some figures are therefore likely to change and should be used with caution as a result.

Date stamp  
22/06/2020

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

### Year 11

- The College's predicted Progress 8 (P8) score of +0.95 is a sound indication that students make outstanding progress. This is certainly true in English (+0.80) and mathematics (+0.79) where students are performing very well when compared to the national picture. Overall, this is our most successful year under the P8 performance measure. By way of context, a national average school will achieve a P8 of zero.



- 18% of students leave with at least five grade 7, 8 or 9s.
- Students left Year 11 in 2020 with GCSE results that are expected to be significantly above the national average. The percentage of students achieving a grade 9 – 4 (standard pass) in English and mathematics was 82%; this is a slight increase on last year's achievement (74%). On the 9 – 5 (strong) measure the figure was 64% and on 9 – 7 it was 16%, again, there was an increase in these percentages from the previous year.

- Pupil Premium students (36) achieved a P8 estimate of +0.56. This represents outstanding progress against similar ability students nationally. There has been an increase in performance of this cohort in mathematics (+0.60) and slight decrease in English (+0.25) from the previous year.
- Our Most Able students continue to make outstanding progress as the P8 score of +0.62 indicates; this level of progress has been maintained from the previous academic year. An incredible 36 students leave us with at least five grade 7, 8 or 9.
- Students with Special Education Needs and Disabilities P8 is lower overall compared with students without support. Students with an Education and Health Care Plan achieved +0.19 and school support -0.20 compared with +1.04 for the rest of the cohort. All the results of the EHCP students have improved considerably this academic year.
- The performance between girls and boys is comparable with those achieving grades 9–4 in English and mathematics; 95% and 86.6% respectively. There is a slight difference (11.7%) in the percentage of those who achieved a grade to 9–5: girls 86% and boys 72%. Within the P8 measure there is also a difference of 0.86: girls +1.44 and boys +0.58; this will need to be monitored next academic year.

The following subjects have also achieved results that indicate students made outstanding progress from their starting points and compared to similar students nationally, these include:

- History SPI 2.37
- Religious Studies SPI 1.79
- Art and Design and Technology SPI 1.45
- Art Food and Technology SPI 1.27
- BTEC Art and Design SPI 1.22
- Art Photography SPI 0.79.

These figures indicate by how much of a fraction of a grade Catmose students achieved compared to similar ability students nationally.

Progress throughout the year across the College is strong. Where issues have been identified, intervention is used to bring about effective improvements. This is demonstrated in the Quality of Education (Outcomes) section for other year groups along with the Pupil Premium and Catch Up reports.

## Teaching and Curriculum

In spite of the COVID-19 crisis, the College has seen high standards of teaching with 87% of observations being Good and 36% Outstanding. The College maintained a rigorous quality assurance schedule that included this year whole subject reviews. The findings from these reviews enabled us to share best practice and identify areas for development particularly around curriculum planning and implementation. In addition to subject reviews we started the year with coaching observations for all new staff which helped new teachers settle quickly and easily become conversant with the College Ethos. Learning walks were carried out in tutorials and elective sessions to ensure that all aspects of our curriculum deliver meaningful and well-planned learning experiences.

The reading programme, (Accelerated Reader) was launched this year and a substantial investment in replenishing the library stock was made in order to raise the profile of reading and track the progress of students' reading ability so that all students are able to access the curriculum. Although waylaid a little with lockdown, the repeat testing among our Year 7s shows that the programme has already had impact and further investment in the programme will maintain a strong focus on the literacy of KS3 students that is so fundamental to all aspects of the curriculum.

Staff CPD was centred around curriculum development and particularly the key principles that prepares students to learn in a way that enables them to commit skills and knowledge to their long-term memory. The theory of Rosenshine was used to help staff understand the critical steps to good learning and adapt and embrace the principles through curriculum review and development.

Year 9 options were altered this year to allow the combination of computer science, chemistry and physics to run as the science aspect of the EBacc alongside the traditional triple: physics, chemistry and biology. Twelve students selected this option which offered them a pathway that was closely matched to their aspirations and carried the rigour of the EBacc. This year, 51% of students selected EBacc. This is still some way off the government's aim for 75% by 2022 but 58% of the cohort took a modern foreign language. Our standard pass rate for EBacc this year (based on centre assessed grades) of 43% indicates that those who opt for a language are on the right course and while those who take a language are still predominantly higher attaining students, there is still a mix of abilities within the language classes showing that it is not reserved just for the more able. Parents share the view that the options are good with 84% agreeing that they were appropriate for their child. In addition, 86% agreed that advice given to students by the senior team and teachers was good.

## Behaviour and Attitudes

Within College, students have exceptionally positive attitudes and commitment to their education, they demonstrate high levels of respect for each other and this is reflected in their positive behaviour and conduct. They make a substantial contribution to the life of the school and within lessons students actively contribute towards the positive learning environment. Within lockdown students have continued to demonstrate a commitment to their studies through online learning and live lessons. Students who have returned to College have demonstrated a mature response to expectations, reflected in exceptional conduct and attitude towards their learning, whilst adhering to social distancing regulations.

This conclusion is supported by the 2019/20 student survey, where over 95% students indicated that they behave well in lessons. This conclusion is supported by the lesson observations conducted in 2019/20, where in 95% of lessons behaviour was graded as good or better (marshalling document 2019/20).

Students have high levels of respect for each other and there are very few serious incidents of poor behaviour, in order to support this positive behaviour further the College introduced a new Mobile Phone Policy. Students have responded well to this and this has further supported the positive behaviour within lessons.

We have seen a development in our safety work within the College. Termly surveys have allowed for immediate support to be provided where students are feeling anxious or worried. Concerns are therefore addressed and support provided, and as a result, over 92% of students felt safe within the College according to the student survey.

### Personal Development

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

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

### Leadership and Management

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



## TEAM EVALUATIONS

### Art, Design and Technology

#### Trips and Workshops

Despite College closing on 20 March the Art and Design team still managed to squeeze in plenty of exciting trips, which started in September with our annual visit to Burghley House. Ninety-two Year 7s took part in a sculpting day and tour of the house.

In October, fifteen Year 11 students attended a screen-printing day at Leicester print workshop. As part of their graphics course students are required to

produce a range of final products which showcase their digital printing skills. The screen printing workshop was a fabulous opportunity for all of the students to print their final t-shirt designs to a professional standard. During late November, twenty-five Year 10 GCSE Photography students travelled to Compton Verney, Warwickshire. The students had the opportunity to develop their knowledge and understanding of influential photographers in history including the collaboration of 'Magnum' photographers over the past 70 years. The students had a guided tour around the 'Magnum Manifesto' exhibition, followed by time to explore the galleries' viewing rooms of permanent collections including Chinese ceramics, Renaissance paintings and sculptures, folk art and some new contemporary spaces. Students were particularly interested in the portraits that were found to have been illegally taken in Afghanistan. These images had been manually altered with inks and photo-montage found in an abandoned photography studio, alongside images through the years highlighting conflict and resolution. Additionally, the students took part in the interactive area of the Magnum exhibition and engaged in some thought-provoking ideas about our world and future through word and image collage. Students will now use their experience for their portfolio to write an event review and will use their primary photographs and knowledge as part of their GCSE coursework. The students who attended said: *"I thought the Magnum Manifesto exhibition was eye-opening," "I liked the display about human rights and how we could add to the display with our ideas and opinions," and "What amazed me was the fact the Magnum group first started with a few people and now it's worldwide."*

At the end of January, Year 11 GCSE students along with Year 10 gold art scholars visited London for a day trip to enhance their examination paper launch, primary research and inspiration for their projects. The morning exhibit was the 'Tim Walker: Wonderful Things' photography, fashion and installation exhibit at the V&A with independent time spent around the cultural galleries. In the afternoon students experienced the 'Wildlife Photographer of the



Year' exhibition at the Natural History Museum along with an opportunity to visit the educational areas and study natural forms.

The highlight of this year's offers was the Iceland residential trip in February. Twenty-five Year 10 and 11 students travelled down the east coast of Iceland taking exquisite photographs of waterfalls, glaciers, black sand beaches and sea views. During the trip students experienced gale force winds and extreme temperatures as well as seeing amazing landscapes and new cultures. Memories were created that they will remember forever.



### Competitions

A number of students took part in our annual Future Chef 2019 competition, preparing a main course for two people for no more than £5. A local retired chef kindly gave his time and expertise to judge the entries and was extremely complimentary about the dishes students created. Two students emerged as winners which allowed them to represent the College in the competition at Stamford College. The students were awarded cookery books for their sublime dishes which they prepared and presented in 90 minutes with a budget of £7.



All students from Catmose College were invited to submit work in a variety of media to support the brief 'Into the Light' for the Arts for Rutland annual competition and

exhibition. Catmose College and Harington School students stole the show, winning 8 out of the 10 prizes on offer. Their mature and creative submissions included works created using photography, painting, textiles and ceramics. The students enjoyed the opening awards night. KS4 photography students viewed the art exhibition and the Rutland County Museum's permanent collections during their lesson time and reviewed the experience as part of their coursework.



In February, students who won a prize in the High Sheriff of Rutland's Photography competition 'Capturing Rutland' were invited to the prestigious awards ceremony at the Goldmark Gallery, Uppingham. Students were congratulated by the High Sheriff and met the other judges, Rutland Radio presenter Robert Persani and renowned local photographer Richard Adams, who spoke about their successes and gave personal photography tips during the evening.

The Goldmark Gallery sponsored both the competition prizes and the event alongside donating to a deserving charity, 'Warning Zone'. Catmose College and Harington School students who entered their photographs showed a variety of creative themes including water, wildlife, historic buildings and sport. The High Sheriff and judges were overwhelmed with the number of high-quality entries and our students were praised on their winning submissions. In addition, Catmose College awarded the students with commendations.

The final competition of the year was the 'Rotary Club Young Artist' competition. Catmose students won all four sections and their work has been celebrated on the Rotary Club's website. The quality of the competition entries this year has been outstanding across all year groups and the judges had a challenging time picking the winners.

In addition to all the external competitions run throughout the year, the team have run a number of internal house competitions open to all year groups.

### Design Technology

A Year 11 design and technology student has been shortlisted for the prestigious Arkwright Engineering Scholarship. He went through a rigorous selection process and, if successful, the Engineering Scholarship will support his plans to study A levels at Harington School followed by Nuclear Physics at University.



Year 11 students responded positively to the new 1–9 GCSE and have created a range of prototypes. The 'Design Challenges' posed by the exam board allows students flexibility in their responses to real world problems, as well as developing their own brief and responding to the needs of users. The work we have done over the past few years in introducing CAD work to KS3 has allowed students to use CAD and CAM, including 3D printing, to realise their prototypes. A 'Design Skills' module has been introduced to KS3 design and technology lessons to allow students the opportunity to work with an iterative approach to design work, whilst considering wider issues and topics including forces, structures, sustainability and ergonomics.

### Catmose Primary

The team once again shared their expertise in delivering a wide variety of topics and experiences to our Primary school. Redwood class covered numerous topics including Romans, Vikings, Potions, and Misty Mountains to date this academic year. The students have showcased a variety of mixed media and experimental outcomes including dry ice bubble painting, Roman chariots with motion and primary photography of cabinets of curiosity which they edited using Photoshop software. Silver Birch had the opportunity to Photoshop maps and sew flags in their exploration of Alchemy Island. On the topic of Tudors, they completed clay letter seals, Tudor roses and portrait drawings.



### Staff Progression

The team remains very stable and we are delighted that both our School Direct students have gained employment. Alice Healey will be remaining with us covering Rebekah Merrington's maternity leave. Emily Sewell will take up a post at Casterton College as Teacher of Art.

### Impact

We have successfully implemented our curriculum intent by achieving the following:

- 100% of art and technology lessons are judged good or better.
- We have maintained 3+ viable classes of KS4 art and design for 2020/2021.
- Progression on to A level at Harington is currently estimated at around 15.
- Maintained and developed our competition participation, e.g. winning Goldmark Gallery photography exhibition.

### Home Learning

The team adapted at speed to the challenges of home working and home learning. Materials were planned for the first two weeks before College closed on 20 March. Planning and development of tasks and resources were distributed within the team for Term 5 initially and then Term 6. Limited access to materials and specialist equipment meant significant deviation from schemes of work were necessary but staff responded innovatively to enable students to produce creative work using materials found at home. This has included modelling with food, drawing with new media such as coffee and students cooking in their own kitchens. A good variety of tasks were offered to students and engagement from all year groups was excellent. Some work of an extremely high standard was produced and was recognised through the rewards system and sharing on social media, resulting in over five commendations and hundreds of house points. Teaching methods and resources were developed over the period to include increased video content, live lessons and Microsoft Teams meetings to support students with NEAs, and assessed coursework tasks. In extracurricular learning, numerous house competitions were offered during this period including a Bake Off, menu design and weekly engineering challenges. We also continued to encourage competition entries too, including the 'Hold Still' competition by the National Portrait Gallery.

This coming year we are planning to embed more competitions and a wider range of skills in KS3 through a blend of art, design and technology lessons. We are also looking to enhance further our 'beyond the classroom provision' with high profile practitioners, through virtual workshops and develop the independence of all students.

Hannah Magrath  
Team Leader of Art and Design

## English

### Curriculum Changes in KS3

This year the English team has undertaken a detailed review of the curriculum that it offers, in light of the increasing challenges offered at KS2, the breadth and diversity of the texts offered, and how to prepare students for the rigours of GCSE and A level studies. The team has worked incredibly hard to review, amend and create new schemes of work that track and develop students' knowledge and skills over the first three years of English lessons. These changes include the introduction of a range of texts through the three years, some of which were taught during the lockdown period for the first time. The new additions to our curriculum are as follows:

- Year 7: Jemima Small Versus the Universe by Tamsin Winter  
Songs of Innocence and Experience by William Blake
- Year 8: Animal Farm by George Orwell  
The Tempest by William Shakespeare
- Year 9: A View from the Bridge by Arthur Miller  
Richard III by William Shakespeare  
Poetry from other cultures

The team has also worked on introducing some new and exciting units to challenge students' creative and non-fiction writing skills. These include the Power of the Media (Year 8), Heroes and Villains (Year 9), Perspectives of War (Year 10) and Perspectives of Inequality (Year 11). We are very excited about delivering these units next year.

In September, Year 7 visited John Clare House in Helpston as part of their introductory unit looking at the local poet and the land that inspired him. Although the trip was delayed twice due to poor weather, eventually almost all of the year group were able to take a tour of Helpston village, explore John Clare's garden and take part in a guided audio tour of his house. Students enjoyed writing their own John Clare poems in the dove house and joined previous Catmose students by leaving their work wedged into the nooks and crannies of the aviary.

### Introduction of Accelerated Reader

A love of reading is absolutely vital to our students: for their understanding of the world around them, their creativity and their mental wellbeing. The English team have introduced and established the Renaissance Accelerated Reader programme with Year 7 this year, which has involved the purchase of over 1,000 new books for the library, as well as dedicated reading and library lessons. The team introduced the programme through tutorial in Term 1 and 2 and launched fully in November. The programme has continued through lockdown with students completing reading activities and quizzes each week; many used books published online and audio books when they didn't have access to the library. Despite the interruption, Accelerated Reader has proven successful and we are looking forward to extending it to both Years 7 and Year 8 next year.

### Book Issue to Year 7

As part of the Bookbuzz library scheme we were able to issue every student in Year 7 with a book at Christmas. We were provided with a range of fiction and non-fiction books that we matched to students' ability using their Accelerated Reader scores. The students were able to keep the books once they had read them, although many chose to swap them with one another.

### Year 11 Trip to see An Inspector Calls

In December, Mrs Speirs took 50 Year 11 students to see An Inspector Calls at the Curve Theatre in Leicester. The multi-award winning evening performance was billed as portraying "epic and wildly imaginative staging, raw emotion, evocative score, lashing rain and chilling suspense" and students were enthusiastic about the production. The text is studied for GCSE English Literature and the experience proved invaluable in bringing to life the words on the page for the students who attended.

### Winter Poetry Competition

In Term 2, Mrs Collins ran a winter poetry competition in which students in Years 7 and 8 were asked to submit a piece of poetry inspired by their experiences of winter. We read many imaginative and thoughtful entries, many of which were beautifully written and presented. The winners were Ruby Dudin in 7C and Freya Morton in 8C, which resulted in Burley House receiving 50 house points.

### Year 10 Trip to see Macbeth in Derby

In March, Mrs Hood took 96 Year 10 students to see an evening performance of Macbeth at The Derby Theatre. Students were treated to a very modern performance which focused on the 'blood and battle' elements of the plot to support their understanding of their GCSE core text.

### Live Broadcast of RSC Macbeth for all of Year 11

This year the whole of Year 11 took part in the Royal Shakespeare Company's live broadcast of Macbeth, starring Christopher Eccleston. Most of the year group were able to watch in Harington's heart space, with some smaller groups watching in English classrooms. Organised by Mrs Hood and Mrs Rann, the production allowed students to 'attend' the performance and take part in a live Q & A session afterwards with the actors who played Banquo and the Porter, prompting many of them to think carefully about the text as a play and to contemplate the decision-making processes behind a new staging of a classic.

### World Book Day

Staff and students embraced World Book Day by taking part in a range of activities. All members of staff carried a book with them for the day, prompting lots of conversations about the sorts of books that we enjoy. Staff also submitted pictures of their bookshelves and every tutor group took part in trying to match the 'shelfie' to the staff member! Assemblies were given by Mrs Rann to help support students' understanding and engagement with the importance of reading, and all students were issued with a £1 book token that they could use in bookshops.

### Easter Holidays Competition

During the Easter holidays, the English team ran a competition for all students challenging them to re-create a scene from their favourite book, play or poem in an imaginative way (Mrs Rann demonstrated by using her children's dolls to re-create the opening of Macbeth). The range of entries was fantastic, with students using stop-animation to create a Lego Oliver Twist (Jessica Barton), a go-pro movie of the discovery of Mary's Secret Garden (Scarlett Ross), and a hand drawn stop-motion animation of the Death Eater's chase scene from Harry Potter and the Deathly Hallows (Charlotte Petti). It was incredibly difficult to narrow down the final three. In 3<sup>rd</sup> place was Harriet Ambler who used stuffed animals to portray Elizabeth Bennet rejecting Mr Darcy, in 2<sup>nd</sup> place was Anwen Tomalin who created this incredible artwork based on her reading of Thomas Harris' 'Silence of the Lambs'. However, the winner was Harry Clithero who managed to persuade his family to paint themselves orange and re-create the Oompa Loompa's song from Charlie and the Chocolate Factory.



### Lockdown Poetry Competition

During the final half term holiday of the year, Mrs Hood ran a poetry competition for students to express their experiences of lockdown. The entries were a mix of bittersweet 'silver linings', thoughtful examinations of what is important in life, and contemplation of how the world has reacted to the global pandemic. The winner was Alice Harries whose poem, 'Life in Lockdown', accurately reflected the mix of complex emotions faced by students at this time. Also highly commended was Eve Bradley, who recorded her poem as a reading.

### Home Learning

During lockdown we continued to follow the curriculum mostly as planned. We quickly became good at developing our PowerPoints with voice overs so that students could hear their teachers' explanations. In addition, some lessons were taught live via Microsoft Teams and great peer collaboration and teacher feedback was delivered using some of the Teams class group functions. We did swap the order of some schemes of work as we decided complex texts such as Shakespeare's Richard III was too difficult to teach without the real intervention of the class teacher. For other texts, we were able to share PDFs, but those still in copyright were more of a challenge as we could not expect all students to buy the text. Despite those few limitations, we saw the restorative power of language with some students creating moving, expressive pieces of creative writing and poetry about their experience in lockdown.

### Staff Progression

This year saw four new teachers join the English team: Julia Rann (Team Leader), Vicki Burkmar, Sam Howells and Judith Coxon (NQT). We also welcomed members of support staff: Laura Jones (TA), and Theresa Duddigan (STA).

Julian Rann  
Team Leader of English



## Humanities

### Fieldwork

A wide range of trips were attended by humanities staff and students this year which extended and supported the curriculum and provided interesting experiences for both students and staff. The geography team carried out fieldwork as part of the GCSE course early on in the year with visits to Hunstanton and Leicester. The Hunstanton trip for Year 10 studied the coastal processes at work and the resulting landforms in addition to an examination of the methods of coastal management used to protect the town and its tourist facilities. The Leicester fieldwork for Year 11 students took place on a very wet day, but nonetheless the students maintained good spirits and were able to complete a study of the variations in environmental quality across the city as well as examining the extent to which the substantial redevelopment of the areas surrounding the city centre met the tests of sustainability.

### The Island of Sicily

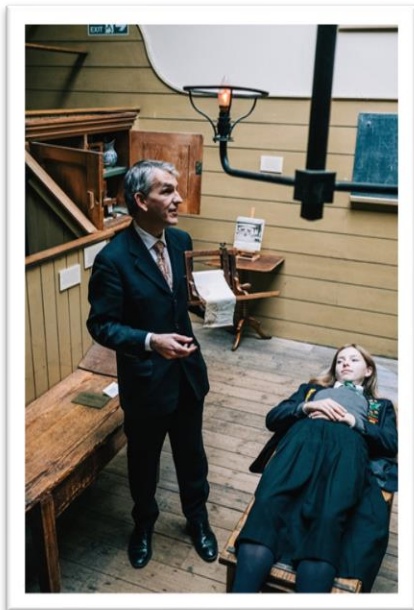


In October, a group of geography students and staff visited the Italian island of Sicily. This trip, led by Mr Tervet, which included students from both Catmose College and Harington School, was blessed by sunny skies and warm temperatures and focused mainly on volcanic activity. The approach into Catania airport provided stunning views of the erupting Mount Etna, and the first day was concluded by a visit to the historic city of Siracusa. The following

days included a boat trip to the island of Vulcano to the north of Sicily, where in addition to a long, hot ascent of the main volcanic cone (with spectacular views across to the other volcanic islands) there was the opportunity to bathe in the sulphurous mud pools. The ascent of Mount Etna the next day enabled students to observe an active volcano close up as well as a guided tour round the dormant cones and a visit to the Etna museum. The final day included a visit to the Alcantara Gorge, with its spectacular rock formations and cooling waters. The trip was memorable for many reasons, not least the Italian food – cannoli must get a special mention – and the opportunity to be instructed on how to make genuine Italian pizza at a restaurant in Taormina.

### The Battle of Hastings and New York

In October, the history staff organised and led a party of 120 Year 7 students to a re-enactment of the Battle of Hastings (on its anniversary) and gave them the opportunity to learn more about life under the Normans. For the second year running, a party of Year 11 history students visited New York and Washington to support their GCSE studies. They visited the Statue of Liberty and Ellis Island to learn about the lives of the immigrants of the 1920s; and had walking tours of Harlem and Midtown in order to help them understand their studies of the Civil Rights movement. Students were also deeply moved by a visit to the 9/11 Memorial & Museum. In Washington DC, students visited the Supreme Court and the Capitol Building, helping them to understand American Politics. They also enjoyed a visit to the Museum of African-American History and Culture that gave them a better insight into Martin Luther King, Malcolm X and other important historical figures. Students were also able to experience the excitement of the World Series which was taking place in the stadium opposite the hotel.



### Historic London

In December, a group of history students were taken to London to support the GCSE Health and People module. This involved visiting the Old Operating Theatre to learn about the history of surgery and anaesthetics before going on a public health walking tour to learn about John Snow and his role in the discovery of the causes of cholera.

### Home Learning

The collaborative and dynamic nature of the humanities team was demonstrated during COVID-19 lockdown. Subject specialists effectively shared resources and approaches to promote student engagement and to ensure consistency across teaching groups. Curriculum content was adjusted for Year 7 and Year 8 to make workload more manageable but the ambitious subject content was maintained with students submitting high quality work on

slavery, empire, deforestation, weather and climate, Sikhism, and prejudice and discrimination. Year 9 students concentrated on their GCSE options and humanities teachers took the opportunity to refine lesson material to enhance students' transition to their chosen GCSE courses. Year 10 students have demonstrated strong engagement to remote learning via Microsoft Teams and face-to-face lessons. It is evident that many students have relished the opportunity to become engrossed in their studies and become real experts in content which has been covered during lockdown.

A wealth of professional skills and practice has been developed during lockdown including audio voice overs added to a multitude of lesson resources, thinking skills and discussion activities adapted to Microsoft Teams lessons, and an impressive number of quizzes added to Show My Homework. Throughout the different and difficult working hours which COVID-19 presented, all humanities colleagues provided each other with support, advice and good humour to achieve a sustainable work-life balance.

Sharon George  
Team Leader of Humanities

## Modern Foreign Languages

### German Exchange

In October, 30 students who study German from Years 9 to 12 went to Germany as part of our exchange programme with Bönningheim in the south of Germany. The students enjoyed a week staying with their penfriends, sampling German life and improving their language skills. The students visited the castle in Heidelberg and the Baumwipfelpfad in the Black Forest, enjoying the magnificent views from the treetop platform. They also enjoyed exploring the shops in the neighbouring cities and spent a day in a German school, experiencing different lessons and getting themselves involved, if briefly, in school life.

### Spanish Exchange

Our partner school in Spain, SEK Alboran International School, visited Catmose College in December and 22 of our students hosted their penfriends. This was an extremely successful visit. The students visited Cambridge where they went punting on the River Cam, a unique and very English experience. In Cambridge they had a tour of St Catharine's College in the University of Cambridge. Our visitors also went ice-skating in Nottingham, shopping in Leicester and continued the very English theme of sampling a cream tea. Our students were due to travel to Spain in May and stay with Spanish families; sadly due to lockdown this did not happen.



### Staffing and Home Learning

We had a PGCE student, Caroline Brandon-Cox, who worked with us for a term. She proved to be an asset to the team and went on to secure a job very early in the academic year.

Lockdown brought us challenges and has led us to adapt our teaching and ways of engaging students remotely. The team have been fantastic and through working closely together we have come up with some inspirational ideas. Between us, we have used Microsoft Teams to deliver live lessons to all year groups. Our main focus has been Year 10 to whom we were keen to deliver weekly listening exercises and we have been able to offer a unique speaking experience, creating different channels on Teams to form small working groups with the teacher moving from group to group to monitor and assist. With the help of the British Council, we created a house point challenge where the students chose between 22 different activities from cooking a dish from a different country to teaching parents phrases they have been learning. We have set Kahoot challenges online and have made use of Oak Academy lessons, which have proven invaluable. Sadly, our trip to France for Year 8 had to be cancelled at the last minute due to Government advice.

Claire Sherlock

Team Leader of Modern Foreign Languages

## Mathematics

### What a strange year!

The maths team would like to recognise and thank all students for being diligent workers throughout the year. I know some have struggled with mathematics at times but have stuck with us and made us very proud as a result. I also need to recognise how my outstanding staff have adapted and provided such a high quality of education for all their students. Many of us were hoping our YouTube videos might make us millionaires but they don't seem to have the same appeal as the Kardashians do. Oh well, back to the day job next year!

### Home Learning

During the recent distance learning, it has been evident that the progress and well-being of the students has been at the forefront of the teachers' planning. The work set has been planned thoroughly, having taken into consideration the needs of the students, putting in place appropriate support where needed and challenging work to stretch and develop the students' intrigue and love of mathematics. There have been Microsoft Teams live lessons, 1:1 support sessions or small group sessions offered to support those who need it. The work set has involved purposeful videos made by the teachers or good quality and detailed PowerPoints with audio explanation to aid student understanding. Students have responded positively to the support offered via the videos, audio support and the live Microsoft Teams lessons and, as a result, the team have been able to continue to work through the planned curriculum.

### Staff Progression

Away from home schooling, we have again built upon and expanded our team of fully qualified mathematics specialists, a rarity in many schools, with Mr Jones successfully completing his NQT induction year. Some staff have also furthered their professional development this year with Mrs Nicholls and Mrs Callaghan becoming mental health first aiders as well as Mrs Nicholls' completion of her access arrangements qualification which will see her contributing to the SEN team next year whilst remaining teaching in the mathematics team. This will undoubtedly benefit our students next year as we aim to support students to get back to a more normal way of working. The team continued to contribute to the Rutland Teaching Alliance through mentoring Mr Roberts during his School Direct teaching qualification – thank you Mr Peveritt for your expert guidance.

### Maths Intervention

The mathematics team have continued to offer a wide range of intervention this year through elective, breakfast and after-College sessions. I would like to thank Mr Mullinger specifically for getting up so early on a Thursday morning to help improve the examination outcomes of our students. As we plan to move into a new academic year, this intervention offer will be even more crucial to the academic success of our mathematicians so I would like to highlight the importance of attending the sessions offered now, so that we can get off to a brisk start next year.



### Extra-curricular Experiences

However, we are not all about examination outcomes and we try to plan for a broad and rich curriculum. That is why the team worked hard to provide a range of extra-curricular activities and visits to broaden our students' ideas of mathematics and learning. Unfortunately, the Year 7 orienteering trip to Beau Manor and the Year 8 'Maths in Action' trip to Winmarleigh Hall were cancelled due to Covid-19, but we plan to reintroduce these as soon as we are able to. What we were able to do, however, was to appoint our new mathematics ambassadors, Tobias Moat, Anna Nguyen and Begum Gur, who helped raise the profile of mathematics between year groups.

Our links with Stamford Bridge Club have continued to strengthen this year with more introductory sessions delivered to Year 7, Year 8 and Year 9. Students thoroughly enjoyed learning the basics of the games and it helped them to see the importance of probability and strategic play.



Our academic scholarship programme has gone from strength to strength with Mr Ward and Mr Peveritt continuing to mentor and lecture students who successfully applied for a mathematics scholarship. Students have enjoyed the opportunity to be able to dip their toes into the world beyond GCSE mathematics in an unpressurised environment and this has provided some insight into first year A level study.

Although Mr Hunt organised and selected the teams for the United Kingdom Mathematics Trust (UKMT) challenge, he was unable to take them to the regional rounds but we congratulate successful Year 9 team members Harrison Finlay-Wilson, Tommy Wang and Oliver Woodward as well as Year 8 team members Kimberly Day, Matthew Duell and Phoebe Patterson.

Following the disruption to learning this academic year we have worked hard to develop a purposeful and well-sequenced curriculum which builds on prior learning and allows the deep understanding of core skills to be mastered. Specifically, our KS3 curriculum is designed to overlap with the Year 5 and Year 6 programme of study so that students have the opportunity to recall what they have done at primary school, refine these skills and, crucially, apply them in new ways. Therefore, we have already built in opportunities to identify misconceptions or catch up on missed learning so that students joining us will experience as smooth a transition into secondary school as possible. We look forward to welcoming everyone back into their mathematics lessons next year.

Andrew Ward  
Team Leader of Mathematics

## Performing Arts

The performing arts team have had another interesting and successful year, giving the students as many opportunities to perform as possible.

In September, some Harington students performed acapella songs at Exton Hall for a local charity event.

In October, the GCSE drama students went to see Blood Brothers at the Hippodrome in Birmingham in support of their exam work.

Also in October, 30 students from Year 8 to Year 10 performed the world premiere performance of Piped Piper at De Montfort Hall with students from every school in Rutland. Some of our students auditioned for solo lines for the performance and our students got four out of five of the lead parts. Throughout Term 1, the students took part in choir rehearsals led by a professional musician.

In November, the LAMDA students performed their exam pieces to parents and friends showcasing their work in preparation for their exam. Students gained excellent results, mainly distinctions with a few merits.

In December, one of our ensembles, SIX, performed at Langham Church as part of a community Christmas event. We also had a very successful annual Christmas concert, which was held at All Saints' Church and involved around 200 students. The evening featured ensembles, with a selection of carols sung by the congregation and accompanied by the Catmose choir and orchestra. Performances also included students from Harington School. Some of the students also performed at the lunchtime concert on the same day.



In Term 3, over 180 Year 7 students went on a trip to see a performance of The Lion King at the Lyceum Theatre in London, and took part in a workshop at Pineapple Dance Studios with actors from the show. The students continued to build on this performance in their academic lessons by learning how to sing and perform one of the songs. Unfortunately, the students were unable to show this, however we will attempt to perform it at some point during the new academic year.

Our Music Scholarship programme has continued to grow and now supports a larger number of students than ever before at the College and Harington School. Unfortunately, we were unable to do any trips and visits this academic year.

Drama scholars created and recorded videos for Year 6 to Year 7 transition students about aspects of the school, such as timetable, equipment, day-to-day lessons and extra-curricular activities. They are also looking at the play *Punk Rock* through marketing, directing and casting.



Each term students rehearsed Mary Poppins the Musical which was to be performed in Term 4. The students worked extremely hard on this musical during electives, lunchtimes and after school. Some of our students also choreographed dance scenes and worked with Peter Jackson to design the sound and lighting for the show. It was hugely disappointing that, due to lockdown, we were unable to continue with the five shows that were planned but we hope that some of this work will be shown during the next academic year through pre-recorded performances.



Some performances that were in preparation but were unable to happen were:

- Year 7 to Year 13 students performing in the Oundle Festival of Music and Drama
- Performing Arts Tour
- Music and Drama on a Spring Evening
- Rutland Sings with all secondary schools in Rutland
- Joint orchestral concert with Langham Primary school
- BTEC Options/promotion day at De Montfort University
- Shakespeare for schools performance of Macbeth
- Year 7 musical performance
- Rutland Drama Festival
- Year 9 drama scholars were to go to English-Speaking Union Performing Shakespeare.

During lockdown, students continued their instrumental and LAMDA lessons online with many great successes. Some of our students took their Trinity exams online and they all achieved a pass or above. Music and drama scholars recorded their performance work at home and some were shared online. The orchestra and SIX rehearsed and recorded their parts which will be edited together to create a video performance. As part of the KS3 curriculum, students continued to engage in performance work by writing raps/songs, creating set design and performing monologues, as well as silent movies. For the KS4 and KS5 curriculum, music students used composition software in order to continue practical work, and drama students continued to develop their scripted and devising performance skills.

All the performing arts team have worked hard to develop a completely new KS3 curriculum, developing schemes and resource for performing arts Year 7, carousel lessons in Year 8 and project work for Year 9. We have ensured all the schemes have suitable assessments and that the topic areas link and develop over the three years. We are hoping that the new Year 9 plan will promote interest for both music and drama in KS4.

Leanne Mitchell  
Director of Drama

Jasmine Jones  
Director of Music

## Science and Computing

### Extra-Curricular Learning in Science

This year the academic scholars in Science have been working on a number of projects, including the timely investigation of the efficacy of different hand washes in removing pathogens from the skin, and the use of fibre optic cables as an efficient method of transferring energy. March saw their planned attendance at the Big Bang fair cancelled, leaving the scholars disappointed due to the preparatory work completed. However, the students continue to work on their projects and intend to participate in Big Bang DIGITAL 2020, which is centred on the role of science and engineering in the current pandemic.

In addition, the team have introduced some new extra-curricular activities, including competitions such as 'Write an Article for the Schrodinger Times', 'Around the World in 10 Famous Scientists', 'Eggcellent Scientist' egg decoration, and the annual 'Alan Turing Cryptography Competition'. The Cyber Discovery competition was very popular, with students making good progress through the first three rounds prior to lockdown. This encouraged several students to begin the programme ready for next year and we anticipate that many of the cohort will complete the five-year programme.

Activities undertaken prior to March included the popular KS3 science club which continued during the school closure period with the provision of a home science club, where students were encouraged to share their successes. Entries to a national science writing competition saw two Year 8 students win, with their work being published alongside that of two additional Catmose students who were runners-up.

The science and computing team continued to develop our elective offer with the introduction of CREST Bronze and Silver award projects. These support students in developing investigations that interest them, and thus work to enrich their experience of science.

For our dedicated group of Warhammer lovers, a trip to the Warhammer 40,000 World Championship event was planned following their success in competing in and winning the regional finals. Unfortunately, the trip was unable to go ahead due to COVID-19, but we hope that the introduction of Warhammer to the elective programme will allow the team to build on this success.

### Coding Triumphs for Computer Scientists



A group of five Year 10 GCSE computer science students entered a Europe-wide AstroPi Mission Space Lab challenge. The work of the group saw them propose a hypothesis, create a programme to collect data from a computer on the International Space Station (ISS).

The team were one of only 19 UK-based teams to get their code up to the ISS and their exceptional work saw them complete detailed analysis of the Coriolis Effect and produce a report that saw them rewarded as one of the ten teams to be named winners of the competition, sharing the title with only one other team from the UK. These students will now go on to record a question to Luca Parmitano who returned from the ISS in February. Such an achievement was marked by a Principal's commendation for each of them. The younger students were also involved and some Year 8 students created a piece of code for the Astro Pi Mission Zero which was used to share information with astronauts on the International Space Station.

Computer science students were also offered a brand new trip this year to attend the Computing Live conference in Disneyland Paris. The students from Key Stage 4 met industry professionals and enjoyed the conference location.



The team continue to strive to increase the accessibility and attractiveness of computer science to female students and this was celebrated when a group of Year 9 girls attended a STEM activity day at The National Museum of Computing. The students took part in a range of activities and met formidable women who work in STEM, including learning about the impact of Wrens of Bletchley Park during WWII. Further success was seen when a team of Year 8 girls became the top performing group in the first round of the Cyber First Girls Competition, with the students enjoying the experience of attending the regional final in February.

### Home Learning

The science and computing team proved themselves great innovators as they developed their repertoire of learning tools for students during lockdown. The online platform, Moodle, that supports the delivery of the curriculum, was broadened and disseminated across the team to help students access high teaching while at home. The learning management system has enhanced the revision provision for KS4 science students and supported the completion of assessments during the extended period of home learning. Furthermore, those already competent in the use of online learning enriched the curriculum with the use of self-produced YouTube and Loom videos to engage and support students. The College survey reflected on the quality of these presentations and exemplary use of interactive resources, including live lessons. This successful use of technology will be further embedded into our courses next year.

### Further curriculum development

The link between subjects within the team has been further enhanced with computer science featuring as part of the triple science option. This has been a popular choice with Year 9 students, and enabled more students to study a suite of qualifications that is closely tailored to their future goals.

In Year 11, regular breakfast sessions were introduced to support students with their exam preparations. New after-College cafés were also enjoyed by Year 11 students who attended seminar-style sessions centred on examination technique with the reward of a coffee. The Science Legion ran again this year to target Year 11 boys from both the synergy and triple GCSEs and saw high levels of engagement. This summer would have seen the first examinations for Synergy Science at the College and so it was disappointing that the cancellation of the examinations has prevented us from seeing the expected positive impact of the introduction of this course and our intervention strategies on the attainment of our students.

This year, we are happy to celebrate Katherine Price attaining her QTS via her School Direct training and Sam Thwaites successfully completing her NQT year. Congratulations also to Natalie Davis and Madeleine Gilbert, who are currently on maternity leave.

Nina Collingwood  
Team Leader of Science



## Sport

The sports team have continued to have great success in this year's varsity and have once again been crowned champions. At the time of closure we were leading the Rutland and Melton Varsity League on 158 points, 37 points ahead of the second placed school and the only Rutland school in the top three.

Some of the highlights of this year have been:

### Netball



Year 7, Year 8, Year 9 and Year 11 teams were all crowned varsity champions. Year 7 and Year 8 progressed through to the quarter-final stage of the competition to face schools from the wider Leicestershire area, whilst Year 9 and Year 11 attended their U14 and U16 county netball tournament, with Year 9 reaching the quarter-final stage against some strong teams.

Having won the competition in Year 7, the Year 8s proved once again to be a force to be reckoned with, flying through both their quarter and semi-final to compete once again in the Team Leicestershire County Finals. In the final, the girls played an exceptional game of stylish, well-paced netball to win the match 16-8 to receive gold medals and be crowned Year 8 Leicestershire Champions.

### Dance Show

The fifth Catmose Dance Show took place at the beginning of March. A packed theatre audience was treated to a fantastic display of a huge range of dance styles from contemporary and ballet to street dance and musical theatre by both primary and secondary students. We had the highest ever number of dancers involved in the show and the standard of dance was, as always, very high. This is of great credit to all the dancers who showed commitment to rehearsals over two terms. Impressively, the majority of the College pieces were choreographed by the students themselves or by older students in sports leadership roles. This is a massive commitment and demonstrates a profound display of both leadership and creative talent; they should all be very proud.



## Gymnastics

This year Catmose entered our first ever competitive gymnastics team into British School Gymnastics Association competitions. A group of 12 students travelled to Stamford High School to compete in the Regional round of the BSGA floor and vault competition and the Milano Trio competition. We fielded an U14 mixed team and an U16 girls' team in the floor and vault; and an U16 girls' team and an U13 mixed team in the Milano Trios. It was a Saturday packed full of incredible floor routines and amazing vaulting. We were incredibly proud to win both the U13 and U16 Milano Team competition and the U14 floor and vault competition to qualify for the National Finals.



Catmose also fielded more gymnasts to compete in the BSGA tumbling competition, which gave us a valuable insight into the world of competitive school tumbling. The U14 boys came away with a Gold medal and National qualification and the girls gained 3<sup>rd</sup> and 4<sup>th</sup> in the U14 girls' categories.

Every member of the U13 Milano National Finals team came up with outstanding routines and vaults and finished in a fantastic 5<sup>th</sup> place. COVID-19 prevented the floor and vault finals, but we very much hope to get the opportunity to grace the National stage again next year.

## Badminton

Badminton continues to develop with over 180 students attending extra-curricular practices. KS4 boys and girls continued their strong performances within the varsity competition; both finished 1st overall for the third year running and qualified for the Team Leicestershire Schools County Badminton competition representing Rutland.



Year 7 and Year 8 students were provided with the opportunity to attend the round of 16 Yonex All England Badminton Championships 2020. Students were inspired by the event and standard of badminton observed at this tournament, which is the most prestigious tournament in badminton, and provided a perspective of elite sport. Students watched the world's best players, including the tournament winner world no.1 seed Viktor Axelsen win against the no.10 seed Lee Zi Jia.



## Rugby

Both boys and girls rugby remain a strength and whilst the girls' competition was unable to take place due to COVID-19, the club has run weekly for two years and continues to attract new members, some of whom have now progressed to represent the county. Boys' rugby also



had another successful year, most notably the KS4 team who reached the semi-final of the County Cup narrowly losing out to defending champions Welland Park Academy. Several players from this team continue to impress beyond both College and club rugby, representing various development teams around the county.

## Sports Leadership

This year the sports team have worked with Rutland Sport Leadership Academy to provide Year 10 GCSE PE and sports students with the opportunity to complete an additional course to develop their leadership skills and provide opportunities for sport and physical activity within primary schools and the wider community. Prior to lockdown, students had taken part in regular leadership training and led their first event at a KS1 Multisport Festival at Uppingham Primary School.

## Sport Scholarship

This year over 160 students across the College applied for scholarships with 105 of these applications meeting the criteria for one of the three levels of scholarship. This year we were again amazed by how many students achieved the gold level, demonstrating a growing number of high calibre sports' performers. These students enjoyed and made full use of their full access annual gym membership to Catmose Sports Centre through Stevenage Leisure, as well as personal training offered through the sports scholarship elective.

Prior to lockdown, multiple medal-winning Team GB 400m specialist, Anyika Onuora, was booked to visit the College to deliver a practical activity session relating to athletics and elite sport with a presentation about her sporting career and amazing story battling with malaria through her athletics career.

Mac-Nutrition, a specialist sports nutrition company, was also booked to deliver a lecture for all sports' scholars about the foundations of sports nutrition, essentials of fuelling exercise and improving recovery.

### Learning in Lockdown

During lockdown, the sports team was able to secure a virtual presentation for sports scholarship students with GB Olympian Peter Bakare, who competed in the London 2012 in the men's volleyball. Peter's inspirational talk gave an incredible insight into his experiences of never having played volleyball six years before becoming an Olympic athlete. Peter provided an interactive, goal-setting workshop using techniques learnt whilst training with the national volleyball team. Students then had the opportunity to take part in a question and answer session. Students really enjoyed the talk and said Peter was an inspiration to listen to. Peter was also kind enough to provide a good luck message as part of the opening ceremony for the virtual sports day.

As well as offering virtual lessons for our Year 9 and 10 GCSE PE and sports students, the sports team provided a range of weekly physical activity tasks and challenges, including who could do the most press-ups in a minute, paper aeroplane making and throwing, plank challenge and tea-bag-in-a-mug, and toilet roll keepy-uppy challenge, to name a few.

Although disappointed that we were unable to run our annual sports day where every student takes part, this year we were still able to offer a virtual sports day where students were able to submit their performance in a variety of accessible challenges including the bottle flip challenge, toilet roll speed bounce, and an egg and spoon race. Students responded well and enjoyed the community spirit and fun that they were missing so much while at home.

Mark Smith  
Team Leader of Sport

## Designated Special Provision and SEN

### Trips and Visits

In addition to accessing the Electives programme, the SEN students participated in an increased number of mainstream trips to develop inclusion links. The trips included the Year 7



Bushcraft Residential, Macbeth performance, Work House visit, Natural History Museum and The Lion King musical and workshop in London. Unfortunately, we have been unable to run the whole DSP trip to Hunstanton this year but hope that, in the future, such trips will run again so that we can continue to develop social skills, an awareness of the coastal environment, independence and money handling skills in the wider community.

### Sport

All DSP students had the opportunity to compete in the Indoor County Disability Athletics event with both Key Stage teams being selected to represent Rutland at the County Championships where the KS4 Team gained a bronze medal. Individual awards were presented to Harvey and Harry for achieving the national gold standard within indoor athletics across a selection of events. Prior to the lockdown, the students were again looking forward to representing the College at the County School Games at Loughborough University. Unfortunately, the event was cancelled this year but the students hope to be able to represent the College and Rutland again next year.

### Extra-curricular Opportunities

All students are encouraged to join in the many extra-curricular activities on offer. Many students have taken the opportunity to join the tech, anime, drama, cricket and pottery clubs, all of which have been a positive experience for the students. This year some of our Year 9 students have chosen to complete the Bronze Duke of Edinburgh's Award. Several students have also enjoyed individual music lessons and we now have budding drummers, cellists and pianists within the team.

### Curriculum Development Leading to Future Steps

A bespoke curriculum for SEN/DSP Year 10 and 11 students was offered, which included hospitality and catering, entry-level humanities, gold step English and childcare. We are really proud of our students' achievements in these qualifications, with some students achieving a Level 2 Pass in childcare. The vocational courses have helped to support students in identifying post-16 courses that they will be moving on to study. All Year 11 students have secured places at post-16 provisions for the coming academic year at either Melton Brooksby College or Stamford College.

The continuation of prep support four nights a week has proven very popular with all SEN students and is an integral feature of our SEN provision as it enables and encourages consolidation of learning.

Last year, all Year 10 students had a very positive work experience placement with positive feedback being received from all employers. In particular, Jessica was offered a permanent weekly placement which continued during Year 11. These weekly work experience sessions enabled Jess to gain invaluable skills and to prepare her for the next steps in her education and potential future employment.

### Responding to Lockdown

Following the closure of the College, all SEN students had twice daily access to teaching assistants and DSP teachers' support through the virtual classroom. Students gained comfort and reassurance through this resource as well as the continued support they required to be able to continue to be independent learners at home. The DSP students have engaged in competitions and activities through the virtual classroom to stay connected to the staff and fellow peers. They have appreciated the daily contact which has helped to support them through a very unusual, confusing and stressful time.

To assist students further, teaching assistants have provided many individual bespoke 1:1 sessions virtually to support their welfare, organisation and completion of lesson content. This constant reassuring interaction has enabled students to be able to share how they are feeling and what they have achieved.

Key workers of EHCP students have communicated regularly with their students and their families to offer support and reassurance. This ensured that the students had all the necessary resources to maximise their potential to achieve their expected outcomes including laptops, exercise books and even newspapers and glue for art and design coursework. A noticeable outcome for all students is their growth and development in their independent learning skills and their ability to organise and prioritise their work. These skills will be immensely important for when they enter the world of work.

In Term 6 the DSP students began a phased return to College following the new guidelines to keep each other safe. All students commented that they loved being back in College, seeing the staff and getting back to a regular routine, but especially being with their friends.

Andrea Sharpe  
SENCO

## Academic Scholars and More Able Students

Term 1 in the 2019/20 year was a very busy term for academic scholars and more able students.

### Guest Speakers

This year we had a wide variety of guest speakers. In September, we had a talk on resilience and work ethic from key note speaker and ex-Leicester and England rugby player Leon Lloyd. This inspiring session was presented to both sport and academic scholars and well received by both.

In November, Malcom Smith, a parliamentary education and engagement officer, came into school to work with scholars to discuss what parliament actually does with a focus on how a general election works. Students had the opportunity to look into new laws and policies as well as participate in national research into young people's views on voting. While Mr Smith was on the premises he led two assemblies explaining the process of a general election to Years 8 and 9.



In January, Emma Kirby from the SANS Institute came to speak to a group of Year 8 scholars about the Cyber Discovery programme run by our computer science team and how this could prepare them for a career in cyber security. The talk also highlighted the issues faced by individuals and businesses when it comes to cyber security and gave a fascinating insight into this fast developing industry.

In February, we hosted Kathryn Singleton who spoke to students about life at Oxford and Cambridge Universities. She explained how her colleges worked and what types of courses were available to young people. Students fed back that they found this really helpful as it made these universities seem less daunting and out of reach.

### Trips

In October, we had the privilege of being invited to the justice service for the court of Rutland. Students witnessed real-life sentencing hearings in Oakham Castle, the oldest courthouse still in use in the country. Following this students had the unique opportunity to ask the Honourable Mr Justice Jeremy Baker questions about the proceeding and his advice on progressing into a career in law.

Humanities scholars, under the guidance of Kieran Hughes, went on a trip to London where they visited The Old Operating Theatre Museum and were able to experience a unique insight into the history of medicine and surgery. Following this, they visited the HMS Belfast where they were able to explore all nine decks of the warship and discover what life was like on board for the crew at war. This was a trip steeped in history and all of the scholars found it fascinating.





In November, a group of Year 11 scholars had the opportunity to visit St Catharine's College in Cambridge. Prior to this visit they wrote and submitted short research papers on a topic of their choice. This visit gave them the opportunity to discuss their papers with students who are studying that particular discipline. The trip also included a guided tour of St Catharine's College.

### Public Speaking

Public speaking has always been at the forefront of the academic excellence programme and this year has been no exception.

We entered the Oundle Balloon Debate for a second time with two students from Year 7 and Year 8. They had the opportunity to take on the persona of a historical explorer and were challenged with needing to convince the audience to keep them in the hot air balloon. Our students took part acting as Valentina Tereshkova and Sir Ranulph Fiennes. They did an amazing job which resulted in our younger student progressing to the semi-finals where they had to remain in character and ask their opponents questions.

Youth Speaks, still led by Lee Coupe, was another story of success with eight teams being entered into the initial heats in Melton Mowbray. One from each age group progressed to the second round. Our first team in the younger age group spoke passionately about Islamophobia and our second, more experienced team discussed the continuous presence of racism in football. Both teams fared extremely well with our Year 9 team progressing to the Regional/District finals. Unfortunately, due to lockdown these finals did not go ahead.

In January, we went to the first round of the English-Speaking Union's public speaking competition. One student discussed the very current topic of the stigma surrounding attending therapy. Another student worked well to introduce and summarise another speaker's speech, whilst the third student's job was to probe deeper into the topic by using a range of questioning styles. The team competed against teams from a range of public and state schools. The team did very well and achieved runner-up which meant that they progressed to the second round and one student won the award for best main speaker. In the second round, they repeated their same roles and speech, again doing very well against the winners and runner-up teams from other regions.



## Academic Scholarships



This year the number of applicants to become an academic scholar increased again to 178 across Years 8, 9 and 10 with 125 students being accepted. This was open to Year 8 students for the first time under a generic umbrella and they have actively engaged with all tasks presented to them, preparing them for their subject specific applications next year.

Prior to lockdown, mentoring has been busy across all subjects with an array of competitions and workshops taking place.

Natasja Deacon  
Lead for Academic Scholars

## QUALITY OF EDUCATION: OUTCOMES

Alex Emmerson

NOTE: These results are preliminary – the data used is taken from the Centre Assessed Grades (CAGs) submitted by the College to the exam boards. Some figures are therefore likely to change and should be used with caution as a result.

Date stamp  
22/06/2020

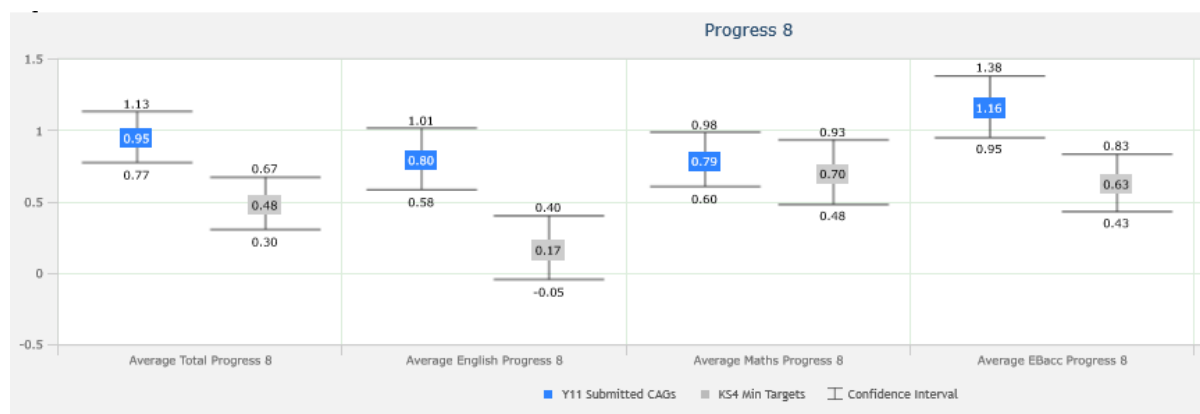
### Judgement: Outstanding

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

### Progress 8, Attainment 8

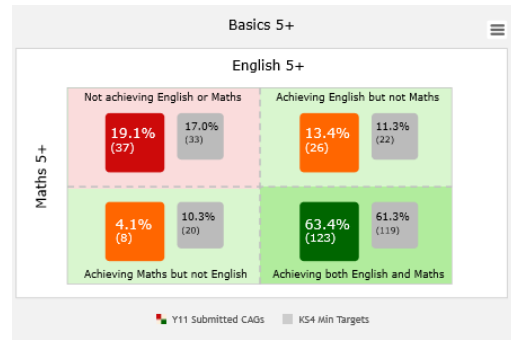
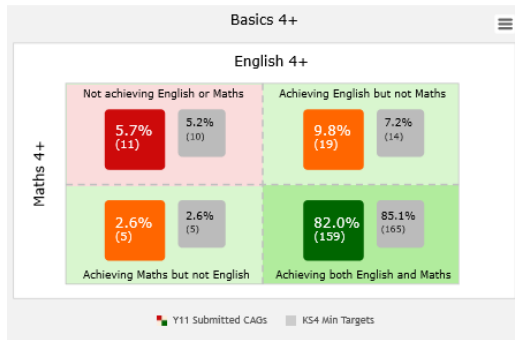
SISRA Analytic is currently predicting a Progress 8 (P8) score of +0.95, which would be significantly above national average and therefore outstanding. For comparison, last year's P8 was +0.54.

- The English and mathematics results have increased from last year. SISRA is currently calculating a P8 score of +0.80 for English (last year +0.54) and +0.79 for mathematics (last year +0.54).
- The EBacc element has improved its P8 score from +0.62 in 2019 to +1.16 this academic year.
- The open element, +0.91, which consists of three other subjects, has also seen an increase on last year (+0.42).

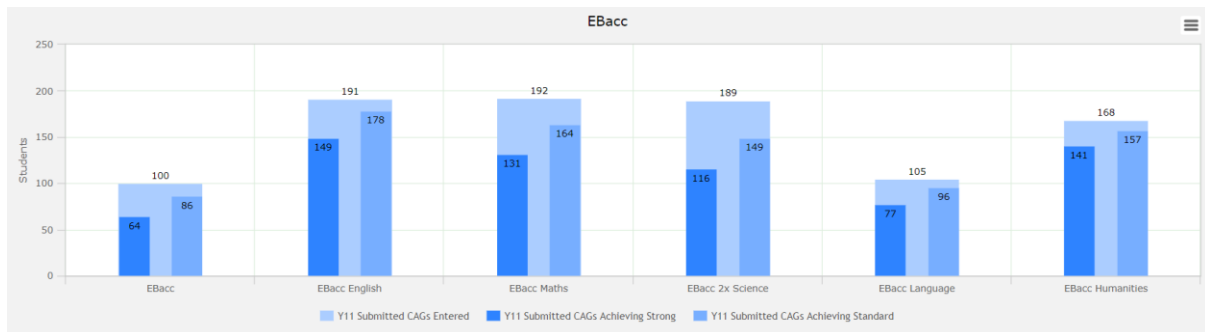


### Attainment

In the basic measure, which assesses the proportion of students achieving English and mathematics at grade 4 or above (standard), we achieved 82%; this is a slight increase on last year's performance of 74%. Under the new 'strong' pass of a grade 5 we achieved 64%; in comparison with last year this is an increase from 46%.

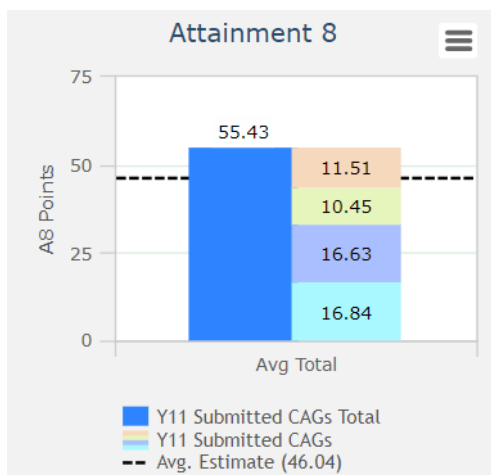


Within the Year 11 cohort 51.5% of students were entered for the EBacc with 43% achieving a standard pass and 33% achieving a strong pass. These are significantly improved from the previous year due to the increased percentage of students being entered for EBacc; this was a curriculum change in science.



The improved performance within the EBacc reflects the hard work of staff ensuring that curriculum assessment prepares the students well. This is because of the strong performance in Humanities particularly history, languages and English.

Attainment 8 at 55.35pts is a slight increase on last year's 50.3pts, however, it still remains above the predicted national average given their prior attainment.



### Subject Areas

Residuals and grades have been used to identify subject performance where student outcomes have been particularly strong, both in terms of College performance and the national Subject Progress Index (SPI). Strong SPI and residual performance should therefore be noted in the following subject areas:

- History SPI 2.37 (residual 0.92)
- Religious studies SPI 1.79 (residual 0.47)
- Art and design and technology SPI 1.45 (residual 0.56)
- Art food and technology SPI 1.27 (residual 0.60)
- BTEC art and design SPI 1.22 (residual 0.89)
- Art photography SPI 0.79 (residual 0.63)

The SPI was also high in the following:

- Art and design SPI 1.58
- Music SPI 1.90
- Physics SPI 0.97
- Chemistry SPI 1.00
- Sport SPI 0.56
- Spanish SPI 1.13
- German SPI 1.54
- French SPI 1.48
- Mathematics SPI 0.80
- Option ICT SPI 0.67
- Geography SPI 1.51
- English Literature SPI 0.94
- English Language SPI 1.05
- Synergy science SPI 0.56

And residuals were particularly strong in:

- BTEC Childs Play res 0.98

An area for development is the open basket BTEC Music (-0.32) and BTEC Child's Play (-0.17) which suggests that further investigation is required to understand the underperformance and thereby underpin an action plan to drive significant improvement. These subjects are considerably below that of others in the College and the national picture.

### Pupil Premium

This year 36 students were classified as Pupil Premium (PP). Similar students nationally have the largest gap between themselves and their peers.



## Progress 8

Pupil Premium students achieved a P8 estimate of +0.56. This represents outstanding progress against similar students nationally: English (+0.25) and mathematics (+0.60) respectively.

Name	Filter Value	KS2 Prior	Stu Count	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Tot Slots Filled
Pupil Premium	Not Pupil Premium	4.78	158	56.86	5.69	46.62	0.921	0.833	1.286	0.959	1.033	9.75
Pupil Premium	Pupil Premium	4.61	36	49.13	4.91	43.50	0.250	0.607	0.631	0.673	0.563	9.64

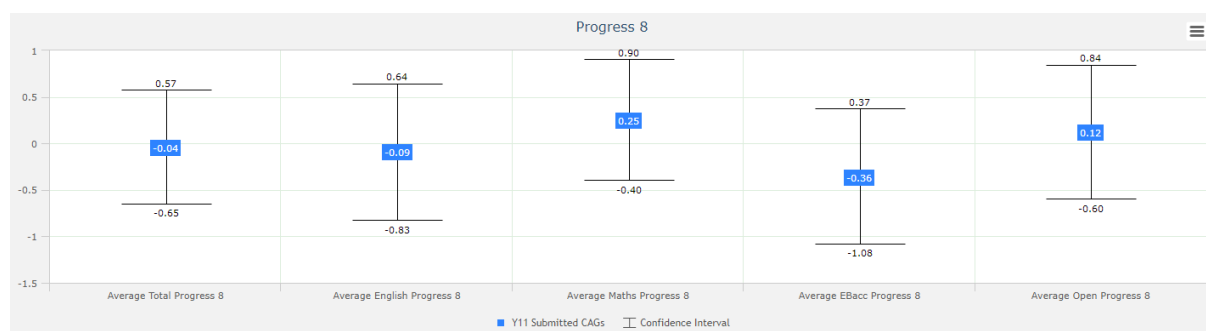
## Attainment

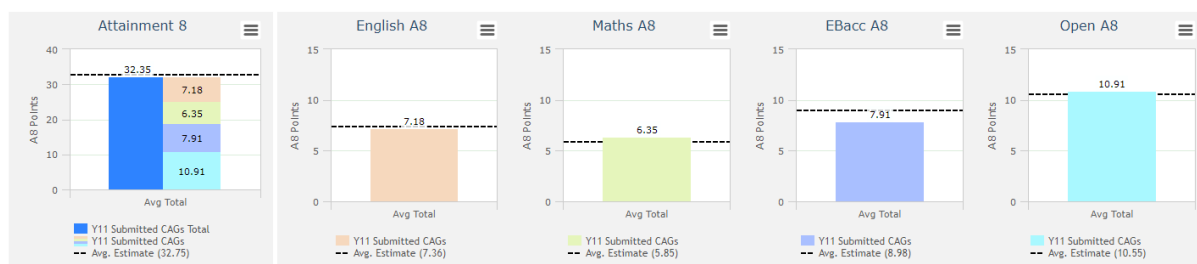
This year the PP cohort performed significantly better than the previous year against the measure listed in the table below. Gaps in attainment are diminishing and the cohort still remain significantly above the national average for this group.

	PP	Non PP	Gap/Difference
Cohort size	37	158	
Avg KS2 points	4.61	4.78	
9 – 7 E/M %	5.6%	18.4%	12.8%
9 – 5 E/M %	44.4%	79.7%	35.3%
9 – 4 E/M %	66.7%	85.4%	18.7%
EBacc strong	22.2%	35.4%	13.2%
EBacc standard	27.8%	55.1%	27.3%
English A8 average grade	4.97	5.93	0.96
Mathematics A8 average grade	4.75	5.34	0.59
Total Attainment 8 average grade	4.91	5.68	0.77

## Special Educational Needs and Disabilities

SEND student performance data for P8 is lower overall compared with students without support (students with an Education Health Care plan (EHC) +0.19, school support (K code) - 0.20 compared with +1.04 for the rest of the cohort). This cohort remains very small and very few students are part of this measure, however continued monitoring must be ensured in 2020/21 particularly for K code students.



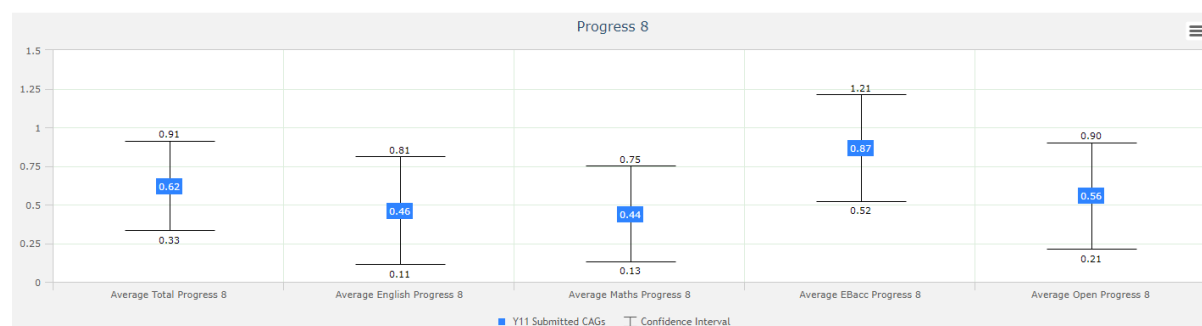


As the chart above illustrates, progress of the SEND students is slightly weaker than in the previous year across the board. This represents the variety of needs within the growing K code element of the SEND cohort. Consideration needs to be made for curriculum choice within the open basket to ensure that underperformance is addressed. Attainment is in line with the average estimates meaning that students are achieving what is expected of them.

### Most Able

Most Able students (75) performed well across the curriculum and on each of the performance measures. English and the open basket are lower than that of mathematics and the EBacc and should therefore be monitored closely next academic year to try to even the performance across the overall P8. It is important to mention that these are still likely to be above average compared to national data.

89% of this cohort achieved 5+ (strong pass) in English and mathematics. This is also represented in a P8 score of +0.62 showing that this cohort of students is doing extremely well: a +0.09 increase on last year's results. An incredible 66 students leave us with at least five strong passes including English and mathematics.



5.3% of students did not meet the 5+ (strong pass) in English and mathematics; this is a decreasing percentage from the previous year of 12.3%. Of this overall percentage, 5.3% did not meet 5+ in their mathematics and should therefore be worthy of further consideration in 2020/21.

## Gender

### Girls overall

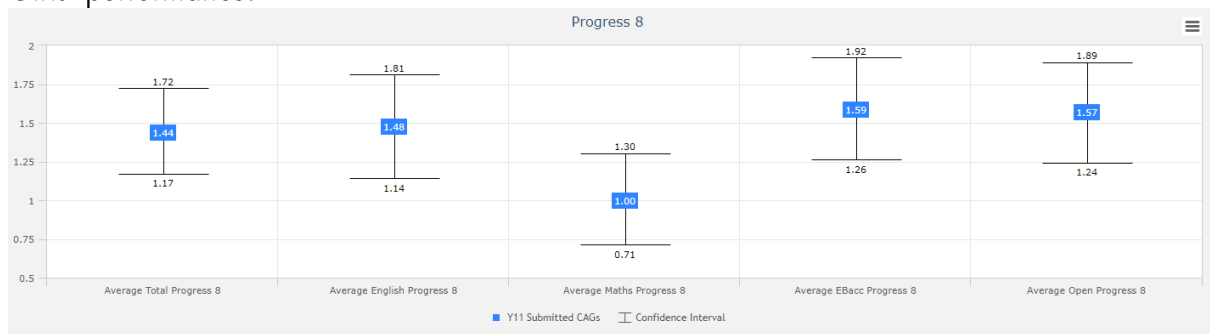
Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Y11 Submitted CAGs	82	4.72	70.7%	86.6%	45.1%	56.1%	59.91	12.76	10.76	1.45	1.00	1.59	1.57	1.44

### Boys overall

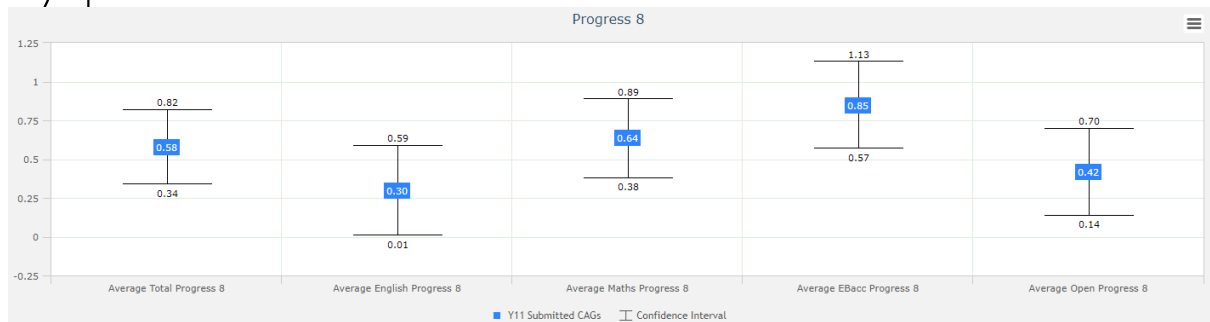
Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Y11 Submitted CAGs	112	4.77	58.0%	78.6%	24.1%	35.7%	52.15	10.59	10.23	0.30	0.64	0.85	0.42	0.58

As the tables above show, the boys' cohort was significantly bigger than that of the girls. The overall P8 shows that the girls scored higher on progress compared with the boys. This is also similar of all other key performance indicators. A consideration for 2020/21 will need to be the close monitoring and intervention of the boys' cohort in order to ensure the gender gaps narrow.

### Girls' performance:



### Boys' performance:



### Catch Up Funding

The Year 7 Catch Up Funding (Government funding for those entering secondary school with below-average standards in English and mathematics) has been used successfully to help students improve their literacy and numeracy skills.

There are 35 students who received support for literacy. The Quality First Teaching strategy resulted in the progress in English being particularly strong and exceeded the average minimum target grades by, on average, one target grade.

The 36 students who received additional numeracy support also made progress that is broadly in line with that of their target.

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

### Overall Progress at the College

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

Year 7 (This data is taken from a checkpoint in November 2019. Due to COVID-19, end of year key assessments were not carried out).

- The Average Total Attainment 8 score being achieved is 44.90; this is considerably lower than the target score of 56.60. The average grade achieved is 4.49; this is again lower than the target of 5.62.
- Within English and mathematics 76.2% of students achieved at least grade 4 in both subjects respectively. 50.0% students are achieving grade 5 in both subjects. The average grade in English was 5.39 and in mathematics 5.37. There has been some variation in these percentages throughout the year which indicates that consideration must be taken next year with regards to checkpoint grade boundaries and ensuring appropriate tracking/intervention where required. This will help to bring the overall percentages closer to the target percentage.
- Residual scores for the cohort indicate that students are doing particularly well in science (0.51) and MFL (0.33).
- Subjects which need particular consideration regarding overall performance are drama (-0.28) and sport (-0.52). In 2020/21 these subjects need further development of assessment criteria that meet the unique needs of the practical subjects.

Year 8 (This data analysis is taken from a checkpoint in November 2019. Due to COVID-19, end of year key assessments were not carried out).

- The Average Total Attainment 8 score being achieved is 56.80; this is slightly above the target score of 54.44. The average grade achieved is 5.68, this is again above with the target grade (5.44).
- Within English and mathematics 77.5% students achieved at least a grade 4 in both subjects respectively; this is in line with the target %. 58.3% of students achieved a grade 5 or above in both subjects; this is lower than the target %. This is due to a lower percentage of students achieving a grade 5 in mathematics which must be addressed.

- Residual scores for the cohort indicate that students are doing well in English (0.27), drama (0.26) and music (0.23).
- Subjects which need particular consideration regarding overall performance are mathematics (-0.23) and English (-0.38).

#### Year 9

- The Average Total Attainment 8 score being achieved is 50.39; there is negotiable difference than the target score of 49.14. The average grade achieved is 5.04, again this is a negotiable difference to the target 4.91.
- Within English and mathematics 75.6% of students achieved at least a grade 4 in both subjects, this is in line with target percentage. 57.3% of students achieved a grade 5 or above in both subjects; this is in line with the target percentage.
- Residual scores for the cohort suggest that students are also doing well in German (0.44), Music (0.31), Spanish (0.25) and art, design and technology (0.27).
- Subjects which need particular consideration regarding overall performance are drama (-0.54) and sport (-0.30).

Year 10 (This data is taken from the key assessment taken in March 2020 just prior to lockdown).

- The Average Total Attainment 8 score being achieved is 54.28; this is higher than the target of 49.14. The average grade achieved is 5.43; this is higher than the target of 4.91.
- Current predicted P8 is +0.60.
- Within English and mathematics 71.6% of students achieved at least a grade 4 in both subjects, this is a negotiable difference from the target 76.5%. 47.1% of students achieved a grade 5 or above; this is working towards the predicted target.
- Due to COVID-19 students sat a very different type of mock exam that will inform the intervention planning for 2020/21. Students were very complementary about the live lessons and curriculum they received throughout lockdown.



## Evaluation of Outcomes Transformation Planning 2019/20

Quality of Education (Outcomes) Planning 2019/20						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
P8 0.40 P8 PP 0.13 P8 MA 0.4  En&Ma 4+ 75% En&Ma 5+ 55%  AB 51	Checkpoint Y11 and analysis  Yr 7 Tutor evening  CATs and Reading Age Tests completed for year 7 and 8.  Year 7 catch up students identified  Year 8 catch up students TT allocated  Year 7 targets set and shared  Team trackers set up and issued  Min/asp targets for Y11 reviewed and allocated intervention where appropriate	Checkpoint Y10, Y8, Y7  Y11 checkpoint analysis intervention implementation  Y8 and 10 checkpoint analysis - intervention implementation  Y9 Key Assessment and analysis  Progress Evening 10,11  CATs mop up  Y7 baseline tests Reading/Ma  Revision guides for PP students purchased  Year 11 intervention focus on preparation for	Key assessment (mocks) Y11 and QA  Progress Evening 8,9  Y7, 9 assessment analysis - intervention implementation  Y9 Key Assessment QA  Review of how all PP students are doing across the curriculum  Post Year 11 mock 1:1 sessions Red and PP students  Pupil Premium and Catch up funding statements for intended spend 2019-2020 created	Checkpoint Y10  Y11 assessment analysis - intervention implementation  Y11 internal formative assessment  Progress evening Y10,11  Y9 Options Evening  Pupil Premium elective selection monitoring - Passport QA	Y11 Predicted grades upload  Checkpoint Y9 and analysis - intervention implementation  Y8 Key Assessment and QA  Progress Evening Y7  Update on Work Experience progress of student placement.	Year 10 work experience.  Y7, 10 Key Assessment and QA  Y8 Key Assessment analysis - intervention implementation  Progress Evening Y8, 9
	Year 11 focus boards set up and identification of students where immediate gains are of benefit  Year 11 marginal gains assembly  Review of Team Interventions  Implementation of core subject review meetings focusing on progress and cross over En/Ma  PP, Most able and SEND lists shared with staff. Ensure that information is correct on SISRA  Careers curriculum reviewed and planned for 2019-2020  Exam access arrangement screening	exams for all. 'How to revise' booklet created and issued  CPD for staff regarding revision techniques  Year 11 red student focus on PP KPI's  Identify Year 11 revision sessions and follow up  Year 11 anxiety and stress sessions.  Pupil Premium and Catch up funding statements reviewed and impact statement written for 2019-2020. Case studies completed.				
	Pupil Premium elective selection monitoring - Passport					

- The overall P8 score of +0.95 is outstanding. 82% of students achieved the basic measure of a standard pass, 4+ in English and mathematics with 64% achieving a grade 5+.
- In comparison to the previous year's performance, the increased progress measure of +0.95 is expected to be significantly above the national average. The attainment measures have increased and will still remain above forecasted national figures.

- Destination data is expected to be significantly above the national percentage for the Year 11 cohort with 98.2% entering education, training or employment once they leave the College.
- Parent and student surveys indicate that checkpoints, key assessment and progress evenings inform them about their child's progress. 86% of parents felt that they receive valuable information from the College regarding their child's achievement. The student survey also praised the reporting system with 87.55% of students stating that checkpoints, key assessments and tutor reports are useful.

### Recommendations

- Careful analysis of assessment within practical subjects such as performing arts and sport needs to be conducted. The appropriateness of KS3 checkpoint and key assessments needs refinement to make sure they are more meaningful and accurate in their judgement.
- Achievement within the open basket must be tailored to individual aspiration and approached with robust rigour to drive improvement.
- Close monitoring of the K code SEND students to ensure their curriculum is appropriate and best prepares individuals in line with College expectations.
- Careful monitoring of the gender performance gap to ensure the gaps do not increase across all key performance indicators.  
N.B. it must also be noted that the current Year 10 is more balanced in the girl/boy split.
- Ensure that More Able students achieve the 5+ basics measure in both English and mathematics by closely monitoring the cross over element.
- Identify students (across all year groups) who are currently on a 4, yet have the potential to move to a grade 5, similarly those achieving grade 5 who have the potential to move to grade 6.
- COVID-19 Catch-up students identified within each year group and intervention to be allocated.

### COVID-19 Blended Learning Approach

In response to the national pandemic and DfE guidance around catch-up, Catmose College will take a blended learning approach to ensure that knowledge gaps are filled. This will take many forms across different year groups: curriculum intervention, micro intervention and individual formal academic mentoring. This response is a staged and layered approach to ensure bespoke provision planning for individual students. All students have been risk assessed (July 2020) to ensure that the appropriate curriculum offer is put in place for all students for the new academic year.

## Quality of Education (Outcomes) Planning 2020/21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>P8 0.45 P8 PP 0.10</p> <p>En&amp;Ma 4+ 65% En&amp;Ma 5+ 50%</p> <p>A8 51</p> <p>COVID-19 Intervention group make as much progress in checkpoints and key assessments as their peers of a similar ability</p>	<p>Y11 Checkpoint and analysis</p> <p>Y7 Tutor evening</p> <p>Y7 and Y8 CATs and Reading Age tests completed.</p> <p>Y7 COVID-19 catch up students identified</p> <p>Y7 targets set and shared</p> <p>Y8 COVID-19 catch up students identified and intervention allocated</p> <p>Y9 and Y10 COVID-19 catch up students identified; intervention allocated</p> <p>Team trackers set up and issued</p>	<p>Y7, Y8 and Y10 Checkpoint</p> <p>Review of COVID-19 catch up groups progress and review of intervention</p> <p>Y7 Intervention allocated</p> <p>COVID-19 absence catch up needs identified and supported</p> <p>Y11 Checkpoint analysis intervention implementation</p> <p>Y8 and Y10 Checkpoint analysis – intervention implementation</p> <p>Y9 Key assessment and analysis</p>	<p>Y11 Key assessment (mocks) and QA</p> <p>Y8 and Y9 Progress evening</p> <p>Y7 and Y9 Assessment analysis – intervention implementation</p> <p>Review of COVID-19 catch up groups' progress and review of intervention</p> <p>Y9 Key assessment QA</p> <p>Review of how all PP students are doing across the curriculum</p> <p>Post-Y11 mock 1:1 sessions Red and PP students</p>	<p>Y10 Checkpoint</p> <p>Y11 Assessment analysis – intervention implementation</p> <p>Y11 Internal formative assessment</p> <p>Review of COVID-19 catch up groups' progress and review of intervention</p> <p>Y10 and Y11 Progress evening</p> <p>Y9 Options evening</p> <p>Pupil Premium elective selection monitoring – Passport QA</p>	<p>Y11 Predicted grades upload</p> <p>Y9 Checkpoint and analysis - intervention implementation</p> <p>Review of COVID-19 catch up groups' progress and review of intervention</p> <p>Y8 Key Assessment and QA</p> <p>Y7 Progress evening</p> <p>Update on work experience progress of student placement</p>	<p>Y10 work experience.</p> <p>Review of COVID-19 catch up groups' progress and review of intervention</p> <p>Y7 and Y10 Key assessment and QA</p> <p>Y8 Key assessment analysis – intervention implementation</p> <p>Y8 and Y9 Progress evening</p>

	<p>Y11 COVID-19 students identified and allocated intervention where appropriate</p> <p>Y11 focus boards set up and identification of students where immediate gains are of benefit</p> <p>Y11 marginal gains assembly</p> <p>Review of Team interventions</p> <p>Implementation of core subject review meetings focusing on progress and crossover Eng/Ma</p> <p>PP, Most Able and SEND lists shared with staff. Ensure that information is correct on SISRA</p> <p>Careers curriculum reviewed and</p>	<p>Y10 and Y11 Progress evening</p> <p>CATS mop-up</p> <p>Y7 baseline tests Reading/Ma</p> <p>Revision guides for PP students purchased</p> <p>Y11 intervention focus on preparation for exams for all. 'How to revise' booklet created and issued</p> <p>CPD for staff regarding revision techniques</p> <p>Y11 Red student focus on PP KPI's</p> <p>Identify Y11 revision sessions and follow up</p> <p>Y11 anxiety and stress sessions.</p>	<p>Pupil Premium and catch up funding statements for intended spend 2019/2020 created</p>			
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	<p>planned for 2019/2020</p> <p>Exam access arrangement screening</p> <p>Pupil Premium elective selection monitoring – Passport</p>	<p>Pupil Premium and catch up funding statements reviewed and impact statement written for 2019/2020. Case studies completed.</p>				
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## QUALITY OF EDUCATION: CURRICULUM

Alice Beckwith

### Judgement: Outstanding

- Lesson observations in 2019-20 were overwhelmingly positive. 36% were deemed outstanding, with 87% good or better showing that teachers understand the curriculum they are delivering and are able to help students to know more and remember more. This quality assurance is supported by 91% of parents agreeing that their child is well taught. Lockdown meant that the full process of quality assurance (each teacher being observed twice) was suspended. Because of this, the target of 90% Good and 40% Outstanding was not quite reached as it is often second observations that are outstanding as teachers know their classes better and improve their performance following feedback. We did continue quality assurance checks on the work being planned, set and monitored by teachers remotely and were delighted to see how quickly they adapted to this new way of teaching, effectively using a wide range of platforms and mediums to continue enabling students to learn while at home. In the student survey this year, we asked how much progress they felt they had made in each subject. It was reassuring to see that in all the core subjects (maths, English and science) over 80% of students agreed that they had made good progress in these lessons. In the options subjects the response varied between 70% and 76% agreeing, apart from in humanities where the response was exceptionally high and 88% of students agreed they made good progress in their humanities lessons. This feedback mirrors the breakdown of lesson observations and the College outcomes in Year 11. The information shared with students and parents on checkpoints and key assessments leads 82% of parents and 93% of students to agree that this is helpful in understanding their attainment and progress. In addition, high quality teaching was reflected in the student survey where 90% agreed that their teachers help them to understand how to improve their work – this was both before and during lockdown.
- The options process ran very smoothly this year and we offered for the first time a triple science option that included computer science, chemistry and physics. This was following feedback from students last year who felt that this new combination would allow them to tailor their learning more precisely to their future goals while also affording them the breadth of subjects. Over 10 students opted for this route and all selected a creative subject with all but one taking a language in addition. This suggests that this pathway fulfilled our aspiration to have high expectations in terms of the rigour of subject combinations but also to meet the needs of each student. 84% of parents felt the College was able to offer options appropriate for their child and that would prepare them for their next steps. 84% of parents agreed that problems with option choices were satisfactorily resolved and that 86% agreed advice given to students was good.
- We were determined to ensure smaller subjects remained viable and so set targets for the following subjects with success in meeting these in all but one subject (graphics):
  - Triple science (including the CS combination) 55% – target exceeded with 63%
  - Music BTEC 8% – met target
  - Music GCSE 8% – met target
  - Graphics GCSE 10% – missed by 1.5% (8.5% selected)
  - Food GCSE 10% – met target

- The target of 60% of the cohort opting for the EBacc combination was an aspirational target aimed at moving the College EBacc figures towards the Government goal of 75% of all students to be taking the EBacc by 2022 and 90% by 2025. While we are keen to promote the academic rigours of this suite of qualifications to as many students as possible we maintain that each choice must be in the interest of the individual student and so we encourage, but do not force any student to take the EBacc. This year (exam cohort of 2021/2022) 51% of students selected this combination which is slightly down on the previous year.

EBacc	18/19	19/20	20/21 Current 11	2021/22 Current 10
Entry %	17	51	56	51
Passed 4+	14	37	43	
Passed 5 +	11	23	33	

- However, 58% of students did select a modern foreign language. Although we did not reach our target of 65% of the cohort selecting modern foreign languages, we do believe we have got the right students on the right courses. Interestingly, 3% of the cohort only failed to qualify for the EBacc measure because the humanity they chose was religious studies which was removed from the EBacc a number of years ago. Despite this, it is valued as a subject with equal academic rigour to that of history or geography and, at a time when communities are becoming more diverse, there is an even greater need for a more religiously literate and tolerant society. In fact, our uptake of RS GCSE has been very stable and increased slightly this year:

Exam year	2019-20	2020-21	2021-22
% of cohort selecting RS	20%	20%	22%

- Subject reviews were introduced to ensure that within individual subjects their curriculum intent, implementation and impact were robust. We prioritised music (focusing mostly on A Level), biology and sport as their exam results had been lower than anticipated. However, the first subject that was reviewed was history as we knew it was a highly performing subject but we wanted to test our process to ensure that it enabled us to look in detail at all aspects of the subject from intent through implementation and then to impact. This initial review helped us to refine our methodology and ensure discussions and the final report did indeed help to recognise good practice and identify development points. During the process of the subject reviews, which was a collaborative process between SLT and the subject leader and teachers, it was determined that the final outcomes should not be an Ofsted judgement but instead, recommendations that would ensure the team had clarity about their next steps and so that development was the priority. Each review culminated in a detailed report which was shared with the relevant team and also the Local Governing Body. Plans to continue this process in English, maths and Spanish were disrupted due to lockdown but aim to continue this work next year.

- The vocabulary project launched last year to develop literacy was developed this year through the English curriculum in Year 8. 81% of students in that year agreed that they had improved their knowledge and use of vocabulary as a result of the programme. The vocabulary focus will be integral to the English curriculum of all students in Years 7, 8 and 9 as schemes of work have been developed to include explicit teaching of vocabulary.
- Work that started last year to review our curriculum continued this year and our CPD, through core training, brought together all staff as we collaborated and discussed all aspects of intent, implementation and impact. We introduced Rosenshine's principles of learning and bought every member the publication: Rosenshine's Principles in Action. CPD sessions revisited the key principles that help students to know more and remember more. The staff survey showed that 91% agreed that the CPD had been relevant to their needs and allowed them to improve their practice.
- This year the Accelerated Reader programme was also introduced to Year 7 to improve access to all curriculum areas through improving reading. It involved a big spending commitment on new books for the library and training of the English team to deliver the programme. At the time of target setting we were unsure what level of progress we should see in the first year and so the broader target of 80% of students to improve their reading age was set. Lockdown did have an impact on the continuity of reading for some students but reading challenges, prep, quizzing and Star Reading tests were continued via home learning and the following was achieved:
  - 203 students in Year 7 have completed two tests.
  - 65% of those have made progress demonstrated in an increase in their reading age.
  - 35% of the whole cohort have made a year or more progress in this five month period.
  - Of the 35 students identified as not meeting the national benchmark for progress in reading, 69% have increased their RA and 49% have improved it by one year or more in the five month period.
  - To date 1,064 books have been read as part of the Accelerated Reader programme (estimated by the levels of quizzing).
  - Book loans in the library have gone from 2772 in a year (2018/19) to 6,198 (2019/20); that is a jump from an average daily loan rate of six books to 28 books.

Following this success, the College has invested in the programme next year for both the new Year 7 intake and the current Year 7. To support this pledge to develop reading, over 600 more books have been bought for the library.

## Evaluation of Quality of Education Curriculum Planning from 2019-20 Transformation Plan

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
80% Y7 and Y8 students agree that their understanding and use of new vocabulary has improved	Identify staff to continue and develop the vocab model started last year - PR target	LW to review delivery and consistency of vocab sessions	Interim PR to check vocab project leadership	English KS3 & Review	Review Vocab programme and plan next steps	Student survey results to determine next steps
Best 2 lesson 40% outstanding, 90% good or better.	First obs for continuing staff start	First formal obs for new starters - complete to match Probation 1	All staff at least 1 obs by 31/1/20	Termly reading promotion in library (EM)	Review marshalling doc - all obs mapped by 15/6/20	Assess overall obs figures for year/PRs
Subject reviews are good or better	History review	Biology GCSE review	Sport GCSE review	Y9 Options choices review following decisions.	Art BTEC and Spanish GCSE reviews	Maths and Tutorial Y9 review
Y7 Reading ages measured and 80% improve through AR programme	AR team agreed and training completed	Book order completed. Library prepared for launch of AR with Y7	Termly reading promotion in library (EM)		Termly reading promotion in library (EM)	Termly reading promotion in library (EM)
Curriculum planning, TT 60% Y9 cohort opt for Ebacc (75% 2022)	Y7 RA tested AR costs submitted for budgeting across next 2 years	Plan promotion of AR with celebration points (SHO)	Core training to share agreed TT model and shape of day to HS and CC		Subjects to review planning for new TT mode	Re-test RA measure progress
65% opt MFL	SLT/ TL to consider new TT proposal	AR - SHO&EM to promote to all Y7 tutors	Begin TT		Final changes to TT following last day for resignation	TT delivered including DSP by week 3 at latest
55% Ph, Ch and Bi or CS, Ph and Ch	Agree the routes through science		Options blocks decided. Data to organise groups and pathways.		Y9 Options choices confirmed	Duties allocated before end of term
	• Synergy					Review EBACC numbers and
	• Triple					
	• CS, Ph, Ch					
EBacc 40% achieve standard pass		Consult TL to prepare for implications of new model.	Process agreed for communication and meetings.		and sent home by end of term	success of CS, Ph, Ch offer. Also % for music and MFL
8% Y9 opt for Music GCSE		ABW, JPE to attend TT course (Dec)				
8% BTEC Music, 10% Graphics and 10% Food GCSE		LW Y9 Music promotion of subject				
80% Students happy with options choices						

### Recommendations

- This year, our primary aim is to ensure that our curriculum is adapted where needed, in order for students who have fallen behind through lockdown to make up that lost learning and continue to make good progress in their new year group. Subject reviews will continue starting with biology, chemistry, English, modern foreign languages and mathematics and BTECs.
- Lesson observations will continue initially for new starters to the College and, if we experience further lockdown, we will tailor our normal quality assurance process to remote teaching. We will focus closely on the impact of measures put in place across subjects to ensure that all students who may have gaps in their knowledge or who have fallen behind as a result of lockdown can catch up quickly.
- Accelerated Reader will be rolled out in Year 7 and Year 8 and a dedicated reading lesson each week will be used to consolidate literacy skills. To improve our data on

students' reading, we will import the testing data of those Year 7 students whose primary school also used the programme. This should allow us to identify any dips in reading progress quickly. Full engagement with this programme will be crucial in strengthening literacy in KS3 and those teachers who have a reading lesson will have a target on their performance review linked to progress in reading age of the students in their class.

- The timetable for 2021/2022 will not include any triple lessons.



## Quality of Education Curriculum Planning 2020/2021

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Lesson Observations: 40% outstanding, 90% good or better.</p> <p>Subject Reviews continue: all recommendations are shared and implemented</p> <p>Curriculum is adapted to meet the needs of blended/remote learning so that content gaps due to lockdown are negated</p> <p>Curriculum for 2021/22 is adapted to move to double lessons only.</p>	<p>Coaching obs for all new starters</p> <p>Complete roll-over obs for PR for two teachers</p> <p>Tls to agree with link VP any free choices in GCSE curriculum reduction allowed by Ofqual. Decisions Communicated home once confirmed</p> <p>Observation protocol reviewed to include specific focus on COVID-19 intervention group Progress</p> <p>Tls to identify gaps in learning across</p>	<p>First formal obs begin</p> <p>Subject review protocol adapted to include a greater focus on the progress of COVID-19 intervention students</p> <p>MFL subject review, psychology A Level and biology GCSE reviews</p> <p>English subject review including reading lesson</p> <p>Tls modify mocks in accordance with curriculum changes</p>	<p>All staff at least one obs by 31/1/20</p> <p>Chemistry A Level Review</p> <p>Review of EBacc subjects</p> <p>Structure of new TT shared with staff to enable any review of SofW needed</p>	<p>Tutorial review</p> <p>QA mop-up week to ensure all obs up-to-date</p>	<p>Review marshalling doc – all obs mapped by 15/6/20</p> <p>Maths review</p> <p>German A Level review</p> <p>Paired teaching in A Level to be agreed in each subject linked to</p>	<p>Assess overall obs figures for year/PR</p> <p>Final subject review</p> <p>TT facilitates the changes planned. TT completed by week 3</p>

<p>Accelerated Reader targets met : 100% Y7 and Y8 students at or above benchmark continue to gain a year in line with their age (unless already at top RA) 100% of students below, make accelerated progress and reduce the RA gap by no less than 18 months in a year.</p> <p>Options: 56% to take EBacc</p> <p>60% to take MFL</p> <p>8% Y9 opt for music GCSE 8% BTEC music, 10% graphics and 10% food GCSE</p>	<p>year groups and identify plans to remedy. (TL week four)</p> <p>Work scrutiny of classwork set on SMHW to ensure all teachers are setting and that students in quarantine can keep up while at home.</p> <p>Agree learning hours for all subjects for TT 2021/22 CC+HS</p> <p>All Y7 to sit first star reading test</p> <p>Previous AR data ported to College database for new Y7</p> <p>AR progress targets set for all</p>	<p>Star Reading Test 2 completed</p> <p>Plan AR reward scheme</p> <p>Options blocks decided with pathways considered for COVID-19 intervention group</p> <p>Plan for all COVID-19 intervention group to meet same member of SLT for options</p>	<p>Review progress and meet with Reading team to plan next steps</p> <p>AR rewards assembly to celebrate achievement</p> <p>Data to organise groups and pathways.</p> <p>Process agreed for communication and meetings</p> <p>Options timeline/process</p>	<p>Star Reading Test 3 completed</p> <p>Parent options evening for those still unsure Finalise all options</p> <p>Letter to parents at end of term with option allocation</p> <p>World of Work newsletter 2 sent to parents (MSI)</p>	<p>new TT allocation of time per subject</p> <p>Review progress and meet with Reading team to plan next steps</p> <p>AR rewards assembly to celebrate achievement</p>	<p>Star Reading Test 4 completed</p> <p>Data to be scrutinised and progress for each class calculated and final rewards assembly held</p> <p>Review EBacc numbers and success of CS, Ph, Ch offer. Also % for music and MFL</p>
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<p>85% Students happy with options choices</p> <p>Overall 85% of Gatsby Benchmark achieved</p> <p>80% students agree that they have increased knowledge around careers and the local labour market</p> <p>All teams deliver two visits/speakers in the year from the world of work to inspire and broaden students' knowledge of future opportunities</p>	<p>teachers leading Reading lessons</p> <p>Subject recruitment targets set for PRs</p> <p>CPD for all AR teachers completed (SHO)</p> <p>Library sessions booked for Terms 1 and 2</p> <p>Review impact of triple option that inc CS - should it run this way again</p>	<p>Team leaders to complete the careers curriculum audit.</p> <p>World of Work newsletter 1 sent to parents (MSI)</p> <p>MSI to map careers events across the year</p>	<p>letter sent to parents</p> <p>Promotion of subjects in lessons across one week and supported by assemblies (remote?)</p> <p>SLT options meeting with students complete MSI to monitor teams interaction with employers</p>		<p>Change survey question for careers and include in parent survey as well</p>	<p>World of Work newsletter 3 sent to parents (MSI)</p> <p>Evaluate the impact of careers work in surveys</p>
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## BEHAVIOUR & ATTITUDES

Claire Pugh

### Judgement: Outstanding

Within College, students have exceptionally positive attitudes and commitment to their education, they demonstrate high levels of respect for each other and this is reflected in their positive behaviour and conduct. They make a substantial contribution to the life of the school and within lessons students actively contribute towards the positive learning environment. Within lockdown, students have continued to demonstrate a commitment to their studies through online learning and Microsoft Teams lessons. Students who have returned to College have demonstrated a mature response to expectations, reflected in exceptional conduct and attitude towards their learning whilst adhering to social distancing regulations. This conclusion is supported by the student survey 2019/20, where over 95% of students indicated that they behave well in lessons. This conclusion is supported by the lesson observations conducted in 2019/20, where in 95% of lessons behaviour was graded as good or better (marshalling document 2019/20).

The College ensures that steps are taken to allow students to thrive in a positive learning environment. Over 90% of parents within the survey agreed that their child was looked after well and this was also reflected within the student survey where students were clear that they knew who to ask for help. During lockdown, the Client Services team alongside tutors and teachers maintained regular contact with students within College. Where a student was vulnerable, enhanced support has been provided with many students attending College during this period to ensure continued support and stability.

Students behave well, demonstrating high levels of self-discipline and consistently positive attitudes to their education. If student struggle with this, the College takes intelligent, fair and highly effective action to support them to succeed in their education. Students state that "I think you are particularly good at maintaining positive areas around College"; "usually there is no bullying around and no inappropriate behaviour." The Client Services team is fastidious in its analysis of student behaviour and can accurately identify those students who require additional support. Sleuth shows that, within a given term, between 79–81% of the College population receive no negative behaviour entries and only 2.2% of the College population receive 5 or more sleuths. This data is supported by the student survey where over 95% of students agreed that they behaved well in lessons. The results of the parent surveys support this with 90% of parents agreeing that the College makes sure students are well behaved, stating "behaviour management is excellent." The College recognises that in each year group a small number of students are responsible for the negative behaviour entries, this small yet significant group have received extensive support via the Stages System and the support of appropriate outside agencies. Permanent exclusion or fixed term exclusions are used appropriately as a last resort. There are very few serious incidents of poor behaviour and, as a result, the proportion of students excluded is well below the national average. In 2019/20 the percentage of students receiving one or more fixed term exclusions was 1.67% (National Data 4.76%). The College does take disciplinary measures to ensure the welfare and efficient education of all students is not compromised. Exclusion data, both fixed term and permanent, is low.

#### Permanent Exclusions:

YEAR	PEX	Reason(s)
2019-2020	2	Persistent poor behaviour and disruption to the efficient education of others. Violence towards staff.
2018-2019	1	Persistent poor behaviour, violence towards another student.
2017-2018	1	Repeated violence and bullying to other students.
2016-2017	1	Persistent poor behaviour.
2015-2016	4	1. Threatened violence towards another student 2. Actual violence towards another student 3. Bullying of another student 4. Persistent poor behaviour

Attendance of students was above the national average at the point of closure however this data is incomplete due to lockdown. Students come to College on time and are punctual to lessons. When this is not the case for a small minority of students, the College takes appropriate, swift and effective action. A forensic approach to analysing absence rates for all students results in appropriate support measures to improve attendance. Moving forward, the focus with attendance will be in response to the anxiety created by the pandemic and, because of this, the potential increase in school refusers. In the last academic year, a number of students with complex mental health issues had an impact on attendance figures and clear support has been provided in collaboration with Rutland County Council to address this. This work has continued during lockdown and regular contact and invitations into College for identified students has enabled support to continue for this vulnerable group.

Relationships among students and staff reflect a positive and respectful culture; over 90% of students said they felt safe at College, stating it was good at "making sure the safety of all your students is the priority." We have seen a further development in our safety work within College; termly surveys have allowed immediate support to be provided where students are feeling anxious or worried. Concerns are therefore addressed and support provided where appropriate. Termly newsletters and assemblies, as well as the use of outside agencies, have ensured that clear safeguarding messages are provided to students.

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

- Maintaining high standards
- Keeping the school safe
- Helping and supporting me during my school day
- Helping students to go down the right path
- You are good at helping students who are feeling worried or anxious
- Helping students in Client Services
- Making sure the safety of all your students is the priority
- Making students feel welcome to talk to you about anything



We have seen further developments in our mental health work to support students with mental health problems. A dedicated Relate Counsellor, who works within College one day a week through the Resilient Rutland project, has enabled Client Services to enhance the support they are able to provide and allow for fast-tracked access to a specialised service. The College continues to work closely with other agencies to enhance the provision we are able to provide. The focus this year has also considered the mental health of Armed Forces Students; the strategy was being developed with input from Resilient Rutland. The closure due to COVID-19 means this will continue next year.

## Evaluation of behaviour from 2019/20 Transformation Plan

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### Behaviour and Attitudes Planning 2019/20

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

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

- On the parent survey, over 90% of parents felt their child was looked after well.
- Over 95% of students felt they behave well within lessons and get on with their work and 90% of parents felt students behave well at the College.
- On the student survey, over 90% of students agreed with the statement 'I feel safe at College' (target 90%). A number of student comments reflected this as a strength of the College's "Keeping the School Safe".

- Attendance was above national average at the point of closure, however this will continue to be a focus for improvement with attendance through the transformation plan. Mental health issues as a result of COVID-19, will be a focus in regards to attendance.
- Mobile phone policy was successfully implemented.

### Recommendations

- CPOMS system to be implemented to support behaviour.
- Over 95% of students felt they behaved well in lessons. Sleuth shows that 2.2% of students account for the majority of sleuth entries, a focus on quality assurance procedures and support showing improvement for these students linked to support with Local Authority agencies.
- Focus for attendance to be at 96% overall.
- Continued development of Armed Forces Students' strategy – accreditation of Silver award.

## Behaviour and Attitudes Planning 2020/21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Permanent Exclusion to remain below 0.2%</p> <p>Fixed Term exclusion to remain below 3%</p> <p>Number of students with more than one fixed term exclusion to remain below 2%</p> <p>Attendance is at 97% overall. Above 96% for FSM students. (SGE)</p> <p>COVID-19 Intervention group behaviour records in line with peers. Attendance in line with their pre-COVID-19 attendance.</p> <p>80% of students feel that there is a positive learning environment in the majority of their lessons.</p>	<p>Stage 3 analysis and clear strategies in place, LA support services in place with bespoke PSP for each student.</p> <p>End of Term 1 analysis of FSM students and COVID-19 catch up group attendance – student support identified.</p> <p>Follow-up of disagree response to Bullying/Feeling Safe by parents/students on survey.</p> <p>Spot check on equipment and uniform.</p> <p>Tally chart low level disruption analysis and follow-up (plus tutor follow-up).</p>	<p>Review Stage 3 students and impact of intervention strategies.</p> <p>Identify groups from Term 1 whose attendance is less than good – SGE to liaise with CSA to address proactive response and monitor.</p> <p>Letters 2 and 3 sent out for students who remain below 92%</p> <p>Letter sent to congratulate those with 100% attendance end of Term 2. SGE Attendance Reports sent home for all students</p>	<p>Attendance Panel meetings for those students identified through attendance process.</p> <p>COVID-19 attendance monitoring in place to track students completing remote learning.</p> <p>Analysis of Term 2 CPOMS follow-up with T2 year group focus to assess improvement.</p> <p>Focus for Term 3 behaviour year group identified through analysis, proactive intervention identified.</p> <p>Spot check uniform.</p> <p>Tally chart focus Y8</p>	<p>Attendance Reports sent home for all students.</p> <p>Letter sent to congratulate those with 100% attendance end of Term 4 (SGE)</p> <p>Focus for Term 4 year group identified through scorecard behaviour analysis and Sleuth. Proactive intervention identified. Review of impact of Term 3.</p> <p>Spot check equipment.</p> <p>Y9 Tally chart focus.</p> <p>Commence primary visits/ extended transition.</p>	<p>Attendance Letters 2 and 3 and Panels if appropriate.</p> <p>Student Survey on behaviour within lessons.</p> <p>CSH meet re transition planning Term 6.</p> <p>Plan extra transition session for key students.</p> <p>New Y7 form groups.</p> <p>Spot check punctuality.</p> <p>Focus for Term 5 year group/ COVID-19 catch up group identified through</p>	<p>Attendance reports sent out.</p> <p>Spot check uniform.</p> <p>Y7 Tally chart focus.</p> <p>College Transition day /evening.</p> <p>Review of students on stages and action planning for Term 1 20/21</p>

<p>90% of staff feel that they are effectively able to manage behaviour.</p> <p>80% of parents feel that the College makes sure students are well behaved.</p> <p>Mental health – 80% of students feel they are able to access appropriate support within College.</p> <p>Transition – 85% of students feel the transition from primary to College allowed them to settle quickly. 85% of parents feel that transition helped them to settle quickly. (CSH)</p>	<p>Analysis of T1 CPOMS data proactive intervention identified. Behaviour CPD provided to new staff through induction process.</p> <p>Mobile phone strategy implementation.</p> <p>RR training for MH; introduction of counselling for identified students.</p> <p>Y7 Tutor evening – parental follow-up for any concerns identified within first parental meeting with tutors.</p> <p>CSH, RM, KJ meet timeline for transition</p> <p>COVID-19 support for identified students in regards to attendance.</p>	<p>Spot Check punctuality – focus on late students through attendance monitoring.</p> <p>COVID-19 attendance monitoring in place to track students completing remote learning.</p> <p>Y10 Tally chart focus.</p> <p>Identify from Term 1 behaviour analysis key year or COVID-19 catch up group focus. AE to share response in Leadership – MSA to monitor.</p> <p>MH CPD Session with RR – policy.</p> <p>SLT learning walks</p>	<p>Review of MH counselling support.</p> <p>Follow up contact with parents identified through survey.</p>	<p>MH strategy review.</p>	<p>scorecard behaviour analysis and Sleuth. Proactive intervention identified. Review of impact of Term 4.</p>	
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	COVID-19 attendance monitoring in place to track students completing remote learning.	recorded on LW log (linked to year group focus and LM responsibility)  Focus group with current Y7 regarding transition. (CSH)				
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## PERSONAL DEVELOPMENT

Judgement: Outstanding

### PSHE

Following the refinement and coalescence of the PSHE and RSE curricula in 2018/2019, the focus this year has been on the Quality Assurance of the lessons and electives delivered within these curricula. Learning walks were carried out in all Key Stages, judging the delivery of the sessions to be good or outstanding. Resources are readily available and paper resources for the larger compulsory elective sessions were prepared for staff delivering that content. 94% of teachers agreed that the content is relevant and helpful to students in making life choices and 91% agreed that the lessons are well delivered due to the quality assurance processes put in place this year. PSHE has been delivered in a range of ways to ensure that, where possible, expertise is used (external speakers); the delivery is engaging and resonates with students in an age appropriate way (theatre companies, trips); and that it is part of the College ethos where suitable (assemblies). Moving into 2020/2021 these trips and visits will be more limited by COVID-19 restrictions, however, where possible, the programme will use internal expertise and external 'virtual visits' to deliver content where needed.

Whilst in lockdown, tutorial was delivered remotely through planned resources and live sessions. Staff used resources aimed at supporting students' mental health during lockdown, as well as consolidating the students' understanding of online safety and the precautions they should take whilst accessing more content online. Following requests from students and parents, tutors delivered weekly live tutorial sessions in Term 6, which helped students stay engaged with the Catmose ethos, as well as providing valuable cohesion time for tutor groups.

Responding to student and staff responses to the College survey, the decision has been made to extend the tutorial programme to 30 minutes each day, with limited withdrawal for extra-curricular activities. This will allow staff to deliver the content more comprehensively and with more time for discussion.

### Assemblies

In 2019/2020, assemblies were led by a wide range of staff in order to engage students with contemporary issues and with national and international events. Where appropriate, external speakers were invited to deliver assemblies to specific year groups.

In order to provide a more coherent approach to assemblies and the tutorial programme, the PSHE curriculum has been restructured so that all year groups cover similar topics during the same terms. Where appropriate, these have also been linked with wider community projects as well as national and international events.

Term	Focus	Wider links
1	Health and wellbeing	Post-16 event
2	Equality and discrimination	Black History Month October 2020
3	Healthy relationships and sex education	National Apprenticeship Week 1– 6 February 2021
4	Careers and the future	National Careers Week 1–6 March 2021
5	Mental and emotional health and wellbeing	Mental Health Week 16– 22 May 2021
6	Finance	

### Careers

This year, we have used the Gatsby Benchmarks (GB) to focus the contents of our Careers Programme (GB1), that is cross-curricular and also set within our PSHE tutorial programme. Each week, a different career is promoted on the College screens as part of our World of Work 'promotion' that highlights Local Market Information from the Careers Service Website (GB2).

Providing independent careers advice, which is personalised for our students, is an important part of our careers programme (GB3, GB8). Each Year 11 student meets with our Careers Advisor where guidance regarding career choices and post-16 options is given. They also meet with Mr Williams who quality assures their choices. Year 9 students also meet with a member of the senior leadership team to discuss their Year 9 options before the final choices are made. Year 10 also have a meeting if they are struggling to source a work experience placement. Helen Ward, Youth Education and Careers Service Adviser for Rutland County Council, meets with students with an EHCP plan for a 1:1 careers interview in Year 9 and again in Year 11. These are at key transition times when students start to make decisions about their career aspirations, with GCSE and vocational choice options for Years 10 and 11 and again moving on into post-16 choices for university and college places and other learning opportunities such as apprenticeships/supported internships from Year 11.

Our Post-16 event allowed Year 11 the students to talk with representatives from local apprenticeship and higher education providers, as well as the police and the Armed Forces. This allowed the students to ask questions to the representatives and allow them to think about the variety of opportunities available to them as they research their options after leaving Catmose College, and make informed decisions about their future education and training (GB7) prior to attending Open events at the various providers. In 2020, we are hosting a virtual post-16 event due to COVID-19 restrictions.

Working with the University of Leicester's outreach programme, a group of 20 students had the opportunity to experience a day at the university and work on a legal case with current students studying law. This helped the students understand the various roles within the law profession (GB7) as well as some of the subjects covered within the course.

In Term 2, Year 10 students were tasked with sourcing placements for work experience (GB5). Working with the Skills Service in Peterborough, every confirmed placement received a health and safety visit and a safeguarding briefing. This ensures that our students are placed within a safe environment and the employers are fully aware of their responsibilities whilst the students are out on placement. Because of the COVID-19 pandemic, the students were unable to access their placements but as part of the tutorial programme in Year 11, they will undertake a work-related scheme of work where they will write CVs, letters of application, personal statements and other work-related learning.

Students in all year groups were invited to attend our lunchtime careers talks and assemblies where external visitors came into College and spoke about their careers and how students could access a similar career path in the future. The speakers were alumni, parents, members of local companies and Rutland County Council (GB5).

Careers Week in March was a huge success. We invited parents into College to showcase their careers with our students. These included a doctor, a paediatric endocrinologist, a nurse, a health visitor, a midwife, an engineer, a teacher, a STEM scientist, a researcher, a public relations executive and a sales manager (GB2, GB4, GB5). These sessions were very well received by students and staff. The overwhelming theme that came out of all the careers talks was the importance of team working, whether this is as a doctor working within a medical environment with nurses or paramedics, a public relations executive working with their assistants and managers, or an engineer or scientist working with their teams in a lab or across the world. These are important skills that we teach our students in their lessons and tutorial sessions.

We adapted our careers programme to fit within the restrictions of the COVID-19 lockdown. Students still received 1:1 advice via email or telephone calls and information regarding careers was regularly sent to all year groups and parents. This included the weekly WOW messages, requests from the Call for Help from the Student Land Army, and advice and information for Year 10s to use lockdown to research their post-16 options. We also promoted the excellent virtual career talks from the Speakers for Schools charity and Big Bang Digital (GB5). We received a great deal of positive feedback from parents and students regarding our careers provision during lockdown.

It is a target of our Transformation Plan to work further on promoting links within the curriculum and subject areas with employers and workplaces and making our curriculum relevant for our students so they are confident and well-prepared when they enter the world of work.

### Extra-curricular

Prior to lockdown the College maintained its reputation for being a College that offers much more than just exam success. The trips and visits started this year with a new Bushcraft residential for our Year 7s. It was a great success and really cemented new friendships and strong pastoral connections between the students and tutors who attended. Year 7 visited the local house of John Clare, which ties in with the English curriculum, and later Burghley House with the art team and Oakham Castle with humanities. Probably the highlight for our new intake was the trip to London to see The Lion King and take part in a workshop with the cast. Although many planned trips had to be cancelled the following were able to take place:

Hunstanton Fieldwork: Year 10  
Leicester Print workshop: Year 11  
Blood Brothers: Years 10 and 11  
National Museum of Computing: Year 9  
HMS Belfast: Years 10 and 11  
De Montfort Hall: Years 8 and 9  
German Exchange Away: Years 8 to 12  
Sicily Trip: Years 11 and 13  
Washington DC & New York: Year 11

Leicester Fieldwork: Year 11  
Oundle School: Years 7 and 8  
Leicester University: Years 10+11  
Local Golf Club: Years 7 to 11  
Leicester Mosque: Year 8  
St Catharine's College: Year 11  
Nottingham Synagogue: Year 11  
Compton Art Gallery: Year 10  
Spanish Exchange: Years 9 and 10  
London History of Medicine: Year 11

Speaking Competition: Year 9  
Netball Nations Cup: Year 7 to 9  
V&A and Natural History Museum: Year 11  
DofE Day Walks – Bronze: Year 9  
ESU Competition: Year 10  
Cyber Competition: Year 8  
DofE Day Walks – Silver: Year 10  
An Inspector Calls: Year 11  
Iceland Photography Trip 2020: Years 10 and 11

The Performing Arts maintained its strong reputation within the community for producing outstanding performances and this year an exceptional production of Mary Poppins was all set to open for five shows when, sadly, it had to be postponed. The cast was drawn from Years 7 to 10 and, as usual, hosted spectacular choreography and backstage production. Students in Year 7 attended the West End musical of The Lion King but were unable to complete their own production to parents. The Christmas concert did take place and boasted a combination of traditional and modern Christmas pieces; this was a collaboration between Catmose College and Harington School students. At De Montfort Hall, our students joined every school in Rutland to take part in a performance of the Pied Piper. In preparation, the students took part in choir rehearsals led by a professional musician and some of our students auditioned for and performed solo lines.

Our involvement with the Duke of Edinburgh's Award scheme at Bronze, Silver and Gold level continued and, again, our participation was closest to that of local private schools and across the East Midlands Region; our uptake and completion rates far beyond other schools from the state sector. Many of the training sessions took place and some practice walks but lockdown prevented completion of the Awards this year.

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

#### The National Citizenship Service

Planning was underway to launch this excellent opportunity to our Year 11 students, but this was prohibited by lockdown.

## Evaluation of Personal Development from 2019/20 Transformation Plan

Personal Development Planning 2019/20						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Tutorial	First meeting with Tutor Leads – QA of statutory requirements	LW Y7 tutorial written feedback shared	Meet with Tutor Leads	Change Student Survey question	Meeting with Tutor Leads to evaluate curriculum this year	Re-write overview in light of evaluation
Lesson Obs Tutorial 80% good or better	LW Y8 tutorial EF written feedback shared	Collate when/where/how all aspects of PSHE curriculum are delivered.	Focus group Y8 perceptions	LW Y9 tutorial written feedback to tutors	Focus group Y7 perception	Tutorial review Y9 share outcomes and plan accordingly
Staff survey 80% agree QA and programme is high quality	Rewrite policies linked to PSHE, S&R, RS for gov's ABW	LW Y11 tutorial written feedback shared	Interim PR to check that trips have been planned			DoE assembly to promote for next year
Student survey - 80% of students agree that they have discussed issues in tutorial that have made them think more widely about the topics that are covered?	LW Y10 tutorial EF written feedback shared	Elective choices checked for range - all students	Trips data checked to identify any students yet to engage			PP students written to with offer of free DoE place
Extra-curricular	DoE free offer for PP - communicated and uptake reviewed.	PP Focus group to assess elective choices	DoE Presentation Evening TBC (Feb)			Electives choices analysed to show % students who achieve all 3 categories
Student attendance on trips: Free trips 35% 51% low 4% mid 10% high	SME feedback of performance of DoE staff for PRs		Electives obs to review T1 findings			
	Bronze and Silver into evening for parents 11th Sep					
50						
40% Y9 DoE 20% Y11 NCS	Silver presentations 1st Oct					
Electives: Physical Cultural Academic 80% of Obs in Electives at least good	Content of Electives outlined by staff QA in SLT					
100% students experience Electives from each category across the year.	LW of electives SLT - HM in T1					
	NCS planning for year					

## Recommendations

- Evaluate and develop sessions and resources that cover discrimination and equality, in particular with response to the Black Lives Matter movement.
- Quality assure the 30 minute tutor sessions to ensure students are accessing the statutory requirements of PSHE. Work closely with tutors to improve student engagement with tutorials so that 80% of students think that tutorial topics are relevant and help them to make important life choices.
- Work closely with staff in providing a relevant and thematic programme of assemblies to support and enhance students' understanding of broader PSHE themes. In time, look to engage with speakers and visits as restrictions are eased.
- Develop careers in the curriculum framework with Subject Careers Champions.
- Promote employer engagement across all areas of the College.
- Establish links with the local labour market; create a directory of workplace knowledge and an effective employer network.
- Reintroduce extra-curricular activities including trips and visits, following risk assessments, so that we restore our students' full education as quickly as is safe to do.



## Personal Development Planning 2020/21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Tutorial</p> <p>Tutorial</p> <p>Lesson Obs Tutorial 80% good or better.</p> <p>80% staff agree that support by tutorial Year Group Leads ensures a high-quality programme.</p> <p>Adapt PSHE curriculum to cover issues relevant to students following lockdown and extend tutorial to 30 mins to allow more time for pastoral support.</p> <p>Student survey – 80% of students agree that issues they have discussed in tutorial have made</p>	<p>First meeting with Tutor Leads – QA of statutory requirements.</p> <p>Y8 tutorial EF written feedback shared (LW)</p> <p>Y10 tutorial EF written feedback shared (LW)</p> <p>Collate assembly programme to ensure topics are relevant to PSHE programme (with LCH).</p> <p>Adjust curriculum for COVID-19 return.</p>	<p>Y7 tutorial written feedback shared (LW)</p> <p>Y11 tutorial written feedback shared (LW)</p> <p>Book scrutiny of Y8 and Y10 books to ensure consistency across key stages; feedback shared.</p> <p>Review long term planning of PSHE to ensure when/where/how all aspects of PSHE curriculum are delivered.</p>	<p>Meet with Tutor Leads.</p> <p>Y8 focus group perceptions.</p> <p>Y10 focus group perceptions.</p> <p>Review of RSE provision and amendment of PSHE curriculum if needed.</p>	<p>Y9 tutorial written feedback to tutors. (LW)</p> <p>Focus group to evaluate impact of assemblies.</p> <p>Tutorial subject review.</p>	<p>Meeting with Tutor Leads to evaluate curriculum this year.</p> <p>Y7 focus group perception.</p>	<p>Re-write overview in light of evaluation.</p> <p>Y9 tutorial review – share outcomes and plan accordingly.</p> <p>Review of PSHE and RSE with tutor leads (ABW/SGE)</p> <p>Student survey and recommendations to improve</p>

<p>them think more widely about the topics that are covered.</p> <p>Extra-curricular</p> <p>Reintroduce extra-curricular activities in line with Government guidance in all subject areas this year.</p> <p>Complete as much of the DoE Awards as is safely possible.</p> <p>Maintain the electives and introduce off-site choices where it complies with the current guidance.</p>						
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## LEADERSHIP AND MANAGEMENT

Judgement: Outstanding

### Safeguarding

Students benefit from a culture of safeguarding and care and the College is extremely effective in supporting our most vulnerable students with all staff contributing to the identification of these students. COVID-19 further highlighted this culture with over 50 students who either attended the College due to their vulnerabilities or where a support need had been identified. Regular communication with both students and families enabled focused support and structure for them within this difficult period.

The safeguarding procedures and record keeping within the College were recognised as exemplary within an Alternative Review. The safety and wellbeing of students continues to be paramount in staff responsibilities, and arrangements for safeguarding are coherent and comprehensive. Over 90% of students said that they felt safe at the College (this was 93% on the parent survey). A mini survey is completed on a termly basis and all students who did not agree with this statement received pastoral support and follow-up work; this is an ongoing offer to those identified within the survey. Students were confident in that they knew where to get help with 90% stating that if there was a problem they knew who they could ask for help.

The curriculum includes appropriate opportunities for students to consider and understand the variety of risks to which they may be exposed in daily life. Suitable themes are included in assemblies, the tutor programme, whole College theme days and across a variety of subjects. Termly newsletters and parental workshops also provide opportunities to highlight key contextual issues and ensure that both parents and students have the knowledge to keep themselves and their children safe.

### CPD

The College continues to refine the staff CPD offer in light of developments within education, and this year there has been a strong focus on curriculum development. Teams have shared good practice where the progression from intent through to implementation and impact is robust and demonstrates continuity of learning across cohorts and over time. Teams have developed schemes of work in light of this CPD, and Rosenshine's principles have been reflected to ensure that our curriculum enables our students to know more and remember more over time. 83% of staff agreed that the professional development was relevant and allowed them to improve their practice. In addition, the informal induction for new starters to the College was well received. All said they felt well supported and they welcomed the coaching observation in Term 1 prior to any formal observation. All those who started in Term 1 completed their probation successfully and remained at the Federation.

## Workload

The College remains dedicated to removing unnecessary practices that add to staff workload. We continue to offer flexible working so that we support skilled staff whose need for part-time work does not deter them from our employment. In addition, we have relied more heavily on technology for communication through lockdown, which afforded us the opportunity to have meetings in a more flexible way. Using Microsoft Teams quickly became the normal mode of communication. SLT and the staff teams are now keen to explore how the use of technology will help us to reduce workload in certain situations. Much of the formative staff training on CPOMS and Cloud School was achieved remotely and we will continue to film/do live sessions so that those who work part-time can still access some elements of CPD without needing to come in on their days off. In spite of all the disruption to the academic year 94% of staff agreed that they could manage their workload effectively. In addition, 84% agreed that they would recommend the Federation as a place to work to a friend.

## Structure of the Day

The new timetable was launched, which aimed to simplify some of the logistical difficulties of running a teaching staff across two schools and in response to the College running at full capacity. Plans to manage the day have been implemented in order to stagger student breaks and lunches. All tutorial sessions across the College have been extended to allow tutors more time to deliver PSHE and carry out their pastoral role. In KS3, triple lessons have been replaced with double lessons so that student engagement is maintained and staff feel better able to deliver the curriculum effectively. Triples only remain in option subjects.

## Evaluation of Leadership and Management 2019/20

Leadership and Management Planning 2019/20

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

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

## Recommendations

- COVID-19: the SLT will continue to follow government guidance to ensure the full-time education and attendance of our students. Risk assessments and blended teaching will be updated and deployed in response to any developments. The College is committed to returning to a full and varied curriculum as soon as it is possible to do so.
- The CPOMS system is to be implemented to record safeguarding.
- CPD to be focused on how all staff can become confident and effective teachers while working remotely with students, and how best practice used among teachers during lockdown can improve and supplement our normal range of support for learners with varying needs. New College systems: CPOMS and Cloud School will also form part of the CPD this year so all staff can navigate successfully around these systems. CPD will also continue to focus on Rosenshine's principles to ensure that our students can succeed in life as their knowledge and skills across subjects are learnt and remembered fully.
- Workload: following feedback from teachers last year we have decided to move our CPD and progress evenings back to Wednesdays to coincide with the shorter day. Starting earlier allows staff to finish earlier and helps to maintain life/work balance. It was full-time staff particularly who found the alternative days difficult. We can now further improve by enabling part-time staff to access CPD remotely where it is appropriate and thereby reduce the need for them to come into College on days off. The Government's guidance to continue to educate all students both in College and those who may be at home due to COVID-19 illness and quarantine will inevitably add to workload. Initially all staff will set all classwork via SMHW in addition to teaching it in College. We will monitor this carefully and respond to the challenges of this system in a way that protects the learning of all students and the well-being of staff.
- Structure of the day: this year we will plan the timetable to completely remove all remaining triple lessons. This will allow a better integration between the staffing of Harington School and Catmose College and afford more flexibility.
- Equality and Diversity: we will build on our previous work on gender equality by broadening our focus this year. In light of the Black Lives Matter agenda and the need to continue to strive to eradicate all forms of inequality, we will agree College objectives to ensure we play our part in eradicating discrimination. The work will involve consultation between all stakeholders and the agreed objectives will be published on the College website. We will also ensure that awareness and discussion is encouraged in a supportive way through the PSHE programme and in curriculum choices.



## Leadership and Management Planning 2020/21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>90% of students state that they feel safe within College. (AE)</p> <p>The College is fully compliant with the guidance set out in KCSIE (2020). (AE)</p> <p>Equality and Diversity objectives are set for the College year and are published on website.</p> <p>80% agree that CPD offer is relevant and helps to improve practice.</p> <p>80% of staff agree that they can manage their workload.</p> <p>80% of staff would recommend the</p>	<p>New starters to have coaching (LO) by end of Term 1 – feedback written but no judgement.</p> <p>Probation 1 complete.</p> <p>CPD: Remote teaching use of technology completed.</p> <p>CPD: Cloud School and CPOMS training phase 2 planned.</p> <p>New starters informal induction meeting w/c 9/9/19</p> <p>Schedule QA to include one observation with notice.</p>	<p>Safeguarding newsletter 2 to parents.</p> <p>Staff briefing with safeguarding update.</p> <p>Continued follow-up "Am I safe?" work (IBA)</p> <p>Termly Survey 2.</p> <p>E-safety review.</p> <p>Core training: Reading and use of AR.</p>	<p>Probation 2 complete.</p> <p>Risk Assessment updates.</p> <p>Safeguarding update for Students – Tutorial.</p> <p>Continued follow-up "Am I safe?" work. (IBA)</p> <p>Termly Survey 3.</p> <p>Safeguarding newsletter 3 to parents.</p>	<p>Staff briefing Prevent.</p> <p>Safeguarding 4 newsletter to parents.</p> <p>Continued follow-up "Am I safe?" work. (IBA)</p> <p>Termly Survey 4</p>	<p>Staff survey questions specific to new staff induction.</p> <p>Safeguarding 5 newsletter to parents.</p> <p>Termly Survey 5.</p> <p>Continued follow-up "Am I safe?" work. (IBA)</p>	<p>Probation 3 signed off.</p> <p>Review response to staff survey for new staff.</p> <p>NQTs pass and remain at the College.</p> <p>Safeguarding 6 newsletter to parents.</p> <p>Safeguarding policy review.</p> <p>Termly Survey 6.</p> <p>IBA follow-up linked to "Am I safe?" work with parents from survey.</p>

<p>Federation to a friend as a place to work.</p> <p>Staff retention &gt;1 &gt;5</p> <p>Staff attendance &gt;97%</p>	<p>"Am I safe?" follow-up those who disagreed.</p> <p>Whole Staff safeguarding CPD plus mop-up sessions completed.</p> <p>Online prevent training new staff.</p> <p>AE to attend safeguarding DSL training.</p> <p>Prevent training to be completed. (AE)</p> <p>Student Safeguarding Assembly. (AE)</p> <p>Safeguarding Policies previewed to be compliant with the guidance set out in KCSIE (2020)</p> <p>EFs completed to monitor the setting of classwork. Review of workload to follow</p>					
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	<p>and plans amended if necessary.</p> <p>Safeguarding Newsletter for Parents.</p> <p>CPOMS safeguarding training.</p> <p>Review Risk Assessments.</p>					
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## SUBJECT CURRICULUM ADAPTATIONS – COVID-19

### English

#### What impact has COVID had on your pupils? How do you know? What have you noticed?

- AR testing suggested some students were impacted negatively by lockdown (reduced NRSS scores, reduced reading ages). Engagement with AR tasks in Year 7 suggested most students were reading independently but many did not have access to the range of books provided by the school library. The number of AR quizzes completed in lockdown decreased over time.
- Writing tasks in lockdown showed students found organising extended ideas more difficult. On return to College this has been compounded by a lack of stamina in hand-writing longer answers.
- Students in Year 11 lack confidence in the work they completed over lockdown – especially the poetry units, although were more confident in Macbeth which they studied on return to school.
- Students who completed remote learning were closely monitored and follow-up work was done to ensure work was completed. We identified the names of students who struggled to access content or did not submit work and these were contacted by team leaders during lockdown. Students who did not improve, or who are continuing to struggle, are being monitored in lessons.
- COVID intervention group discussed intervention strategies and were shared at team meetings to ensure consistency.

#### How are you assessing where pupils are? What are you doing to identify the gaps in learning?

- AR testing for all of Year 7 and 8. Also 55 identified students in Year 9 (those identified as struggling or who did not complete work over lockdown), tested using AR. AR testing repeated during terms 3, 5 and 6 for most students – those on or, who require intervention are tested more regularly to ensure rapid progress is being made as a result of intervention.
- Year 7 and 8 students who are of significant concern will receive 1:1 reading sessions in terms 1 and 2.
- Checkpoint tasks completed in Years 8, 10 and 11 in Term 1 to assess skills and knowledge – CP tasks have been reformatted to allow for a more forensic analysis of skills/knowledge gaps so that teachers can address these in reflection and improvement in lessons.
- Year 7 and 9 Schemes of Work include shorter assessed pieces of work in both reading and writing skills – whole class feedback used to address broader knowledge gaps.
- Year 11 mocks used as a benchmark (triangulated with previous Year 10 assessments) to allow targeted intervention before/after school and 1:1 during the elective programme.
- Year 11 CP and in-class assessment of writing used to allow targeted intervention before/after school and 1:1 during the elective programme in Terms 2 and 3.

### How are you going to incorporate missed learning? How have you adapted your maths and English curriculum?

- English curriculum restructured in Year 11 to adapt to changes in the literature exam. 20<sup>th</sup> Century text removed from programme of study so that students could consolidate texts already studied. Time gained will also allow for evaluation and intervention of poems studied over lockdown, as well as increased focus on Unseen Poetry which will now have greater weight in the final mark.
- Increased reading time in Year 7 and Year 8.
- Sourcing of online versions of texts to support students who are studying from home – access through SMHW.
- Sourcing of audio-books and online readings of core texts to support students who struggle to read independently – this is as a direct result of feedback from the Year 9 focus group who read 'The Sign of Four' over lockdown and found it challenging.
- Review and restructure of curriculum plan during lockdown. More challenging units in KS3 moved to allow time for enabling units to teach skills to be taught first. For example, in Years 8 and 9, the Shakespeare units have been moved to Terms 4 and 3 respectively, so that analysis skills can be taught through novel study, then applied to the more challenging language and content of the Shakespeare plays.
- Year 9 reading and writing skills flagged as a concern during lockdown (through Year 8 CP) so the Environment unit (English Language style reading and writing study) was moved to Term 1 to allow teachers to bridge the gaps identified.
- Development of writing units to include grammar for writing skills in all years. For example, in Year 10, the Dystopian language unit will be taught as paired lessons – lesson 1 focusing on comprehension and analysis of writer's craft, then lesson 2 applying the same approach to students' own writing
- Revision and teaching of core skills for writing with a focus on grammar for writing – this was identified as a particular problem during lockdown as many students were completing work on computers and so spelling/grammar was being corrected automatically.
- Weekly spelling programme running through Years 7 and 8 and linked vocabulary lists for all units in KS3 and 4.
- Elective time used in Terms 3 and 4 to address gaps in Year 11 poetry knowledge as this was delivered during lockdown.

## PSHE

- During lockdown: PSHE units delivered on wellbeing and online safety through tutorial sessions, recognising the increased use of computers/phones. Lessons included physical and mental wellbeing strategies, reducing screen times strategies and staying safe online.
- PSHE programme restructured so that statutory requirements missed through lockdown have been moved into the following year.
- Tutorial in Year 11 restructured to cover career-based elements that would have been addressed in Terms 5 and 6 in preparation for work experience.
- PSHE programme re-ordered so that teachers could discuss the mental health and wellbeing impact of COVID with students more thoroughly in Term 1.

## Mathematics

### What impact has COVID had on your pupils? How do you know? What have you noticed?

- Delayed progress through GCSE courses in Year 10 and Year 11.
- In KS3, the fluency of the core skills taught in lockdown are more varied than they normally would be with face-to-face teaching. This has created a greater gap between those who engaged well and those who did not. Our spiral curriculum means that when these topics are re-visited a greater emphasis on fluency is needed and extra care should be taken with differentiation.
- Initially, confidence of students has been impacted and this is evident in their contribution to lessons, although this has quickly returned. Most students have now settled into a normal learning routine but there is a noticeable gap between those who have engaged with distance learning and those who have not. In-class interventions and catch-up sessions have been more frequent this term for this reason.
- Written mathematics has taken some time to get back into working memory.

### How are you assessing where pupils are? What are you doing to identify the gaps in learning?

- Formative: In-class starters and plenaries, with constant use of mini-whiteboards, are being used to assess lockdown learning and repair any misconceptions as we go. This may result in catch-ups where additional time is needed. Catch-up requests have been more frequent during term 1.
- Summative: Checkpoint data is constantly reviewed to identify underperformance and this is used in class to inform our next steps in terms of TA intervention, teacher support and the sequence of learning.

### Specifically:

- Year 11 ➔ Just completed Year 10 mock which has supplied bespoke catch-up data on lockdown content as this examination was heavily weighted towards this. Checkpoint 1 is due during term 1 which will allow us to identify those who have closed this gap and those who remain.
- Year 10 ➔ First three checkpoints have been completed to be reported first week of term 2. This data included some lockdown content and will be used to identify where in-class intervention is needed.



- Years 9 and 8 → Although no checkpoint is immediately due, our assessment cycle has already collected three data points from the first unit of GCSE transition and Year 8 SOW. This is being reviewed but not communicated home as a checkpoint report.
- Year 7 → A baseline assessment has been completed. However, it is difficult to determine the impact of lockdown on these students as no prior SATs data is available and the schemes of learning for each primary school is likely to be different. The missed content will however be captured within our normal Year 7 syllabus which overlaps, and extends, the Year 5 and 6 syllabus.

### How are you going to incorporate missed learning? How have you adapted your maths and English curriculum?

- Spiral curriculum: Our KS3/KS4 curriculum is designed carefully to allow students to learn, forget and recall across all topic areas. This forces lockdown content to be recalled in order to progress our students' learning. This gives teachers opportunity to identify lockdown misconceptions and repair this before moving onto extending this learning. Teachers are taking every opportunity to interleave lockdown learning into new content where possible, although this will be more time consuming than in normal circumstances. However, some stand-out content within Year 10 and Year 11 that is not well integrated into other areas of the mathematics curriculum, may need separate time for delivery or re-delivery. For example, there will be a half-term session provided for Year 11 on vectors as this is a significant lockdown weakness as identified on the checkpoint assessments. In addition, some GCSE geometry content has been moved to later units to ensure students can attempt the work fully equipped within lessons.
- Intervention: We have an extensive intervention programme where students have been selected using the Year 10 mock and are 2 levels below their target grade. This mock included all lockdown content and so the repair work is focused on this specifically. Multiple sessions are carried out over multiple days including:
  - Tuesday evening (3 groups)
    - Higher tier group (targets 4/5)
    - Foundation tier group (targets 3/4/5).
    - Level 9 potentials: This group is selected based upon mock data and staff input on those who have a realistic chance of achieving a L9 and have been invited to attend the session. This is not specific to COVID learning gaps
  - Thursday morning breakfast
    - Higher tier group (targets 6/7)
- Additional curriculum time: As the Year 10 and Year 11 starting points have been delayed due to missed learning, we have started behind where we normally are. As a result, we have incorporated additional curriculum time into maths, English and science to enable this to be caught up and secure a full coverage for examinations. This is achieved through adapting our normal electives programme to allow opportunity for Year 11 students to receive additional core subject teaching. The hope is for Year 10 students to benefit from this in the following year should the course progress not be caught-up.

- Bespoke re-opening curriculum: Upon our return to College in July, the mathematics team wrote and resourced a bespoke SOW that aimed to consolidate all learning that was carried out at a distance. This served two purposes; to secure understanding of lockdown content; and to prepare for their mock examination. Unfortunately, the 80-minute sessions were not enough for some content to be secured and this has been identified in their early checkpoints. See above for how this is being repaired.

#### When do you expect to return to a full curriculum?

- We are currently teaching a full curriculum but the environment that we are teaching in is more restricting within KS3 and there is a clear balance being made between student welfare and academic progress. KS4 is generally business as usual apart from the initial poor attendance which has now improved.

#### Has COVID impacted on specific subjects? If so how?

- During lockdown much of the work completed was online and some of the written mathematics skills have not been upkept as they would have been if they were in College. Upon our return, we have worked hard to ensure that prep is equally weighted between online and written tasks. Written mathematics always features heavily in all lessons and students are getting back into good habits now.

#### Talk us through your remote/ blended learning policy and provision

- If staff are not able to attend work due to a COVID absence, but are able to work from home, they will follow the maths COVID absence procedure (see procedure). This policy is strongly dependent upon the support of the mathematics team and the TAs/STAs throughout the College.
- If a student is not able to attend College due to a COVID absence, (or even normal absence), then they are expected to continue with their work from home. All staff are routinely setting classwork on SMHW so that all work is accessible, and this will mirror classwork as close as possible. Upon return, staff will ensure the work has been completed and follow-up persistent missing work with the normal catch-up procedure.
- In the event of a partial lockdown or year group bubble being isolated, normal lessons will be provided via Microsoft Teams and students will be expected to sign into Teams to access their learning. If they are not present, the recorded lesson will be shared with the group so that the missed work can be caught up and the checking of this work will be the same as above.
- In the event of a full lockdown, staff will take responsibility of setting, assessing and tracking remote learning for their normal allocated classes. This will include, however, at least one Teams taught lesson per week (more is encouraged). The team leader will take responsibility for monitoring the attendance, participation and the follow up of poor engagement for KS4 learners. The assistant team leaders will take this responsibility for KS3 learners.

#### How will you support vulnerable pupils?

- Staff will continue to provide bespoke one-to-one sessions (where possible with more than one student in the session), for students who were struggling with accessing set work. This is dependent on engagement, parental/student request and the quality of the work produced.

- Form tutors will continue to offer regular weekly Teams meetings to discuss student welfare and any lockdown work issues.

### How do you plan to use the catch-up funding?

Year 7, Year 8, Year 9 COVID catch-up sessions put in place from week 2 of term 1. This work focuses on the previous years' work and is delivered by a maths specialist who is familiar with our students and their ability. Our own team members are also contributing to this intervention where staff are under allocation.

## Art, Design and Technology

### What impact has COVID had on your pupils? How do you know? What have you noticed?

From March to July, limited access to materials and specialist equipment meant significant deviation from normal schemes of work were necessary, but staff responded innovatively to enable students to produce creative work using materials found at home. This included modelling with food, drawing with new media such as coffee and students cooking in their own kitchens. A good variety of tasks had been offered to students and engagement from all year groups was excellent. Teaching methods and resources developed over the lockdown period included increased video content, live lessons and Teams meetings to support students with NEAs and assessed coursework tasks. In extra-curricular, numerous house competitions were offered during this period including a Bake Off, menu design and weekly engineering challenges. We also continued to encourage competition entries, including the 'Hold Still' competition by the National Portrait Gallery. Due to this we feel nearly all our students had still made significant progress during March to August. On returning back to College, students are extremely eager to get the 'hands on experience' and we have adapted some SOW to allow for this. Students have responded with enthusiasm and maturity to being back in "normal" lessons – producing art work, working in the workshop and cooking in the kitchen, albeit with additional safety and hygiene procedures in place.

### How are you assessing where pupils are?

For Year 11 mock data was used to form intervention groups which targeted 1:1 work after College. In all other year groups 2 x checkpoints have been completed during Term 1, the current data shows at an early indication that, there is very little difference from prior years.

### What are you doing to identify the gaps in learning?

With the change in timetable in August 2020 from 2 x triple lessons to 3 x double lessons, the team devised brand new 'skills' lesson at KS3. This is a blend of Art and Technology and relates directly to small gaps in the national curriculum and the areas the team believed were the most desirable to build upon for progression. Some examples of this are; card construction methods to assist students' knowledge of applying measuring skills to build a 3D object; design movements and an understanding of how they have impacted 20<sup>th</sup> Century Design and the historical context, e.g. Morris & Co and industrialisation. For KS4, Term 1 has been revisiting key areas which were not accessible during lockdown, e.g. manufacturing time in the workshop or practical time developing food recipes.

### How are you going to incorporate missed learning?

At KS4 we have focused on increased practical time within Food and DT. We have identified students and created small group support through the intervention schemes in College. We provide personalised targets for Year 11 students to address gaps. Where we feel there are small gaps in KS3, we plan to adapt schemes of work to address these e.g. missed food in year, painting in drawing unit etc. The units being studied this year are adaptable to cover any missed learning.

### When do you expect to return to a full curriculum?

We are almost fully running our curriculum at this point, with the only exception of Year 7 and Year 8 DT and Food. Over the coming months, we are planning to teach food skills via videos so students can cook at home. Trips and visits have been adapted for remote learning, an example of this is a Graphic Design workshop run by Leicester print workshop, where a live broadcast can be shared on how to professionally print T-shirts. In January, Year 10 photographers will experience a live talk by a practicing artist. We are also looking to enhance further 'beyond the classroom provision' with high profile practitioners, through virtual workshops and to assist increased independence with all Key Stages.

### Has COVID impacted on specific subjects? If so how?

The additional hygiene requirements to enable practical lessons to take place have impacted D&T, Food and, to a lesser extent, Art. The need to sanitise or quarantine equipment for instance means careful timetabling of lessons/projects. Elements of the curriculum requiring access to specialist materials or equipment could not always be delivered with home learning but alternatives were put in place. Availability of materials has been an issue, e.g. colouring pencils, safety goggles and timber. There has been difficulty sourcing some of these basic materials. Hygiene routines eat into lesson time, e.g. hand washing at the start and end of each practical lesson.

### Talk us through your remote/ blended learning policy and provision

Art and Design teachers upload the daily lesson resources for any students who are working remotely. These can include worksheets, step-by step powerpoints and student exemplar, which models levels. Based upon the SOW and nature of the lesson e.g. constructing with clay occasionally two options are given for students to maintain seamless learning. During this term, all KS4 students have practised accessing Teams during lesson time via their mobile phones. Next term we aim to role this opportunity for Year 9. Multimedia additions to learning materials are shared via SMHW, e.g. embed video demonstrations, audio "teacher talk over". We have subscribed to a digital package in D&T that can be used both in class and by students working remotely. CAD software is browser-based so can be accessed on a range of digital devices e.g. iPad.

### How will you support vulnerable pupils?

Art and Technology is offering additional after College opportunities, including art clubs. In addition to this we are setting up short demonstration videos for many projects. Multimedia in lessons (video, audio) to allow students to access more easily when home learning in a blended situation. More personalisation and differentiation of tasks, individual tasks and targets to chunk project work. Small group meetings in Teams, away from whole class "live lessons". Conversations with parents and carers. Home working packs of basic materials (pencils, paper) etc. prepared for students to use, printing work in College for students.

### How do you plan to use the catch-up funding?

We aim to use the funding for purchasing additional materials for practical lessons/art pieces, part or complete funding of places in workshops, either remote or off-site when permitted. Two 2 x iPads to support the continuation of digital learning that students enjoyed when working remotely and a subscription to multimedia editing software.

## Humanities

### What impact has COVID had on your pupils? How do you know? What have you noticed?

- Evidence of increased independence and self-organising – no social pressures and many students enjoyed completing work on their own. Survey documents revealed students were able to become engrossed in their learning. High participation rates in terms of submitting work and responding to formative feedback issued via SMHW. Working from home survey: What sort of work being set are you finding the most interesting: 'using voice over on the PowerPoints really help', 'I enjoy all my lessons, it makes the classes interesting, some teachers use email, or SMHW but my favourite is MS Teams as it is the next best thing to being in a classroom, but I do miss school and hope to go back soon.' 'My geography teacher normally puts up a word document full of tasks that are challenging to do but I like that'.

'History - the teacher's lesson plan is really good with virtual lessons, PowerPoint with his voice embedded and questions, which make understanding easier'. Student Survey June 2020 94% of students agreed that they are making good progress in Humanities with 51% strongly agreeing. 94% agreed that there was a positive learning environment in Humanities with 50% strongly agreeing.

- Evidence of a small minority who were disengaged – linked to lockdown. Working from home survey responses were cascaded and questioned by teaching staff. Adjustments were made to resources/lessons in responses to the feedback. COVID monitor group, seating plans and high expectations and routines. These students will be monitored closely during any blended learning – they will targeted be for seminar based activities on Teams.

### How are you assessing where pupils are? And what are you doing to identify the gaps in learning?

- Robust assessment programme using rigorous checkpoints (low stakes assessment strategy based on lesson activity tasks that are completed by all members of teaching staff), that assess knowledge as well as skills linked to humanities subjects. All subjects have completed checkpoint tasks during Term 1 and data has been entered on the internal tracking document which allows analysis in terms of performance against targets and interrogation of variations between key groups. For instance, Year 8 interpretation of sources e.g. Mary Queen of Scots, Year 8 Geography – describe and explain tectonic processes and Year 8 Christian beliefs and prejudice and discrimination.
- Year 10 mocks were completed at the end of the 2019-2020 academic year, marks benchmarked to GCSE grade boundaries. In addition, diagnostic analysis of question performance allowed identification of content that required consolidation during

Year 11.

- Students who completed remote learning were closely monitored and followed up to ensure work was completed. SMHW quizzes completed regularly during lockdown provided extremely useful information to inform level of understanding and knowledge gaps, and were then used to inform curriculum planning. We identified the names of students who struggled to access content or did not submit work, they are now being closely monitored within classroom lessons to identify knowledge gaps and to facilitate progress. This is a team approach and complements the whole College COVID Intervention group.

#### How are you going to incorporate missed learning?

- Curriculum Plan reviewed at the end of 2019 – 2020 academic year. Content that is covered in National Curriculum but was not studied due to lockdown was moved to this current year. For instance, climate change has been inserted into Year 8 Geography curriculum, coasts inserted into Year 9 Geology unit.
- Significant amount of time and creativity has been invested into 'bridging' content studied during lockdown to curriculum content studied in lessons now. For instance, during lockdown Year 7 students explored prejudice and discrimination particularly with reference to BLM. These students are now exploring this content to greater depth and linking to Christian beliefs. Year 8 students explored the British Empire and links to protests regarding statues with links to slavery. This is enhancing existing spiral curriculum planning already in place.
- Adjustments made to Year 11 curriculum plan e.g. moved Judaism forward to allow it to be completed during Term 1 and it will be assessed during January mocks. Traditionally, students have found this content more challenging, teaching during Term 1 ensures students are supported within the classroom and misunderstandings/knowledge gaps can be consolidated between lessons.

#### When do you expect to return to a full curriculum?

- Full curriculum being completed.

#### Has COVID impacted on specific subjects? If so how?

- Loss of practical field trips – traditionally students would have opportunity to apply learning to real places e.g. Year 8 and Year 10 coastal landscape work and also extra-curricular activities that were planned to go e.g. Year 9 Battlefields in March and Year 11 Naples in October. Virtual fieldwork activities have been planned and some already completed e.g. GCSE Historical environment – White Tower. History teaching staff utilised online tour to complement learning resources, allowed students to see the features first hand and relate to their learning. GCSE geography students are completing virtual coastal fieldwork. Local fieldwork activity planned to enhance geographical skills and complement work completed during Year 7 – exploring urban change in our local area.
- Year 7 and Year 8 lost curriculum teaching time as a result of creating a more manageable home-based timetable. We ensured humanities subjects received equal time and minimised impact by operating on a 3-week timetable.
- Currently teaching in bubble groups that have been driven by maths setting and MFL choice. High expectations have created secure learning environments within Humanities.



### Talk us through your remote/ blended learning policy and provision

- Copy of classwork covered within College is shared for students absent (sick and those isolating). Clear and logical resources shared. Whole College approach to 'maintaining momentum', students who were absent are checked in the following lesson to ensure work has been completed, reasonable time given for students to complete and re-checked at an agreed time. If work is still incomplete, catch-up issued.
- Core Training completed at the beginning of the academic year was devoted to sharing good practice to help prepare for future remote learning e.g. loom videos, how to effectively use audio PowerPoints and strategies to promote engagement.
- Team time has been devoted to reflecting on strategies that worked effectively during lockdown to inform best practice for blending learning if we enter Tier 2: year groups attending College for a week before week of study at home Week 1 Year 11 and Year 9 in College whilst Years 7, 8 and 10 work from home. The children of key workers and those students identified as vulnerable would attend College full time.
- Humanities will adopt a similar approach adopted during lockdown, whereby subject specialists allocated to year group to devise learning resources and cascade. Enabling individual teachers to target Teams lessons to focus on small groups of students in a seminar-based lesson.

## Modern Foreign Languages

### Changes to curriculum

- Year 11 will replace speaking work usually done in Term 3 with the topic studied during lockdown.
- Year 8 French – new course purchased now as opposed to the end of the year, which is more robust in re-covering the topics studied during lockdown with Year 8 and at the same time maintaining progress for this year.
- We are incorporating vocabulary studied in lockdown into our lessons and providing the students with the link between topics studied then and now.
- Grammar points and tenses are being re-visited in greater depth or introduced where they missed out last year.
- Introduction of core vocabulary for Year 9, this will build students' confidence of core phrases which are required at Year 9 and GCSE level.
- Bigger focus on speaking work with KS3 – on returning to College in September, we had a week in the curriculum to recap the phonics of the language so students felt more confident pronouncing phrases.

### How are you assessing where pupils are/What are you doing to identify the gaps in learning?

#### To identify the gaps in knowledge:

- Incorporating vocabulary from before and during lockdown into lessons through translations, formative quizzes, reading texts etc. This allows the teacher to identify any gaps the whole class has or the gap an individual has.
- Reviewing lockdown engagement online intervention document to identify the students who had low engagement.
- Speaking with the previous teacher to identify those who had low engagement as well as those who engaged well with the work but were struggling.
- Analysing class data after the more robust, yet appropriately challenged, checkpoints covering listening, reading, writing and translation with all year groups.

#### To assess where students are:

- Checking students' work, especially the work of those who were identified as having gaps or low engagement during lockdown.
- Regular vocabulary tests with vocab from lockdown and current topic areas to see what retention they have from recent and old vocabulary.

We have an even greater emphasis on recycling vocabulary, a lot of our focus is ensuring students are feeling confident with it and are able to use it in a variety of contexts in order to build any lost confidence.

## Science

### How are you assessing where pupils are? and, what are you doing to identify the gaps in learning?

We used Show my Homework and Moodle to keep on top of exactly which students completed which topic of work. When students submitted their work on SMHW it automatically showed as submitted and if they emailed us, we marked it as submitted ourselves. That way we could keep up-to-date with what work was missing. The records of these were downloaded and added to our shared area before the timetable changed on SMHW at the start of the year so we have a record of everything that was set and submitted.

Year 10 mocks have enabled us to identify gaps in learning as well. We tried to include a small sample of the topics completed during lockdown as part of the mock.

We kept a very detailed log of student concerns as part of our team monitoring which enabled us to identify students of concern during lockdown and on return have been able to target all years using the intervention team as well as our own after College intervention (KS4 only at the moment).

Further gaps will be highlighted through KS3 as we teach a spiral curriculum and therefore concepts will be revisited each year enabling us to include further teaching/support if needed.

### How are you going to incorporate missed learning?

- Year 11 synergy – topic that wasn't covered during lockdown is being taught in elective time.
- Year 11 triple – time built into the teaching rota for revision at the end of the year gives us wiggle room to teach anything we need to do in more detail. We are also able to revisit the topics highlighted by the mock in elective intervention.
- Year 10 – we benefited from the change in the timetable as the students started their options subjects, so we got extra lessons.
- Biology – we are ahead of where they usually would be as we taught the infection and response specific points.
- Chemistry – Quantitative chemistry was dropped and replaced with the properties of ionic, covalent and metallic structures. This has been revised when we taught the bonding theory work at the start of Year 10 and the calculations are now being spread across practical tasks through all schemes in Year 10.
- Physics – this continued as normal as we were already teaching waves.
- Year 9 - genes was not completed by all classes at the end of Year 8. To ensure the content was completed, we started Year 9 with the next section of genes modules, and used the time built in to review aspects from the previous year. Some aspects of the Year 8 genes curriculum will then be revisited again at the start of KS4.
- Year 8 - some aspects nearer to the end of the final Year 7 schemes of work were missed due to time constraints and will be revisited before the end of Year 8. Introduction of Ohm's Law and building circuits – students covered the fundamentals of electricity, having studied charge, basic circuits, current, power and the difference between conductors and insulators.

What they haven't completed yet is the relationship described by Ohm's Law. This will not be revisited in KS3 as it was extension work in the first place, and will next be revisited as students start their GCSE course, either in GCSE Physics or GCSE Combined Science: Synergy.

- Space was also missed by two classes due to time constraints. The specific curriculum points missed were:
  - our Sun as a star, other stars in our galaxy, other galaxies;
  - the seasons and the Earth's tilt, day length at different times of year, in different hemisphere;
  - the light year as a unit of astronomical distance.
- The current Year 8 curriculum has time built in to ensure these curriculum points are covered by all students as revision or, for first time teaching as we approach the end of the year.

### When do you expect to return to a full curriculum?

We are teaching our full science curriculum already including practical work.

### Has COVID impacted on specific subjects? If so how?

We had to change the schemes that we were teaching in order to reduce the amount of practical work. In KS4 specifically we tried to take out any topics that included a required practical (if we felt we could do that without disrupting the flow of the specification in any major way). We included units such as ecosystems in the Year 7 schemes so that students would be able to do practical work at home and in some cases, we also added some 'at home' practicals that students could try i.e. cooling curves using mugs of water if they had the equipment and secondary data and a video for students who could not access the equipment. We spent a long time risk assessing how we carry out practical work in order to ensure that students are still able to experience this. We are very heavy with practical work at the moment due to the combination of topics that we have looked at.

### Talk us through your remote/ blended learning policy and provision

Moodle is already in place for physics and being updated for biology and chemistry as a priority.

We have units of work in place already in the event of a full lockdown. The team have discussed our expectations of a Teams lesson and these have been communicated to students in most year groups.

We worked on standardising our resource templates during lockdown so that students are able to clearly see what is a task to complete, what is a note to write down, what needs to be submitted for marking and this has been shared and is ready to be used by all staff. Staff are adding their home-learning resources that they are preparing for SMHW each week to the shared area so that they are available to be used should we need them.

## Sport

### What can be celebrated in sport?

Return to a full complement of extra-curricular clubs with a focus on fun and recreation. Student in all year groups have the opportunity to take part in netball, football, badminton and cross country. These clubs have been well attended not only by those who have historically represented the College, but by students attending a club for the first time owing to less competitive focus.

In lessons students have enjoyed en masse circuit training, athletics, a range of fitness tests as well as traditional lessons in badminton, handball, basketball and hockey. Furthermore, physical electives have continued and this term Year 10 have had the opportunity to enjoy rounders, badminton, tennis and table tennis.

### How are you assessing where pupils are? and what are you doing to identify the gaps in learning?

Fitness testing to compare physical capabilities compared to previous results. Written tests have been completed to complement the assessment of practical performance. Examination groups tested on work covered remotely with gaps in knowledge and areas students find challenging mapped into SOW for recap and revision. Additional support has been provided through targeted assignments set via the online learning platform [theeverlearner.com](https://theeverlearner.com).

### How are you going to incorporate missed learning?

Mini SOW provided for athletics in KS3 to bridge some of the gaps created by not teaching this activity in the summer term last year.

### When do you expect to return to a full curriculum?

We have been able to deliver a relatively full curriculum thus far, incorporating the NGB and Government guidelines for PE and sport. We have however, been cautious in the sports we provide and how we deliver them. Thorough planning has taken place to ensure distancing is promoted with competitive contact activities kept to a minimum, whilst also following NGB guidance. Return to full context contact sport will be determined by the return to play guidelines provided by the NGB and various English Schools associations.

### Has COVID impacted on specific subjects? If so, how?

The need for social distancing and keeping students in class bubbles has presented challenges with student changing and influenced how we have planned and delivered practical activities. The need to maintain strict hygiene has meant thorough cleaning of equipment and frequent breaks are provided for students to sanitise their hands.

### Talk us through your remote/ blended learning policy and provision

For practical sport lessons weekly class tasks are set via Show my Homework for each class for students not in College to complete.

For examination groups class resources are provided via Show my Homework and on return this work is taken in and checked. Where the student has not been able to complete the work intervention after College is provided as well as specific assignments set via the ever learner.

When a staff member is absent, where possible a remote live lesson is provided via Teams.

## Performing Arts

### What impact has COVID had on your pupils? How do you know? What have you noticed?

They took longer to settle at first, needed to be reminded of routines.

Missing work from some of the lower ability students.

Missed out on subject content, music theory and drama practical depreciated.

### How are you assessing where pupils are?

Completion of written answers for GCSE Drama.

Past paper in GCSE Music.

BTEC Music – review of coursework.

KS3 – questioning in class

### What are you doing to identify the gaps in learning?

Adapted assessment plan depending on completion of work (BTEC)

Changed the curriculum around for KS3 & 4 to cover what was missed.

### How are you going to incorporate missed learning?

Intervention one day a week for Year 11 students who did not complete work to their minimum target. This covers written work for their written exam and coursework (Year 11 GCSE & BTEC).

### When do you expect to return to a full curriculum?

Once the bubbles are allowed to mix, and we are allowed to sing & dance together we can return to our preferred curriculum.

### Has COVID impacted on specific subjects? If so how?

We couldn't follow our original curriculum in lockdown as a lot of group work, singing and dancing. We had to split our time into half as couldn't do Music and Drama, but Perf Arts.

Things are slowly getting back to normal, however, the bubbles in KS3 mean that we cannot do the Year 9 project work. The students are also not allowed to sing and dance together, so until this changes we won't be able to do their Year 7 Musical Theatre project in its normal form (but can change to a different format).

### Talk us through your remote/ blended learning policy and provision

AQA text books to go home with all Year 11 students (Drama). All Drama text books photocopied and put online for students. BTEC revision guides and log books online for students. All Music GCSE & BTEC students accessing and saving things to OneDrive. Adding classwork for all lessons onto SMHW.

## Designated Special Provision

All students were provided with bespoke and individualised learning packages which focused on their learning levels and took into consideration the level of support available from parents and carers. Constant communication between students and teachers/teaching assistants ensured that a clear picture of student progress was available to continue to provide bespoke, differentiated and targeted teaching. A communication log was kept and used to monitor and collate student's engagement, progress and wellbeing. This also included contact with the family to ensure full support was offered. Keyworkers engaged at least weekly with both the student and the family, this enabled us to identify quickly any student or parent/carer that was struggling with home learning. As a result of this monitoring nurture groups were developed to further support identified students. In some cases, this was on a 1:1 basis with a familiar and trusted adult. Students who required further support to engage fully, despite the protocols in place, were referred to the senior leadership and the Local Authority as required.

Remote learning utilised online packages such as Wordshark Online, Touch Type Read Spell, Mathletics, White Rose Maths and Twinkl. All SEND students had access to twice daily Microsoft Team TA/STA support to work through the classwork set.

As lockdown progressed and restrictions eased, it became apparent that in the interests of the students a return to school with a bespoke timetable was necessary. During the close communication with the DSP students through remote learning, the students' communicated their desire to return to College. This was to support their emotional and social development firstly followed by their continued academic progress. This assisted in preparing the students to a whole College return in August.

In preparation for the new academic year, two Year 6 transition sessions were delivered during the last two weeks of term 6 to prepare the students for the whole transition day in August.

DSP curriculum changes and adoptions were made in order to provide appropriate targeted support to the students. Some more complicated topic areas that require large teacher input to ensure full understanding were moved to term 6 when students returned to College or to the next academic year. Examples of this include changes to the Year 10 English curriculum which saw the language content taught while completing remote learning and returning to Macbeth in June when the students returned to College in preparation for their Literature mocks. The Year 9 students began GCSE/Functional skills/Entry Level pathways with their bespoke curriculum. Topics which were planned for Year 10 have been brought forward which will allow for consolidation during Year 10 and 11. Any missed learning has been addressed through intervention sessions during term 1 for maths and science. Interventions are in place for term 2 for Year 11 students to address any missed learning in English.

National adaptations have been made to GCSE course content to reflect the time spent remote learning, this however is not the case for Entry Level subjects. This is a concern for the outcome for our DSP students as the course content has not been adapted to reflect the time spent remote working. Intervention sessions are planned to support students in maintaining progress in reaching their expected outcomes.



