



RECOVERY PLAN

'Equal Value, Outstanding Progress'

2021/2022

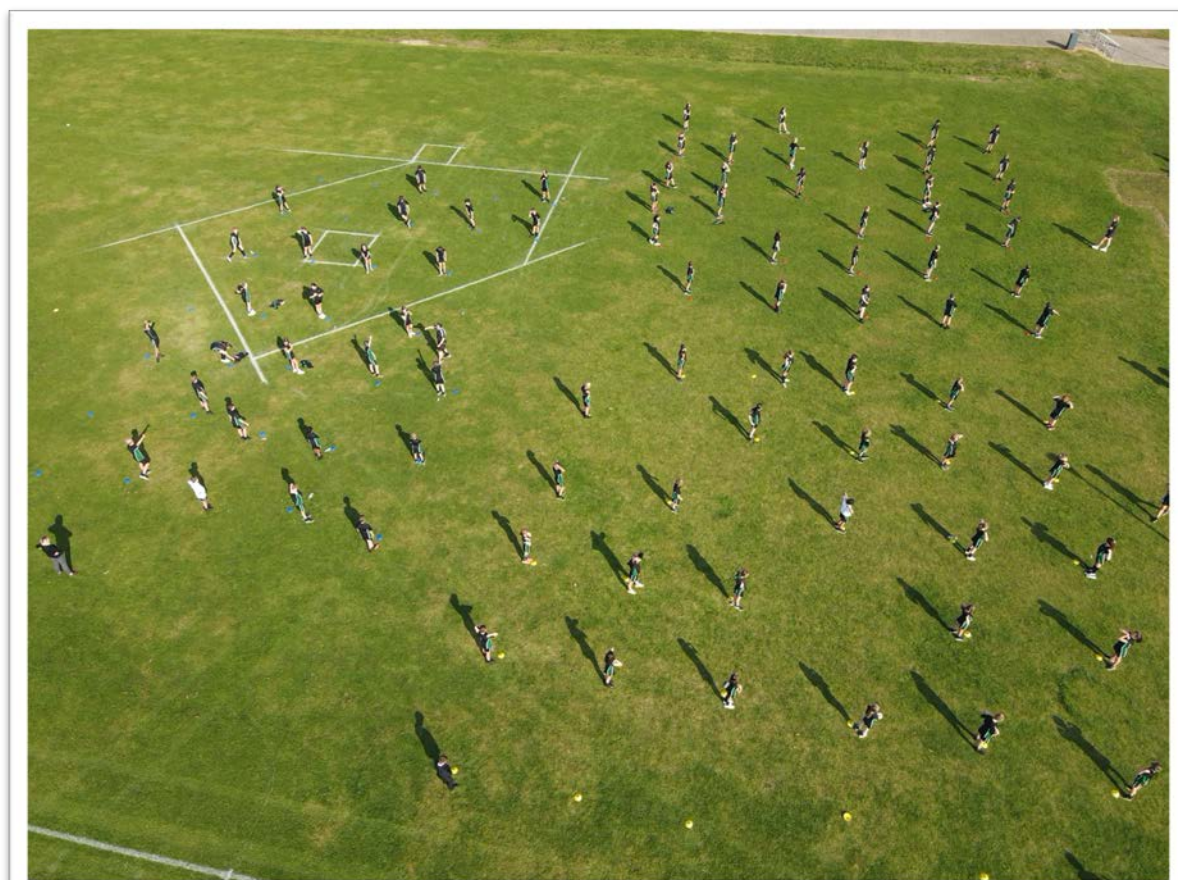


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PRINCIPAL'S INTRODUCTION

This year has proven to be another interesting one for the College. We started in September hoping for a more normal year with staff and students very keen to get back to usual lessons and the broader range of activities we normally offer. Indeed, until Christmas, we worked hard to recover students both academically and through the broader range of extra-curricular provision whilst navigating a one-way system, student bubbles, face coverings and other necessary restrictions to reduce the spread of Covid-19. Sport, music, the arts and drama clubs had all started again. Although limited by student bubbles, our electives programme gave students access to a high-quality enrichment programme that started to re-build much needed cultural capital following the disruptions of the previous year. In amongst this, Ofsted 'visited' to capture how we had helped students recover academically from the first lockdown.



In the first term, we had fortunately focused our efforts on planning for another lockdown. Planning included professional development for teachers to further develop their remote learning and teaching, preparing additional IT devices to support students learning from home, whilst also capturing who needed a key worker place so that they could attend site. This proved to be time well spent as, in January, our planned return to College instead became a second national lockdown. This time, however, we were prepared. Around two hundred students continued to attend each day and we offered a much more normal experience with taught lessons and a range of additional activities. For the majority of students who were working from home, we switched to high-quality remote teaching using 'Show My Homework' and MS Teams to deliver both 'live' lessons and independent remote working. Teachers set up green screen studios, had their own YouTube channels and used our VLE to create a very innovative approach to teaching that kept students engaged. Our tutors and the Client Services team also supported student welfare offering a broad range of support

including attending site to try and ensure no child was left behind. All of this was only possible because of the goodwill of staff who continued to attend College each day, or worked flexibly from home or on site as their work demanded.



As lockdown came to an end, we set up and ran a testing centre for Covid-19 with the capacity to test every member of our community quickly. This gave people the confidence to return to on-site learning and start the journey back to a full provision. In order to minimise further disruption, we also became a daily contact testing (DCT) pilot, which allowed close contacts of positive cases to continue to attend College each day provided a daily test was negative. This supported very high student and staff attendance throughout the latter stages of the pandemic.

When students returned to on-site learning, our high-quality work during the lockdown really bore fruit with attendance of students returning to the high nineties each day, which was well above the national average. We also found that our students had kept good pace academically in line with our usual expectations and that,



although this varied, we were well placed to maintain momentum with the delivery of our usual curriculum. Inevitably, some students had struggled more than others to engage remotely, but our robust systems for tracking academic and pastoral needs have allowed our Covid-19 catch-up programme to be focused on need. We have a number of staff who have expertise in tutoring who agreed to work with this small group of students on addressing gaps through one-to-one work. In common with many schools, we found the national tutoring programme was inflexible to meet our needs and, in any case,

had limited capacity. We believe our in-house approach of our staff working with students has been a better way to address gaps.

On the welfare side, most students coped well with the added pressure of lockdown, however for a small number who needed additional support, we engaged with Resilient Rutland and relate counselling services to offer one-to-one support. Additionally, we are fortunate to be involved in being able to offer support through an NHS pilot scheme of having a mental health worker on site. The Trust agreed to invest in an additional Client Services Advisor who in time will add additional capacity to the College pastoral team to provide support for student welfare. There are a very small number of our students, though, who have been acutely affected by the lockdown and whose behaviour in and outside of the College has become a very serious concern, in some cases this has led to permanent exclusion and in others a very

broad range of interventions. We are working very closely with partner agencies such as the county council and this work will continue for the foreseeable future.

Our focus in the spring term became recovery. Electives were back, sport and drama clubs restarted and academic staff continued to ensure that the curriculum covered during lockdown was well embedded whilst also continuing to teach new content. We were keen to start offering off-site opportunities and this has seen, for example, Year 7 students being able to go off-site for a much-needed day of team building and getting to know each other through bushcraft. Off-site electives such as water sports have re-started. We are actively planning to offer a full range of trips and visits next year, albeit more local than has been in the past. We are very conscious of the economic impact on our community of the pandemic and are therefore looking to keep trips in the UK and affordable to families to maximise participation. We have had a number of staff respond to this and, as an example, a photography trip to London is being planned rather than Iceland.



The lockdown inevitably had an impact on government plans for Year 11 examinations this year, with schools being asked to grade students based on the work already completed and what would be carried out on their return. This was a huge undertaking for the College with nearly thirty different courses to consider. We were fortunate in having some high-quality assessment information already in place and complemented this with coursework (if appropriate) and high stakes assessments to ensure we had good coverage of the course. Teachers rose to the occasion of setting assessment papers and put in place robust marking and moderation processes. Following this, they then diligently used their expertise to determine which grades should be awarded. Alongside teachers, staff such as our Examinations Officer and Data Analyst, worked tirelessly to ensure records were accurate and very tight deadlines for submission were met. I am confident that students at Catmose College as a result of this mammoth undertaking received grades that fairly reflected their achievements and will stand scrutiny as our students progress on to their next courses having been well-prepared here.

In amongst the pandemic, Rutland County Council approached us and has agreed with the Trust a £5 million investment to help meet the need for local school places over the next decade. We will see the College take an additional 30 students each year for the next five. This is an exciting project which will hopefully see fewer families turned away from joining us because we are full (we have been oversubscribed for at least a decade now). It is an opportunity to add additional languages, science, technology and pastoral capacity to our buildings. This will give students broader curriculum opportunities and the support they need to do their best. We are in the planning stages for this and, although excited, we are



also taking a cautious approach to ensure that our calm, purposeful and happy ethos is not disrupted by additional students joining us.

We are in a very strong position despite the impact of the pandemic. The College finances are robust with a balanced budget for this year and a significant financial investment next which will help ensure security for the next decade as the College begins to grow again. Our staffing team have proven themselves to be resilient and expert in teaching and supporting our students. I am very proud of what they have accomplished in the

most adverse of times; they have gone the extra mile more than once in the last twelve months. We have retained the vast majority of our teachers and made strong appointments when needed.

The summer results were based on our own teachers' assessment of student performance. This was a very rigorous process which has led to results that were hard won by students and thoroughly deserved. Catmose College students will be very well placed to make a smooth transition to their post-16 destinations and become very successful in whatever career they choose to pursue.

A handwritten signature in green ink that reads "Stuart Williams". The signature is stylized with a large 'S' and 'W'.

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 8am 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 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 offer an environment and support where the mental health of all students does not prevent their learning and personal development.
- 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.

QUALITY OF EDUCATION: OUTCOMES

Claire Pugh

The data used is taken from the Centre Assessed Grades (CAG) submitted by the College. It should be noted that the results are a national comparison of those within the data collaboration only as there is no national data available.

Data stamp 23/08/2021

Judgement: Outstanding

The College has worked extensively to ensure that students maintained excellent progress throughout the lockdown period and this is reflected by a set of results that truly reflect student capabilities. Our overall performance is above national expectations in the key performance measures, with specific groups of students (pupil premium/most able/SEND) performing well.

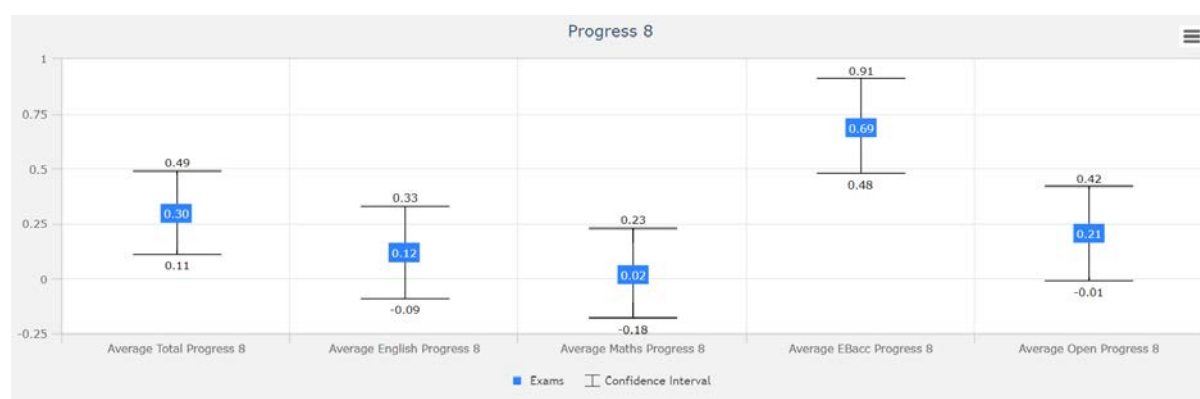
Progress 8, Attainment 8

SISRA Analytic is currently predicting a Progress 8 (P8) score of +0.30, which is above national average. This data includes four students who work within our designated special provision (DSP) who followed a curriculum to meet their complex needs.

The English and mathematics results reflect the progress students have continued to make during the lockdown periods and whilst slightly lower than 2019 reflect good progress despite the impact of two lockdowns for these students. SISRA is currently calculating a P8 score of +0.12 for English (2019 +0.54) and +0.02 for mathematics (2019 +0.54).

The EBacc element has improved its P8 score from +0.62 in 2019 to +0.69 this academic year.

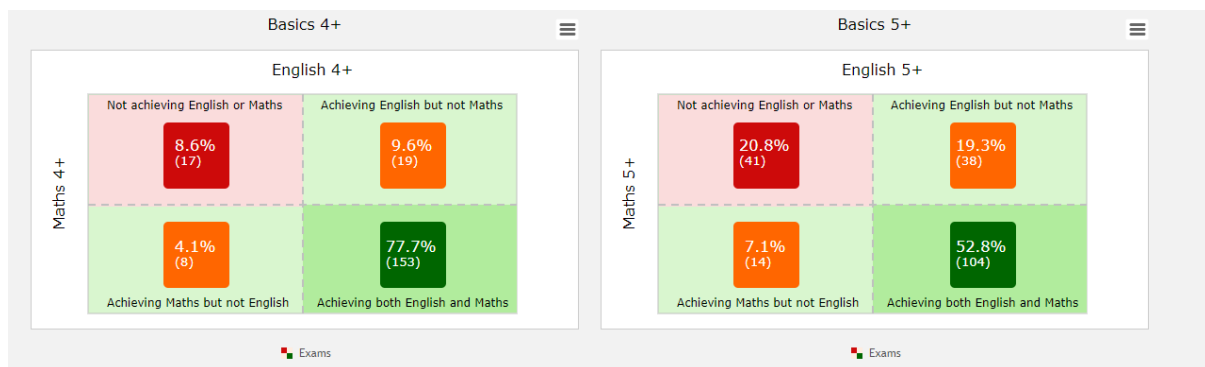
The open element, +0.21, which consists of three other subjects, has also seen a decrease on 2019 (+0.42) but again reflects the rigorous assessments completed which reflect student capabilities.



Attainment

In the basic measure, which assesses the proportion of students achieving English and mathematics at grade 4 or above (standard), we achieved 77.7%; this is a slight increase on the 2019 performance of 74%, a slight decrease on 2020 of 82%.

Under the new 'strong' pass of a grade 5 we achieved 52.8%; in comparison to 2019 this is an increase from 46%, a decrease in 2020 of 64%.

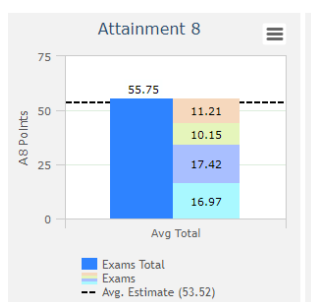


Within this cohort 55.6% of students were entered for the EBacc with 43.9% achieving a standard pass and 31.3% achieving a strong pass. These are significantly improved from 2019 due to the increased percentage of students being entered for EBacc; this was a curriculum change in science.



The improved performance within the EBacc reflects curriculum changes ensuring that this prepares the students well.

Attainment 8 at 55.75pts is an increase from 2019 50.3pts, however, still remains above the predicted the national average given their prior attainment.



Subject Areas

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

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

History SPI 1.43
ICT SPI 1.20
Religious Studies SPI 0.88
Music SPI 0.95
Computer Science SPI 0.94
Art and Design SPI 0.56
French SPI 0.45
Geography SPI 0.68
Art and Design and Technology SPI 0.68
Synergy Science SPI 0.50
Sport SPI 0.66

Areas for development are:

Science Biology SPI -0.44 (Residual -0.28)
Science Chemistry SPI -0.40 (Residual -0.39)
English Language SPI -0.32 (Residual -0.32)

It should be noted that the above results are a national comparison of those within the data collaboration and grade inflation may have had an impact on the SPI. However, these are also subjects where the residual and SPI is lower than that of other areas within the College and therefore analysis of these areas will be required to ensure continued improvement.

Pupil Premium

This year, 40 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 +0.05. This represents above expected progress against similar students nationally again in the context of those within the collaboration:

Attainment

This year the PP cohort made good progress despite the lockdown periods: Attainment 8 4.87 in comparison to 2019 (4.49) and this may reflect that many students attended College during this time. There is no national data to make further comparison. PP students will continue to be a College focus and PP students whose progress has been impacted will be targeted through both subject and the College Intervention teams.

Special Education Needs and Disabilities

All students within the Designated Provision with EHCP plans met or exceeded their minimal targets within all subjects undertaken within their bespoke curriculum. All students achieved a GCSE within English Literature and Language. This has allowed them to follow a Level 1 or 2 course at post-16 provision, exceeding their projected pathway.

The majority of mainstream EHCP students met their minimal targets in their core subjects. All achieved or exceeded their minimal targets within their option choices, reflecting an appropriate curriculum. Destination data shows that they have gone on to post-16 education

or continued training through an apprenticeship route. Some students have also secured part-time employment at local businesses.

K code students have maintained good progress despite the impact of lockdown periods as many attended College at this time, progress 8 data reflects this at +0.08. Specific subjects where students have made excellent progress include history SP1 3.55, Religious Studies 1.17 and English Literature 1.15. All students progressed onto post-16 courses.

Most Able

Most Able students (88) performed well across the curriculum and on each of the performance measures.

84.1% of this cohort attached 5+ (strong pass) in English and mathematics. This is also represented in a P8 score of +0.29. An incredible 74 students leave us with at least five strong passes including English and maths.

Progress 8



Gender

Girls overall

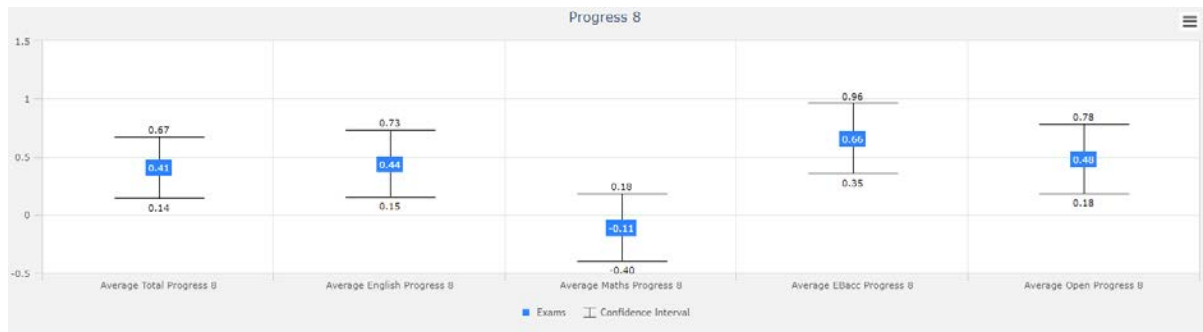
Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	AB	Eng AS	Mat AS	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	100	103	55.0%	79.0%	22.0%	44.0%	56.25	11.78	9.78	0.44	-0.11	0.66	0.48	0.41

Boys overall

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	AB	Eng AS	Mat AS	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	97	104	50.5%	76.3%	20.9%	44.3%	55.13	10.62	10.54	-0.21	0.17	0.72	-0.08	0.12

The overall P8 shows that the girls scored higher on progress compared to the boys. Key performance indicators are not significantly different within most areas, however, girls performed better within the open basket. A consideration for 2021/22 will need to be the close monitoring and intervention of the boys' cohort within the open basket. A further consideration is the performance of girls in mathematics and this will require further investigation.

Girls' performance:



Boys' performance:



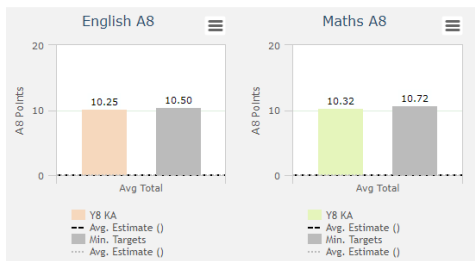
Overall Progress at the College

Progress throughout the year across the College is strong. Where issues have been identified, intervention has been used to bring about effective improvements. This is demonstrated in Year 7 – this data is taken from the Key Assessment in June 2021.

- The Average Total Attainment 8 score being achieved is 53.14, this is above the Target Score of 50.45. The Average Grade achieved is 5.31, this is again above the target of 5.05.
- Within English and mathematics, 55.8% of students achieved at least a grade 4 in both subjects respectively. 35.6% students are achieving a grade 5 in both subjects. The average grade in English was 4.87 and in mathematics 4.22.
- Residual scores for the cohort indicate that students are doing particularly well in computer science (0.33) and MFL (0.32).
- Subjects which need particular consideration regarding overall performance are maths, where residuals are (-0.44), and English (-0.41). Covid-19 catch-up recovery will focus on those students who are underperforming.
- Pupil premium students Attainment 8 is 44.32; this is above their target score of 42.95. The average grade achieved is 4.43, which is again above the target of 4.30.
- SEN students Attainment 8 is 35.06 which is slightly below their minimum target of 37.33. The average grade achieved is 3.51; this is again below their target of 3.73. This cohort has a larger DSP group with seven students with complex needs and only two mainstream EHC students. K code students Attainment 8 (24 students) is 41.38 which is above their target of 39.25. The average grade achieved is 4.14, again above their target of 3.93.

Year 8 – this data analysis is taken from the Key Assessment in May 2021

- The Average Total Attainment 8 score being achieved is 55.62; this is above the Target Score of 53.02. The Average Grade achieved is 5.56; this is again above with the Target Grade (5.30).
- Within English and mathematics 75.2% students achieved at least a grade 4 in both subjects respectively. 56.7% of students achieved a grade 5 or above in both subjects.
- Residual scores for the cohort indicate that students are doing well in MFL (0.24), performing arts (0.26), science (0.26) and computer science (0.27).
- Subjects which need a continued focus are English and maths. Whilst only slightly below minimum targets, intervention will continue to target underperformance resulting from the lockdown periods.



- Pupil premium students Attainment 8 is 49.04; this is slightly above their target score of 48.49. The average grade achieved is 4.90; again, this is above the target of 4.85.
- SEN students Attainment 8 is 46.17 which is above their minimum target of 44.07. The average grade achieved is 4.62; this is again above the target of 4.41. All EHC students within Year 8 access our DSP provision. K code students Attainment 8 (25 students) is 50.44, which is above their target of 46.96. The average grade achieved is 5.04 again above their target of 4.70.

Year 9 – this analysis is taken from the Checkpoint in May 2021.

- The Average Total Attainment 8 score being achieved is 58.40, above their target score of 52.03. The average grade achieved is 5.84; again this is a negotiable difference to the target 5.20.
- Within English and mathematics, 75.5% of students achieved at least a grade 4 in both subjects. 51% of students achieved a grade 5 or above in both subjects.
- Residual scores for the cohort suggest that students are also doing well in computer science (0.29), music (0.20), and art, design & technology (0.29).
- Pupil premium students Attainment 8 is 50.15; this is above their target score of 46.52. The average grade achieved is 5.01; this is again above the target of 4.65.
- SEN students Attainment 8 is 43.82, which is significantly above their minimum target of 33.88. The average grade achieved is 4.38; this is again above the target of 3.39. There is no DSP provision or EHCs within this cohort.

Year 10 – this data is taken from the Key Assessment mock examinations taken place in June 2021.

The Average Total Attainment being achieved is 54.41; this is higher than the target of 51.96. The average grade achieved is 5.44; this is higher than the target of 5.20.

- Current predicted P8 is +0.31.

- Within English and mathematics 79.8% of students achieved at least a grade 4 in both subjects, above the target of 77.3%. 62.1% of students achieved a grade 5 or above, this is working towards the predicted target.
- Pupil Premium students Attainment 8 is 44.58; this is slightly below their target score of 45.42. The average grade achieved is 4.56; this is again below the target of 4.54. Identified students were targeted through tutoring within Year 10 summer term and this will continue within Year 11 intervention.
- SEN students Attainment 8 is 33.32, which is above their minimum target of 31.33. The average grade achieved is 3.33; this is again above the target of 3.13. There are seven students within our DSP provision with complex needs out of the 11 EHC students. K code students Attainment 8 (13 Students) is 38.54, which is above their target of 33.31. The average grade achieved is 3.85; again, above their target of 3.33.

Evaluation of Outcomes Transformation Planning 2020/2021

Quality of Education (Outcomes) Planning 2020/21						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
P8 0.45 P8 PP 0.10	Y11 Checkpoint and analysis	Y7, Y8 and Y10 Checkpoint	Y11 Key assessment (mocks) and QA	Y10 Checkpoint	Y11 Predicted grades upload	Y10 work experience.
En&Ma 4+ 65% En&Ma 5+ 50%	Y7 Tutor evening	Review of COVID-19 catch up groups progress and review of intervention	Y8 and Y9 Progress evening	Y11 Assessment analysis – intervention implementation	Y9 Checkpoint and analysis – intervention implementation	Review of COVID-19 catch up groups' progress and review of intervention
A8 51	Y7 and Y8 CATs and Reading Age tests completed.	Y7 Intervention allocated	Y7 and Y9 Assessment analysis – intervention implementation	Y11 Internal formative assessment	Review of COVID-19 catch up groups' progress and review of intervention	Y7 and Y10 Key assessment and Q
COVID-19 Intervention group make as much progress in checkpoints and key assessments as their peers of a similar ability	Y7 COVID-19 catch up students identified	COVID-19 absence catch up needs identified and supported	Review of COVID-19 catch up groups' progress and review of intervention	Review of COVID-19 catch up groups' progress and review of intervention	Y8 Key Assessment and QA	Y8 Key assessment analysis – intervention implementation
	Y7 targets set and shared	Y11 Checkpoint analysis intervention implementation	Y9 Key assessment QA	Y10 and Y11 Progress evening	Y7 Progress evening	Y8 and Y9 Progre evening
	Y8 COVID-19 catch up students identified and intervention allocated	Y8 and Y10 Checkpoint analysis – intervention implementation	Review of how all PP students are doing across the curriculum	Y9 Options evening	Update on work experience progress of student placement	
	Y9 and Y10 COVID-19 catch up students identified; intervention allocated	Y9 Key assessment and analysis	Post-Y11 mock 1:1 sessions Red and PP students	Pupil Premium elective selection monitoring – Passport QA		
	Team trackers set up and issued					
	Y11 COVID-19 students identified and allocated intervention where appropriate	Y10 and Y11 Progress evening	Pupil Premium and catch up funding statements for intended spend 2019/2020 created			
	Y11 focus boards set up and identification of students where immediate gains are of benefit	CATS mop-up				
	Y11 marginal gains assembly	Y7 baseline tests Reading/Ma				
	Review of Team Interventions	Revision guides for PP students purchased				
	Implementation of core subject review meetings focusing on progress and crossover Eng/Ma	Y11 intervention focus on preparation for exams for all. 'How to revise' booklet created and issued				
	PP, Most Able and SEND lists shared with staff. Ensure that information is correct on SISRA	CPD for staff regarding revision techniques				
	Careers curriculum reviewed and	Y11 Red student focus on PP KPI's				
		Identify Y11 revision sessions and follow up				
		Y11 anxiety and stress sessions.				
	planned for 2019/2020					
	Exam access arrangement screening	Pupil Premium and catch up funding statements reviewed and impact statement written for 2019/2020. Case studies completed.				
	Pupil Premium elective selection monitoring – Passport					

- Overall P8 score of +0.30 is outstanding. 74% of students achieved the basic measure of a standard pass, 4+ in English and mathematics with 52.8% achieving a grade 5+.

- Destination data is expected to be significantly above the national percentage for the Year 11 cohort, with 100% entering education, training or employment once they leave the College.
- Parent and student surveys indicate that Checkpoint, Key Assessment and Progress evenings inform them about their child's progress. Over 85% 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 over 90% of students stating that Checkpoints, Key Assessments and Tutor Reports are useful.
- Within the parental survey, parents recognised the work within lockdown to ensure progress was maintained, stating "...providing meaningful and appropriate work through lockdown to maintain pupils progress." This was also reflected in that over 80% of parents felt their child had made good progress within the academic year.

Recommendations

- Further investigation and review within biology to support further improvement as a result of exited Year 11 data, pupil and parent surveys.
- In light of the impact of Covid-19 and lockdown periods, monitoring of Pupil Premium and SEN students will be approached with robust rigour to drive further improvement. Intervention will be used to target identified students, alongside the Pupil Passport to ensure engagement within the wider curriculum.
- Careful monitoring of the gender performance gap to ensure the gaps do not increase across all key performance indicators. A focus on mathematics will be pertinent in regards to girls' performance within this subject.
- Ensure that More Able students achieve the 5+ basics measure in both English and mathematics by closely monitoring the crossover element.
- Achievement within the Open Basket will be monitored to ensure that appropriate measures are taken to drive improvement with boys in relation to this area.

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.

Quality of Education (Outcomes) Planning 2021/22

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Quality of Education (Outcomes)</p> <p>P8 0.40</p> <p>P8 PP 0.10</p> <p>En&Ma 4+ 75%</p> <p>En&Ma 5+ 50%</p>	<p>Checkpoint Year 11 and analysis, focus on key groups, gender gap and boys within Open Basket, Intervention allocated. Team intervention co-ordinated.</p> <p>Year 11 red student focus on PP KPIs</p> <p>Year 7 Tutor evening</p> <p>CATs and Reading Age Tests completed for Year 7 and new students.</p> <p>Year 7 targets set and shared</p> <p>Year 7 baseline tests Reading/Ma</p> <p>Team trackers set up and issued</p> <p>Year 11 focus boards set up and identification of students where immediate gains are of benefit</p>	<p>Year 9 Key Assessment</p> <p>Checkpoint for Years 7, 8 and 10</p> <p>Year 11 checkpoint analysis intervention implementation</p> <p>Years 8 and 10 checkpoint analysis – intervention implementation</p> <p>Progress Evening Years 10 and 11</p> <p>CATS mop up</p> <p>Revision guides for PP students purchased</p> <p>Year 11 intervention focus on preparation for exams for all. 'How to revise' booklet created and issued</p>	<p>Key assessment (mocks) Year 11 and QA</p> <p>Year 7 analysis and review of key groups.</p> <p>Progress Evening Year 9</p> <p>Year 9 Key Assessment analysis, QA</p> <p>Review of how all SEND students are doing across the curriculum</p> <p>Post Year 11 mock analysis and implementation of 1:1 and small group sessions – Red and PP students</p> <p>Pupil Passports Review – identified students targeted.</p>	<p>Checkpoint Year 10</p> <p>Year 11 assessment analysis – intervention implementation</p> <p>Year 11 internal formative assessment</p> <p>Progress evening Years 8, 10 (by invitation) and 11 (by invitation)</p> <p>Year 9 Options Evening</p> <p>Pupil Passports Review - identified students targeted, achievement badges awarded</p> <p>Year 11 Predicted grades upload</p>	<p>Checkpoint Year 9 and analysis - intervention implementation</p> <p>Year 8 Key Assessment and QA</p> <p>Progress Evening Year 7</p> <p>Pupil Passports Review - identified students targeted, achievement badges awarded.</p>	<p>Year 10 work experience – Covid-19 impact? Employers invited into College, if possible.</p> <p>Years 7 and 10 Key Assessment and QA</p> <p>Year 8 Key Assessment analysis – intervention implementation</p> <p>Progress Evening Invite Years 8 and 9</p> <p>Pupil Passports Review – identified students targeted, achievement badges awarded.</p>

	<p>Implementation of core subject review meetings focussing on progress and cross over En/Ma and gender gap</p> <p>PP, More Able and SEND lists shared with staff. Ensure that information is correct on SISRA, robust monitoring of students within teams. Intervention from 2020/21 analysis. Agenda item within team meeting.</p> <p>Careers curriculum reviewed and planned for 2021/22</p> <p>Exam access arrangement screening plan for 2021/22 in place</p> <p>PP strategy written</p>	<p>Identify Year 11 revision sessions and follow up</p> <p>Anxiety and stress sessions for identified students – all year groups</p> <p>Pupil Passports finalised, data sheet format completed</p>	<p>Student badges awarded.</p>			
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QUALITY OF EDUCATION: CURRICULUM

Alice Beckwith

Judgement: Outstanding

We have continued to offer a curriculum that covers the National Curriculum and meets the needs of all our students. Over the last two years we have reviewed the curriculum policy at both the College and subject level to ensure that what we teach is essential to the long-term success of students and is organised in such a way that helps them commit knowledge to the long-term memory. Our quality assurance of the curriculum is rigorous and has been fine-tuned with the continuance and development of subject scrutinies:

2019 – 20	History	Music	Biology	Sport	
2020 – 21	English	Maths	MFL		
2021 – 22 (Planned)		Drama Biology	Tutorial	A&D RS	

The quality of teaching has been exceptionally strong this year with 94% of all lesson observations being good or better and 44% being outstanding. In addition, 90% of students agreed that their teachers help them to understand how they can improve their work and 92% agreed that the work set is challenging enough to make them really think. 94% of parents agree that their child is well taught.

Recruitment of students onto options was also positive with all targets being met apart from BTEC music. This was in part due to the increased uptake in food GCSE in the same block, but further work to maintain a viable BTEC music group will be needed in the next option cohort.

The number of students taking the EBacc combination increased from 51% to 56%. 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.

EBacc	18/19	19/20	20/21	2021/22 Current 11	2022/23 Current 10
Entry %	17	51	56	51	56

Not all of our curriculum CPD linked to Rosenshine was possible, but we held a collaborative session on remote learning where excellent practice was shared and staff learnt a broad range of platforms and methods that were highly effective in teaching students remotely. There was also a session prior to lockdown on reading and the way we use Accelerated Reader in the College.

This year the Accelerated Reader programme continued in Years 7 and 8 and, although it was difficult to track progress clearly due to the lockdown period, the rewards aspect of the programme was developed well with lots of students engaging in more reading to gain their owl badges.

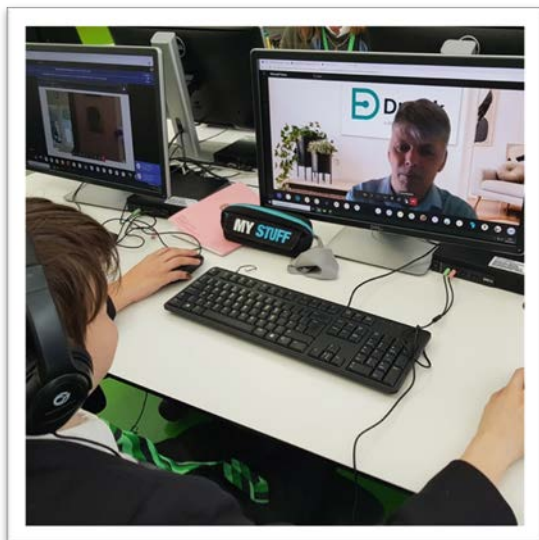
Evaluation of Curriculum Transformation Planning 2020/21

Quality of Education Curriculum Planning 2020/2021						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Lesson Observations: 40% outstanding, 90% good or better.	Coaching obs for all new starters	First formal obs begin	All staff at least one obs by 31/1/20		Review marshalling doc - all obs mapped by 15/6/20	Assess overall obs figures for year/PR
Subject Reviews continue: all recommendations are shared and implemented	Complete roll-over obs for PR for two teachers TLs to agree with link VP any free choices in GCSE curriculum reduction allowed by Ofqual. Decisions Communicated home once confirmed	Subject review protocol adapted to include a greater focus on the progress of COVID-19 intervention students MFL subject review, psychology A Level and biology GCSE reviews	Chemistry A Level Review Review of Ebacc subjects	Tutorial review QA map-up week to ensure all obs up-to-date	Maths review German A Level review	Final subject review
Curriculum is adapted to meet the needs of blended/remote learning so that content gaps due to lockdown are negated	Observation protocol reviewed to include specific focus on COVID-19 intervention group Progress TLs to identify gaps in learning across	English subject review including reading lesson TLs modify mocks in accordance with curriculum changes	Structure of new TT shared with staff to enable any review of SoFW needed		Paired teaching in A Level to be agreed in each subject linked to	TT facilitates the changes planned. TT completed by week 3
Curriculum for 2021/22 is adapted to move to double lessons only.						
85% Students happy with options choices	teachers leading Reading lessons Subject recruitment targets set for PRs CPD for all AR teachers completed (SHO) Library sessions booked for Terms 1 and 2		letter sent to parents Promotion of subjects in lessons across one week and supported by assemblies (remote) SLT options meeting with students complete MSI to monitor teams interaction with employers		Change survey question for careers and include in parent survey as well	World of Work newsletter 3 sent to parents (MSI) Evaluate the impact of careers work in surveys
Overall 85% of Gatsby Benchmark achieved						
80% students agree that they have increased knowledge around careers and the local labour market	Review impact of triple option that inc CS - should it run this way again	Team leaders to complete the careers curriculum audit World of Work newsletter 1 sent to parents (MSI) MSI to map careers events across the year				
All teams deliver two visits/speakers in the year from the world of work to inspire and broaden students' knowledge of future opportunities						
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.	year groups and identify plans to remedy. (TL week four) Work scrutiny of classwork set on SMHW to ensure all teachers are setting and that students in quarantine can keep up while at home. Agree learning hours for all subjects for TT 2021/22 CC+HS All Y7 to sit first star reading test Previous AR data ported to College database for new Y7 AR progress targets set for all	Star Reading Test 2 completed Plan AR reward scheme Options blocks decided with pathways considered for COVID-19 intervention group Plan for all COVID-19 intervention group to meet same member of SLT for options	Review progress and meet with Reading team to plan next steps AR rewards assembly to celebrate achievement Data to organise groups and pathways Process agreed for communication and meetings Options timeline/process	Star Reading Test 3 completed Review progress and meet with Reading team to plan next steps AR rewards assembly to celebrate achievement Parent options evening for those still unsure Finalise all options Letter to parents at end of term with option allocation World of Work newsletter 2 sent to parents (MSI)	new TT allocation of time per subject Review progress and meet with Reading team to plan next steps AR rewards assembly to celebrate achievement	Star Reading Test 4 completed Data to be scrutinised and progress for each class calculated and final rewards assembly held Review Ebacc numbers and success of CS, Ph, Ch offer. Also % for music and MFL
Options: 56% to take Ebacc						
60% to take MFL						
8% Y9 opt for music GCSE 8% BTEC music, 10% graphics and 10% food GCSE						

This year, due to lockdown, we used a single observation for most staff as there was not sufficient time to capture more. However, all new staff had a coaching observation early on to support them into the College. This was not given a judgement but their second observation was. In some cases, for all other staff where an observation was less than good, a second observation was given. Overall, the results were very positive with 94% being good or better and 44% being outstanding.

Subject reviews were also carried for English, maths and MFL, and will form part of the recovery planning this year to ensure that all recommendations are implemented and desired outcomes achieved. Reviews for the tutorial programme, BTEC subjects and biology were not completed due to lockdown – these will need to be prioritised this year. A great deal of collaborative evaluation of the tutorial programme was carried out in response to student feedback. A working party instigated by the student council was created that had representation from all year groups. They looked at the programme and made suggestions about how aspects could be made more relevant to them and the type of activities they found most useful when dealing with the sorts of topics covered. A group of Year 11 students came into College after they had completed their GCSEs to help create resources that matched their needs. This collaboration was also reflected in a thorough review of e-safety and sexual harassment and abuse in which the views of students and parents were sought.

The options process went ahead with aspects being shared remotely. However, every student did have an individual meeting with a member of the senior team to discuss their choices. 82% of students and 90% of their parents felt that they were given appropriate option choices. Our subject targets were met with Ebaac reaching 57% (target 56%), MFL 61% (target 60%), Music GCSE 8% (target 8%), graphics 11% (target 10%) and food 17% (target 10%). We did not meet the target for BTEC music which was 2% (target 8%) but the large increase in food GCSE might account for some of this movement as they are in the same block.



Further work was completed in gaining the Gatsby benchmark for our careers support and we have now completed 93% of it. 76% of students agreed that their knowledge of careers and the local labour market had increased.

The Accelerated Reader (AR) programme was further developed this year with increased work on rewards and recognition for our Years 7 and 8 students who were keen to earn badges linked to their increased amount of reading. It was hard to measure accurately the success of the programme overall as the periods of lockdown had an impact on the consistent routines needed for good progress. A love of reading was also encouraged through a range of initiatives in the

library and in AR lessons. The impact of this will be reviewed at each point of assessment (star reading tests.)

Recommendations

- To continue to scrutinise the quality of curriculum provision through subject reviews. Initial areas of focus: drama, tutorial, biology, art, RS. To pursue subject development

by ensuring recommendations from the 2020/21 subject reviews are translated clearly on the team recovery plans and are acted upon.

- CPD to include further embedding of Rosenshine's Principles so that teaching leads to progress as students "know more and remember more."
- Return to two lesson observations for all staff including the additional ungraded coaching observation in term 1.
- Develop the targets for the Accelerated Reader programme so that the impact can be measured across groups in Years 7 and 8 and that a love of reading is further developed through high quality strategies in the library.
- Maintain the uptake of options subjects to keep groups viable and to offer an appropriate range of qualifications for all students: 8% GCSE music, 8% BTEC music, 10% graphics, 12% drama, 65% MFL and 60% Ebacc.
- Review curriculum offer to ensure that the BTEC subjects match the needs of those students taking them, which will be supported by the capital growth programme.
- Review with all teams the effectiveness of the timetable this year where year groups are not all blocked together, allowing greater flexibility in deploying staff and reducing class shares specifically at Key Stage 3.

Quality of Education Curriculum Planning 2021/2022

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Quality of Education (Curriculum)</p> <p>Lesson Observations: 40% outstanding, 90% good or better.</p> <p>Accelerated Reader outcomes show that the red and blue flagged students make progress</p> <p>Options: 60% to take EBacc</p> <p>65% to take MFL</p> <p>8% Year 9 opt for Music GCSE, 8% BTEC Music, 10% Graphics, 12% drama</p> <p>85% students happy with options choice</p> <p>Overall 100% of Gatsby Benchmark achieved (unless</p>	<p>All new starters coaching obs done</p> <p>Schedule obs up to end of T2 ensuring balance across year groups</p> <p>Complete roll-over obs for RHO</p> <p>All Star reading tests completed in correct conditions and given accurate assessment: corresponding targets set</p> <p>Intervention reading list complete and staff allocated</p> <p>RS planning review (statutory)</p> <p>Recommendations from 2020/21 Subject scrutinies in team recovery plans</p>	<p>Obs begin for all staff</p> <p>Track progress following 2nd star reading test – identify critical students</p> <p>Plan and deliver AR parents session (live or recorded) to promote reading at home.</p> <p>Letter for options process and timeline agreed by end of T2</p> <p>Sample options offer with students to plan effective blocks</p> <p>Biology review (GCSE)</p> <p>Drama subject review</p>	<p>All staff at least 1 ob by 31/1/20</p> <p>Options booklet confirmed</p> <p>Letter to parents re options process</p> <p>Tutorial subject review</p> <p>Research T awards and other applied courses for future curriculum</p>	<p>Track progress following 3rd star reading test – assess impact towards targets</p> <p>Options evening for parents</p> <p>Options 1:1 meetings with students</p> <p>Options: final choices submitted</p> <p>Probation 2 complete</p> <p>Year 9 Options meetings SLT</p> <p>Compass Evaluation</p>	<p>Art & Design subject review</p> <p>RS subject review KS3, 4, 5</p> <p>Ensure all obs are completed by end of term</p> <p>Survey questions revised to match targets.</p> <p>Update on Work Experience progress of student placement.</p>	<p>Review impact of AR following 4th star reading test. Revise plans for future delivery and consider further subscription and book order.</p> <p>Evaluate quality of teaching for the year</p> <p>Calculate final uptake figures for options targets</p> <p>Probation 3 complete</p> <p>Compass Evaluation</p>

<p>impact from work experience)</p> <p>Curriculum is reviewed so that provision meets needs for all students esp practical courses linked to capital growth programme</p>	<p>Review careers policy and ensure website up-to-date.</p> <p>EM to continue Careers Level 6 qualification</p> <p>Post-16 Careers Event</p> <p>Ensure Careers Champions in place and meet Term 1</p>	<p>Probation 1 complete</p> <p>Agree on practical courses and communicate learning environment needed (new build)</p> <p>Research course materials and any training needed to deliver new courses</p> <p>Careers meetings for Year 11 with SPW and EM</p> <p>EM to continue Careers Level 6 qualification</p> <p>Careers Champions – ensure within the schemes of work</p> <p>Compass Evaluation</p>				
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BEHAVIOUR & ATTITUDES

Alex Emmerson

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 College and within lessons students actively contribute towards the positive learning environment.

During the Covid-19 lockdowns, students continued to demonstrate a commitment to their studies through online learning and Teams lessons. On return to College in March students demonstrated a mature response to expectations, reflected in exceptional conduct and attitude towards their learning whilst adhering to stringent social distancing regulations including the wearing of face coverings in all lessons and communal areas. This conclusion is supported by the student survey 2020/21, where over 95% students indicated that they behave well in lessons. In addition, this is also supported by lesson observations conducted in 2020/21, where in 94% of lessons behaviour was graded as good or better (marshalling 2020/21). A student stated in the survey 2020/21 that the College is particularly good at "Education. Every year I have been at the College I have had good teachers that I have interacted with and they have made me and my class engage in lessons well that are interesting and keep the momentum of learning going and it stays interesting even through boring topics."

The College ensures that steps are taken to allow students to thrive in a positive learning environment, 92% of parents within the survey agreed that their child was looked after well and this was also reflected within the student survey where 93% of students stated they felt safe in school and 90% of students were clear that they knew who to ask for help. During the Covid-19 period, the Client Services team together with tutors and teachers have maintained regular contact with students identified as being vulnerable; enhanced support for these students has been provided. Students state that "the College is good at keeping everyone safe and making sure people are happy in what they are doing."

Students behave well, demonstrate high levels of self-discipline and have consistently positive attitudes to their education. If students struggle with this, the College takes intelligent, fair and highly effective action to support them to succeed in their education. The Client Services team is fastidious in its analysis of student behaviour and can accurately identify those students who require additional support.

CPOMS shows that, within a given term, between 79 - 81% of the College population receive no negative behaviour entries. Overall, CPOMS shows that 60% of students received no entries throughout the academic year and only 16% of students received 5 or more CPOMS. 86.55% of students received less than 6 CPOMS (less than one per term) and 2.9% received more than 30 CPOMS (5 or more per term). This shows high levels of student engagement in the ethos and purpose of the College.

This data, supported by the student survey, confirms that over 95% of students agreed that they behaved well in lessons. The results of the parent surveys support this with 88% of parents agreeing that the College makes sure students are well behaved stating that "behaviour management is excellent". In addition, they stated that the College is good at "communicating with us about various behavioural issues we have encountered and have an understanding that as parents we are trying our best to ensure we support disciplinary action taken."

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. Overall, there are very few serious incidents of poor behaviour and, as a result, the proportion of students excluded on a fixed term basis is well below the national average.

In 2020/2021 the percentage of students receiving one or more fixed term exclusions was 2.36% (National Data 3.76%). The College does take disciplinary measures to ensure the welfare and efficient education of all students is not compromised. 63% of students who received a fixed term exclusion were non-Free School Meals. Fixed term exclusions data also shows that there is a 50/50 split between girls and boys with all being non-SEN. While permanent and fixed term exclusions were still possible throughout the academic year, school closures have had a significant effect on the number of permanent exclusions and suspensions, and therefore caution should be taken when comparing figures across the years. On return from the two national lockdowns, the College recognises that there is an acute group of students whose anxiety has an impact on their ability to self-regulate within the boundaries and expectations of the College. These students have received additional intensive support which will continue into the next academic year.

Whilst there has been an increase in the amount of permanent exclusions, which is always a last resort, it is important to remember the turbulence and lack of regularity over the past two academic years due to the pandemic. The proportion of time students spent outside the College was significantly more and, with the support of outside agencies, all avenues were explored to try and keep students within our community. The statistics for the permanent exclusion group are not significant enough to draw firm conclusions due to the small number of students involved. In order to fully understand these students, it is important to read the case files to fully acknowledge and understand the individual complexities and circumstances.

Attendance of students was above the national average of 83%. At the end of the academic year the College attendance was 96% including Covid-19 coding due to the national lockdown. Without the Covid-19 coding, the overall College attendance was 92%. This is an outstanding achievement which clearly demonstrates the College's swift action regarding attendance and ability to support non-attenders. 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 and effective action. A forensic approach to analysing absence rates for all students results in appropriate support measures to improve attendance. The focus with attendance moving forward will be in response to the anxiety created by the pandemic and the potential increase in school refusers due to this. During 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 the lockdown and regular contact and invitations into College for identified students has enabled support to continue for this vulnerable group. The College has also been congratulated on its working practices to secure high attendance for all, by being highlighted a best practice centre within Rutland by Rutland County Council's Inclusion Team. Relationships among students and staff reflect a positive and respectful culture; students feel safe within College and this is reflected with over 93% of students saying they felt safe at College, stating that the College was good at "making sure the safety of all students is the priority". We have seen a further development in our safety work; termly surveys have allowed for immediate support and intervention to be provided where students are feeling anxious or worried. Concerns are therefore rapidly addressed and support provided where appropriate. As a result, over 93% of students felt safe within the College within the student survey. 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 students is the priority
- Making students feel welcome to talk about anything

We have seen further developments in our mental health work. A dedicated Relate Counsellor who works within College two days a week through the Resilient Rutland project, has enabled Client Services to further enhance the support they are able to provide and allow for a fast-tracked access to a specialised service. Becoming a pilot school for an NHS Mental Health Support Team trainee has also helped shape the whole school approach and work with identified acute cases. Furthermore, the College continues to work closely with other agencies to enhance the provision we are able to provide.

Evaluation of Behaviour from the 2020/21 Transformation Plan

Behaviour and Attitudes Planning 2020/21

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 out.
Fixed Term exclusion to remain below 3%				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%	End of Term 1 analysis of FSM students and COVID-19 catch up group attendance – student support identified.	Identify groups from Term 1 whose attendance is less than good – SGE to liaise with CSA to address proactive response and monitor.	COVID-19 attendance monitoring in place to track students completing remote learning.	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 Term 6.	Y7 Tally chart focus.
Attendance is at 97% overall. Above 96% for FSM students. (SGE)	Follow-up of disagree response to Bullying/Feeling Safe by parents/students on survey.	Letters 2 and 3 sent out for students who remain below 92%	Analysis of Term 2 CPOMS follow-up with T2 year group focus to assess improvement.	Spot check equipment.	Plan extra transition session for key students.	College Transition day /evening.
COVID-19 Intervention group behaviour records in line with peers. Attendance in line with their pre-COVID-19 attendance.	Spot check on equipment and uniform.	Letter sent to congratulate those with 100% attendance end of Term 2. SGE Attendance Reports sent home for all students	Focus for Term 3 behaviour year group identified through analysis, proactive intervention identified.	Y9 Tally chart focus.	New Y7 form groups.	Review of students on stages and action planning for Term 1 20/21
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).		Spot check uniform.	Commence primary visits/ extended transition.	Spot check punctuality.	
			Tally chart focus Y8		Focus for Term 5 year group/ COVID-19 catch up group identified through	
90% of staff feel that they are effectively able to manage behaviour.	Analysis of T1 CPOMS data proactive intervention identified.	Spot Check punctuality – focus on late students through attendance monitoring.	Review of MH counselling support.	MH strategy review.	scorecard behaviour analysis and Sleuth. Proactive intervention identified. Review of impact of Term 4.	
80% of parents feel that the College makes sure students are well behaved.	Behaviour CPD provided to new staff through induction process.	COVID-19 attendance monitoring in place to track students completing remote learning.	Follow up contact with parents identified through survey.			
Mental health – 80% of students feel they are able to access appropriate support within College.	Mobile phone strategy implementation.	Y10 Tally chart focus.				
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)	RR training for MH; introduction of counselling for identified students.	Identify from Term 1 behaviour analysis key year or COVID-19 catch up group focus. AE to share response in Leadership – MSA to monitor.				
	CSH, RM, KJ meet timeline for transition	MH CPD Session with RR – policy.				
	COVID-19 support for identified students in regards to attendance.	SLT learning walks				
	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)				

- On the parent survey, over 90% of parents felt their child was looked after well.
- Overall behaviour in College is exceptionally strong and staff feel they can effectively deal with behaviour.

- The norm for students is that they felt they behave well within lessons and get on with their work and 88% of parents felt students behave well at the College.
- On the student survey over 93% of students agreed with the statement 'I feel safe at College' (target 90%). A number of students' comments reflected this as a strength of the College "Keeping the School safe."
- Attendance was above national average. This will continue to be a focus, together with attendance relating to mental health issues as a result of the Covid-19 pandemic.

However, we recognise that for some, behaviour is more acute and requires further support which is outlined below.

Recommendations

- Sustain high levels of attendance.
- Maintain that the vast majority of students feel they behave well in lessons. Further focus on quality assurance procedures and analysis to support improvement for targeted students.
- Refresher training for all staff, including support to address low level behaviour issues. Training to include the use of escalating sanctions for students at pre-stage 1, i.e. not under Client Services/key worker.
- To support the most vulnerable students at risk of permanent exclusion:
 - Increase capacity of Client Services – move to new space and additional Client Service Advisor.
 - Re-evaluate the role of the Client Services Advisor, particularly that of key worker working with students on the Stages system.
 - Re-consider the support available at each stage, specifically at stage 3 where the need for support from external agencies to reduce exclusion is required.

Behaviour and Attitudes Planning 2021/2022

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Behaviour and Attitudes</p> <p>House points average 5 per week for a f/t member of staff.</p> <p>One postcard per week sent home by staff.</p> <p>One commendation per member of staff per academic year.</p> <p>All CPOMS have effective follow-up so that at least behaviour is judged good or better in 90% of lessons</p>	<p>Stages review and key worker allocation. PSP written for Stage 3 students.</p> <p>Key workers to share behaviour strategies with staff through teach meet.</p> <p>Review of Stages interventions and identification of clear strategies in place at each level.</p> <p>End of term 1 analysis of students' attendance – student support identified.</p> <p>Follow-up of Disagree Bullying by parents/students on survey.</p>	<p>Pupil Passports finalised, data sheet format completed</p> <p>Review Stage 2/3 students and impact of intervention strategies.</p> <p>Identify groups from T1 whose attendance is less than good, tutor follow-up and support.</p> <p>Letter 2 sent out for students who remain below 92%</p> <p>Letter sent to congratulate those with 100% attendance end of Term 2 SGE/NC</p>	<p>Attendance Panel meetings for those students identified.</p> <p>Analysis of term 2 CPOMS. Follow-up with focus student and year groups to assess improvement.</p> <p>Focus for term 3 identified – behaviour year group identified through scorecard, proactive intervention mobilised through tutor team.</p> <p>Review of Stages students.</p> <p>Spot check uniform</p>	<p>Attendance Reports sent home for all students.</p> <p>Letter sent to congratulate attendance end of term 4 SGE/NC</p> <p>Review of impact of term 3</p> <p>Focus for term 4 – year group identified through Scorecard behaviour analysis and CPOMS. Proactive intervention identified.</p> <p>Review of Stages students.</p> <p>Spot check equipment</p> <p>Tally Chart focus Year 9</p> <p>Commence primary visits/ extended transition</p>	<p>Attendance letters 2 and 3 and panels if appropriate. SGE/NC</p> <p>Student survey on behaviour within lessons</p> <p>CSH meet re. transition planning T6</p> <p>Plan extra transition session for key students</p> <p>Sorting new Year 7 form groups</p> <p>Tally Chart focus Year 8</p> <p>Review of Stages students</p> <p>Spot check punctuality</p>	<p>Attendance reports sent</p> <p>Spot check PE uniform</p> <p>Tally Chart focus Year 7</p> <p>College Transition Day/Evening</p> <p>Review of Stages students and action planning for T1 2020/21</p> <p>Survey results and analysis for bullying.</p>

<p>Exclusions</p> <p>Permanent exclusion to be below 0.2%</p> <p>Fixed Term exclusion to remain below 3.76%</p> <p>Number of students with more than one fixed term exclusion to remain below 3.76%</p> <p>Attendance is at 96% overall.</p> <p>Behaviour Surveys</p> <p>85% of students feel that there is a positive learning environment in</p>	<p>Spot check on uniform (plus tutor follow-up)</p> <p>Tally Chart Focus Year 8 and follow-up.</p> <p>SLT/team leaders hot spot identification and learning walks for behaviour in lessons.</p> <p>Analysis of T1 CPOMS data – proactive intervention identified.</p> <p>Behaviour CPOMS CPD provided to new staff through induction process.</p> <p>Behaviour CPOMS CPD to be provided to team leaders to allow analysis.</p> <p>Team leaders to cascade behaviour</p>	<p>Attendance Reports sent home for all students.</p> <p>Spot Check punctuality – focus on late students through attendance monitoring.</p> <p>Tally chart focus Years 10 and 7 and follow-up.</p> <p>Identify from T1 behaviour analysis in tutor meeting</p> <p>Client Services behaviour walks linked to identified students and groups.</p> <p>Focus group with current Year 7 regarding transition CSH.</p> <p>School council meeting.</p>	<p>Tally Chart focus Years 9 and 11</p> <p>Review of MH strategy</p>		<p>Focus for term 5 – year group identified through scorecard behaviour analysis and CPOMS. Proactive intervention identified through tutor team.</p> <p>Review of impact of term 4</p>	
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<p>the majority of their lessons.</p> <p>90% of staff feel that they are effectively able to manage behaviour.</p> <p>80% of parents feel that the school makes sure students are well behaved. (MSA/AE)</p> <p>Mental Health and Wellbeing</p> <p>80% of students feel their opinion is valued.</p> <p>80% of students feel they are able to access appropriate</p>	<p>CPOMS reports to monitor tutor group in tutor team meetings.</p> <p>Key non-teaching staff behaviour support meeting – Catering Assistants, Admin Staff, FSM.</p> <p>RR art project mobilised.</p> <p>Counselling support for identified students. Individual and small group depending on need.</p> <p>Year 7 Tutor Evening – parental follow-up for any concerns identified.</p> <p>CSH, RM, KJ meet timeline for transition</p>					
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<p>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.</p>						
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PERSONAL DEVELOPMENT

Judgement: Outstanding

During lockdown the tutorial lessons were adapted to address the very current issues that students were experiencing while learning from home. Tutors held weekly team meetings for the tutor groups and offered a more relaxed approach, checking that all tutees remained in contact and were coping with their situation. A lovely example of adapted tutorial was 'Bring your Pet to Work' where a whole tutor group appeared on Teams with their dogs, cats, rabbits and even a snake. The more challenging content could not be effectively taught on Teams and so some elements of the PSHE programme were missed but will be addressed next year. On return to College the PSHE recommenced and 86% of staff agreed that the tutorial programme covers topics that are relevant and help students prepare for life after College.

78% of students agreed that the PSHE programme was relevant to them which was a positive indication that recent collaborative work, completed with students who wished to have more input into the tutorial programme, was having a positive impact. This coincided with an important review led by Alex Emmerson covering peer-on-peer sexual aggression and assault. A working party of students across year groups and genders was formed and discussions about how difficult topics were best delivered culminated in a small group creating resources for the programme. This working party is just the first step in a longer-term plan to maintain this collaboration between students and tutors.

Extra-curricular activities and trips were halted but in term 6 we did manage to put on the Year 7 Bushcraft trip that had originally been planned as an early transition experience. There was also an art trip to Burghley House that the Year 7 students also benefitted from. After



lockdown some sports clubs and music ensembles did re-start. Peripatetic music lessons continued remotely at first and then by the summer term many more had returned to College.

Some external electives such as water sports and horse riding also started up again. The year was rounded off with a glorious celebration of energy and enthusiasm as the whole College came together to enjoy our sports day in which all students participated either in team games, individual events or as part of the expert tech team.

Evaluation of Personal Development from the 2020/2021 Transformation Plan

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

- Tutorial moved to a thematic approach this year, so that all students were following broadly similar themes in each term. This helped to align assembly content with tutorial content.
- Following the January lockdown, the tutorial programme was rearranged to ensure that statutory topics for groups were covered in this academic year. This has had a knock-on effect on the programme for 2021/22 as tutor leads work to catch up missed topics.
- This year due to Covid-19 restrictions assemblies were mainly conducted online. A range of staff contributed to them and almost all were delivered through the Thursday tutorial session, however this meant that assemblies were broader in scope than if they

were being delivered to specific year group because they needed to be suitable for all years.

- Following student council requests, a sexual discrimination and women's safety assembly was run in term 5. This led to a tutorial focus group meeting with representatives from the student council. Following this there was a review of material and structure of tutorial sessions, moving away from information giving/PowerPoint-led sessions to a more discursive approach for 2021/22.
- Representatives from the student council focus group worked to develop a set of resources to act as a standard for the review and redevelopment of tutorial resources by tutor leads.
- 86% of staff agree/strongly agree that the tutorial programme covers topics that are relevant and helps students prepare for life after College; for students this was 78%.
- 73% of staff felt that the tutorial programme is delivered well as a result of line management and quality assurance. The areas where opinions were least favourable were from teams where there had been a change of tutor lead and as a result further support will be given to ensure effective understanding of that role.
- For most of the year trips and visits were unable to go ahead due to the restrictions in place to manage Covid-19. When students returned to College we were very keen to start up any of the extra-curricular activities that we could manage within guidance; it was clear that students desperately needed this aspect of their learning and experience to be restored.

Recommendations

- Develop staff confidence in delivering RSE and other more delicate topics through externally-provided CPD.
- Tutor leads to develop resources to allow for more inclusive discussion in tutorial.
- Introduce termly pastoral tutor meetings to allow time to discuss the upcoming term's tutorial programme and support staff delivery as well as to improve communication between Client Services and tutors.
- Quality-assure tutorial sessions more consistently to ensure students are accessing the statutory requirements of PSHE – work with tutor leads to complete learning walks. Work closely with tutors to continue 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.
- Ensure that RS is delivered to Key Stage 4 using the assembly programme and tutorials to deliver key topics. In time, look to engage with speakers and visits as restrictions are eased.
- To recommence as full as possible an offer of trips, visits and extra-curricular activities and to monitor more closely students' involvement in this wider cultural capital with a central 'passport'.

Personal Development Planning 2021/2022

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Personal Development Extra-curricular/Tutorial</p> <p>Pastoral tutor meetings are attended and as a result 85% of staff agree that the tutorial programme is delivered well as a result of line management and quality assurance of the provision</p> <p>80% of tutorial lesson are good or better</p> <p>80% students agree that the tutorial programme delivers topics relevant to them and their future lives</p> <p>80% of students agree that they</p>	<p>Termly pastoral/tutor meeting agenda agreed (AEM, ABW, JRN, CSH)</p> <p>8.9.21 pastoral/tut meeting 1.</p> <p>RS scrutiny recommendations shared with JRN</p> <p>Delivering RSE with confidence core training</p> <p>CSH and JRN recruit and meet with student working party</p> <p>Tutor lead meeting (JRN/CSH)</p> <p>Sport clubs promoted and available to all year groups</p>	<p>8.12.21 pastoral/tut meeting 2.</p> <p>RS delivery strategy planned and started</p> <p>LW tutorial – Year 11 focus on RSE delivery (DMO)</p> <p>NSPCC managing sexualised behaviour core training</p> <p>Tutor lead meeting (JRN/CSH)</p>	<p>9.2.22 pastoral/tut meeting 3.</p> <p>CSH and JRN recruit and meet with student working party</p> <p>LW tutorial – Years 8/9 focus on delivery of sensitive topics</p> <p>Role of the tutor core training ½</p> <p>Tutor lead meeting (JRN/CSH)</p>	<p>30.3.22 pastoral/tut meeting 4.</p> <p>LW tutorial – Year 10 focus on career delivery JRN/KH/ESM/MSI</p> <p>Role of the tutor core training 2/2</p> <p>Tutor lead meeting (JRN/CSH)</p>	<p>25.05.22 pastoral/tut meeting 5.</p> <p>Add to student survey (KS4) the statement: RS was covered in assemblies and tutorial and encouraged me to think about religion in the modern world.</p> <p>LW tutorial – focus on routines</p> <p>Tutor lead meeting (JRN/CSH)</p>	<p>06.07.22 pastoral/tut meeting 6.</p> <p>Evaluate RS approach through survey responses and plan for following year.</p> <p>CSH and JRN recruit and meet with student working party</p> <p>Tutorial – year 7 focus group - transition and expectations of tutor</p> <p>Tutor lead meeting (JRN/CSH)</p>

participated in Extra-curricular activities, trips and visits this year (in line with Covid-19 risk-assessment)	<p>Musical launched, casting and rehearsals begin</p> <p>D of E expeditions and practice walks scheduled</p> <p>LW tutorial – focus on routines</p>					
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LEADERSHIP AND MANAGEMENT

Judgement: Outstanding

Safeguarding

Students benefit from a culture of safeguarding and care, the College is extremely effective in supporting our most vulnerable students, all staff contribute to the identification of these students. Parents state that the College is good at “keeping the College as a safe and productive learning environment and providing extra help and support through Client Services for those who need it.”

Covid-19 further highlighted this culture with over 70 students who either attended the College due to their vulnerabilities or where a support need had been identified. Regular communications with both students and families enabled focussed support and structure for both within this difficult period.

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 (92% 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. 90% of students stated they were confident in where to go for help or who to speak with if there was a problem.

Throughout the academic year several thematic reviews have been conducted. In all of these reviews focus groups of students, parents, staff, delivery and response have been scrutinised. In addition, policies and procedures have also been considered.

Summaries of each review

Sexual Harassment: National evidence shows that girls are more likely to be subject to sexual violence and sexual harassment than boys, and that boys are more likely to perpetrate such violence and harassment. The College carefully considers how they can support students to foster healthy and respectful relationships between boys and girls including through relationship and sex education, and PSHE education. It has a clear response to boy-on-boy and girl-on-girl sexual violence and sexual harassment in being equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

E-safety: Children today are firmly part of the digital age and, as such, often use a wide range of devices both inside and outside of the College day. When used correctly, technology can be a fantastic learning and social tool, but students need to have a clear understanding of expectations and rules surrounding its use. The College is committed to providing this education through a number of contributing factors which help our students to stay safe online and not fall foul of the myriad risks and threats which can occur.

Mental Health: The whole College approach involves students, staff, parents and the community as well as outside agencies in addressing emotional wellbeing and mental health issues. It recognises that all aspects of the school community can have an impact upon students' learning and mental health and that they are inextricably linked. The broad range of offer at the College for the vast majority of students ensures mental health and resilience. Mental health and wellbeing is intrinsic to the tutorial programme and is covered in a range of ways through both the weekly tutorial lessons and through the compulsory elective programme. Students in all year groups explore the links between physical and mental health,

as well as discussing threats to mental health that can occur through social media, relationships and substance abuse.

Weekly intervention and safeguarding meetings look for patterns and emerging trends within the community in order for more support to be delivered to target particular groups of students or year groups. A good example of this is the Leicestershire Police workshop on criminal exploitation which worked specifically with a group of students who had been identified as vulnerable in the area. In addition, Designated Safeguarding Leads also regularly attend Rutland County Council's exploitation meetings and forums to ensure their knowledge and skills in dealing with this topic is current.

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

CPD sessions on the use of CPOMS, remote learning and reading all took place before we went into lockdown. All new starters also had a coaching observation with a senior leader before they transferred to remote teaching. With lockdown our priority shifted to ensuring the delivery of high-quality remote learning and a sharp focus on the well-being and safety of students. In addition, we spent a great deal of planning and assessment time fine tuning our very robust CAG procedure and creating the policy that supported our approach. Although our CPD plans were interrupted, 79% of staff agreed that the professional development opportunities had been relevant and helped them to improve their practice.

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. The table below demonstrates our commitment to flexible working:

Team	Number of teachers	F/T	P/T
Science	17	47%	53%
English	13	54%	46%
Maths	13	69%	31%
Hums	12	83%	17%
A&D	9	56%	44%
CS	3	100%	
MFL	7	43%	57%
PA	5	100%	

Sport	6	100%	
DSP	3	100%	

For the first time, our Progress Evenings were held via Teams with very positive feedback from both staff and parents. A benefit to all was certainly the reduced pressure of queues and late finishes as travel time was removed. While the importance of meeting face-to-face communication cannot be replaced with Teams meetings, it is certainly our view that a mixed approach might be of benefit in the future.

In spite of all the disruption to the academic year, 89% of staff agreed that they could manage their workload effectively. In addition, 82% agreed that they would recommend the Federation as a place to work to a friend.

Structure of the Day

A slightly new approach was taken to the scheduling of the College timetable, specifically in Key Stage 3. Rather than blocking subjects together (unless it was necessary for the purpose of setting) we used a more flexible model that, by almost completely eradicating class splits, ultimately enabled us to reduce the number of teachers students in Year 7 would have. This should be of great improvement to the transition of our new students, but should also reduce the workload of staff who overall should manage fewer classes. This approach will be reviewed to see if it has had a positive impact across the teams.

Evaluation of Leadership and Management 2020/2021

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 >1 >5</p> <p>Staff attendance >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>					
	<p>and plans amended if necessary.</p> <p>Safeguarding Newsletter for Parents.</p> <p>CPOMS safeguarding training.</p> <p>Review Risk Assessments.</p>					

Recommendations

- Further use of CPOMS reporting within teams to support pre-stage 1 early identification of students of concerns and implement support strategies.
- A core CPD offer that will engage staff in those critical aspects of teaching and learning, and student safeguarding and wellbeing that will lead to the recovery and catch-up of all students.
- To ensure all ECTs and mentors are enrolled on the statutory 2-year induction and successfully progress towards completion.
- To offer accredited CPD courses to those colleagues who are ready to move into middle and senior leadership roles.
- Review our College day and year in light of recent discussions in Parliament about tackling the impact of lockdown on learning. We will review the hours we offer, the breadth of both subject and cultural opportunities we provide and the impact this has on our families and the local community. This will be presented to governors and to the Trust for their full consideration. If it is necessary, we will consult more widely with all stakeholders.
- To continue to consider staff workload in our approach to all aspects of the day-to-day running of the College, the efficient education of our students and the ongoing professional development of all staff.
- To develop the long term needs of our community by expanding the College with the new capital development project.

Leadership and Management Planning 2021/2022

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Leadership and Management and Quality Assurance</p> <p>Safeguarding</p> <p>90% 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>CPD</p>	<p>'Am I safe?' follow-up disagree students IBA</p> <p>Whole Staff SG CPD mop-up sessions complete.</p> <p>Online prevent training new staff</p> <p>Student Assembly SG</p> <p>SG Policies reviewed to be compliant with the guidance set out in KCSIE (2021)</p> <p>Safeguarding newsletter for Parents.</p> <p>CPOMS training SG.</p> <p>Review Risk Assessments</p> <p>Termly survey 1</p> <p>ECTs and mentors registered with DofE and Ambition Institute.</p> <p>All ECTs and mentors attend the first conference</p>	<p>Staff SG briefing.</p> <p>Staff briefing with safeguarding update</p> <p>Continued follow-up I am safe work</p> <p>Termly survey 2</p> <p>Identify and organise accredited</p>	<p>Risk Assessment updates</p> <p>Safeguarding update for Students – Tutorial</p> <p>Continued follow-up I am safe work</p> <p>Termly survey 3</p> <p>Safeguarding 2 newsletter to parents.</p> <p>12.01.22</p>	<p>Staff Prevent update</p> <p>Staff briefing SG</p> <p>Continued follow up I am safe work</p> <p>Termly survey 4</p> <p>09.03.22 CPD options x 5</p>	<p>Safeguarding 3 newsletter to parents.</p> <p>Termly survey 5</p> <p>Continued follow-up I am safe work</p> <p>27.04.22</p>	<p>Safeguarding 4 newsletter to parents.</p> <p>Safeguarding policy review</p> <p>Termly survey 6</p> <p>Follow-up linked to I am safe work with parents from survey.</p> <p>Evaluate success of CPD programme</p>

<p>80% staff agree that CPD meets their career stage needs including the statutory 2-year ECT CPD</p> <p>ECTs are supported by an experienced mentor and have time to fulfil their weekly sessions. All three monitoring reports show successful progress towards induction completion.</p> <p>Reduction of staff workload</p>	<p>CPD programme published and reminders diarised.</p> <p>29.09.21 CPD for all tutors to develop confidence in delivering RSE and gender aspects of tutorial</p> <p>22.09.21 Rosenshine 1 CPD</p> <p>Review impact of timetable on all teams – are staff splits minimised and so teachers have fewer groups? Do any teams need to be considered differently next year?</p> <p>Guidance for p/t staff to help them engage with CPD flexibly</p> <p>Paper for governors on length of College day and year</p>	<p>CPD for staff through PR process</p> <p>03.11.21 RSE workshop</p> <p>NSPCC sexualised behaviour CPD online to be completed by end of T2</p>	<p>Rosenshine 2 CPD</p> <p>02.02.22 Role of the tutor CPD x 4</p>	<p>16.03.22 Role of the tutor CPD x 4</p>	<p>Rosenshine 3 CPD</p> <p>18.05.22 CPD options x 5</p>	<p>through survey responses</p> <p>29.06.22 Rosenshine 4 CPD</p>
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TEAM EVALUATIONS

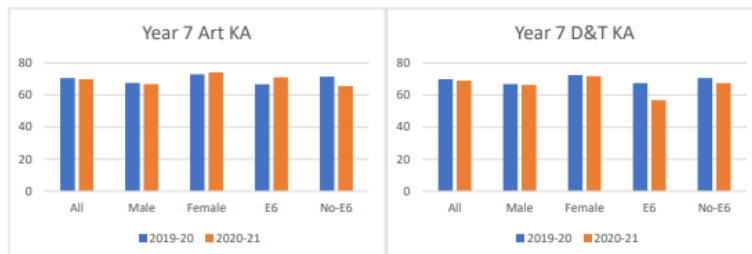
Art, design and technology recovery evaluation and recommendations

Outcomes GCSE

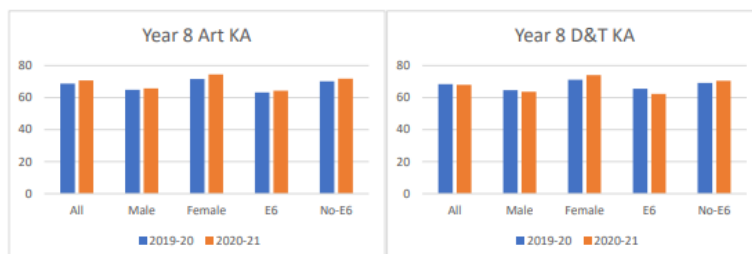
Staff	Grp	No's	SPI
1	112a	21	+.68
2	113a	12	*
3	114a	11	+.45
4	112 PH	21	+.35
5	113 PH	19	+.19
6	11GR	19	-0.03
7	113DT	17	+0.49
8	114DT	20	+0.83
9	114FD	17	+0.42

*Mainly BTEC – no data currently

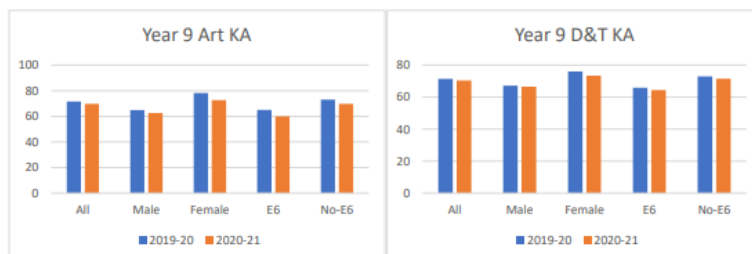
Year 7 KA Percentage Performance



Year 8 KA Percentage Performance



Year 9 KA Percentage Performance



A level

ALPS's grade 4, all students achieved their university destinations, inc 60% to art.

*See KS3 attached

Intervention

Year 11 intervention across all subject areas are as follows: Electives, PE, after College, holidays. Year 13 join two teachers for addition lessons during other lessons/free and late working option.

Observations, house points and commendations

Staff	Obs	Year	Sub	Staff	HP's	Comm
1	1	Y12	Art	1	167	4
2	1	Y10	Tech	2	259	4
3	1	Y10	Art	3	291	1
4	1	Y10	Art	4	276	2
5	1	Y11	CP	5	450	1
6	1	Y9	Tech	6	329	1
7	2	Y7	Art	7	54*	0*
8	1	Y7	Tech	8	168	1
9	1	Y10	Tech	9	46*	0*

*Maternity leave

Curriculum

Please see Art and Tech Plans to adapt curriculum for recovery.

The new build provides opportunity to broaden the curriculum. Possibilities being explored include vocational GCSE equivalents for Design & Technology and Food & Nutrition.

Uptake of options against targets, remains very healthy. Two food groups, growth in Design & Technology and 25 students in Graphics. We believe our marketing campaign of postcards, class discussions, student led promotion film and tutor focus program led to this achievement.

Adaptions

Lockdown has meant that it has not been possible to deliver our usual curriculum over the past two academic years. We have planned and adapted at speed to ensure students had as broad and balanced a curriculum as possible. This also allowed us to develop some innovative approaches including students working on several national competitions in lessons and live briefs set by business. We were agile in our curriculum changes when face-to-face learning resumed. We produced new, condensed, schemes of work to facilitate the use of specialist rooms and equipment last academic year, meaning that all students had experience of specialist areas and a consistent level of learning for following the curriculum this academic year. Some adaptations have been made to schemes of work for this year in light of these experiences including:

- Use of the ADT skills lessons to deliver some core content for both art and design
- Revision of in class delivery dependent on student experiences e.g. changes made to the CAD content of Year 8 schemes of work
- Revision of assessment objectives for KS3 units of learning ensuring a *better spread* of assessed content throughout the year

Extra-curricular activities and trips

Despite restriction and lockdowns, we still achieved a great deal, including the following: Leicester print making virtual workshop Year 10 graphics, numerous on-line workshops run by The Creative Dimension for Years 11-13, Burghley house visit in June for 90 Year 7s. All trips were enjoyable and rated highly by our students. Our funding applications to the Rutland Resilience Charity and National Lottery were successful for the Grayson Perry-inspired community project and was launch with a £3k budget during March. After-College workshops were run four times per week. The project will culminate in large scale vessels based upon each College area, designed and made by all year groups. Currently over 300 students have participated to date. BTEC art students, held an impressive mini exhibition at Peppers to enhance the environment. Alongside this we also managed short trips to Rutland water and Oakham for photography photoshoots.



a career in engineering.

Extra- curricular competitions 2020/2021

We ran numerous highly successful house competitions throughout the year for all year groups. Here are some of the highlights: Rotary Food, Year 7 National Heroes' stamp design, PlayStation national FIFA team shirt design, Year 8 student voted in top 10 nationally, Rutland Art competition, there were 8-10 winners from Years 7-13. Rotary Art, three regional winners and a national winner in Year 10, two Houses of Parliament Christmas card winners.

During 2021/2022 we intend to pick up some old favourites and new trips. Planned to date are: a Year 11 graphics trip to Leicester print workshop and a 3-night London residential for Year 11 photography in October, a trip to Cambridge in April and a visit to Burghley House in June. Design & Technology will resume its RS Titan visit and local industries, and alongside this the Arkwright scholarship will be targeted for students wishing to pursue



Behaviour

Behaviour and CPOMS is regularly discussed in team meetings. Where standards of behaviour fall short of expectations, team measures have been implemented this year including changing groupings, temporary removal of students to work in other classes, and parental contact.

Survey

In the survey, 86% of art and design students said there was a positive learning environment. 100% of staff said they can effectively manage student behaviour. These responses tally up with a positive environment linked to rewards (house points and commendation numbers) and lessons observation, showing that sanctions amongst the team are used consistently and effectively. During my department Learning Observations, I find there is always a calm and very purposefully atmosphere in each class room.

Leadership and Management

Several staff require DATA Health and Safety training for design & technology. We will investigate costing for this training to be delivered in-house with an external trainer. Subject-specific CPD was successful last year in increasing confidence when delivering lessons within team but outside of specialism. We will extend this CPD this year to include other areas of design & technology and food & nutrition, particularly to support delivery of practical lessons. Time in team meetings will be given to work scrutiny across all year groups, alongside informal and formal learning walks. Analysis of CP and KA to determine interventions, including in class interventions and CPOMS analysis for each teaching cycle in art, design & technology.

Key recommendations

- New build and curriculum development KS4/5
- Implementation of recovery plans
- Recommendations from SLT department review

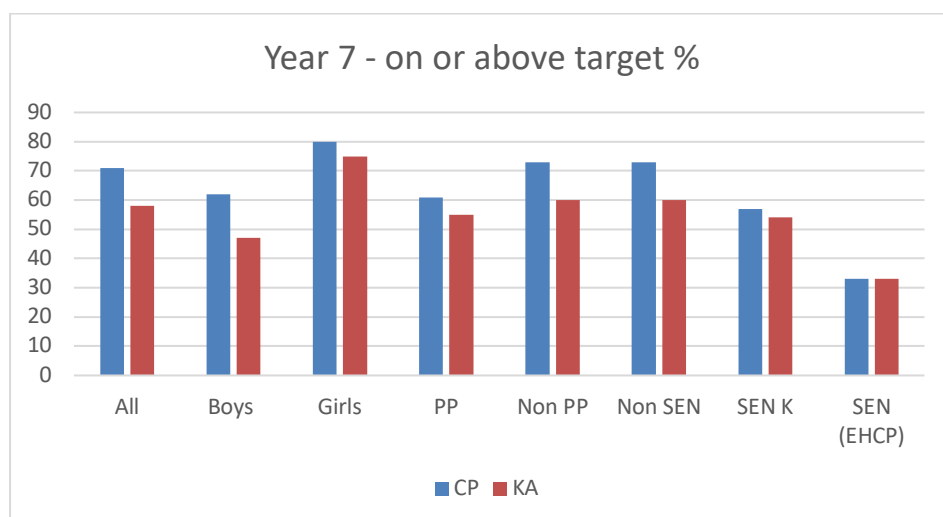
Link to the grid that details the actions that will be taken by the team to meet the targets of the College and subject Recovery Plans:

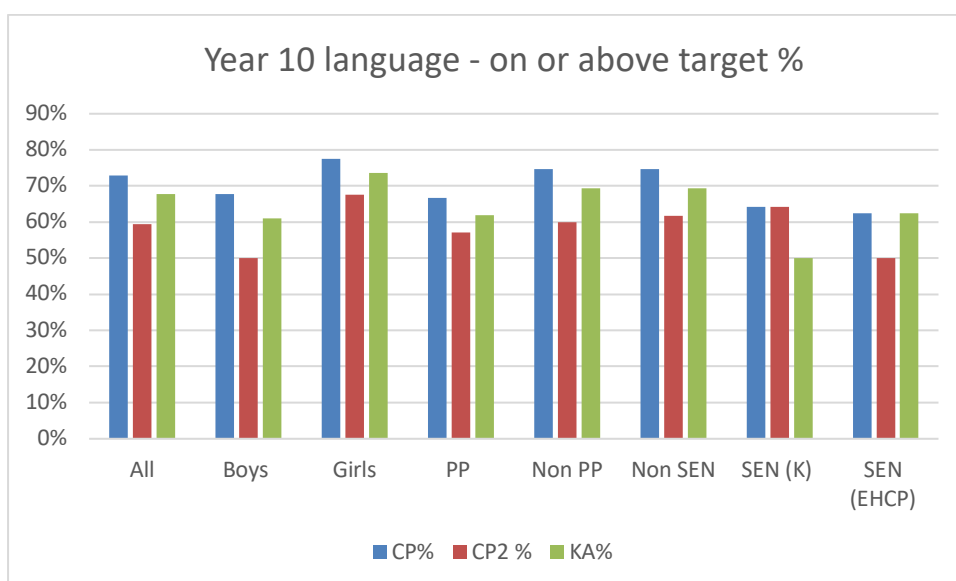
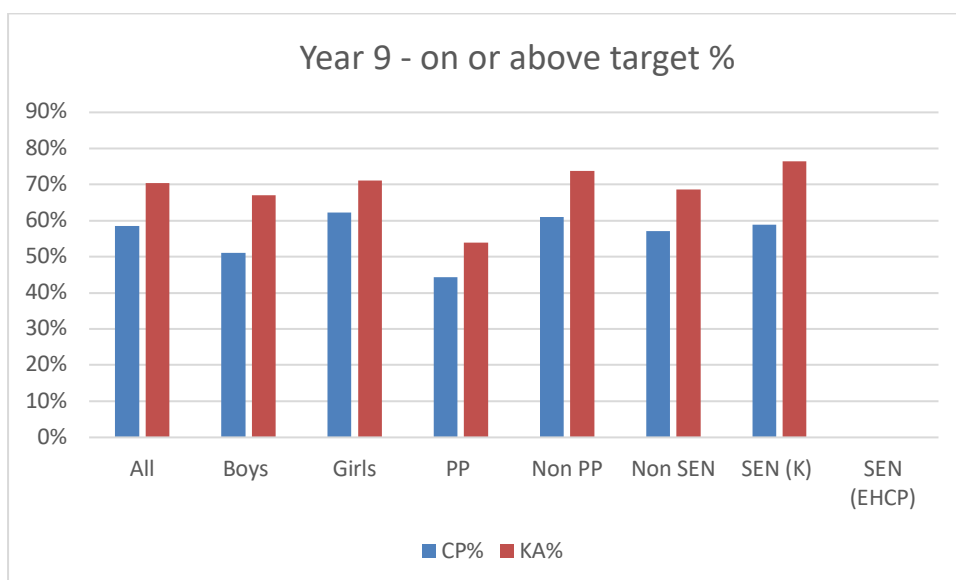
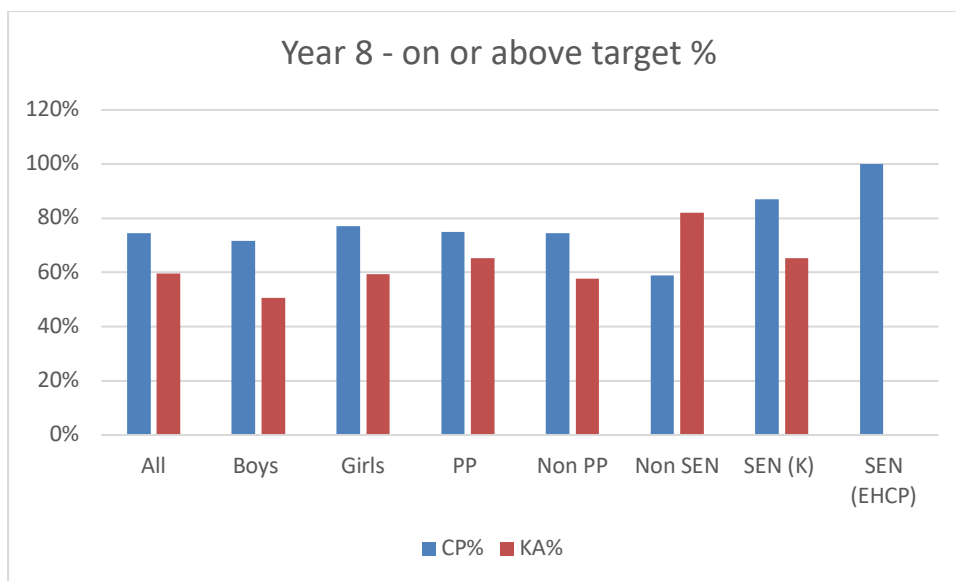
https://docs.google.com/document/d/1Lk0SH1daerpG01ElikMclUgkZWqex_IzKnqxbCEJEE/edit?usp=sharing

English recovery evaluation and recommendations

Outcomes

- Year 11 intervention is being split across the year halves, with half the year consolidating literature in elective intervention and the other half invited to booster language sessions after schools. The whole team is supporting after-school intervention to enable as many students as possible to learn and practise their skills. Elective intervention has been staffed by the group's teachers who are best placed to fill gaps in the curriculum and/or consolidate skills.
- Accelerated Reader (AR) – split leadership responsibilities (ES Year 7 and SHO Year 8) and streamlined tracking to align with College systems should reduce workload and increase the effectiveness and efficiency of intervention.
- AR rewards – 41 gold (1 million+ words), 21 silver (750,000+ words) and 29 bronze (500,000+ words) awarded this year. These numbers are extremely pleasing, however the distribution suggests that thresholds for words were too low and so will be raised to 750,000+ words for bronze, 1,250,000+ words for silver and 2 million+ words for gold.
- Data for AR also suggested that DSP students were not as engaged as the rest of the cohort so that needs to be addressed.
- AR intervention (co-ordinated with intervention) was impacted by Covid-19 and the AR reporting was inefficiently used to target the right students in a timely way.
- Lockdown teaching was augmented by the English team's embrace of technology, including setting up and using a YouTube channel
- Outcomes for groups:





Curriculum

Splits in teaching have been removed so that teachers have sole responsibility for their KS3 groups. As result of curriculum review, units in KS3 have been streamlined and integrated with the technical accuracy units bought through Crafting Brilliant Sentences.

Extended writing in each unit as result of curriculum review, identified gaps emerging after lockdown; this includes KS3 and KS4 units, with identified pieces of work in each scheme being used to ensure mastery over certain skills through dedicated feedback and improvement time.

New units in KS3 with the following aims:

- Year 7 – myths and legends unit, moved from Year 9, focuses on myths with literary influence to support understanding of allusion/references.
- Year 9 – Noughts and Crosses (Malorie Blackman) replaces OMAM as modern novel, which addresses racism and segregation, relationships, anti-establishmentarianism.
- Year 9 – War of the Worlds gives an intro to sci-fi genre, the impact of industrial revolution and Darwinism on literature.

Restructure of GCSE literature to move Macbeth to Year 11 – develop skills through more accessible texts in Year 10 before tackling historically weakest text

Competitions

- Annual Winter Poetry competition was won by Henry Mitchell in Year 7.
- Rotary Young Writer comp – winner in the senior category was India Farr and Tristan Allen in the intermediate category.
- Anne Frank Writing competition – Alice Harries was highly commended after working closely with TWI and the academic scholars programme.

Library

- Library ambassadors have been appointed by ES and SHO in order for students to take more ownership over the library.
- Have you 'RED' it yet? was an initiative to engage students with different texts.
- Summer Book Surprises – students could take home a wrapped book for the summer, this was really popular to the extent that TWI wrapped and gave out over 100 books in term 6.
- Uptake increased again this year by just under 1,000 loans, including an increase in non-fiction loans. ESM continues to run library inductions for all students in Year 7 and 8, which have proven very useful in orientating the student with the facilities on offer.



Behaviour

- Behaviour was generally dealt with promptly and effectively. Although there were a few group moves, this was used to reduced CPOMS entries and improve attainment in KS4.

Use of ATLs and TL as 'parking' rooms are to resume now that the bubble system has finished.

Staff member	CPOMS	House points
1	63	386
2	0	213
3	53	455
4	4	691
5	0	200
6	10	830
7	11	83
8	13	244
9	3	568
10	15	35

- 87% of students feel they are making good progress.
- 87% of students feel there is a positive working environment.
- 80% of students feel the library has a good range of books.
- Use of team postcards to reward the 97% of students who consistently work hard.
- AR badges to be included as part of the celebration assemblies, rather than being done through lessons.

Leadership and Management

- Staffing was disrupted this year in October with the resignation of a member of staff over Covid-19 concerns. In response to this, teachers picked up additional lessons. Robust schemes of work enabled these staff to pick up these extra lessons and for non-specialists to teach effectively. Non-specialists were also mentored by experienced teachers who helped to support them and, therefore, students.

Staff survey results

- Workload – continue to encourage whole class feedback, shared planning/resources, streamlined meetings (bulletin).
- Career development/progress – encourage NPQ for those who are on TLRs, send a range of the team to AQA training hubs, use of Rosenshine's Principles to focus on termly skills/teaching strategies across the team.
- Trips and extra-curricular – we are looking to resume the following trips in the coming year:
 - Richard 3 – Term 3 for Year 9
 - Stratford – Term 3 for Year 8
 - John Clare House – Term 6 for Year 7
 - A Christmas Carol (Nottingham Playhouse) – Term 2 or 3 for Years 10/11
 - Harry Baker – enrichment performance in Term 2
- What sort of subject specific CPD will you do this year?
 - AR refresher
 - AQA exam refreshers for all staff
 - Rosenshine's Principles and retrieval practice embedded in KS4 literature lessons – termly focus in team meetings and reviewed through LW and book scrutiny
 - Extended writing frameworks

- Marking support for less experienced staff including ECT
- QA this year – what will you do beyond the LO schedule?
 - Shared planning and resources
 - Markings teams as in 2020/2021
- If you had a subject review recently, what recommendations do you need to include in your recovery plan?
 - Simplify curriculum – continued work on refining and improving the curriculum, including the embedding of language skills in literature-focussed units.
 - Reduce/remove splits – timetabling to look carefully at KS3 and KS4 groups to make minimal. At A level, splits have been carefully managed to ensure expert teaching for Year 12 and 13 groups.
 - Time for students to consolidate before moving on – SOW reworked to allow time for consolidation and catch up. In Years 8 and 9 a writing unit has been put into term 2 to allow teachers to refresh and embed writing skills – focus on grammar and technical accuracy through use of the Crafting Brilliant Sentences work.
 - More time for extended writing – written explicitly into SOW and POS expectations.

Key recommendations for recovery

- AR tracking to move to Catmose tracker and entered by teachers after STAR tests, tracking to be analysed by SHO/ES within 1 week of STAR tests, and groups (urgent intervention, intervention and on watch) to be identified and given to HWI to coordinate TA/Harington intervention.
- Team CPD to focus on embedding Rosenshine's core principles in all lessons.
- Develop opportunities for diversity and inclusion within the curriculum and wider reach of the team, including through the library.
- Oracy end point in KS3: each year group has a unit of work with a spoken end point (performance, presentation, individual speech, debate) with opportunities for performance/presentation in more formal settings (Hellerup/theatre, etc).

Link to the grid that details the actions that will be taken by the team to meet the targets of the College and subject Recovery Plans: [ENGLISH TEAM RP Grids 2021/22 - Google Docs](#)

Humanities

Humanities Recovery Plan (2021/2022)

Outcomes

	Year 11 CAG	Year 10 KA
Geog	SPI: 0.68 (45 students) Female (16) SPI: 0.67 Male (29) SPI: 0.69 11.1 (SGE) SPI 0.99 11.2 (SK) SPI 0.37	SPI: 0.87 (64 students) Female (32) SPI 0.98 Male (32) SPI 0.76 10.1 (30) (SGE) SPI 0.54 10.2 (27) (JHR) SPI 1.16 10.4 (7) (SK) SPI 0.97
Hist	SPI: 1.43 (146 students) Male (74) SPI: 1.41 Female (72) SPI: 1.45 11.1a SPI 1.21 11-1b SPI 1.12 11-2a SPI 1.31 11-2b SPI 1.29 11-3 SPI 2.00 11-4I SPI 1.87	SPI: 0.80 (114 students) Female SPI: 0.70 Male SPI: 0.91 10.1a (24) SPI 0.63 10.1b (24) SPI: 0.34 10.2a (23) SPI: 0.85 - 23 students 10.2b (23) SPI: 0.70 10.3 (21) SPI: 1.56
RS	SPI: 0.88 (40 students) Male (12) SPI 0.47 Female (28) SPI: 0.88 11-1 SPI 0.86 11-3 SPI 0.91	SPI: 0.57 (45 students) Female (29) SPI: 0.59 Male: 0.36 10.2 (16) SPI: 1.46 10.3 (29) SPI 0.06

Curriculum highlights

- All lessons graded as Good or Outstanding (63% outstanding).
- Significant amount of time and creativity invested into 'bridging' content studied during lockdowns to content studied within lessons to facilitate 'maintaining momentum'.
- Curriculum Plan was reviewed and adjusted prior to the 2020 to 2021 academic year to ensure missed learning from the National Curriculum/specifications was covered.
- Extra-curricular activities were adapted to ensure wider learning opportunities were not lost as a result of Covid-19, e.g. virtual talk from Holocaust survivor, virtual tour of White Tower and DSP trip to Oakham Castle.

Changes to Curriculum

- Small adjustments to KS3 history to ensure "diversity of societies" is better represented. Inclusion of additional lessons on impact of British Empire, Life in Nazi Germany. Room names to be re-assessed.
- Addition of Power and Borders to Year 8, geography of disease and fieldwork to link to social inequalities in Year 9.
- Re-ordering of Year 7 RS – more Sikhism moved to Term 2 to give students more variety in world religions.
- Judaism moved earlier in GCSE RS course. This is traditionally the weakest area, so allows for further implementation of intervention.
- QA of Year 9 CPTs and KAs to ensure a suitable element of challenge and to support informed choices regarding GCSE options.
- Enhancing the delivery of RS within Tutorial and assemblies to ensure SACRE requirement of 5% of KS4 curriculum time is fulfilled.

Planned extracurricular

- KS3 – local fieldwork (Year 7), Black Country museum visit (Year 8), places of worship trip (Year 8), Hunstanton (Year 8), residential (Year 9)

- KS4 – geography fieldwork (Year 10 and Year 11), Normans trip (Year 11)

Behaviour

- 100% of Lesson Observations graded behaviour and attitudes as at least good (75% graded outstanding).
- 94% of students agree that there is a positive learning environment in humanities.
- 100% humanities colleagues agreed 'I am effectively able to manage the behaviour of students I work with', with 50% strongly agreeing.
- Measured use of CPOMS to document behaviour incidents and appropriate actions.
- Housepoint analysis – Staff continue to use housepoints as the main system for rewarding positive behaviour. 2,863 housepoints issued.

Leadership and management

What sort of subject-specific CPD will you do this year?

- Supporting the delivering of RS in tutorial and assemblies.
- Historic Environment training for staff members new to Year 11 teaching.

QA this year – what will you do beyond the LO schedule?

- At least one behaviour walk a term.
- SRU CPOMS behaviour EF report terms (from term 2).
- SPA SMHW EF report focusing on quality and quantity of prep set – learning walk to follow (focus on evidence of knowledge recall).
- Termly book sampling – evidence that curriculum is being effectively covered.
- Termly learning walk to evaluate GCSE key knowledge recall and exam technique.

Recommendations

- Review and adjust curriculum plan for GCSE courses to ensure required specifications can be completed alongside regular interleaving of prior learning & knowledge and ensure exam technique is embedded for return to Summer examinations.
- Further consolidate the established approaches to securing and revising key knowledge.
- Ensure best practice regarding in-class intervention is cascaded to ensure effective strategies are embedded across teaching groups and specifications.

Link to the grid that details the actions that will be taken by the team to meet the targets of the College and subject Recovery Plans: <https://docs.google.com/document/d/1Wj7wS-NliiWARVo59d-o2PvOEtiH8qMNrdBkPz1BIH4/edit>

Modern Foreign Languages

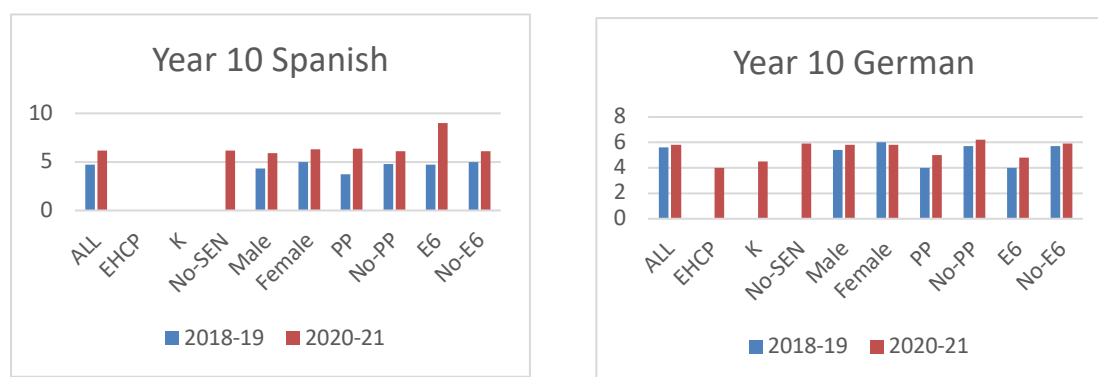
MFL Recovery Plan and Evaluation Outcomes

Year 11 results analysis

- A higher proportion of students achieved top grades in 2021 vs. 2019.
- More support required at the lower end of grade scale to meet or exceed target grades, particularly those sitting the foundation tier.
- Females performed particularly well in French (SPI: F0.65 vs. M0.19).
- Females outperformed males in Spanish. (SPI: F0.02 vs. M-0.20).
- Males outperformed females in German. (SPI: F-0.19 vs. M0.19).

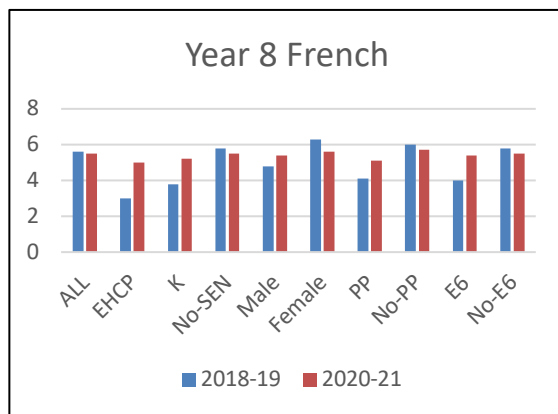
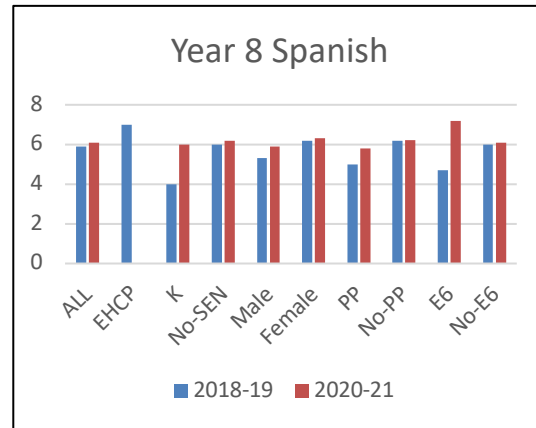
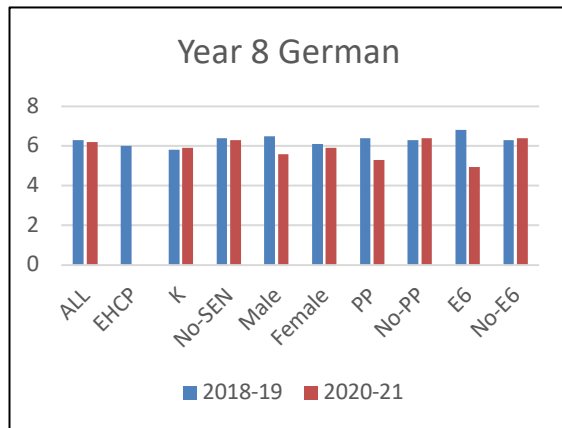
Comparison of Year 10 Key Assessment data from 2020/21 and 2018/19

It is important to note that students in 2018/19 completed a full exam paper, containing unseen topics with vocabulary lists as support, whereas the 2020/21 cohort covered fewer topic areas (due to Covid-19) but, with strong teaching maintained, they were able to do it in more depth. This data suggests that outcomes were broadly in-line with previous and there were no discernible differences between the performance of key groups.



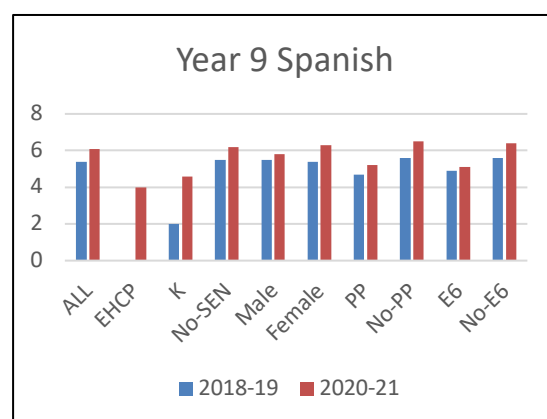
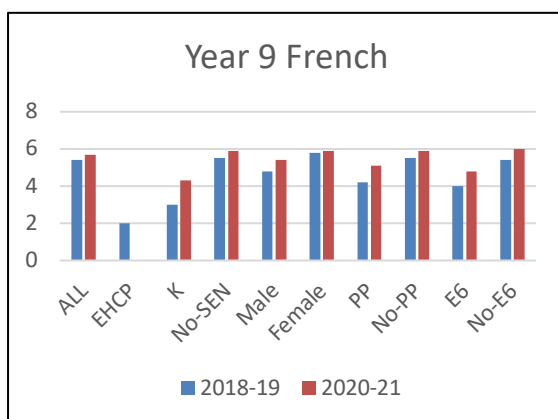
Key Stage 3: Comparison of Key Assessment outcomes 2018/19 with 2021/21

Below is a comparison of Years 8 and 9 outcomes in their Key Assessments (KA). These assessments have remained very similar in style (same types of questions) and therefore it is possible to compare these cohorts. It is not possible to compare fairly the outcomes of the Year 7 cohort of 2020/21 to that of 2018/19 due to the students completing an alternative course and so the content of the key assessment was very different.



This data shows that both cohorts performed similarly with the 2020/21 cohort performing better in some cases, particularly in Spanish. In Year 9 the performance is stronger across both languages. The results demonstrate the impact of the support put in place by class teachers to ensure that very good progress was still made during lockdown and on return to College in the summer term.

From the graphs, it appears that the EHCP, K code, PP and E6 have performed significantly better compared to the previous cohort. However, the number of students differ significantly in each cohort thus making these results statistically invalid.



Year 11 – After College intervention has been restructured to focus on core vocabulary. This should benefit all skills, particularly the speaking and writing skills where students are more in control and therefore can more easily gain marks. Students are tested twice during the session to track progress.

Year 13 French – weekly targeted intervention sessions are scheduled for those who require it immediately, in order to fill gaps with regards to grammar. For all students, times have been made available to drop in if they require support.

Year 13 Spanish – students are currently working to the expected standard so intervention is taking place in lesson, although targeted intervention will take place moving forward for those who require it.

Curriculum

We have re-evaluated the schemes of work and have adjusted the content, moving at a slower pace to allow for embedding of grammar and structures in Year 8 given that they had to do a 3-week carousel of two languages throughout the whole of last year. They will spend two terms on one topic as opposed to one term, which working towards the new GCSE requirements allows. In Year 9, students will focus on more spontaneous conversation and transactional vocabulary as the need identified was to ensure they are engaged with the topics being taught. The SOW in Year 9 will not be slowed down as the course content needs to be covered. KS4 will remain as it is with targeted intervention for students who are identified as needing it through checkpoint and KA data.

We have 19 Year 10 students who have started on a fast-track course for German to ensure we retain three languages on offer to this year group. This increases our MFL uptake from 60% to 62% and increases the EBacc from 57% to 59%



Last year, Years 7, 9, 11 and 12 all had lessons dedicated to careers to highlight careers that use MFL, with each year group being given access virtually to 'real people/outside speakers' using language skills in their work. The objective was to motivate students to learn, make progress and to increase uptake at GCSE and at A level. Year 7 students were asked to evaluate how useful they thought languages were in jobs both before and after the careers lesson. Overwhelmingly, all students gave a higher score post-careers input. This will be repeated this year for Years 8 and 10.

We hope to be able to host the German and Spanish exchange students and to continue our pen pal link with a school in France with a view to hosting the following year. In the absence of trips abroad we are looking into a total immersion residential course for Year 9 French students based in the UK. We will continue our virtual exchanges with letter

correspondence, filming of the College and Skype calls between classes.

We have enjoyed a successful year with the academic scholars where the students judged the whole school MFL Christmas card competition, created slides with motivational quotes on in French, Spanish and German which were displayed on the screens around College, and for the Year 9 Options Week each scholar recorded themselves saying why they enjoy languages and this was played to all Year 9 students. Moving forward, scholars are about to undertake a project such as researching an artist or a town in a chosen country, or comparing the school

system with the UK system, and creating a fact file about it to present to the rest of the MFL scholars. This will continue this year, as feedback from the scholars is that they have felt valued and have been given the opportunity to add an extra dimension to their language learning.

This year, a member of staff is teaching the Year 6 class at Catmose Primary in order to bridge the gap between primary and secondary languages, allowing for smoother transition. The College teacher has been able to link the German learning with the topic they are covering with their usual class teacher. The intention is also to give pupils confidence and enthusiasm for language learning when they come to Catmose College.

An increase in numbers taking a language in Year 10 has allowed us to secure funding for a new MFL building allowing for bespoke classrooms to meet the needs of our students.

Behaviour

Behaviour management within the team was generally good with low level disruption captured and appropriate sanctions given. CPOM data shows that staff have reported students 263 times for a range of issues. The entries were appropriate but too many had resulted in simply having a conversation with the student. Moving forwards, we will ensure that repeated events have a wider range of actions used. Many entries cover both poor behaviour and progress. CPOMs given (some overlap):

The team have communicated home by email or telephone and this has not always been captured

Total negative incidents	263
Uniform infringements	6
Poor behaviour	96
Progress issues	111

Conversation with student	97
Catch up	71

as a follow-up action and will need to be this year.

The staff survey shows that all staff are able to manage their workload and feel supported in their roles. In the student survey, 78% of students feel that they are making good or better progress and 85% feel that they have a positive learning environment in language lessons.

In lesson observations, behaviour was deemed good in four observations and outstanding in three observations and consequently all staff in the staff survey reported that they were able to manage behaviour effectively.

810 house points were awarded across the team which demonstrates that all of the team fulfilled the minimum expectation in awarding HPs. This year we will build on rewarding students by making sure each teacher sends three postcards home per term. We will also take photos of excellent pieces of work that both the teacher and student are proud of, and email them home to parents. Last year two commendations were sent home by MFL staff in total and therefore the target is that every member of staff will send one this year.

We will again promote and enter students into the Business Language Champions nationwide competitions which last year resulted in two of our Year 8 students coming second and third

overall and a Year 7 student being commended for coming top of the year group and being distinctly better than many entries in the year group above.

Leadership and Management

We discussed the quality of book work but didn't complete formally many book scrutinies and this will be a priority next year.

Learning walks took place in Years 9 and 11 with positive outcomes and we will ensure that, in a more settled year, we will get around all year groups. We will follow up from the focus groups last year with Year 9 to ensure our adaptations of more language for real purpose, which has been implemented as a result, has improved engagement.

Speaking CPD will be completed with all staff given that we have had two years of no speaking exams and one member of staff will become an examiner for the reading or writing paper to give us greater insight into marking.

The Year 7 carousel of languages before choosing a preferred language in term 4 will be evaluated for success.

Link to the grid that details the actions that will be taken by the team to meet the targets of the College and subject Recovery Plans:

<https://docs.google.com/document/d/1jQLW0OduaubfXo-jKJkbmZQsBNsmANVX5YbwL6-SUnU/edit?usp=sharing>

Mathematics

Team Leaders: recovery evaluation and recommendations

Outcomes

Analysis of results last year including groups, and then outline of the Intervention for Years 11 and 13 to support those students, including any in class intervention.

Analysis

Due to the disruption of both Covid-19 lockdowns, it was not possible to carry out a 'normal' mock paper with the 2020/2021 Year 10 cohort; a reduced paper was carried out instead. It is therefore not possible to compare this performance against a comparative paper. However, the key assessments in Years 7, 8 and 9 have remained almost identical and will be used as a comparative measure below.

Year group	Outcomes	Commentary																																	
Year 7 KA percentage performance	<table border="1"> <caption>Year 7 KA percentage performance data (approximate values)</caption> <thead> <tr> <th>Group</th> <th>2018-2019 (%)</th> <th>2020-2021 (COVID disruption) (%)</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>58</td><td>58</td></tr> <tr><td>EHCP</td><td>58</td><td>32</td></tr> <tr><td>K</td><td>58</td><td>38</td></tr> <tr><td>No-SEN</td><td>60</td><td>62</td></tr> <tr><td>Male</td><td>55</td><td>58</td></tr> <tr><td>Female</td><td>58</td><td>58</td></tr> <tr><td>PP</td><td>48</td><td>45</td></tr> <tr><td>No-PP</td><td>62</td><td>62</td></tr> <tr><td>E6</td><td>48</td><td>42</td></tr> <tr><td>No-E6</td><td>60</td><td>62</td></tr> </tbody> </table>	Group	2018-2019 (%)	2020-2021 (COVID disruption) (%)	ALL	58	58	EHCP	58	32	K	58	38	No-SEN	60	62	Male	55	58	Female	58	58	PP	48	45	No-PP	62	62	E6	48	42	No-E6	60	62	Overall, the Covid-19 disrupted Year 7 and Year 8 cohorts have performed similarly to the non-pandemic 2019 cohorts over both key assessments. No one group is at an obvious disadvantage apart from EHCP students in Year 8. However, this represents four students and is statistically invalid.
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No-E6	60	62																																	
Year 8 KA percentage performance	<table border="1"> <caption>Year 8 KA percentage performance data (approximate values)</caption> <thead> <tr> <th>Group</th> <th>2018-2019 (%)</th> <th>2020-2021 (COVID disruption) (%)</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>52</td><td>55</td></tr> <tr><td>EHCP</td><td>48</td><td>35</td></tr> <tr><td>K</td><td>38</td><td>52</td></tr> <tr><td>No-SEN</td><td>52</td><td>55</td></tr> <tr><td>Male</td><td>52</td><td>55</td></tr> <tr><td>Female</td><td>52</td><td>55</td></tr> <tr><td>PP</td><td>38</td><td>45</td></tr> <tr><td>No-PP</td><td>55</td><td>58</td></tr> <tr><td>E6</td><td>38</td><td>45</td></tr> <tr><td>No-E6</td><td>52</td><td>55</td></tr> </tbody> </table>	Group	2018-2019 (%)	2020-2021 (COVID disruption) (%)	ALL	52	55	EHCP	48	35	K	38	52	No-SEN	52	55	Male	52	55	Female	52	55	PP	38	45	No-PP	55	58	E6	38	45	No-E6	52	55	
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Year 9 KA percentage performance (foundation)	<p>■ Foundation 2018-2019 ■ Foundation 2020-2021 (COVID disruption)</p>	There is, however, a more stark difference between the Covid-19 disrupted Year 9 cohorts against the comparative non-pandemic performance. As students are initially tiered in Year 9 it is clear that lower attaining students have been disproportionately affected compared to their higher attaining counterparts. This trend may be hidden above due to our mainly mixed ability setting in Years 7 and 8.
Year 9 KA percentage performance (higher)	<p>■ Higher 2018-2019 ■ Higher 2020-2021 (COVID disruption)</p>	

Response

KS3

- Tuesday evening intervention sessions (already taken place in term 6 2020/2021): three groups for Years 7, 8 and 9 focusing on closing the above gaps.
- Smaller group numbers in mixed attainment foundation tier sets and, as much as possible, in Year 7 and 8 mixed settings to allow greater teacher support and intervention.
- Re-deployment of well-established teachers to support the foundation tier students in Year 9 and mixed ability students in Years 7 and 8.
- Reduced number of shared groups so teachers can take sole responsibility for progress.
- In fitting with Rosenshine's optimal success rate and the subject review, modify the KS3 key assessments so that greater success can be achieved.

KS4

- Smaller group numbers in mixed attainment foundation tier sets to allow greater teacher support and intervention.
- Elective intervention:
 - Higher: one level below target on Year 10 mock and L6/7/8 targets
 - Foundation: one level below target on Year 10 mock and L4/5 targets
- AM breakfast intervention: a group of 25 higher students also one level below their target level but L5/6 targets.
- PM after College intervention:
 - Higher: more than one level below target on Year 10 mock and L6/7/8 targets (smaller group)
 - Foundation: more than one level below target on Year 10 mock and L3/4 targets (smaller group)

Curriculum

- Are there any changes to the curriculum you are considering? Consider uptake of options against targets, and any applied courses you are intending to offer.
- Are there any highlights from extra-curricular last year and what will you be offering this year?

KS4

Following the success of the additional elective curriculum time gained during terms 4 and 5 of 2020/2021 with Year 10, we will again be seeking this during terms 3 and 4 of 2021/2022 to enable Year 11 to secure completing the GCSE syllabus. Proposal to secure this with current Year 10 in the following academic year. It is unlikely that the proposed changes to the assessment of GCSEs in 2022 will narrow the mathematics curriculum, as was the case in the previous academic year. Therefore, the additional curriculum time gained through electives, Tuesday morning, Tuesday evening and holiday intervention sessions, becomes even more vital as does the high attendance take-up.

KS3

Year 7: Year 7 have already taken advantage of this year's summer school where students have had the opportunity to transition gently into secondary mathematics lessons in a non-threatening and encouraging environment. Our normal setting schedule of creating two faster-paced groups and five mixed ability groups will be delayed this year due to the lack of secure SATs data. This will instead take place after the October half term to allow for the baseline and initial checkpoint assessments to be carried out alongside CAT testing and to allow teachers to build an informed opinion of this cohort.

Year 8: Removal of bubbles means that initial mixed ability form groups have been replaced with fast and slower paced setting using Year 7 checkpoint data. This will help reduce the wide ability spreads of last year and focus the differentiation on better addressing the stretch and challenge identified from subject review and parental/student surveys.

Year 9: All groups have a 'fresh' start as they begin to transition into GCSE by considering all overlapping KS3 and KS4 content. Although all students will cover the full syllabus, lessons will likely feature a greater focus on fluency before probing into application and problem solving. For example, all algebra covered to date with this year group has been distant learnt and, as such, will be given disproportionately more lesson time this year to ensure students have a good grounding.

At the heart of our in-class recovery plan is our spiral curriculum design. This has been designed so that the focus of KS3 study overlaps with content already taught at KS2, allowing staff to go back and check that prior understanding has been fluently mastered before extending into new application and problem solving. In practice, from our recovery so far, this has meant slightly more curriculum time spent on fluency than application and problem solving. At KS4, content has been delineated over longer periods of time to allow students the opportunity to learn, forget, re-visit, consolidate and extend, therefore promoting the long-term retention. This means that lockdown content must be re-visited multiple times when new learning is introduced giving multiple opportunities for gaps to be identified and corrected.

We plan to return to widening our students' experience of mathematics outside the classroom this year through the following:

- Year 7 Bletchley Park trip in term 6 2021/2022
- Restart of academic scholarship
- Year 8 Beau Manor term 6 2021/2022
- Junior & intermediate UK maths challenge

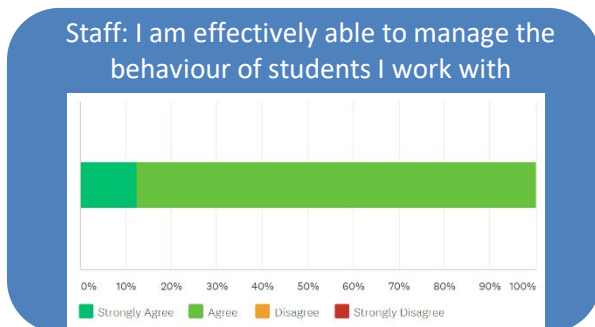
Behaviour

- CPOMS analysis – what does this suggest about behaviour and engagement within your team?
- Surveys – what do these show? Triangulate so that odd responses do not determine strategy. Rewards and recognition.

(See chart)

The CPOMS analysis of the team indicates effective challenging of behaviour during both mathematics lessons and the wider College by the team. This is then followed by differentiated and bespoke staff actions that also show escalating measures being taken by most members of the team effectively. A specific target of the team over the last year has been combating truancy and lateness, which is reflected in CPOMS given in this area.

Comparing CPOMS given by the team against the rest of the College shows broadly proportional incidents across the year groups, however the team tutor year group (Year 10) will have added to this category. Use of team meeting time will be used in order to clarify a consistent approach throughout the team, referring particularly to incidents requiring CPOMS and the appropriate matching action. This can then be monitored on a regular basis through the transformation plan.



Behaviour perspectives

CPOMS and house points (2020-2021)

Staff Member	CPOMS			House points
	Count	Behaviour	Staff Action	
1	39	Poor Behaviour (5) Truancy (5) Concerns for Progress (17)	Catch Up (16) Conversation with Student (25) Team Leader (5) Telephone with Parent (6)	264
2	24	Poor Behaviour (13) Truancy (9) Safeguarding (8)	Catch Up (8) Conversation with Student (17) Telephone call with Parent (10)	176
3	20	Poor Behaviour (12) Mobile Device (4) Truancy (4)	Catch Up (12) Conversation with Student (8)	155
4	26	Poor Behaviour (10) Progress (15)	Catch Up (18) Conversation with Student (18) Email to Parent (8) Telephone with Parent (14)	250
5	9	Behaviour Record (8)	None	10
6	14	Truancy (4) Against Peers (3) Progress (3) Safeguarding (3)	Catch up (6) Email to Parent (8) Telephone to Parent 3	111
7	54	Behaviour (11) Truancy (14) Mobile Device (4) Against Peers (4) Safeguarding (14) Progress (7)	Catch Up (24) Conversation with Student (50) Telephone with Parent (10) Email to Parent (5)	177
8	51	Appearance (7) Behaviour (12) Safeguarding (8) Against Staff (5) Progress (6)	Catch Up (16) Conversation with Student (36) Telephone Call (13) Email to Parent (14)	122
9	56	Poor Behaviour (21) Truancy (15) Progress (10)	Catch Up (30) Conversation with Student (37) Team Leader (8) Telephone with Parent (4)	148
10	82	Behaviour (26) Truancy (19) Against Peers (9) Against Staff (6) Progress (21) Safeguarding (16)	Catch Up (37) Conversation with Student (23) Email to Parent (13) Telephone with Parent (8) Team Leader (5)	177
TOTAL				

CPOMS By Year Group

(Whole school)

Year 7 (1208)

Year 8 (1222)

Year 9 (1704)

Year 10 (1054)

Year 11 (962)

CPOMS By Year Group (Maths)

Year 7 (38)

Year 8 (61)

Year 9 (73)

Year 10 (91)

Year 11 (63)

Leadership and Management

- What sort of subject specific CPD will you do this year? If you have non-specialists how are you supporting them?

In response to the subject review, the team will adapt the delineated GCSE SOW lesson progressions so that fluency, application and problem-solving ideas are clearly identified for easy use within lessons and are more consistent with the KS3 schemes. As two members of the team have expressed an interest in becoming Edexcel examiners as part of their PR process, additional CPD will be allocated to allow this training to be disseminated to the team so as to improve our marking consistency and moderation of all assessment.

- QA this year – what will you do beyond the LO schedule?

We will, as in previous years, maintain our cycle of quality assurance which includes:

- SISRA analysis of all checkpoint and KA to inform intervention and identify in-class action.
 - Regularly monitor the consistency of house point recognition and CPOMS incidents across both year and class groups. Outcomes will inform additional support.
 - Learning walks specific to current curriculum demands.
 - Book scrutiny specific to current curriculum demands.
- If you had a subject review recently, what recommendations do you need to include in your recovery plan?

Below are the outcomes of our recent subject review which was undertaken during term 6 of the academic year 2020-2021.

3. OUTCOMES

3.1 Areas of strength

- Consistent use of high-quality schemes of work that have been well differentiated and adapted to suit each mixed attainment COVID bubble.
- Strong student engagement and contribution. Students 'buy-into' the encouraging culture created by the team.
- Well sequenced and resourced KS3 curriculum that allows for freedom of teaching that is well planned whilst also supporting new colleagues.
- Expert mathematical modelling by a team of well qualified and reflective specialists.

3.2 Areas for development

- Reflect approach of Year 7 and Year 8 schemes of work into Year 9 so that there is a more seamless link identifying opportunities for fluency, reasoning and problem solving.
- Incorporate more opportunities for the stretch and challenge of higher attaining students in mixed group settings.
- Create more encouraging outcomes by appropriate use of boundaries in KS3 that allows students to be successful whilst highlighting underperformance and is more in line with other subjects. Slowly make this more challenging as students progress into KS4 study.

Link to the grid that details the actions that will be taken by the team to meet the targets of the College and subject Recovery Plans:

https://docs.google.com/document/d/1BnlcDGz8_vAZeY7dye0_QVhMLjwNGT45bRMggvK6oRM/edit?usp=sharing

Performing Arts recovery evaluation and recommendations

Outcomes

Year 7 – Performing arts had a positive residual for the checkpoint. However, there was a negative residual (-0.06) for the key assessment which was a combination of drama and music skills, both practical and theory-based. (See the curriculum section for the scrutiny of this.) It is also interesting to note that in the KA, the gap between boys and girls was larger than most other subjects; girls average grade was 5.82 and boys 5.09.

Year 8 – There was positive residual for both the checkpoint and KA data. Both music and drama were able to cover three topics in detail due to the rotation in the year. This allowed for more focussed and detailed assessments. Again, the gap between genders was greater than most other subjects; girls average grade was 6.03 and boys 5.24.

Curriculum

Year 7 – Last year the decision was made to teach Year 7 as performing arts, not separate it into music and drama. This benefitted the teachers' workload because drama and music could combine their CPs and KA each year instead of each producing these assessments on only one double lesson per week. It was also of benefit to the students as they were taught by the same teacher for two lessons a week (although this did switch on alternate terms) and therefore it allowed both students and teachers to build relationships more quickly.



From a staff development perspective this was more challenging for some teachers, who struggled to gain detailed knowledge about the subject in which they were not experienced, and found it added to their workload more than had been anticipated. From a curriculum perspective, one SOW was a great success (the theatre production because music and drama were clearly weighted equally) whereas the others

did not combine the critical foundation knowledge of music or drama as easily, such as the pantomime scheme. Teaching in this way also meant that limited access to specialist equipment (QBase and keyboards) did not allow the schemes to be taught in the same order; this had an impact on the learning of foundation skills in music. To ensure these skills are properly embedded and so that we are covering the National Curriculum fully, music and drama will be taught as a carousel this year.

Year 8 – Last year we moved to a carousel for Year 8 which meant they had a term of music with one teacher and then of drama with another. This allowed us to reduce the subject-specific CPs which were challenging to keep up with in one lesson a week and alternated the assessments and combined the KA. This meant that teachers taught their specialist subject and allowed a better rapport with students as they had both lessons each week with their class instead of alternating. The schemes of work were strong (shown by the KA data) and student engagement was good, including during remote learning with topics such as the silent movies.

This year, music and drama schemes will be altered to ensure they cover topic areas that Year 7s missed last year due to combining the subjects into performing arts.

Recommendations

- To move to music and drama as a carousel in both Years 7 and 8, combining skills in the musical theatre SOW.
- To adapt Year 8 schemes to ensure that basic drama and music skills are covered in light of lockdown and the impact of the performing arts schemes last year.
- To consider how boys are being engaged and/or prepared for assessment given the gender gap in past assessments.

Music recovery evaluation and recommendations

Outcomes

Year 9	The KA had a negative residual. It was based solely on the theory and listening part of the topics and students may have missed these skills due to the first lockdown. In future, a combination of theory and practical assessment may cover all abilities and create a more rounded assessment point. Year 9 classes were learning different topics due to the availability of rooms; this may have had also interfered with the data slightly. CPs were positive due to completing the same topic. The attainment gap between boys and girls is notable; girls average 5.61 and boys 4.98.
Year 10 BTEC Music	Negative residual for checkpoint 1 and 2 (CP2 had improved). KA was positive at 0.19 as students had resubmitted some of their coursework.
Year 10 GCSE Music	Negative residual for KA (-0.20); positive checkpoint 1 and 2. Intervention after school on Tuesdays will be offered after Christmas once all areas of study are covered.

Curriculum

Year 9 – Students receive one double lesson of music a week. Most schemes are the same as last year, but one new scheme has been created as we found some of this topic area engaged the students more during home learning. The aim of the scheme is to cover a variety of styles of music that suit both the GCSE and BTEC cohort. The KA showed that students may not have received the best marks for the subject. It was more theory-based and didn't cover all the topics they achieved in the term. The low scoring data, therefore, may have discouraged students from taking BTEC Music this year. The target of 8% was missed and only 2% of the cohort picked BTEC Music. GCSE Music on the other hand reached its target of 8%

Year 10 – No changes as yet to the curriculum but it is likely that the quantity of performance and composition will be reduced.

Year 11 GCSE – Currently, students are receiving more music theory work and assessment-based listening in class as a form of in lesson intervention. Exam boards have cut 50% of the practical.

Year 11 BTEC – Exam work in Year 10 is complete, but some coursework for students needs further work to reach the expected standard. Lockdown also had an impact on the standard of the coursework.

Alterations to curriculum

Year 9

- Assessment will be altered to suit both pathways (BTEC and GCSE) allowing more practical aspects.
- Run more workshops from external groups as well as more trips for Year 9 students to demonstrate the broader application of BTEC and GCSE and to improve uptake in the options process.

Year 10 BTEC Music

- Intervention will be offered in the October half term to improve this Year 10 coursework. It will also be offered after school later on in the year to improve any Year 11 coursework.

Extra-curricular highlights

Last year, some of our ensembles had to be reduced as we were unable to have the peripatetic teachers back into school, however we continued to run as many ensembles in the department to suit all instruments. Not only this, we created a new ensemble for keyboard and guitar. We also put on a Christmas concert virtually so that we were able to offer the performance experience that students were missing as well as celebrate Christmas with our community.

Our plans for this year:

- Christmas concert, Christmas assemblies, Oundle festival, spring concert, music scholarship performance and the PA tour in Liverpool. If these events are unable to go ahead as a live performance, we will live stream the performance at the bottom of the Hellerup or in the theatre with the possibility of a small audience.
- All extra-curricular from last year to restart in term 1: Junior Choir, Chamber Choir, Jazz Band, Concert Band, Guitar and Keyboard ensemble, String Ensemble, Wind Ensemble, Orchestra.
- Introduce pop/rock band to broaden the stylistic appeal of the ensembles.
- Students will be offered the chance to be involved in more competitions.

Instrumental lessons

Covid-19 has resulted in a big reduction in the number of students taking instrumental lessons:

Instrument	Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Drums	10		2	4	3	1		
Violin	9	1	3	3	1	1		
Cello	2		1	1				
Piano	32	1	9	8	9	3	1	1
Clarinet/Saxophone (woodwind)	9	1	2	1	2	2		1
Flute (woodwind)	10	1	5		1	2		1
Singing	7		5		1		1	
Cornet/Trombone/Trumpet (brass)	8	2	1	1	4			
Acoustic/Electric/Bass guitar	13	5	1	3		3	1	
Total	100	11	29	21	21	12	3	3

Actions to reverse this decline:

- Write to parents to promote the benefits and range of instrumental opportunities available.
- Use our social media to promote music.

- Liaise with peripatetic teachers with regard to offering taster sessions.
- Consider viability of group lessons to reduce costs for parents.
- Look at financial support for CLAC and PP students.
- Ensure extra-curricular ensembles are of high quality and well organised so that students speak positively about them with good attendance.
- Promote at the Year 7 tutor evening and promote the lessons (possible performances when parents enter).
- Promote at the Open Evening.

Behaviour

- Most CPOMS entries were recorded as poor behaviour and the comments show it as general silly behaviour. However, some students had been recorded multiple times for the same issue, but the majority of actions was a conversation with the students. More rigorous behaviour management in escalating sanctions should be put in place for recurring poor behaviour from students.
- CPOMS reports had not been looked at in team meetings and so this year that will become an essential part of the agenda.
- House points were award throughout the year, however it did drift off towards the latter part of the year. Postcards were sent home at the end of the academic year. Each term we will review the house points award and as a team we will send more postcards home.

Surveys outcomes

The student survey shows that about 76% agree they are making progress in music. Unfortunately, this shows that a large number of students disagree that they are making progress. This may be due to the assessment that the students completed throughout the year. As the students learn very different topics each term it is difficult to show a progress of knowledge. We therefore need to ensure that students are aware of the progress they have made in the year by reviewing the topics they have completed and going back over old topics and how they link.

- Students feel there is a positive learning environment in music, showing that students feel safe in the classroom. We will continue with the strategies that we are already doing.
- Music scholars feel there needs to be more recognition for being a music scholar. The scholarship programme is due to change this year to give scholars more opportunities to take part in trips, competitions, performances and workshops throughout the year.
- The survey shows that students enjoy and benefit from extra-curricular activities. More extra-curricular throughout the year with the possibility of instrumental teachers taking more of the lessons.

Leadership and Management

- Unfortunately, team meetings were not as regular as hoped, so a meeting will be scheduled each week.
- Ensuring all of the team are trained in Cubase to ensure all teachers are teaching it the same to students for consistency across classes and year groups. Over the year we found that some students have been taught the software differently.
- CPD with the performing arts team to discuss different behaviour management skills when completing practical activities, as this is the time that students are more likely to miss behaviour.
- We have changed specifications for the BTEC music course, so this year we will run regular team CPD to discuss updates and lesson ideas. We will incorporate these ideas into the KS3 curriculum.

QA this year

- Both music teachers will complete lesson observations and learning walks across all key stages to help keep a consistent approach to music teaching.
- Year 9 pupil focus group early in the academic year to ask students what they enjoy or dislike about the subjects and what would encourage them to take music further.
- Ensure extra-curricular ensembles are of high quality and well organised so that students speak positively about them and they attend regularly.

Recommendations

- Regular team meetings with standard agenda to ensure behaviour is being monitored and rewards given.
- QA of extra-curricular clubs and ensembles.
- Action (as above) to reverse decline in take up of instrumental lessons.
- Promotion of BTEC to ensure the option remains viable.
- Re-build the wide offer of extra-curricular activities, trips and visits.

Drama recovery evaluation and recommendations

Outcomes

Year 9 – KA came out with an SPI of -0.11. We have altered this as we realised that the scale of the assessment was prohibiting good attainment. It was a devised piece with an evaluation to be completed at home but, in reality, students need more support to do this in lesson time as they devise their practical performance. There was a significant gap between the attainment of boys and girls with the average grade for girls being 5.72 and for boys 4.91.

Year 10 – The average grade for the KA was 5.13 with an SPI of 0.41, but the gender gap is significant with girls achieving on average of 5.71 and boys 3.17. This is in part due to two students but strategies need implementing to close this gap.

Both the Drama teachers were given Good for their English Accelerated Reader lessons.

Curriculum

Year 9 – Run as a weekly lesson. Problems can occur at the end of the year with some students disengaging when they have not opted for the subject for GCSE; this was improved by running a computer-based project for term 6. This ran in parallel to an option of performance for those students capable of focused working. This will be repeated again due to its success. This year, the Key Assessment will be developed to ensure that more students attain their target grade.

Year 10 – The curriculum changed depending on whether we were school or home learning. Time in school was used for practical work, and home learning focused on the written paper. This worked effectively. However, the Component 2 drama exam was unable to be completed during term 6 due to a number of the group having to self-isolate after we returned to College. This exam will be picked up and performed at the beginning of Year 11 before moving on to Component 3 and then Component 1. With the new Year 10 we plan to run the exam as we would in a normal year, completing Component 2 (devised exam) during terms 4 to 6.

Year 11 – This year we aim to complete all the practical work by the end of term 3 so that Component 1 can start from term 4 ready for the final written paper. The take up for GCSE

remains enough for one class only and, to ensure drama remains a viable option, numbers cannot reduce further. Lockdown did not enable the students to cover the full range of practical aspects of this subject. In addition, the KA results may have put students off.

Extra-curricular highlights

Virtual Christmas Concert and assemblies; Year 7 performances of 'The Lion King'; monologue and duologue competition; and drama scholars' performance and trip to the theatre.



The team also ran the staff pantomime and the buddy system, both of these hugely encouraged staff morale.

This year, there will be:

Theatre trips that will include Hairspray, Blood Brothers, A Chorus Line, The Prince of Egypt, Bedknobs and Broomsticks, and The Lion King; the College production of Moana; the performing arts tour of Liverpool; Christmas performances; competitions of monologues and duologues; Year 7, 8 and 9 drama clubs; Year 7 performance of 'The Prince of Egypt'.

Surveys outcomes

In the survey, 87% of students agreed that school trips would help support them to get back to normal this year. The survey revealed that 70% of students thought they were progressing in drama. This is low, but some students who no longer take drama had responded to this question. However, it is still an indication that we need to support all students so that they feel they are progressing well. Well-pitched assessment, follow-up actions on persistent behaviour and appealing equally to both genders through well-sequenced SOW will be a focus to improve this survey outcome this year. 82% of students in the survey thought that there was a positive learning environment in drama. We will continue to develop a stronger strategy within PA for dealing with disruption, particularly looking at consistency between different classes in a small team where students are not working at a desk.

An above average number of house points were given out across the team.

Behaviour

Some students particularly struggled during the lockdown when they were not in College and so disengaged with the work at times. Coming back into school, more issues arose with certain students who had got out of a routine. CPOMS was used by the whole team. There were many contributions from one member in particular who made sure everything was noted. Certain students in some forms in Years 8 and 9 disrupted the class on many occasions and these were not escalated sufficiently and so we need to make sure that the consequences build across the term and that behaviour does not go ahead unchallenged.

Leadership and Management

There is no AQA Drama GCSE professional development available at present, however we will keep looking out for some. Getting involved in exam marking later on during the year is a possibility. The SOW is written for non-specialists to follow and regularly evaluated every term for improvement. In view of an imminent maternity leave, all SOW and resources will be prepared for any teacher running drama lessons this academic year. Members of the team continue to develop their own learning through drama forums, creative arts seminars and local theatre performances. Learning walks and work scrutiny will be mapped across the PA planning grids to ensure consistency of delivery and high-quality teaching across the team.

Recommendations

- Strategies in place to raise outcomes in current Year 11 group.
- Regular team meetings with standard agenda to ensure behaviour is being monitored and the team is supported if issues become persistent.
- QA of extra-curricular clubs.
- Close focus on Year 9 progress and opportunities to ensure the option remains viable.
- Re-build the wide offer of extra-curricular activities, trips and visits.

Science and Computing

Recovery Planning – Science Curriculum

We are particularly proud of the curriculum that we have been developing on the VLE over the last academic year. This programme allows the team to switch easily between face-to-face and distance learning while maintaining the same quality of provision and simultaneously supporting students who are absent through isolation or those wishing to access further materials. This programme has also prevented the need for any major changes in our provision as we have been able to switch to teaching those topics which are more content-driven during lockdown periods and then pick up practical content quickly on return to College.

GCSE schemes are strong in all disciplines and so large changes to the curriculum are not required this academic year. There are some minor improvements being made to some units in Years 10 and 11 with many already having been completed in term 6 last academic year. In Year 9, we are including two new bridging schemes of work consisting of topics that were previously taught in Year 7, and students usually require a significant recap on at the start of GCSE. We are also changing the structure of the content taught in terms 4 to 6 so the schemes echo each Triple Science discipline rather than the Synergy specification, as the current format leaves some of the starting topics less well-structured.

Students in KS3 enjoy the range of practical tasks on offer. However there are some schemes where improvements are being made in order to plug minor knowledge gaps that have been identified. These schemes are being updated in a rolling system so that the whole team can take responsibility for the quality assurance and the author can receive immediate feedback. The experience of the new Year 7 intake has already been improved by the implementation of an introductory scheme which familiarises students better with working in a laboratory and teaches the basics of the particle model and chemical reactions which underpin so much of the content across all of the science disciplines.

Extra-Curricular

This academic year, the team would like to showcase the excellent work shown by staff and students alike. Due to Covid-19 Health and Safety regulations limiting the availability of practical equipment and trips not being able to go ahead, there were fewer opportunities for extra-curricular than usual. However, there were still a number of competitions offered and Warhammer club was also regularly run by a team member. Further development is needed in publicising these activities. An example of this is 'The Catmose Chronicle', a newsletter put together by the science academic scholar which was made available in the library for other students to pick up and read during the summer term. The articles printed were interesting and topical but very few students, when asked, knew about it and therefore it had limited impact. In future, more advertising would be required in College in order to popularise this within the student body as well as sharing on Facebook with parents or sending a digital copy out via Groupcall.

There are currently discussions around a number of visits and events that the science team can offer which are outlined in the recovery plan grid.

Behaviour

In the surveys, 100% of staff feel that they are able to manage behaviour effectively in their lessons. Whilst this is also the feeling that is picked up during learning walks, within the team area there is a small number who do not challenge behaviour. CPOMS indicates that the

majority of these challenges are linked to a very small number of staff. Some of these entries can be put down to over-diligence by the staff member, however one of the staff identified will be undergoing some support with an ATL in order to ensure that their classroom management shows improvements. Care has been taken to ensure that new and recently qualified teachers are roomed in the College and not Harington labs and that they are positioned near to one of the science leadership team should they need support. These members of staff are also being supported by an ATL with a regular meeting taking place to discuss any issues that have arisen. This finding is supported by the student survey results which states that 86% of students feel that there is a positive learning environment in the majority of their lesson, however only 79% feel that they make good progress in their science lessons. I would suggest that further recognition of students work through our praise system would increase this value.

We use the house points system well within science, with the vast majority of staff members meeting their quota of house points. Each term we select a student from each of our classes to receive a certificate for their work and attitude in lessons. These can sometimes be missed by staff so not all classes will receive a certificate; often they are given out during lesson time so may not be given the recognition that they deserve. A recommendation for this area would be to hand out certificates in the rewards assembly each term and combine this with a letter or Groupcall message sent home to parents congratulating their child on their efforts in science.

Commendations from science have been limited over the years and so this is an area requiring vast improvement and I believe that this should become a regular discussion point in our team meetings.

Outcomes – KS4

The team and science leadership went through a very rigorous process for CAGS and so I am confident that the results given were fair.

We have seen a stabilisation in the progress of the students due to the changes made to the curriculum and options process for this year group and we no longer see the polarisation of results that we previously experienced when teaching the pre-2018 syllabus.

Physics showed outstanding progress of students with 84.4% meeting their minimum target grade and 58.7% meeting or exceeding their aspirational target grade. The success within physics can be attributed to very strong maths skills shown within the key assessment. This is due to very clear structures being in place around the layout of an answer to a calculation question and regular assessment on equations and calculations throughout the course. These structures are now being rolled out team wide in order to make further progress in the maths skills within KS3 and other KS4 disciplines.

Another success in science has been the introduction of the synergy course. Progress here is significantly higher than when the additional science course was followed with 77.6% of students achieving their minimum target grade and 44.7% of students achieving or exceeding their aspirational target grade compared to 63% and 20% respectively. This is showing that the provision here is strong which is supported by the survey findings outlined later in this document.

Biology students achieved some good results with 77% meeting their minimum target grade and 33% meeting their aspirational target grade. Quality assurance deemed the preparation of the students for the final assessments good and improvements were made in the structures underpinning the teaching within this subject area which should contribute towards better progress this academic year.

In order to make further progress in science, these are the key considerations in KS4:

Progress in chemistry

Attainment in chemistry requires further consideration with 68.8% meeting their minimum target grade and 33.9% meeting their aspirational target grade. There were two students who we were keen to place in the higher tier, however the students and parents insisted on taking the foundation paper and this would have made a difference to the overall results. Students struggled in some of the maths content in chemistry and so staff would benefit from taking the same approach as the physics team who showed greater strengths in this area. The key assessments also identified a topic area that was weaker than the others and the scheme of work for this was already improved at the end of the last academic year. Teachers are working through this scheme this academic year, agreeing that they feel more confident teaching this particular unit.

Grouping of students into year halves

This was the first year that science and maths were timetabled alongside each other and therefore year half groupings were shared. This caused a higher tier maths year half and a foundation tier maths year half, which meant that one year half contained many students whose interests lay outside of the core academic subjects and therefore showed less progress than the opposite groups. We have now moved away from this grouping model and implemented mixed groups across both year halves and this is having a positive impact on the students who are currently in our KS4 classes, shown by a positive atmosphere recorded during learning walks and the staff survey indicating that teachers feel more able to manage behaviour than in previous years.

Pupil premium students in chemistry

The PP students achieved nearly a grade lower than their target grade in their chemistry mock compared to non-PP students who were around half a grade lower. There were some difficulties with relationships between the teacher and the students in some classes and support was given to help this teacher organise their time/planning better. Whilst this support made some limited improvements in the outgoing Year 11, there seems to have been a greater impact on the Year 10 classes last year as the now current Year 11 seem to be in a much better position. This is an ongoing concern, however, as a limited student-teacher relationship could be more detrimental to a pupil premium student than non-pupil premium. Pupil premium students will be included in our extra-curricular programme outlined later in this document in order to foster relationships and improve engagement.

Girls in physics

This group would usually be picked up in soft intervention sessions such as the Physics Café but we struggled to get this off the ground during the last academic year. Interestingly, there was a smaller gap between boys and girls meeting aspirational target grades indicating that the data was polarised with girls either doing really well overall, or not even meeting their minimum target grade. Year 10 mock results show the same trend with 8% fewer girls than boys attaining their minimum target grade in physics. Reintroduction of the soft intervention groups such as the Physics Café and the Science Legion would support staff in improving outcomes in girls.

Outcomes – KS3

Attainment is good with nearly 80% of students achieving their minimum target grade in their key assessment in each year group and over 40% of students in all year groups achieving their aspirational target grade.

There are some development areas to consider, however:

Males in KS3

In their key assessment tasks, 10% fewer males achieved their minimum target grade than females (in both Years 7 and 8) and nearly 20% fewer achieved their aspirational grades. This will need to be a key focus for the team this academic year to ensure that we close the gap before students begin their KS4 curriculum.

SEND students in Year 7

These students did not achieve in line with the rest of the cohort as only 65% of K code students met their minimum target grade. 48% however met their aspirational target and therefore we can see a polarisation where students either achieved really highly or missed their target grade altogether. Again, this gap will need to be a focus for the team this year and the current Year 8 teachers should plan more carefully for these students. This can be picked up through the team intervention training as use of TAs and good quality differentiation are all strategies that will support SEND students but should be present as part of normal in-class intervention (tier 1).

Key recommendations for all year groups can be found at the end of this document.

Leadership and Management

CPD and staff support this year will consist of sessions on the following topics:

- Maths-in-Science training.
- Effective classroom-based intervention strategies (Recently qualified teachers and ECTs)
- Regular meetings for GCSE subject teams to discuss discipline specific curriculum and assessments.
- Staff new to teaching KS3 chemistry topics meet regularly with subject specialist to discuss requirements of the schemes.

We did not have a subject review last academic year, however we have been making improvements to the biology curriculum and assessment and welcome the review that is timetabled for this year.

Key Recommendations

- Use of FIFA across all key stages and disciplines.
- Training for less experienced staff in classroom intervention including roll out of extension task menus.
- Return of soft intervention strategies, ie. Physics Café to increase progress of girls in physics, Science Legion to support PP students.
- Regular support meetings for staff requiring support with pedagogical techniques and leading discussion in the tutorial programme.
- Team Leader to coordinate extra-curricular activities within science team ensuring inclusion of PP students (particularly chemists) in order to increase engagement in this cohort.
- Team member to lead on publicity of work within science on social media and within College to increase engagement with all stakeholders.
- Use of research by the Salters Institute to better sequence learning in KS3. Incorporate prior learning into schemes to support teachers. Use the B.E.S.T progress paths to support teachers sequencing.
- Use of teachers returning from maternity leave to intervene in KS4 classes where required. (Consideration of new biology class being created to reduce class size in

option block biology, with a focus on the grade 5-6 students and supporting recently qualified teacher).

Link to the grid that details the actions that will be taken by the team to meet the targets of the College and subject Recovery Plans: https://docs.google.com/document/d/1KixtRQwQAh-RdFGSdk82xNA1yIS8ITOOPTx_egvIWs/edit?usp=sharing

Sport Outcomes

Analysis of results last year including groups and outline of Intervention for Year 11 to support those students together with any in class intervention.

2020/21 Year 11 GCSE PE

Comparison

GCSE PE results reflect an appropriate curriculum for this cohort of students resulting in improved outcomes and demonstrating outstanding progress. Students completing the CNAT qualification also demonstrated improved results and good progress as the course provided an appropriate pathway for these students which has prepared them for their next stage in education.

	9	8	7	6	5	4	3	2	1
2021 GCSE PE	3	4	2	5	3				
2021 CNAT (equiv)			3	(3 5.5)		7	3	1	
2020	3	3	6	6	7	9	15	1	
2019		2	1	6	9	6	15	1	2

2021/22 Year 11

Year 10 mock exam data reflects excellent progress for GCSE and CNAT sport, indicating high engagement within the lockdown period with remote learning provided.

GCSE 1-9 (Att8 Points)

Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	U %	X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In all Baskets
11-28PE	12.5	12.5	18.8	18.8	12.5	25.0	0.0	0.0	0.0	0.0	0.0	0.0	16	6	6.19	0.10	0.68		60.0	100.0

L2/L1 D*-P (Att8 Points)

Name	L2D* %	L2D %	L2M %	L2P %	L1D %	L1M %	L1P %	U %	X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In all Baskets
10-28vocPE	0.0	5.6	38.9	38.9	11.1	5.6	0.0	0.0	0.0	0.0	18	L2P	4.53	0.47	0.44		58.8	100.0
Summary	0.0	5.6	38.9	38.9	11.1	5.6	0.0	0.0	0.0	0.0	18	L2P	4.53	0.47	0.44		58.8	100.0

KS3

Covid-19 bubble restrictions within KS3 resulted in an adapted curriculum for KS3 students. Recovery within this academic year will focus on ensuring that knowledge and skills are enhanced to ensure that all abilities achieve exceptionally well. Curriculum planning and careful assessment will target key groups of students who, due to the impact of Covid-19, have gaps in learning that will be addressed.

Students will continue to be assessed in a rounded manner. During assessment of their progress in activities and sports, three areas will be assessed. Performance, tactics and creativity, leadership and behaviour. Furthermore, checkpoint assessments will also include students' performance on a series of fitness tests as well as written tests linked to rules, components of fitness and skills of sports which they have completed.

Recommendations

- The impact of Covid-19 has been reflected in the consistency of students' practical footage; this remains a challenge, particularly within team sports. A continued focus to

provide opportunities and support within this area is needed to have a further impact on progress.

- Students who consistently do not complete prep or make progress with NEA assignments will be a focus of in class intervention to ensure they maximise their potential. In particular, staff will have an awareness of those who are PP and EHCP. Staff will deliver ambitious intentions for all students, feedback and scaffolding will ensure that all students make maximum progress.

2021/22 Intervention plan

- In class intervention will provide the opportunity to target focus students within all year groups. Year 10 will benefit from the presence of MWI to support KHO.
- Year 11 core sport time will be used to support those CNAT & GCSE PE students who are PP, EHCP as well as those who may not be meeting target grades or have shown a lack of focus or motivation in class or when submitting prep. MWI will be used to cover class teachers to provide this opportunity.

Curriculum

The inclusion of dance across Years 7 and 8 programmes of study will broaden our curriculum offer and will be supported by staff completing comprehensive a CPD package.

Initial plans to introduce sports leaders level 1 as part of electives provision in Year 9 to support sport studies RO53 and further develop leadership within KS3 will be pushed back to next year to allow for recovery and planning for the change in CNAT sport studies specification. This will be a priority target within the team to support the development of current resources, SOW and to create new ones where necessary.

Extra-curricular Opportunities:

Despite the pandemic a full complement of extra-curricular clubs was available to students, the importance of which was recognised within both the student and parent surveys. "The school provides a wide range of extra-curricular activity (despite the pandemic)". Parent Survey 2021. These opportunities were available after College and morning cross country clubs were provided for each year group. All clubs were well attended especially in KS3. A particular success was increased provision for gymnastics and trampolining, which led to the production of a virtual showcase of students' performance.



A significant highlight for the whole College was sports day, offering the first opportunity for the whole College community to come together. This provided students with the chance to compete in an athletics competition which was of a high standard. The afternoon every College student took part in a wide range of collaborative sports alongside all staff members.

This year extra-curricular clubs will be running to support the high demand for sport in the College. The focus will be to ensure

students build on the knowledge obtained in lessons and develop the teamwork, resilience and communication skills that come from playing competitive inter-school sport.

Within electives students are provided with a 6-week rotation of six different activities. These activities provide an opportunity to increase knowledge in a range of familiar activities such as basketball and handball whilst also providing a recreational style introduction to activities such as boxercise, trampolining and dodgeball.

Recommendations

- A focus of this year's recovery plan will be to continue improving attendance at clubs and then to compete in fixtures that are both made available through the Melton and Rutland Varsity and our own links with other schools and colleges.
- The sport team will endeavour to increase the percentage of those who attend clubs that have the opportunity to represent the College through B teams and additional friendly fixtures.

Behaviour

House points analysis

- All sport team staff used house points to reward students' effort, attitude and performance as well extra-curricular performances. All staff comfortably exceeded the minimum expectation of issuing five house points per week. Further use of commendations is an area for improvement; with the reintroduction of fixtures we expect more commendations will be awarded.
- To support rewards and recognition further, each term class awards will be given out for outstanding performance, most improved, and outstanding effort and attitude. Termly extra-curricular sport assemblies provide a further opportunity to celebrate teams successes and to award badges.

Staff survey

This provides a positive picture of the sport team. 100% of staff were clear on what is expected of them at work and felt they have had the chance to learn and grow within the last academic year. All staff felt they were able to effectively manage the behaviour of students within their classes and felt that their workload was manageable. 80% of staff felt that CPD has allowed them to improve practice, this will be a focus for the team moving forwards and this will be addressed both through the whole College strategy and through focussed subject specific and career appropriate CPD opportunities.



Parent and Student Survey

Parental surveys recognise that extra-curricular activities allowed students to have a positive experience, despite the restrictions of the pandemic. Students also recognise the importance of sports clubs and extra-curricular activities. Rewards and recognition are seen to be important; students feel sport is particularly good at “rewarding sport achievements” and “clubs”. As part of the recovery plan

this will continue to be a focus within this academic year.

CPOMS

Behaviour within observed sports lessons was graded as good or outstanding reflecting the high standards of the team and behaviour within lessons. This can also be seen in the student survey: 90% of students recognised that they behaved well within lessons and that there was a positive learning environment.

CPOMS entries reflect a small proportion of students who challenged the high expectations in place regarding uniform and engagement, however use of CPOMS was consistent across the team when these incidents arose and there was clear evidence of escalation.

Leadership and Management

CPD priorities

- Dance – all staff to complete four weeks of CPD led by Sarah Bell from RYDA
- OCR CNAT moderation – MSI, LCR & KHO to attend online training when available. MSI to also investigate trained person visits to centre.
- OCR CNAT new specification – MSI to attend online training when available. Development and evolution of resources to be delegated to all the team.
- Internal moderation of GCSE PE and A level NEA using AQA T-OLS and historic footage/pieces of work.
- Rugby refereeing course for relevant staff.

Quality Assurance

- Learning walks to assess staff following SOP regarding changing rooms, equipment etc.
- Review lesson resources being used for GCSE, CNAT and A level PE groups to check suitability and quality.
- Review A level PE mock papers for suitability. Cross staff marking for mock exams and course work.

Designated Special Provision and SEN

Team Leaders: questions for team recovery evaluation and recommendations

Outcomes

Leavers

- All students within the Designated Provision with EHCP plans met or exceeded their minimal targets within all subjects undertaken within their bespoke curriculum. All students achieved a GCSE within English Literature and Language. This has allowed them to follow a Level 1 or 2 course at post-16 provision, exceeding their projected pathway.
- The majority of mainstream EHCP students met their minimal targets within their core subjects. All achieved or exceeded their minimal targets within their option choices, reflecting an appropriate curriculum. Destination data shows that they have gone on to post-16 education or continued training through an apprenticeship route. Some students have also secured part-time employment at local businesses.
- K code students have maintained good progress despite the impact of lockdown periods as many attended College at this time; progress 8 data reflects this at +0.08. Specific subjects where students have made excellent progress include history SP1 3.55, religious studies 1.17 and English literature 1.15. All students progressed onto post-16 courses.

Year 11

- All DSP students are on or above their target grades in all subjects. There has been one curriculum change to support the student to focus on English language in the hope that he can achieve a level 4.
- All mainstream EHCP students are meeting 4+ targets in maths and English. Most students are on or above their minimal targets and those who are not have already been picked up for intervention through the subjects. Key workers will maintain and further support students with progress towards targets.
- Key assessment data shows progress 8 of +0.13. Currently, 53.2% of K code students are on or above target for their recent assessments. Students benefit from a variety of interventions and adjustments to the curriculum including BTEC qualifications, synergy science, study support and small group lessons for English and maths. One K code student is currently receiving tuition support from RCC due to medical needs.

Year 10

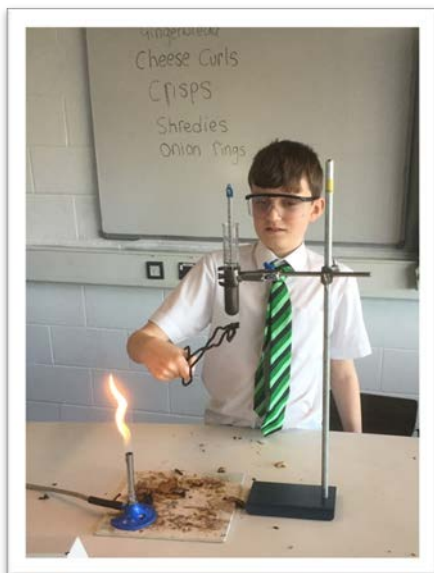
- Due to the very small cohort of EHCP students it is not appropriate to comment on the data.
- K code data shows that 72.8% of students are achieving their target grades or higher within all subjects. Over 50% of students were exceeding their target grade. Students are now completing option choices which in turn has potential for a further positive impact. Appropriate curriculum adaptations have been made to meet students' needs.

Year 9

- All students with an EHCP are on or above their minimal target grades. The students are accessing a varied curriculum which will prepare them for their option choices later in the year.
- There are 25 K code students within this cohort which is one of the largest year groups. The data is extremely positive as 91.7% of students are achieving their target grade or higher across all subjects and 79.6% are above target. The majority of these students attended College during the Covid-19 pandemic or attended remote learning lessons. This demonstrates resilience of learning and strong strategies which allowed progress under extreme circumstances. Students have also received targeted tutoring and intervention through catch up funding.

Year 8

- Most students are on target or above against their minimal targets in all subject areas. Where this is not the case, in class intervention will be used to support the students to progress towards their minimal targets.
- Most students are on target or above against their minimum targets. A variety of different interventions have been used to support these students, particularly over lockdown, including access to a TA via teams and online interventions such as word shark and TTRS.



Curriculum

Assessment of students' progress through KS3 will continue to support the identification of appropriate pathway either GCSE, Functional Skills, Entry Level.

The vocational courses, such as BTEC sport and art, child's play, and hospitality and catering offered at Year 10 are appropriate for the cohort. A consideration for the next cohort is the option block make up, to ensure that there are appropriate courses available in each block.

The students benefit from study support within their bespoke timetable. Considerations include staffing, uptake, possible life skills programme that would not count towards P8 but would be worthwhile for lifelong learning especially for DSP students.

The introduction of Chromebooks for DSP students has been a success as the curriculum has been adapted to include the wider use of technology, greater packages of online individual targeted intervention used, as well as assisting home learning.

Extra-curricular

Highlights of the extra-curricular SEND-specific programme include prep support after College, Dungeons and Dragons club, tutorial intervention programme that includes social skills, social and emotional needs support, TTRS, and chill and chat sessions for both EHCP and K code students. Students have valued the offer to support their learning and social development in a safe and nurturing environment.

Recommendations include the continuation of the above activities as well as the introduction of tracking of KS3 tier 2 K code students, to ensure students are encouraged and participating in a regular extra-curricular activity. Additional targeted extra-curricular activities such as mindfulness art enrichment for the Year 7 cohort to aid transition and develop positive social, emotional and mental health.



Behaviour

CPOMS analysis

- The majority of students with both a mainstream EHCP and those within the DSP exhibit high standards of behaviour and attainment.
- Students achieved a high number of house points as recognition for their efforts and attainment. On average, students earn over 35 house points within the academic year.
- Where students have experienced difficulties, there have been a variety of strategies implemented, including the involvement of outside agencies in order to meet the complex needs of some students. These include:
 - EP assessment, intervention
 - Early Annual Review
 - Allocation of appropriate alternative provision
 - Early Help Referral and support
 - Parental meetings
 - RCC Inclusion Partnership
 - Specialist teacher intervention/assessment
 - Key worker support
 - Curriculum adaptation
 - Extended transition
 - Phased return
 - Intervention internal meetings to ensure holistic support in place

Rewards and recognition

Staff Survey

This provides a positive picture of the SEND team. 100% of staff were clear on what is expected of them at work and felt they are able to manage behaviour effectively. Over 80% of staff recognised they have had a chance to learn and grow within the last academic year and recognised that professional development opportunities have been relevant to their needs.

Parent Survey

Parental surveys recognise “exceptional support” which has allowed students to achieve. SENCO and TA support is recognised by parents and reflects the inclusive practice of the College. Some parents have commented on providing support in relation to the impact of the pandemic; this will be a continued focus for SEN students, with a focus on wider opportunities available to them.

Positive reinforcement of learning is utilised with all students to assist in engagement. Examples of rewards include:

- House points
- Reward charts including class dojo
- Share work with key worker and/or team leader
- Emails and phone calls home
- Postcards

Leadership and Management

Recommendations included an increase in SEND-specific CPD opportunities across the whole College.

CPD

- Whole school inclusive classroom CPD.
- Need-specific CPD – ASD, ADHD, dyslexia.
- SEN team – SEND-specific safeguarding training, possible ASD accredited course, possible dyslexia accredited course.
- Subject-specific training through exam boards for entry level and functional skills.

- TA induction process.
- Sensory Support Training RCC Inclusion Partnership.

Quality assurance

- Rigorous consultation process followed for DSP admissions.
- The effectiveness and impact of the whole school inclusive classroom CPD.
- Team approach to supporting K code students and the impact it has on progress.
- Implementation of key workers' effective strategies and the impact it has on student wellbeing and progress.
- Effective communication of Annual Review documentation and meetings with parents and other professionals.
- Focus groups – evaluation of the support offered to SEND students to meet their targets.

Link to the grid that details the actions that will be taken by the team to meet the targets of the College and subject Recovery Plans: [SEND TEAM RP Grids 2021/22 - Google Docs](#)