



RECOVERY PLAN

'Equal Value, Outstanding Progress'

2022/2023



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PRINCIPAL'S INTRODUCTION

We have focused this year on recovering from the impact of two successive Covid lockdowns and aim to get life at the College back on a more normal footing. To a large extent, that work has been successful, making significant strides towards that goal of 'normality'. In other aspects of our work, specifically around supporting students' broader pastoral needs, it has become clear that this will not be a one-year project but one likely to last for many years as the impact of the pandemic is slowly addressed.

On the other hand, our own analysis indicated that students had, by and large, continued to make very good academic progress during the lockdowns. We know though that most students spent a great deal of time on electronic devices completing their work and socialising, this inevitably, and in hindsight, impacted on their accumulation of cultural capital and key skills around teamwork, leadership and resilience. We have therefore focused our efforts most significantly on the experiences that develop these broader skills, maintaining our strong academic intervention programme whilst offering significant pastoral support to students who were most impacted by the pandemic. The GCSE results were some of the best the College has seen which was a testament to the hard work of students, staff and parents.

TRIPS AND VISITS

A key priority therefore for this year has been the resumption of the wider curriculum beyond the classroom by offering as full a programme of extracurricular, trips and visits, sport, drama, music and the Duke of Edinburgh's Award as we could to help mitigate these concerns.

In Year 7, students had the opportunity to see 'The Prince of Egypt' in the West End and attend workshops with the actors before the entire year group put on the show to their families. There were academic trips to Lincoln for history, Burghley House for art and Bletchley Park for maths and for budding scientists a trip to the Leicester Space Centre. In all, 190 students (90% of the cohort), attended at least one experience.

In Year 8, students could see the Lion King, Hairspray, or Bedknobs and Broomsticks for drama, Wizard of Oz and a residential to the Black Country museum for humanities alongside the sports and music scholar programme. In all 87% of students experienced at least one opportunity.

In Year 9, students could go and watch A Chorus Line, visit Nottingham university, visit Yorkshire as part of their history course or a trip to the Houses of Parliament. 53% of the year group experienced a trip or visit. This proportion, although lower than the rest of Key Stage 3, is partially explained because of the large take-up of the Bronze Duke of Edinburgh's Award



with over 40% (83) students starting this challenging course to take part in volunteering opportunities, leading an expedition, starting a new skill and engaging in physical activity. In Years 10 and 11, the number of opportunities diminished as inevitably the focus for staff became preparing students for their GCSE examinations. Opportunities were still available though, with 38 students starting Silver DofE, theatre trips to Blood Brothers, a Christmas Carol and residential experiences through the Performing Arts tour to Liverpool and the photography trip to Cornwall.

Across all year groups there was little variation between different groups of students in their uptake of these opportunities with the 'average' student attending 1.4 of them. This is true of all groups e.g. SEND, ethnicity, more able. The only exception to this is when looking at uptake by gender; boys took part in 1.3 whilst for girls it is 1.6. For example, 65% of the students who started the Bronze DofE award were female.

ELECTIVES

Our broader curriculum does not end with trips and visits, our ever-popular Electives programme returned to its full breadth of offer with well over 100 different opportunities for students to choose from across the arts, cultural and sporting programmes. Students choose a different course in each of our six terms ensuring every student enjoys a wide range of opportunities.



Architecture
Arkwright Scholarship
Artful Creation
Arts Award (Y9 only)
Bake Off
Be in a Band
Caribbean Cooking
Ceramic Heads
Christmas Concert
Christmas Drama
Cooking
Crochet
Design and Engineering
Engineering Challenge
Food Technology
Food from around the World
Friendship Bracelets
Gardening at Barnsdale
Jewellery Making

Painting with watercolours
Performing Arts
Pet portraiture Master class
Masked Drama
Performance
Mask Making
Media and Film
Musical Medley
Photography
Photoshop
Photoshop Master Class
Plane, Trains & Automobiles
Pottery Throw Down
Printmaking
School Musical
Sketchbook Challenge
Shakespeare's schools festival - Macbeth

Soft Toys
Stop-animation movies
Theatre Technology
Upcycle
Video Editing & Special Effects
Astronomy
BBC Young reporter
Blood, Bones and Bodies
Board Games & Quizzers
Brilliant Bugs
Catmose Primary Peers
Chess
Coding
Competitive Cards
Crest Award Bronze
Crest Award Silver
CSI Catmose
Dungeons and dragons
Faith Explored

Fast-Track German
First Aid
Geo-guesser
Go Wild
Great Debate
Hair & Beauty
Harry Potter Club
Junior Editor
Junior Reporter
Kings and Queens of
Britain
Basketball
Climbing
Competitive Swimming
Couch to 5K
Cricket
Cross Country
Dodgeball
Elite Dance
Football
Girls Football
Girls Rugby
Golf
Gymnastics
Hockey
Horse Riding
Ice skating
Improving Fitness
Indoor Athletics
Multi-Sport
Musical Theatre Dance
Netball
Orienteering
Rookie Lifeguard
Rounders
Running
Skiing
Snowboarding
Soft Ball
Sports Scholarship
Street Dance
Swimming for beginners
Table Tennis
Trampolining
Unihoc
Water sports

Language Drama
Maths Miniatures
Mindfulness
Mockingjay madness
Myths & Legends
Scholar Program
Star Wars Universe
Strategy Games
The Hunger Games
Tracing My Family Tree
UKMT Maths Challenge

Warhammer and other
War-games
Young Magistrate's
Competition KS3
Youth Speaks
Yearbook
Archery
Badminton

CATMOSE CHALLENGE

We have also built on this programme by looking to encourage Year 7 to broaden their experiences by completing the 'Catmose Challenge' which is a range of around 170 increasingly difficult undertakings leading to bronze, silver and gold level awards. The programme includes further challenges across art, cultural and physical challenges building on the National Trust's initiative of 50 things to do before your 11 $\frac{3}{4}$. In our first year, we have seen around half the year group complete bronze with similarly good proportions across the different groups including SEND.



SCHOLARS' PROGRAMME

The scholars' programme complemented the year group offer with opportunities for students pursuing a particular specialism.

Our music scholars very much enjoyed hearing the Birmingham Philharmonic which for many was their first experience of hearing a live orchestra. Our sports scholars also had the opportunity to test their mettle at the Ninja Warrior course, taking part in a disabled sport activity, and to train 'like a woman' alongside the full range of sporting clubs and teams. Our academic scholars enjoyed a trip to parliament and support from our academic leads in their specialism.

Overall, students at Catmose have had an unrivalled opportunity to become involved in a vast range of additional activities and this range is now similar to what it was pre-pandemic. Our challenge next year is to resume foreign travel, for example, our languages exchanges. We are also wanting to ensure that students, particularly boys, are offered opportunities and are encouraged to get involved with the full breadth of our offer, particularly those on offer outside of sport.

CAREERS

Students need longer term goals to focus their immediate efforts. Covid lockdowns impacted in many ways, the loss of work experience and other career opportunities was more significant than we perhaps originally realised. Our careers team have done tremendous work providing a very full programme this year culminating in a week of career related events. We have seen career fairs with local providers talking about their offer which Year 9 and Key Stage 4 students benefitted from. Every Year 11 student had one to one meetings with me and our Careers Advisor which focussed on their next steps. A highlight for many families was the opportunity to 'bring your child to work day' which saw half the College, including 150 from Year 10, taking up that offer and experiencing a work place environment for the day. This was a step back to a full work experience week which we are aiming for next year. In careers week a full programme of visits gave students insights into a significant range of careers, these included:

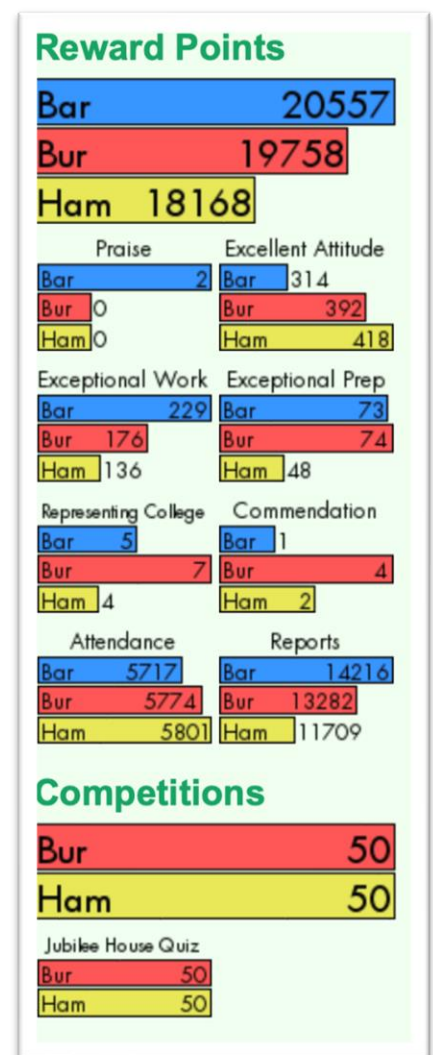
- Being an author and professional writer
- A life and career in the ambulance and air ambulance service

- Sport and leisure industry – running a sports centre
- Being a military dog handler and live dog demonstration
- Conveyancing and architecture
- Landscaping and gardening
- Building your own make up and beauty business
- Going from brick laying to site foreman to business management
- Understanding apprenticeships
- Life as a vet
- Trips to Druck aerospace engineering
- Oakham Castle for a mock court experience
- National horse racing college in Doncaster

Over the course of the careers week 90% of Year 10 students completed a workshop on job interviews. The College also offered work placements at Catmose Primary school, Catmose College finance department and Catmose Sports Centre. In total all of Year 10 accessed some form of work experience across the week whether this was a range of talks, trips or a mock interview.

BEHAVIOUR AND ATTITUDES

The behaviour of College students continues to be a significant strength, around 950 students (93%) have no significant concerns around behaviour reported by staff. To underline how strong behaviour is, staff had awarded by the end of Term 5 nearly 18000 house points to students. One of the best signs of a positive school culture is attendance, the team of staff who support students to attend have done an incredible job to help students who have struggled to return to regular attendance. Our average attendance this year has been 94%, impacted by significant Covid related absence in the winter and a small number of students who have become non-attenders. Although this is well below our usual target of 96% it remains very high, particularly when compared to other secondary schools nationally which has been around 88% over the academic year. In each of the different groups we monitor College attendance is significantly higher than similar students nationally. We have, however, needed to support a larger number of students with more acute needs than ever before. There are a small number of students who have become involved in anti-social behaviour outside of College which is then impacting on their behaviour when they attend. We have also seen significantly larger cases of acute anxiety, this leads to some students not attending and struggling to access lessons. We have also had to manage a small number of students who are abusive towards staff and each other. Our Client Services team our supporting more students across a broader range of needs than we have ever done. This work is not confined to College, we are accessing support from the police, social services, the Education Inclusion Partnership and other external agencies to support these students so that they can successfully access the normal curriculum. We have made significant progress



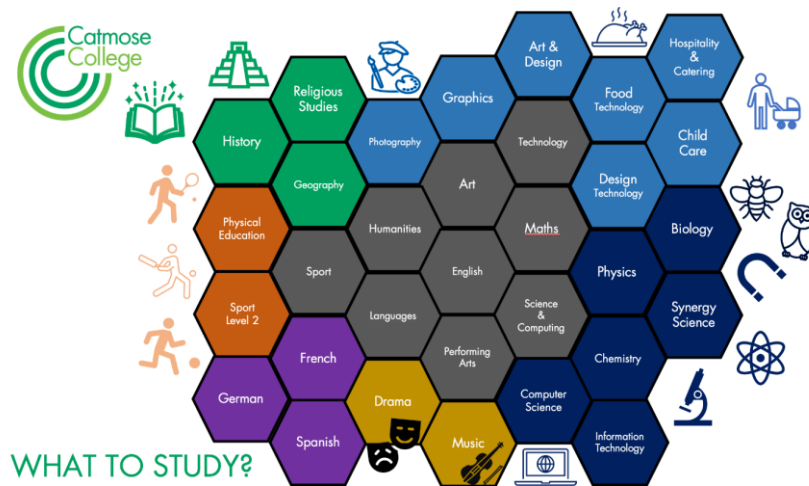
this year but recognise that the damage caused by the pandemic will be long lasting and will require us to continue to refine our approach to be most effective with the limited resources we have. We have a robust support programme with around 20 students being directly supported by the Client Services team through the stages system which is around the same number as usual, however, the behaviours we are experiencing are more acute. To give an idea of the serious nature of this behaviour, there have been 27 students who have been excluded for a fixed period; our highest number ever, of those, 6 students have had multiple exclusions and four have been permanently excluded. These are worryingly high rates of exclusion for us but each has been absolutely necessary and only used as a last resort, they are important though to ensure the broader school is protected and our expectations of excellent behaviour are sustained. The Client Services team has expanded again this year, has seen a new pastoral manager appointed and next year will move into a larger set of facilities to support their important work further.

It has remained the norm, despite the pandemic, that most students have worked incredibly hard and want to attend College every day. We would be wrong to say that we have not experienced some very poor behaviour this year, which although has been largely successfully when targeted, we expect it will take several years of sustained effort to be entirely back to our usual exceptionally high standard for all.

CURRICULUM

Our curriculum offer remains a very broad one which we continue to adapt to offer students an appropriate pathway based on their interests and talents. Our most academic students follow an academic one that is designed to lead to successful applications for the best universities, this is followed by around half our cohort each year with the vast majority of these students eligible for the EBAC suite of courses (maths, science, humanities and languages). We also offer a pathway blending core academic subjects complemented by a number of more applied courses, this offer has expanded this year to include engineering.

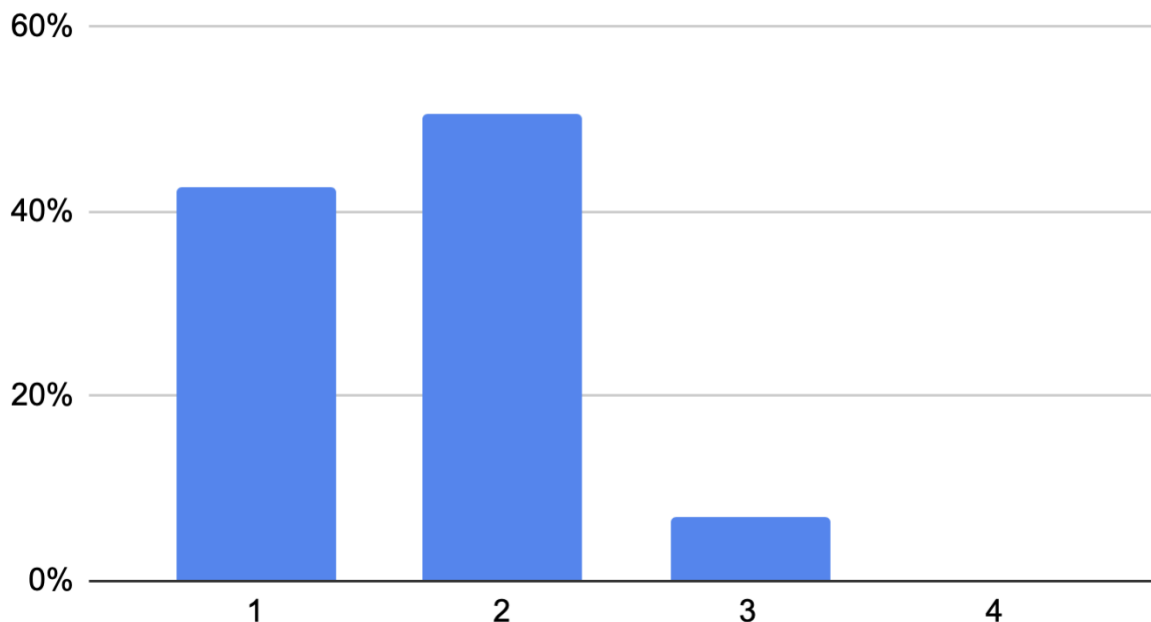




STAFF

Our students continue to benefit from high quality teaching which is the foundation of our student's academic success. Teachers are extremely well supported by our support staff team who provide a breadth of services to facilitate excellent teaching. Catmose is very much built upon the hard work of the staff who go the extra mile to ensure students have such a fantastic experience.

Quality of Education grade distribution

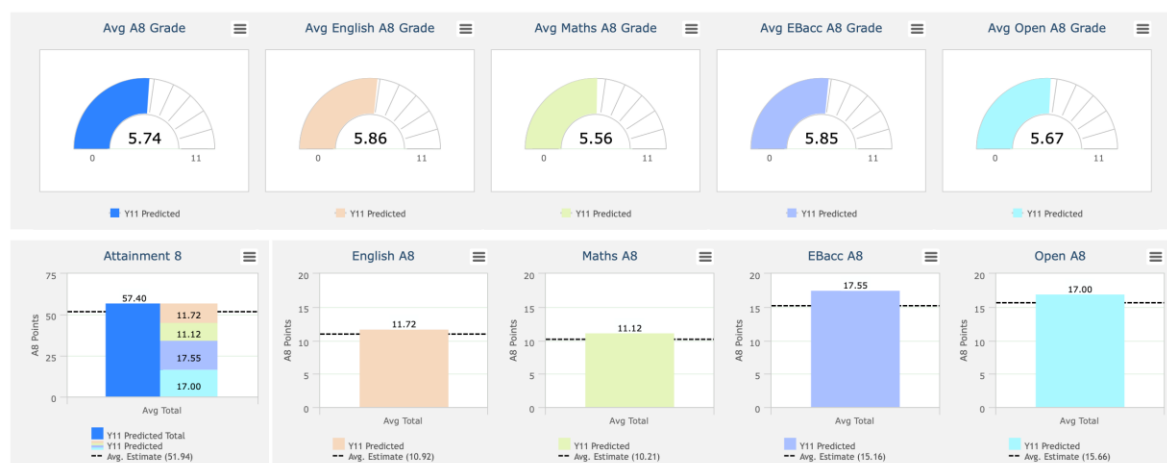


This hard work is reflected in the very strong judgements given for the quality of teaching over the course of the year.

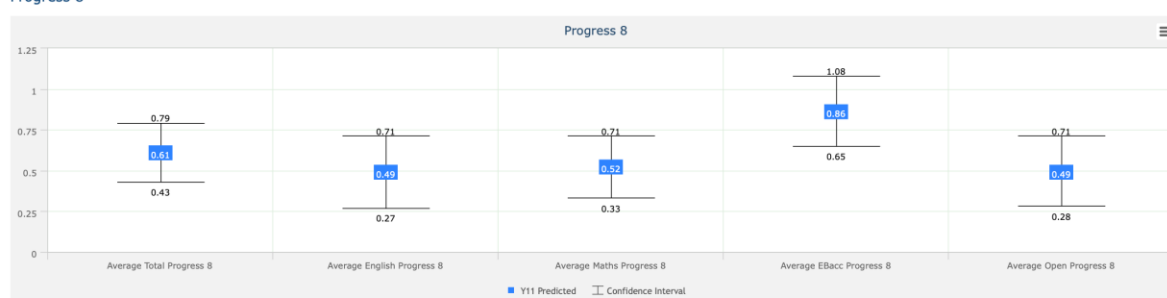
ACADEMIC PERFORMANCE

Academically students continue to do well across all year groups. Year 11, the first-year group since the pandemic to sit GCSE examinations have done very well. They worked hard throughout the two years, despite the disruption, and responded very well to the additional support on offer through our intervention programme.

Attainment 8



Progress 8



To achieve this progress, recognising the impact of Covid-19 on teaching time we modified our approach in Year 11 intervention to make good use of the Electives time. This has been well received by teams and has allowed core subjects additional time to complete subject content and revisit areas needed.

Year 11 before College and after College intervention sessions provided by staff allowing a total of:

	No. of students accessing weekly intervention sessions with teachers
Term 1	248
Term 2	282
Term 3	123
Term 4	327
Term 5	190

Intervention with Year 11 students focused on supporting students with 'how to revise' and 'revision schedules'. 50 students attended a face to face workshop and then the entire year

group watched a recording. This was also rolled out to Year 10 students. 96% of students asked found the face to face session helpful.

All Year 7 and Year 8 accelerated reader lessons have been staffed with teaching assistants or additional teachers to ensure that students on 'watch lists' and 'intervention lists' progress. Although Year 9 students no longer use this intervention programme, those identified as requiring intervention will continue to use it into Year 9 to support their learning.

Having been unsuccessful in initiating the National Tutoring Programme (NTP) with the use of external tutoring agencies due to their capacity and availability, we welcomed the offer of schools being allowed to use their own tutors. To date, 11 teachers and 9 teaching assistants have enrolled with the NTP and staff who have less than two years of experience have completed an 11-hour training course to allow the delivery of training. 339 students have accessed the tutoring with a total of 1379 hours to date.

Progress scorecards have been reported to governors throughout the year. Developments in the approach to intervention have included identifying students in Year 9 and Year 10 being placed on close monitoring with either a tutor report or intervention report over a 2-week period. This included letters to parents, 1:1 meetings with the students which provided action points and bespoke SMART targets identified. Further interventions are put in place as and when needed for individual students. This approach has proved to be successful in ensuring that students are more focused and engaged in their learning and parents are more involved.

To further support improving student progress following data sets, a new approach has been adopted to ensure that teams and teachers are having conversations around pupil premium and moving forward with approaches in the classroom. This involves analysis comparing the progress of non-pupil premium students with pupil premium students and where there are gaps in progress, further analysis is completed looking at specific subjects and teaching groups. This is then shared with identified team leaders and discussed in teams.

Year 11 have developed into very respectable members of our community best exemplified by how much we enjoyed their company at the prom.



PLANS FOR NEXT YEAR

Although this year has seen great strides back to normality, there is more work to do, the impact of Covid lockdowns was uneven with some families being more severely affected than others. We therefore need to continue to focus on recovery, our priorities from our initial quality assurance work will be:

- In line with our motto, 'Equal Value, Outstanding Progress', a relentless focus that all our students are recognised for the contributions they can make and are given the support and encouragement to realise their full potential. We are particularly concerned about ensuring that our financially disadvantaged students and boys are encouraged to access and benefit from a more diverse range of opportunities. This work will cut across our extracurricular provision, targeted intervention programme such as that for our more able students through to ensuring our most talented students apply for senior student roles in Year 10, whatever their background.
- Our staff are at the core of what makes Catmose such a successful school. Our teachers are experts in what they do and we need to ensure through all that we do we are mindful of workload and ensuring that their work is able to be impactful on students. Support staff across the College (and wider Federation) are often the unsung heroes, their contribution to ensure teachers can focus on what they do best, is critical to every aspect of our organisation. In an increasingly competitive workplace, we need to ensure that our recruitment and retention work is identifying the best talent and offering opportunities that support and retain them within our community.
- Our pastoral work has become more critical than ever to ensuring that students who face barriers to learning can be successful. We are supporting more families with a very broad range of needs, many of which, traditionally have been supported by other external agencies and we need to continue to refine our approach as a result. This work will encompass safeguarding, pastoral support and attendance to ensure that every student is able to access lessons successfully and without disruption.
- We admitted 240 students into Year 7 for the first time, this will bring additional economies of scale, for example, a wider curriculum, additional specialist teachers, more specialist classrooms and wider facilities. It will also bring challenges as we continue the journey from being a small secondary to a larger than average one. We do not want to lose our ethos of being a calm, purposeful College where students are known as individuals. This will require careful planning in respect of everything that we offer if we are to remain one of the best schools in the country for education.



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

Alexandra Emmerson

Date stamp: SISRA on 25/08/2022 following the release of the collaboration data.

Judgement: Outstanding

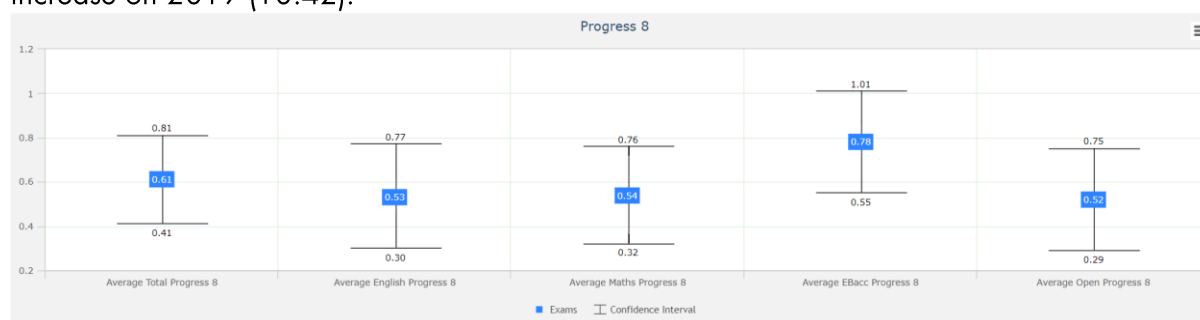
The College has worked extensively to ensure that students maintained excellent progress throughout the first recovery year post pandemic. Our overall performance is above national expectations in the key performance measures, with specific groups of students (PP / Most Able / SEND) performing well.

Progress 8, Attainment 8

SISRA Analytic is currently predicting a Progress 8 (P8) score of +0.61, which is above national average. This data includes 7 students who work within our Designated Special Provision who followed a curriculum to meet their complex needs.

The English and mathematics results reflect the progress students have continued to make since the national lockdown periods. SISRA is currently calculating a P8 score of +0.53 for English (2019 +0.54) and +0.54 for mathematics (2019 +0.54).

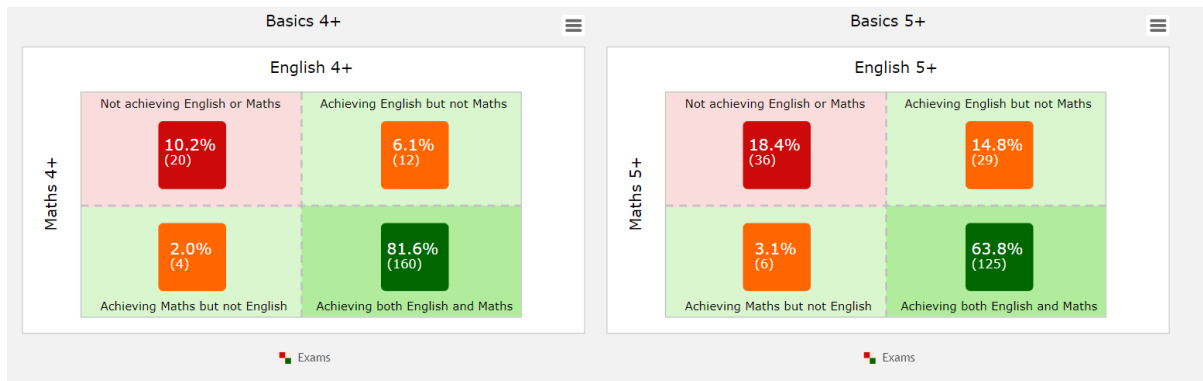
The EBacc element has improved its P8 score from +0.62 in 2019 to + 0.78 this academic year. The open element, +0.52, which consists of three other subjects has also seen an increase on 2019 (+0.42).



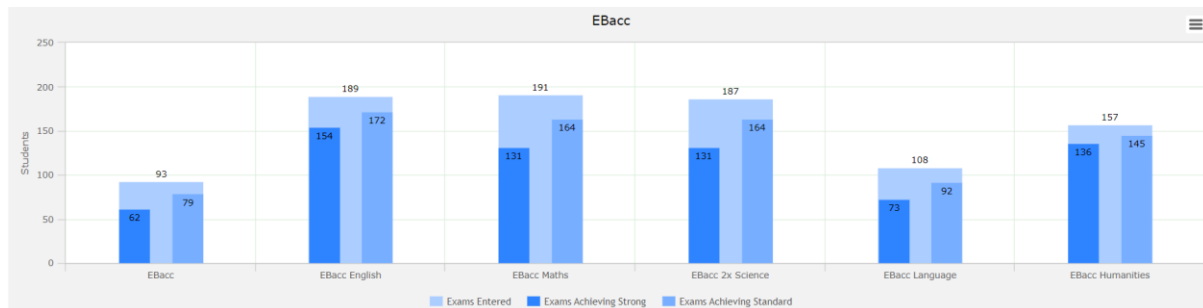
Attainment

In the basic measure, which assesses the proportion of students achieving English and mathematics at grade 4 or above (standard), we achieved 81.06%. This is an increase on 2019 performance of 74%.

Under the new 'strong' pass of a grade 5 we achieved 63.8%, in comparison to 2019 this is an increase from 52.8%.

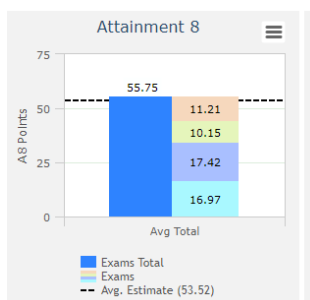


Within this cohort, 93 students were entered for the EBacc with 40.3% achieving a standard pass and 31.6% achieving a strong pass. This is significantly improved from 2019 due to the increased percentage of students being entered for EBacc; this was a curriculum change in science. They are, however, in line with 2020 and 2021 results.



The improved performance within the EBacc reflects curriculum changes ensuring that this prepares students well for their next stage in education. It allows them to maintain a broad and balanced curriculum.

Attainment 8 at 56.18pts is an increase from 2021 (55.75) and 2019 (50.3pts). This still remains above the predicted national average given their prior attainment.



Subject Areas

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

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

Art and Design Technology SPI 1.14

Art Graphics SPI 0.67

Art Photography SPI 0.55

Drama SPI 0.45

English Language SPI 0.53

Geography SPI 0.85

History SPI 1.54

Physics SPI 0.55

Sport SPI 0.94

Areas for development are:

Spanish SPI 0.04 (Residual -1.04)

Art Food Technology -0.14 (Residual 0.27)

German SPI 0.42 (Residual -0.57)

It should be noted that the above results are a national comparison of those within the data collaboration. These are also subjects where the residual and/or 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 43 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 +0.03. This represents expected progress against ALL students nationally again in the context of those within the collaboration.

Attainment

This year the PP cohort Attainment 8 of 4.36 is broadly in line with comparison to 2019 (4.49). This may reflect that many students attended College during the lockdown periods. 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. Careful monitoring of the PP boys' cohort needs to ensure that students are achieving well in English and maths separately but also in the crossover element as data suggests an SPI in both English and maths of -0.10 for this group.

Special Education Needs and Disabilities

All students within the Designated Special Provision with EHCP plans met or exceeded their minimal targets in all subjects undertaken within their bespoke curriculum. 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

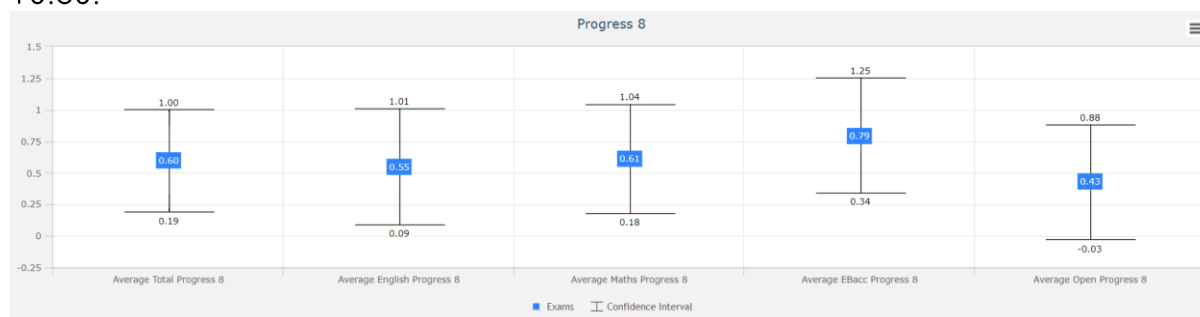
or continued training through an apprenticeship route. Some students have also secured part time employment at local businesses.

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 +0.27. Specific subjects where students have made excellent progress include Geography SPI 2.25, French SPI 1.80, Religious Studies SPI 1.04, Physics SPI 1.26, Computer Science SPI 1.17, Art and Design Technology SPI 0.94 and Sport 0.89. All students progressed onto post-16 courses.

Most Able

Most Able students (48) performed well across the curriculum and on each of the performance measures.

95.8% of this cohort obtained 5+ (strong pass) including English and Mathematics. 100% of students left with 5 GCSE's graded 5 and above. This is also represented a P8 score of +0.60.



Gender

Girls overall

Headlines

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	AS	Eng AS	Mat AS	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	104	106	66.3%	81.7%	35.6%	44.2%	57.23	12.12	10.90	0.55	0.39	0.75	0.49	0.58

Boys overall

Headlines

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	AS	Eng AS	Mat AS	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	92	104	60.9%	81.5%	27.2%	35.9%	54.42	11.20	10.63	0.52	0.72	0.80	0.55	0.65

The overall P8 shows that boys scored higher on progress compared to the girls. Key performance indicators are not significantly different within most areas however the girls performed better within the open basket. A consideration for 2022/23 will need to be the close monitoring and intervention of the boys' cohort within the crossover element at 9-5 including English and maths. A further consideration is the performance of boys within the EBacc and this will require further investigation.

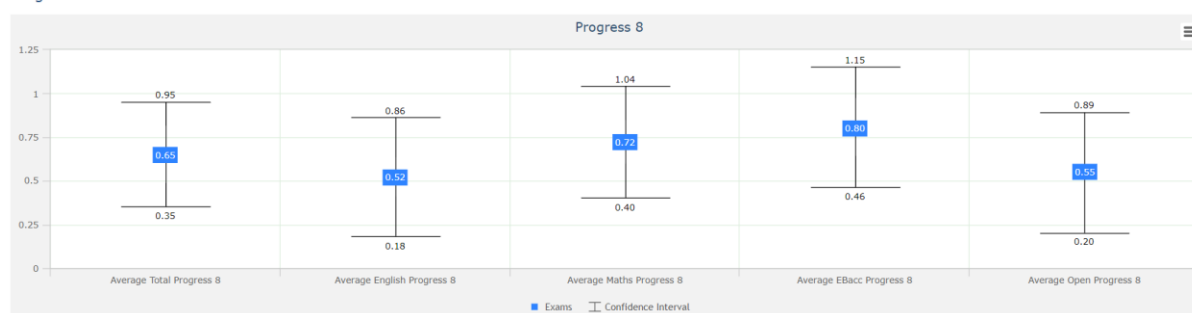
Girls' performance:

Progress 8



Boys' performance:

Progress 8



Overall Progress at the College

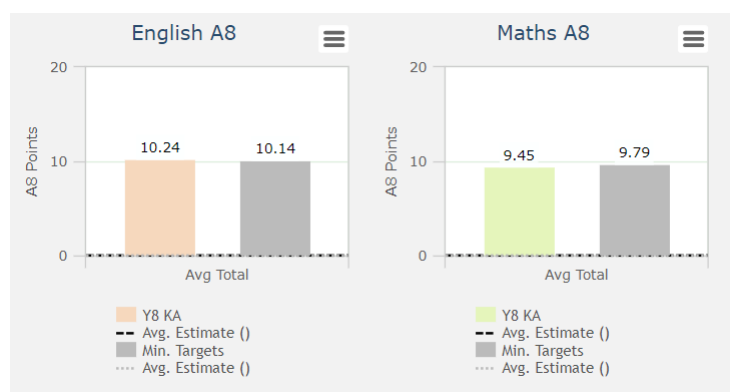
Progress throughout the year across the College is strong. Where issues have been identified, intervention has been used to bring about effective improvements. This is demonstrated in Year 7 – this data is taken from the Key Assessment June 2022.

- The Average Total Attainment 8 score being achieved is 54.34, this is above the Target Score of 48.53. The Average Grade achieved is 5.43 this is again above the target of 4.85.
- Within English and mathematics 72.9% of students achieved at least a grade 4 in both subjects respectively. 50.5% students are achieving a grade 5 in both subjects. The average grade in English was 5.21 and in mathematics 4.95.
- Residual scores for the cohort indicate that students are doing particularly well in Computer Science (0.44) and Performing Arts (0.38).
- Other positive scores are in Art and Design (0.10), Science (0.14) and Humanities (0.2).
- Subjects which need particular consideration regarding overall performance are maths where residuals are (-0.35) and English (-0.06). Covid catch-up recovery will continue to focus on those students who are underperforming.
- Pupil Premium Student Attainment 8 is 48.51, this is above their target score of 45.13. The average grade achieved is 4.85, this is again above the target of 4.51.
- SEN Student Attainment 8 is 31.05 which is slightly below their minimum target of 33.91. The average grade achieved is 3.10, this is again only slightly below their target of 3.39. This cohort has a larger DSP group with 7 students with complex needs and only 2 mainstream EHC students. K Code Student Attainment 8 (22 students) is

40.54 which is in line with their target. The average grade achieved is 4.05 again in line with the target of 4.03.

Year 8 - this data analysis is taken from the Key Assessment May 2022

- The Average Total Attainment 8 score being achieved is 54.24, this is above the Target Score of 50.45. The Average Grade achieved is 5.42, this is again above the Target Grade (5.05).
- Within English and mathematics, 73.8% students achieved at least a grade 4 in both subjects respectively. 45.6% of students achieved a grade 5 or above in both subjects.
- Residual scores for the cohort indicate that students are doing well in Performing Arts (0.40) and Computer Science (0.27).
- Subjects which need a continued focus are English and maths, whilst they are broadly in line with minimum targets, intervention will continue to target underperformance resulting from the lockdown periods.



- Pupil Premium Student Attainment 8 is 43.34, this is slightly above their target score of 42.95. The average grade achieved is 4.33, this is in line with the target of 4.30.
- SEN Student Attainment 8 is 33.63 which is slightly below their minimum target of 34.67. All 6 EHC students within Y8 access our DSP provision. K Code student Attainment 8 is 38.33 which is above their target of 36.13. The average grade achieved is 3.88, again above their target of 3.61.

Year 9 – This analysis is taken from the Checkpoint May 2022

- The Average Total Attainment 8 score being achieved is 58.42, above their Target Score of 48.20. The average grade achieved is 5.84, again this is a negotiable difference to the target 4.82.
- Within English and mathematics 77.9% of students achieved at least a grade 4 in both subjects. 57% 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 Student Attainment 8 is 53.30, this is above their target score of 42.81. The average grade achieved is 5.33, this is again above the target of 4.28.
- SEN Student Attainment 8 is 40.47 which is significantly above their minimum target of 34.44. There are 5 DSP EHC students within this cohort. K code student Attainment 8 is 48.08, higher than their target of 40.58.

Year 10 – this data is taken from the Checkpoint

- The Average Total Attainment being achieved is 55.94, this is higher than the Target of 53.52. The average grade achieved is higher than the target.
- Current predicted P8 is +0.67.
- Within English and mathematics 77.6% of students achieved at least a grade 4 in both subjects which is below the target of 84.3%. 56.6% of students achieved a grade 5 or above, this is working towards the predicted target.
- Pupil Premium Student 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 supported with tutoring in the summer term and this will continue into the Year 11 intervention sessions.
- SEN Student 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 no DSP students within this cohort. K Code Student 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 2021/2022

Quality of Education (Outcomes) Planning 2021/22						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality of Education (Outcomes) P8 0.40 P8 PP 0.10 En&Ma 4+ 75% En&Ma 5+ 50%	<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 KPI's</p> <p>Year 7 Tutor evening</p> <p>CATs and Reading Age Tests completed for Y7 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 9 Key Assessment</p> <p>Checkpoint Year 10, Y8, Y7</p> <p>Year 11 checkpoint analysis intervention implementation</p> <p>Year 8 and 10 checkpoint analysis - intervention implementation</p> <p>Progress Evening Year 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'</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</p>	<p>Checkpoint Year 10</p> <p>Year 11 assessment analysis - intervention implementation</p> <p>Year 11 internal formative assessment</p> <p>Progress evening Y8, Y10 (Invite) and Y11 (Invite)</p> <p>Y9 Options Evening</p> <p>Pupil Passports Review - identified students targeted, achievement badges awarded</p> <p>Y11 Predicted grades upload</p>	<p>Checkpoint Y9 and analysis - intervention implementation</p> <p>Y8 Key Assessment and QA</p> <p>Progress Evening Y7</p> <p>Pupil Passports Review - identified students targeted, achievement badges awarded.</p>	<p>Y10 work experience- Covid impact? Employers invited into College if not possible.</p> <p>Y7 and Y10 Key Assessment and QA</p> <p>Y8 Key Assessment analysis - intervention implementation</p> <p>Progress Evening Invite Y8 and Y9</p> <p>Pupil Passports Review - identified students targeted, achievement badges awarded.</p>
	<p>Y11 focus boards set up and identification of students where immediate gains are of benefit</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 both within teams Intervention from 2020/21 analysis; - Agenda item within team meeting</p> <p>Careers curriculum reviewed and planned for 2021-2022</p>	<p>booklet created and issued</p> <p>Identify Y11 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>students targeted. Student badges awarded.</p>			
	<p>Exam access arrangement screening plan for 2021/22 in place</p> <p>PP strategy written</p>					

- Overall a P8 score of +0.61 is outstanding. 81.6% of students achieved the basics measure of a standard pass (4+) including English and mathematics and 63.8% achieved a grade 5+.

- Destination data is expected to be significantly about 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. 90% 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 80% of students stating that Checkpoints, Key Assessments and Tutor Reports are useful.
- The parental survey recognised the work done in lockdown to ensure progress was maintained. In excess of 90% of parents felt their child had made good progress within the academic year.

Recommendations

- Further investigation and review in Spanish to support further improvement as a result of exited Year 11 data.
- In light of the impact of Covid 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.
- Monitoring of Pupil Premium boys within English and maths crossover at 4+ and 5+ to ensure progress is in line with targets.
- Monitoring of boys with the EBacc element to ensure in line progress with the girls.



Quality of Education (Outcomes) Planning 2022/2023

Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>P8 0.45</p> <p>P8 PP >0</p> <p>En & Ma 4+ 80%</p> <p>En & Ma 5+ 60%</p> <p>A8 53</p>	<p>Checkpoint Year 11 and analysis, focus on key groups, gender gap and boys within Open Basket, Intervention allocated. Team intervention coordinated.</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>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 2021/22 analysis. Agenda item within team meeting.</p> <p>Careers curriculum reviewed and planned for 2022/2023</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>Checkpoint Year 10</p> <p>Year 11 assessment analysis – intervention implementation</p> <p>Progress Evening Years 8</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>WEX</p> <p>Year 7 and Year 10 Key Assessment and QA</p> <p>Y8 Key Assessment analysis - intervention implementation</p> <p>Progress Evening Invite Year 8 and Year 9</p> <p>Pupil Passports Review - identified students targeted, achievement badges awarded.</p>

	<p>Exam access arrangement screening plan for 2022/23 in place</p> <p>PP strategy written</p> <p>Year 9 Key Assessment</p> <p>Checkpoint Y10, Y8, Y7</p> <p>Year 11 checkpoint analysis intervention implementation.</p> <p>Track trends and respond accordingly EDI</p> <p>Year 8 and 10 checkpoint analysis - intervention implementation</p> <p>Progress Evening Year 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>Identify Year 11 revision sessions and follow up</p> <p>Anxiety and stress sessions for identified students - all year groups</p>		
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QUALITY OF EDUCATION: CURRICULUM

Claire Pugh

Judgement: Outstanding

We have continued to offer a curriculum that covers the National Curriculum and meets the needs of all our students. The Curriculum Policy at both the College and subject level have been reviewed annually 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. This review process has also recognised the impact of the pandemic on our students' needs in individual subject areas and allowed us to address these effectively as shown within the 2022 examination outcomes. Our quality assurance of the curriculum continues to be rigorous and subject scrutiny ensures that continuous improvement is implemented.

2019 – 20	History	Music	Biology	Sport
2020 – 21	English	Maths	MFL	
2021 – 22		Drama Biology	Tutorial	A&D RS
2022 - 23	Spanish	SEN	Technology	

The quality of teaching has been exceptionally strong this year with 93% of all lesson observations being good or better and 42% being outstanding. All new staff had a coaching observation, this has allowed for pedagogy to be developed and a supportive professional dialogue with team leaders and teaching staff. In addition, 85% of students agreed that their teachers help them to understand how they can improve their work and 85% agreed that the work set is challenging enough to make them really think. 92% of parents agree that their child is well taught and that their child makes good progress.

After a review of the curriculum offer, option choices have been widened for students to ensure an inclusive curriculum which is equipped to support students with their future pathways and employment, whilst maintaining a broad and balanced curriculum. This has also been reflected within the capital growth programme build where technology, modern foreign languages and science labs have been a focus for development. The introduction of Engineering BTEC has been a positive addition to the BTEC options provided to students with 15% of students opting for this. Graphics and Drama uptake has met targets with 11% and 12% of students taking these options. Music GCSE and BTEC are slightly below target with 8% of students taking one of these options, however, it should be noted peripatetic lessons have continued to be a valued aspect of College life with 14% of students opting into these.

The number of students taking the EBacc combination is 50%. Whilst 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. 56% of students take an MFL subject and 89% of students have taken a Humanities option choice.

Continued Professional Development (CPD) linked to Rosenshine was completed and was also a focus of the principles in lesson observations and subject reviews. A return to face to face CPD saw teams focusing on curriculum development, therefore ensuring needs of students are met within the classroom. Specific SEN CPD ensured that quality first teaching and schemes were at the forefront of curriculum design. Rosenshine's principles pedagogy has also been implemented so that students 'know more and remember more'. Review of assessment material and external CPD has supported specific needs within the College. In addition, safeguarding CPD on sexual harassment from the NSPCC was also gratefully received.

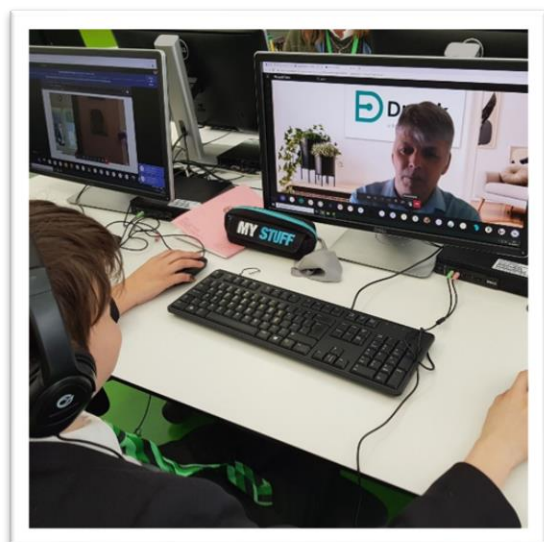
Evaluation of Curriculum 2021/2022

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% Y9 opt for Music GCSE 8% BTEC Music, 10% Graphics, 12% drama</p> <p>85% Students happy with options choice</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 give accurate assessment: corresponding targets set</p> <p>Intervention reading list complete and staff allocated</p> <p>RS review KS4</p> <p>Recommendations from 2020/21</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>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>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>Overall 100% of Gatsby Benchmark achieved (Unless from work experience impacts)</p> <p>Curriculum is reviewed for so that provision meets needs for all students esp practical courses linked to capital growth programme</p>	<p>subject scrutinies in team recovery plans</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>Drama subject review</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 Y11 with SPW and EM</p> <p>EM to continue Careers Level 6 qualification</p> <p>Careers</p>				

This year, due to the continued impact of Covid, we used a single observation for most staff. All new staff had a coaching observation in term 1, at this point, no judgement was given. In some cases, for all other staff where an observation was less than good, a second observation was given.

Subject reviews were also carried out for Drama, Biology, Art and Design, Religious Studies and Tutorial. The outcomes from these will form part of the recovery planning this year to ensure that all recommendations are implemented and desired outcomes achieved. Students also recognised that the work completed on the tutorial programme had a positive impact with 84% recognising that there was a positive learning environment within these lessons, this programme will continue to be developed.

The options process went ahead with individual meetings with students and parents. Over 80% of students and 85% of their parents felt that advice provided helped them make appropriate option choices.



Further work was completed in gaining the Gatsby benchmark for our careers support and we have now completed 100% . 80% of students and parents 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 Year 7 and 8 students who were keen to earn badges linked to their increased amount of reading with 79% Year 7 and 79% Year 8 achieving a badge. Progress this year has been measured to ensure that there is an increase in the percentage of

children at or above benchmark ZPD. Intervention has been targeted to support children on watch or below benchmark ZPD. In Year 7 there has been an increase to 80% of the cohort being at or above benchmark and a 5% reduction of those below. In Year 8 there is a matching trend. Whilst this is positive, we will continue this focus to address the lasting effects of the pandemic. 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).

An extensive review of the timetable and curriculum options have enabled greater flexibility in deploying staff and have also reduced the amount of class shares within Key Stage 3. Key Stage 3 has been prioritised to ensure consistency following the disrupted learning within the pandemic period.

Recommendations

- To continue to scrutinise the quality of curriculum provision through subject reviews with the initial areas of focus on Spanish and SEN.
- To pursue subject development by ensuring recommendations from the 2021/22 subject reviews are translated clearly on the team recovery plans and are acted upon.
- CPD to include further bespoke opportunities that are appropriate to career stage.
- Continue to analyse and develop the intervention linked to Accelerated Reader to ensure the momentum of progress is maintained for our lowest readers within the cohort.
- Maintain the uptake of option 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.



Quality of Education Curriculum Planning 2022/2023

Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Lesson Observations: 40% outstanding, 90% good or better.</p> <p>Subject Reviews continue: all recommendations are shared and implemented to good or better effect.</p> <p>MFL >50% of cohort</p> <p>Accelerated Reader outcomes show that the red and blue flagged students make progress</p> <p>Careers Target</p> <p>80% of students who attended meetings or interviews with the careers team or senior teachers agree they helped them to make an informed decision about their future</p>	<p>All new starters coaching obs done</p> <p>Schedule obs up to end of T2 ensuring balance across year groups</p> <p>All Star reading tests completed in correct conditions and given accurate assessment: corresponding targets set</p> <p>Plan and deliver AR parents' session (Year 7 to promote reading at home).</p> <p>Intervention reading list complete and staff allocated</p> <p>Letter for options process and timeline agreed by end of Term 2</p> <p>Probation 1 complete</p> <p>Spanish Subject Review</p> <p>Recommendations from 2021/22 subject scrutinies in team recovery plans</p> <p>Review Careers Policy and ensure website up-to-date.</p> <p>Post-16 Careers Event</p> <p>Term 2 Careers Meetings for Year 11 with SPW and EM</p>	<p>All staff at least 1 obs by Easter</p> <p>Options booklet confirmed</p> <p>Letter to parents re options process</p> <p>SEN Subject Review</p> <p>Track progress following third Star reading test – assess impact towards targets and ensure appropriate intervention in place</p> <p>Options evening for parents</p> <p>Options 1:1 meetings with students</p> <p>Options: final choices submitted</p> <p>Year 9 Options meetings SLT</p> <p>Compass Evaluation</p>	<p>Probation 2 complete</p> <p>Technology Subject Review</p> <p>Ensure all obs are completed by end of term</p> <p>Survey questions revised to match targets.</p> <p>Review impact of AR following fourth 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>Compass Evaluation</p>

<p>90% of Gatsby Benchmarks are satisfied.</p> <p>80% of students value world of work week.</p> <p>80% of students agree that they have improved/increased knowledge of career pathways and FE options.</p>	<p>Compass Evaluation</p> <p>CPD programme planned to clearly focus on career stage development</p>		
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BEHAVIOUR & ATTITUDES

Alice Beckwith

Judgement: Outstanding

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. Students know what is expected of them and recognise how the Behaviour Management Policy supports and rewards good behaviour and develops a College ethos that demands mutual respect and personal responsibility.

This conclusion is supported by lesson observations conducted in 2021/22, where behaviour was graded as good or better in 96% of all observed lessons (marshalling 2021/22). Staff make sure the Behaviour Policy is followed with 97% agreeing that they can effectively manage behaviour. 87% of parents agreed that the College makes sure that its students are well behaved and 89% of parents agreed that the College is well led and managed.

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 use relevant and up-to-date data to ensure that those who need further support are quickly identified. Frequent review of students who are being more closely monitored allows varied and personalised interventions, both in College and through external agencies, to be swiftly directed.

CPOMS shows that 70% of the College population receive no negative behaviour entries and only 7% of students received 5 or more CPOMS. Most groups followed a broadly similar pattern. The College recognises that in each year group a small number of students are responsible for the negative behaviour entries. Close multi-agency work has been a particular strength this year following the issues brought about by the Covid lockdowns. This has allowed the College to draw upon strategies supported by the Local Authority, Educational Psychologists and other multi-agency teams tackle the very small minority of very difficult cases that are as a result of the Covid lock-down. Students are confident about the effectiveness of the different strategies used by staff to manage behaviour and any incidents of bullying. Conversely, 83% agree that their achievements are recognised which demonstrates there is a high level of student engagement in the ethos and purpose of the College and that it is supported well with both the rewards and sanctions systems.

In 2020/2021 the percentage of students receiving one or more fixed term exclusions was 3.15% (National Data 4.25%). 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.

There were four permanent exclusions this year, which, while higher than previous years, was only ever in cases where all other possible avenues had been explored. In each of these cases the impact of lockdown was felt to be a hugely contributing factor as the sustained lack of routines and boundaries made it increasingly difficult for the College to reinstate.

Attendance of students at Catmose was 93.6% which far exceeded the national average of 80.8%. 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. Regular scrutiny of absence rates for all students results in appropriate support measures to improve attendance. Despite there being a spike in the number of students with anxiety and mental health leading to more school refusal, the support and effort made to bring those students back to College has been tireless and has had impact in many cases. There remains a small number of students whose families need the support of social services, the local authority or Early Help to work more closely with the College to get their children to College regularly. This will remain a focus for the College this year as we continue to tackle the long-term impact of lockdown.

We have seen further developments in our mental health work and we continue to be supported by a dedicated Relate Counsellor who works within College two days a week through the Resilient Rutland project. We have also invested training in 5 of our more experienced teachers in becoming mental-health first aiders. They in turn have contributed towards staff CPD to improve knowledge and share good strategies when working with students. A new initiative launched this year was to recruit and train 16 students to become peer mentors and all of them have been partnered with students who we believe will benefit from such support. For very complex cases we work very closely with the Education Inclusion Partnership Team from the local authority to create bespoke support or fast track prosecution, where absence is becoming severe.

Students receive an exceptional level of care from College staff and in the student survey, 84% agreed that they were proud to be a student at the College. On the surveys, the following comments were common responses to the 'things we are particularly good at' section:

- Letting us know who we can go to when we need someone to talk to
- Keeping students safe within the College
- Quickly solving behaviour problems in school
- How the school deals with behaviour and how the teachers help with work. I also think you are very good with handling bullying.
- I think you're good at supporting students with their difficulties.
- Helping children who have bad mental health and creating a positive learning environment in the school.

Evaluation of Behaviour 2021/2022

Behaviour and Attitudes Planning 2021/2022						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Behaviour and Attitudes	Stages review and key worker allocation. PSP written for stage 3 students.	Pupil Passports finalised, data sheet format completed	Attendance Panel meetings for those students identified.	Attendance Reports sent home for all students.	Attendance Letters 2 and 3 and Panels if appropriate. SGE/NC	Attendance Reports sent
House points average 5 per week for a f/t member of staff.	Key workers to share behaviour strategies and with staff through teach meet.	Review Stage 2/3 students and impact of intervention strategies.	Analysis of Term 2 CPOMS. Follow up with focus students and year groups to assess improvement.	Letter sent to congratulate attendance end of Term 4 SGE/NC	Student Survey on behaviour within lessons	Spot check PE uniform
One postcard per week sent home by staff.	Review of Stages interventions and identification of clear strategies in place at each level.	Identify groups from T1 whose attendance is less than good, tutor follow up and support.	Focus for Term 3 identified - behaviour year group identified through scorecard, proactive intervention mobilised through tutor team.	Review of impact of term 3	CSH meet re transition planning T6	Tally Chart focus Y7
1 Commendation per member of staff per academic year.	End of Term 1 analysis students attendance - student support identified.	Letters 2 sent out for students who remain below 92%	Focus for Term 3 identified - behaviour year group identified through scorecard, proactive intervention mobilised through tutor team.	Focus for term 4-year group identified through Scorecard behaviour analysis and CPOMS. Proactive intervention identified.	Plan extra transition session for key students	College Transition Day /Evening
All CPOMS have effective follow up so that at least in 90% of lessons behaviour is judged good or better.	Follow up of Disagree Bullying by parents /students on survey.	Letter sent to congratulate those with 100% attendance end of Term 2 SGE/NC	Review of Stages students.	Review of Stages students.	Sorting new Y7 Form groups	Review of stages students and action planning for T1 20/21
Exclusions			Spot Check Uniform	Spot check Equipment	Tally Chart focus Y8	Survey Results and Analysis for Bullying.
				Tally Chart focus Y9	Review of stages students	
				Commence primary visits/ extended transition		
Permanent Exclusion to be below 0.2%	Spot check on Uniform (plus tutor follow up)	Attendance Reports sent home for all students	Tally Chart focus Y9 and Y11		Spot check punctuality	
Fixed Term exclusion to remain below 3.76%	Tally Chart Focus Y8 and follow up.	Spot Check punctuality - Focus on Late students through attendance monitoring.	Review of MH strategy		Focus for term 5 - year group identified through Scorecard behaviour analysis and CPOMS. Proactive intervention identified through Tutor team.	
Number of students with more than one fixed term exclusion to remain below 3.76%	SLT/ Team Leaders hot spot identification and learning walks for behaviour in lessons.	Tally chart focus Y10 and Y7 and follow up.			Review of impact of term 4	
Attendance is at 96% overall.	Analysis of T1 CPOMS data proactive intervention identified.	Identify from T1 Behaviour analysis in tutor meeting				
	Behaviour CPOMS	Client Services Behaviour walks linked to identified students				

<p>Attendance is at 96% overall.</p> <p>Behaviour Surveys</p> <p>85% of students feel that there is a positive learning environment in the majority of their lessons.</p>	<p>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 in Team leaders to allow analysis.</p>	<p>in tutor meeting</p> <p>Client Services Behaviour walks linked to identified students and groups.</p> <p>Focus group with current Y7 regarding transition CSH.</p> <p>School council meeting</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 support within college.</p> <p>Transition 85% of students feel the transition from primary to</p>	<p>Team leaders to cascade behaviour 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>Y7 Tutor Evening - Parental follow up for any concerns identified.</p> <p>CSH, RM, KJ meet timeline for transition</p>					
<p>College allowed them to settle quickly/ 85% of</p>						

Recommendations

- To ensure that low level behaviour is dealt with swiftly so that it doesn't affect the learning of others
- To make lateness to lessons a rare occurrence
- To develop further the excellent work on attendance and sustain excellent College attendance across all groups
- To be creative in developing strategies to engage students in the life of the College who otherwise may not be, so that the positive ethos can be realised by all.

Behaviour and Attitudes Planning 2022/2023

Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>95% of students have less than 5 CPOMS in an academic year</p> <p>80% of students feel that there is a positive learning environment in the majority of their lessons in a team area.</p> <p>90% of staff within a team felt that they are effectively able to manage behaviour.</p> <p>85% of parents agree that the College ensures that students are well behaved.</p> <p>HPs meet 5 per teacher per week and are evenly distributed across terms and year groups.</p> <p>Attendance is 95%</p>	<p>Review stages process, reports, format and clear timelines for review.</p> <p>Lead expectation assemblies in week 2</p> <p>Update staff in briefings about CPOMS and lateness to lessons with follow up actions.</p> <p>LBA and ABW to rotate through Year 7 and 8 tutor groups to 'teach' behaviour and get to know the students.</p> <p>Introduce close monitoring of students late to College and implement daily catch-up for those frequently late for no good reason</p> <p>Year 7 tutor evening pastoral follow up for students of concern</p> <p>Bespoke support for new starters with behaviour systems 1:1</p> <p>Get names and launch drumming initiative</p> <p>Set PR expectations for teams around frequency and distribution of HPs</p> <p>Explore the possibility of HP data being accessible to turn into reports for parents</p> <p>Design Behaviour scorecard and liaise with JPE on creating</p>	<p>Review the 'bundles' to identify essential content and reduce workload if possible.</p> <p>Review PSPs</p> <p>Update to staff on student punctuality to College and to lessons.</p> <p>Identify students with low HPs and target for springtime initiative</p> <p>End of term 4 staff survey testing questions on low level behaviour again</p> <p>Termly meet with EIP to find strategies for acute cases of low attendance and those at risk of exclusion</p> <p>Follow up work with all in-year admissions to ensure College ethos is understood</p> <p>Plan and put on pre-exam treat for Year 11 students</p> <p>Ensure all in place for Year 11 on medical tuition to attend exams</p> <p>Review/develop JPE and MRU data work to make further efficiencies to staff workload</p> <p>Look to streamline the routes to all multi-agency interventions in CS (mentors, EH, EIP, CAMHS)</p>	<p>Stakeholder surveys in Term 5, questions reviewed to ensure quantitative data</p> <p>Identify students with low HPs and target for summertime initiative</p> <p>Tally chart - focus TBA</p> <p>Monitor late to College data and strategy for effectiveness</p> <p>Praise letter for student attendance $\geq 98\%$ end of T5</p> <p>Attendance report to all in T6</p> <p>ARNA project phase 3</p> <p>Final check on Catmose Challenge - collate outcomes across groups</p>

<p>Attendance for disadvantaged matches that of all students nationally</p>	<p>Assembly rota planned to include celebration of success regularly</p> <p>Short staff survey to identify collective view of low-level behaviour</p> <p>Hand over Catmose Challenge and LBA launch to Year 7 and 8</p> <p>Complete creation of attendance google doc (MRU) so that communication is more easily accessible to all involved and visual score cards generated from it</p> <p>Establish role of attendance keyworkers and train and allocate students</p> <p>Establish role of MH keyworkers and allocate students</p> <p>Complete flow chart of responsibilities and escalation of attendance issues</p> <p>Briefing/comms to tutors to clarify their role in attendance</p> <p>Praise letter for student attendance $\geq 98\%$ end of T1</p> <p>Attendance report to all in T2</p> <p>Questionnaire for ARNA project sent out</p>	<p>etc)</p> <p>Tally chart - focus TBA</p> <p>Catmose Challenge update and ensure badges and certificates are given - monitor engagement across groups and liaise with tutors</p> <p>Praise letter for student attendance $\geq 98\%$ end of T3</p> <p>Attendance report to all in T4</p>	
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PERSONAL DEVELOPMENT

Judgement: Outstanding

Tutorial lessons were adapted to address the current issues that students were experiencing following the pandemic. Tutorial leads within each year group enabled a continued development of the PSHE curriculum. 83% of staff recognised that this allowed the sessions to be well resourced and planned. The introduction of the termly pastoral and tutor meeting has supported this development and supported the delivery of the PSHE programme. 89% of staff felt that this enhanced the communication between the pastoral and tutor teams.

Student council meetings recognised the relevance of the PSHE curriculum and they will work alongside the PSHE lead this academic year to ensure that current topics are included within the PSHE programme, alongside sessions with external agencies. In recognition of the importance of the tutorial programme, a further tutorial session has been added to curriculum time this academic year. External CPD opportunities regarding RSE have been important to staff and this will be continued within the CPD programme.

Religious Studies has been reviewed within KS4, our RS specialists have reviewed and developed this curriculum area alongside assemblies. A subject review has ensured clear scrutiny and recommendations to further enhance this provision.

The introduction of the Catmose Challenge within Year 7 has enabled further monitoring of students' involvement in wider cultural capital. 53% of students achieved an award, this will continue to be developed in this academic year.

Trips and visits were still in recovery mode in 2021/22 with no residential trips abroad, however, there were 47 trips and visits across the College. Whilst this not the level of pre-Covid trips, it needs to be recognised this was a significant achievement. Staff used innovative alternatives to enhance the learning experience, for example, the modern foreign languages team held a French Immersion day in the Easter break which was attended by 45 students in Years 9 and 10. Residential trips in the UK were also a great success and these will remain for this academic year. Overall, the percentage of students who experienced at least one trip was 78%.

External Electives were added to re-introduce students to offsite experiences, including water sports, archery, snowboarding, skating, skiing, golf and climbing. 92% of parents recognised that the extracurricular experiences provided enriched their child's experience at the College.

The production of Moana was well supported and thankfully we were able to invite parents to attend our five performances this year, a welcome return to an important aspect of College life.

Evaluation of Personal Development 2021/2022

Personal Development Planning 2021/2022						
Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Personal Development Extra Curricular/Tutorial	Termly pastoral/tutor meeting agenda agreed (AEM, ABW, JRN, CSH)	8.12.21 pastoral/tut meeting 2.	9.2.22 pastoral/tut meeting 3.	30.3.22 pastoral/tut meeting 4.	25.05.22 pastoral/tut meeting 5.	06.07.22 pastoral/tut meeting 6.
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	8.9.21 pastoral/tut meeting 1. RS scrutiny recommendations shared with JRN	RS delivery strategy planned and started LW tutorial – yr 11 focus on RSE delivery (DMO)	CSH and JRN recruit and meet with student working party LW tutorial – yr 8/9 focus on delivery of sensitive topics	LW tutorial – yr 10 focus on career delivery JRN/KH/ESM/MSI Role of the tutor core training 2/2	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.	Evaluate RS approach through survey responses and plan for following year. CSH and JRN recruit and meet with student working party
80% of tutorial lesson are good or better	Delivering RSE with confidence core training	NSPCC managing sexualised behaviour core training	Role of the tutor core training 1/2	Tutor lead meeting (JRN/CSH)	LW tutorial – focus on routines	Tutorial – year 7 focus group - transition and expectations of tutor
80% of students agree that the tutorial programme delivers topics relevant to them and their future lives	CSH and JRN recruit and meet with student working party Tutor lead meeting (JRN/CSH) Sport clubs promoted and	Tutor lead meeting (JRN/CSH)	Tutor lead meeting (JRN/CSH)		Tutor lead meeting (JRN/CSH)	Tutor lead meeting (JRN/CSH)
80% of students agree that they participated in Extra-curricular activities, trips and visits this year (in line with Covid risk assessment)	available to all year groups Musical launched, casting and rehearsals begin D of E expeditions and practice walks scheduled LW tutorial – focus on routines					

Quality of Education Curriculum Planning 2021/2022

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality of Education (Curriculum)	All new starters coaching obs done	Obs begin for all staff	All staff at least 1 ob by 31/1/20	Track progress following 3rd star reading test - assess impact towards targets	Art & Design subject review Ensure all obs are completed by end of term	Review impact of AR following 4th star reading test. Revise plans for
Lesson Observations: 40% outstanding, 90% good or better.	Schedule obs up to end of T2 ensuring balance across year groups	Track progress following 2nd star reading test - identify critical	Options booklet confirmed			
Accelerated Reading						

Recommendations

- Continued development of quality-assured tutorial sessions 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.
- Tutor leads to embed the new Collins resources alongside existing provision.
- To recommence as full as possible an offer of trips, visits and extracurricular activities and to monitor more closely students' involvement in this wider cultural capital with the continued development of the Catmose Challenge.
- Outside agencies and theatre groups to support the PSHE programme through delivery of key sessions.

Personal Development Planning 2022/2023

Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>All students are able to access a club/trip/competition/outside speaker/workshop within the team each term (plan outlined in the termly grid).</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 lessons 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 staff agree that they have greater awareness of EDI across the College and how to respond</p>	<p>Termly pastoral/tutor meeting agenda agreed (ABW, CPU, AEM, CSH)</p> <p>Pastoral Meeting T1 and 2</p> <p>Outside agency Tutorial opportunities explored and incorporated into scheme in line with behaviour and safeguarding.</p> <p>CSH attend Student Council regarding continued tutorial scheme development, clear plan for development in place</p> <p>QA Learning walk of tutor time KS4</p> <p>Sport clubs promoted and available to all year groups</p> <p>Catmose Challenge launched with Year 7</p> <p>Analysis of trips and visits T1 and 2 to ensure key groups have fully accessed opportunities</p> <p>Trip overview shared with staff and parents</p> <p>VP's ensure termly competitions/trips with link areas</p> <p>Musical, casting and rehearsals begin</p> <p>D of E expeditions and practice walks scheduled</p>	<p>ABW, IBA attend ARNA project phase 2</p> <p>Pastoral Meeting T3 and 4</p> <p>QA Learning walk of tutorial KS3</p> <p>Analysis of trips and visits T3/4 to ensure key groups have fully accessed opportunities</p> <p>PSHE First Aid scheme focus</p> <p>QA of enrichment opportunities within Electives</p> <p>Tutorial Steering group EDI (NHO)</p> <p>Review of Assembly programme EDI</p>	<p>Pastoral Meeting T5 and 6</p> <p>Analysis of trips and visits to ensure key groups have fully accessed opportunities</p> <p>Review of publications to ensure EDI breath Objective 3 has been met throughout the academic year (NL)</p>

	<p>Trips calendar published to staff and parents for trips abroad to focus on this aspect of recovery following the pandemic</p> <p>Assembly plan developed for T1-3</p> <p>Core CPD EDI</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 'giving the students lots of opportunities to learn and grow as a young person' and 'the support I have received through some difficult times has been very impressive to help my child through the year.'

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 (94% on the Parent Survey). A mini survey is completed on a termly basis and all students who did not agree with this statement received pastoral support and follow up work; this is an ongoing offer to those identified within the survey. Students were confident in that they knew where to get help showing that they had a broad spectrum of support through teaching staff, support staff, peers and their parents.

Throughout the academic year a mental health review has been conducted. The process included focus groups of students, parents, staff, delivery and response have been scrutinised. In addition, policies and procedures have also been considered. A summary can be found below:

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 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. The work with the recently formed Mental Health Support Team through the NHS has further complimented the RELATE counsellor offer and work with Resilient Rutland. These bespoke and intensive programmes support targeted students on a case by case basis.

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 specifically worked with a group of students who had been identified as vulnerable in the area. In addition, Designated Safeguarding Leads also regularly attend the Rutland County Council exploitation meetings and forums to ensure their knowledge and skills in dealing with this topic are 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.

Workload

The College remains dedicated to removing unnecessary practices that add to staff workload. We continue to offer flexible working so that we support skilled staff whose need for part-time work does not deter them from our employment.

In spite of all the disruption to the academic year, 89% of staff agreed that they could manage their workload effectively.

The College Day

This academic year we reviewed our College day and year in light of the discussions in parliament about tackling the impact of lockdown on learning. We reviewed 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. The College offers extended hours of teaching time for our students compared to other local schools and the national average, and the teachers' hours are in-line with the STPCD 1265 benchmark. Our own survey data tells us that parents and students already benefit from, and appreciate the extracurricular offer that the shortened Wednesday allows us to provide. The College offers wrap around hours from 8am until 5pm (4.30pm on a Friday) to allow students to take full advantage of our facilities and come early and stay late to do prep or participate in clubs and activities every day. We have increased the length of the College day on a Wednesday by 10 minutes and re-organised the lunch rota for that day to allow uninterrupted Electives and to include an assembly slot, thus ensuring that all year groups have one assembly each week.

Evaluation of Leadership and Management 2021/2022

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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>'Am I safe' follow up disagree IBA</p> <p>Whole Staff SG CPD mop up sessions complete.</p> <p>Online prevent training new staff</p> <p>Student SG Assembly</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 SG training.</p> <p>Review Risk Assessments</p> <p>Termly Survey 1</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>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>Staff Prevent update</p> <p>Staff SG briefing</p> <p>Continued follow up I am safe work</p> <p>Termly Survey 4</p>	<p>Safeguarding 3 newsletter to parents.</p> <p>Termly Survey 5</p> <p>Continued follow up I am safe work</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>
	ECTs and mentors registered with DofE and Ambition Institute.	Identify and organise accredited CPD for staff	12.01.22 Rosenshine 2 CPD	09.03.22 CPD options x 5	27.04.22 Rosenshine 3 CPD	Evaluate success of CPD programme through survey responses

<p>CPD</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 fulfill their weekly sessions. All three monitoring reports show successful progress towards induction completion.</p> <p>Reduction of staff workload.</p>	<p>and Ambition Institute.</p> <p>All ECTs and mentors attend the first conference</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>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>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>CPD</p> <p>18.05.22 CPD options x 5</p>	<p>CPD programme through survey responses</p> <p>29.06.22 Rosenshine 4 CPD</p>
	Guidance for p/t staff to help them engage with CPD flexibly					

Recommendations

- 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.
- Further training on contextual issues for staff to ensure best practice is maintained.
- Further student learning opportunities to ensure a good student knowledge base of safeguarding topics.



Leadership and Management Planning 2022/2023

Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Safeguarding</p> <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 (2022) (AE)</p> <p>Further students learning opportunities to ensure a good knowledge base of safeguarding topics.</p> <p>Reduction of staff workload.</p> <p>CPD: 80% staff agree that CPD meets their career stage needs including the statutory 2-year ECT CPD</p> <p>To develop the long term needs of our</p>	<p>'Am I safe' follow up disagree (LBA)</p> <p>Whole staff safeguarding CPD plus mop up sessions completed.</p> <p>Online prevent training all staff</p> <p>Student Safeguarding Assembly (AE)</p> <p>Safeguarding policies reviewed to be compliant with the guidance set out in KCSIE (2022)</p> <p>Safeguarding newsletter for parents.</p> <p>NSPCC safeguarding training for governors</p> <p>Governor safeguarding audit</p> <p>CPOMS safeguarding training.</p> <p>Review Risk Assessments</p> <p>Termly Survey 1</p> <p>All NQTs and mentors attend the first ECF conference and enrol for subsequent CPD with hub</p> <p>CPD programme published</p>	<p>Risk Assessment updates</p> <p>Safeguarding update for Students - Tutorial</p> <p>Safeguarding theatre production</p> <p>Continued follow up I am safe at work IBA</p> <p>Safeguarding 2 newsletter to parents.</p> <p>NSPCC safer recruitment for SLT</p> <p>Staff recruitment training completed around online checks.</p> <p>Review disadvantage first strategy.</p>	<p>Safeguarding newsletter to parents.</p> <p>Safeguarding policy review</p> <p>Termly Survey</p> <p>IBA follow up linked to 'I am safe work with parents from survey'.</p> <p>Ensure rooming and staffing secure for additional 30 students in Year 7 and 8.</p> <p>Evaluate impact of disadvantage first strategy on exclusions, house points, Catmose Challenge and outcomes.</p>

community by expanding the College with the new capital development project.	<p>EDI Core staff training CPD</p> <p>Identify and organise accredited CPD for staff through PR process.</p> <p>Introduce Disadvantaged first strategy to staff to ensure all aspects of our practice impacts on this group.</p>		
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TEAM EVALUATIONS

Art Design & Technology

The team have worked relentlessly to facilitate the best 'hands on' experiences and maximum enjoyment for every student this year.

Trips & workshops

During October all Year 11 Graphic Design students attended a screen-printing day at the Leicester Print Workshop. Students learnt how to professionally screen print using a range of inks to create their final t-shirts and bag designs for coursework. In June, 90 Year 7 students visited Burghley House. During the day, they had a range of opportunities to participate in; a sculpture wire workshop, touring England's finest Elizabethan house and exploring the wonderful gardens scattered with a vast selection of sculptures. Year 10 GCSE and BTEC art and photography students enjoyed a day trip to Cambridge gathering a rich variety of visual resources to develop their coursework projects via first-hand inspiration. Students dropped in at the museum of Archaeology and Anthropology, viewed collections of artefacts from world cultures over recent centuries, and learnt about indigenous life and art in the present day. Students also had the opportunity to observe the historical architecture and vibrant market before visiting the Botanical Gardens.



Residentials

In November, 32 Year 11 Art and Design students travelled to London for a few days of creative experiences to enhance their portfolios. Students viewed exhibitions at the V&A Museum, the striking 'Wildlife Photographer of the Year' exhibition at the Natural History Museum, 'Selfie Factory at Tinky Town' in the O2 Arena, Photographers' Gallery, the Tate Modern and finally The Vaults to photograph urban graffiti from London artists. During late June, 26 Year 10 Art and Photography students had the opportunity to explore street, landscape, portrait and nature photography through the variety of coastal interest Cornwall has to offer. Students spent a 3-night residential visiting Penzance, Tintagel, St Ives and the Tate, National Maritime Museum with Tattoo exhibition, Falmouth and St Michael's



Mount. These stunning locations supported primary photography shoots and event reviews for their coursework.

Scholars

Our Art scholars had the opportunity to develop and expand their creative skills through two terms of specialist workshop. Each level of the scholarship programme had the opportunity to try new techniques of their choice, from lino printing, acrylic to painting and textiles. Photography scholars developed their media and technique development with projections, photoshop and group photo-shoots in a whole host of workshops. Five students in Technology were mentored through the Arkwright Scholarship. All were successful in passing the aptitude exam and proceeded to interview panel, candidates will find if they have successfully secured scholarships in September.

Competitions

Catmose students entered this year's Rotary Young Artist competition with an inspiring range of entries. They produced lively and original artwork in response to the theme 'colours of nature' in a range of media including acrylic and oil painting and print-making. Winning entries were selected for both categories of the local competition. Overall, students won first and second place in the intermediate and senior, and four students were highly commended. In the Rutland Youth Open Art Exhibition, once again, our students have enjoyed great success. Students responded to the theme of 'Global Whispers' in an innovative way, exploring topical themes about the environment, pollution and the effect of the pandemic using media such as drawing, painting, sculpture and digital art. The selected entries were showcased in an exhibition at the Oakman museum. In total, Catmose achieved three winners and three highly commended. The team also run an array of competitions in which every student could submit an entry. For example, through skills lessons, including the national World Book Day with the brief to design a book token and the Royal Mail Stamp Competition. Several in-house photography competitions were run including the House Photography competition entitled 'Best Friends' which led to some fantastic entries.



Design & Technology

In Design & Technology and Food numbers opting to take the subjects at GCSE have continued to rise, bucking the national trend and improving gender balance. Over 32 students have opted for our new BTEC Technical Award in Engineering starting in September 2022. Plans are firmly underway to create a dedicated engineering space over the summer including centre lathes, a milling machine and welding equipment. We continued our commitment to supporting trainee teachers in the team by hosting a PGCE student for their second placement.

Food Preparation

Food Preparation and Nutrition has enjoyed another incredibly successful year. Students have demonstrated a huge amount of skill and passion, which has led to some inspirational achievements. October, once again saw the College host the heats of the Future Chef 2021 competition and two students represented the College at Stamford in the regionals. In the

Rotary Young Chef competition, five students represented the College. Judged by local Rotarians, they commented on the 'passion and high skills' of the dishes produced. One student was selected for the local finals at Stamford College; a fantastic achievement. All Year 9 students participated the national 'Tunnocks Teacake Challenge' with some very creative responses. In June for the Platinum Jubilee, Year 10 Food Preparation and Nutrition students competed in the Platinum Pudding competition. An outstanding selection of puddings were produced and all students enjoyed evaluating each dish and discussing the outcomes. Finally, we have been liaising with a local hospitality business, discussing the options for a local chef coming in for a demonstration and skill workshop. We are looking forward to working with them on this exciting project.

We have already made a flying start on planning next year's enrichment, including trips, visiting professionals, off site workshops and residential. The team are also aiming to increase our competitions, maintain our very successful scholarship program and forge stronger connections with local businesses and industries for our applied courses.

English

It was wonderful this year to be able to restart enrichment of our curriculum beginning with an on-site visit from the Slam Poet World Champion Harry Baker. He entertained Year 9, Year 10 and the Academic Scholars with his inimitable blend of performance poetry, humour and passion for prime numbers!

In early December Year 10 students ventured to see a production of 'A Christmas Carol' at Nottingham Playhouse, not only seasonally appropriate but well-timed to support their GCSE Literature study of the text.

To encourage reading over the Christmas break, Mrs Meynell and the English team created a 'Christmas book surprise', books were wrapped in Christmas paper with a short description and students could take out a surprise book. January's National Poetry Day was also celebrated aptly with a school-wide poetry writing competition.

Having read a range of Gothic Literature and also had the opportunity to write their own ghoulish tales, Year 8 students had their ghost stories published in the Twisted Tales Young Writers 'Words of the Wicked' collections. It has been so inspiring for our students to see their work in print so great thanks to Judith Green, Emma Speirs and Victoria Burkmar for encouraging their students to enter.

The English team got the whole school involved in celebrating World Book Day in March by asking staff members to share a 'shelfie' – a photo of their bookcase which students then had to guess which shelf belonged to which staff member. The team wore t-shirts bearing quotations from their favourite books and encouraged all staff to carry their favourite book around with them all day – students had to try and see if they could list as many staff book favourites as possible.

Over the course of a week in late May, all Year 7 students had the chance to show off their spelling skills which they had been practicing all year with their weekly spellings' tests. Tamsin Winter organised a year-group 'Spelling Bee' which was fiercely competitive but ultimately won by Charlie who correctly spelt ONOMATOPOEIA.

Reading has gone from strength to strength at Catmose, encouraged by the continued success of the Accelerator Reader Programme led by Samantha Howell. This year there were 46 gold owls awarded (1 million+ words), 91 silver (750,000+ words) and 175 bronze (500,000+ words)! The library also bought more sports/celebrity autobiographical books which we discovered through a student survey were becoming particularly popular, especially amongst boys. During the carpeting of the library, the non-fiction shelves had a huge cull, especially of books that were over 20 years old and/or in poor condition. New sofas have also upgraded the library space.



The English team now boasts 6 AQA examiners: Kelly Barrett and Kirsty Collins join Emma Speirs, Clare McMeel and Victoria Burkmar (a Lead Examiner) along with Judith Green examining OCR A level English Literature. This diverse range of examining knowledge will be of great benefit particularly for moderating internal assessments and to inform the team's teaching.

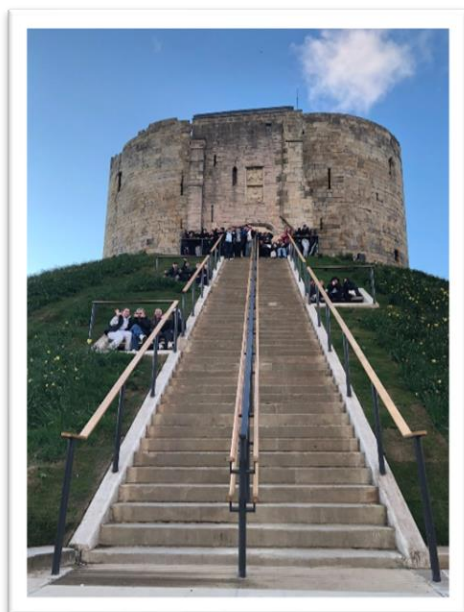
An ex-Catmose student Olivia Wilson had a successful ITT year and we were delighted that she wanted to stay on to teach in the English team. Her particular interest is Modernist and American Literature so we are excited to find ways to utilise her skill-set this year.

After two years managing the English team through Covid and beyond, Julia Rann has left to become Head of English and ITT/ECT co-ordinator at Roundhill and the new Team Leader for English is Emma Speirs. Assistant Team Leaders are Kirsty Collins and Clare McMeel.

Humanities

Humanities students enjoyed a wide range of trips and visits this year which supported the curriculum and provided many interesting learning opportunities for everyone involved.

To support the Year 7 history curriculum, 60 students visited Lincoln Castle and cathedral. At the cathedral students took part in an exclusive workshop learning about Remigius, the first Bishop of Lincoln, and Norman architecture as well as acting out a drama about the Magna Carta and Lincoln. Year 8 students' knowledge of the Industrial Revolution was enhanced by the Black Country Living Museum in Birmingham, where a living replica of Industrial England brought the era to life. Year 9 students were fortunate enough to take part in a residential trip to York where a visit to the city walls and cathedral were a cultural highlight while a trip to Eden Camp enabled students to see primary sources from the Second World War. Students in the Designated Special Provision visited Oakham Castle, which allowed them to collect and collate information for their entry level project. Finally, Year 11 visited the Tower of London to develop their knowledge of the way William the Conqueror used castles to control England, a key part of the GCSE curriculum.



To consolidate learning within religious studies, all of Year 9 attended an online session delivered by a survivor of the Holocaust. This thought-provoking session was the cause for much discussion and reflection. Year 8 students benefitted from a trip to a local mosque where they were able to discuss cultural and religious issues of the day with a local Imam. Led by Religious Studies specialists, the whole of the Humanities team have been contributing to the development of SACRE assemblies so that all Key Stage 4 students can discover and debate contemporary issues whilst gaining a further understanding of religious perspectives.

Throughout the year, a variety of geography field work trips have been completed to enable students to observe concepts studied in the classroom first hand and to develop understanding of field work techniques. Students in Year 7 experienced their first taste by undertaking a variety of methods around Barleythorpe that enabled them to explore the impacts of urban development in our local area. Similarly, Year 9 students undertook local field work to explore different data collection methods that underpin human geography field work within the GCSE course. Finally, Year 10 students had the opportunity to consolidate their geographical enquiry skills by analysing a variety of data to reach informed conclusions about coastal processes and management at Hunstanton.

The Humanities curriculum was reviewed to ensure diversity and it accurately reflects different perspectives. For example, lessons on slavery have been updated to ensure all teachers focus on inspirational African origin leaders during the time of slavery in the British Empire. In addition, the lesson on the slave auction has been replaced with a more positive view of enslaved people and their role in ending slavery. Staff will also be mindful of language when discussing slavery to ensure the words accurately reflect the meaning we want to convey. As

part of the diversity review process, students were tasked with putting forward suggestions for names for the new humanities classrooms to ensure a variety of cultures and genders are celebrated. Students were invited to vote for their preferred names from a shortlist of 12, leading to new names of Seacole, Tull, Wittgenstein, Hypatia, Massey and Shackleton. The team were pleased to see our Schools Direct trainee complete his training with us and move on to a job within the local area. He was a credit to the team throughout the past year and we wish him all the best for the future.

Modern Foreign Languages

This year, the modern foreign languages team has focused on promoting the opportunities available to students. The team has explored the diverse careers on offer to incorporating more transactional vocabulary to help in real life situations such as being on holiday with friends and family or travelling for business.

MFL scholars have been working on acting as translators for an online streaming service, interpreting news articles, and competing in challenges by Business Language Champions. Students also made crêpes and were offered a range of books in foreign languages.

As part of the European Day of Languages, we created a video encompassing the many languages that we speak in our community and encouraging acceptance of and curiosity for others' cultures.

We have kept our links with our partner schools in Bönningheim and Almerimar strong, particularly among Years 8 and 9 German students who wrote postcards and letters to their pen pals. We will see our German friends in the new academic year, hosting in November with the aim of visiting them in February. The Spanish exchange will take place later in the year.

While searching for an exchange school in France, we arranged a fantastic experience for our students. During the Easter holidays, the College opened its doors to Year 9 and 10 students under the guise of a French 'collège' where a variety of lessons took place in French, from music and poetry to French cooking and drama. A typical school dinner was served, consisting of four courses including snails and French cheeses. The enthusiasm shown by staff, students and parents alike was commendable.



In addition to awarding house points and commendations, where students have engaged well in and outside of lessons, we have sent home MFL specific postcards. We plan to launch a competition for students to design the next set of postcards and look forward to sending more home over the coming year.

In June, we held our first MFL week which was highly successful. Students took part in language-based competitions, foreign films were shown after College, and music was played during lunch. Menus in the restaurant were in the languages studied by students. Staff were also encouraged to take part in the week by greeting students in a language of their choice,

or by taking part with the subject teams in our staff competition on Sprachenut. The maths team were victorious with over 2 million points!



Since September, a group of 12 GCSE students have been learning German from scratch after College. A Year 9 dual linguist has also taken up this challenge opting for both German and French at GCSE. This is an admirable feat undertaken by the students, well done!

Over the year, one of the MFL teachers has been teaching German to pupils at Catmose Primary. They have experienced children's stories, songs

and rhymes in German and have used live materials such as weather forecasts and have developed their dictionary skills using both traditional and online dictionaries. One particular achievement was during the Jubilee, when students created tributes in German to "Die Königin Elisabeth II".

Mathematics

Phew.....a whole year without a lockdown! I can honestly say it has been a pleasure to be back in, and outside, of the classroom this past year doing what we do best with our students and moving their progress forwards. It has had its challenges at times, especially getting our Year 11 cohort confidently ready for their examinations but, once again, my amazing team have worked diligently with our students to get us there. I would like to formally thank them for their extraordinary efforts, expertise and going above and beyond in providing the additional intervention needed across all year groups. As we plan to move into a new academic year, this intervention offer will be equally as important to the academic success of our mathematicians and I would like to highlight now the importance of students attending the sessions, so that we can get off to a brisk start next year.

In addition to the academic progress made, our students have been hugely impressive across all year groups in the way they have worked and the success they have had in a wide range of activities. In April, 120 Key Stage 3 students entered the Junior Maths Challenge, designed to promote a love of problem solving, where they performed brilliantly and achieved 39 bronze, 21 silver and 10 gold awards. The more demanding intermediate challenge was attempted by 108 of our Key Stage 4 students and were equally impressive in their outcomes with 29 bronze, 18 silver and 7 gold awards achieved. In addition to this, two students qualified for the Junior Kangaroo where Chiara achieved a certificate of merit, well done.



Outside of the classroom Year 7 students enjoyed a cross-curricular trip to Bletchley Park where they were able to learn about the amazing work of the code-breaking mathematicians and linguists who worked there during the second world war and the legacy they left which paved the way for modern day computing and communications. They were able to attempt some cryptography as well as learn about the important role Bletchley played in key events such as the D-Day landings.



The Year 8 trip to Beaumanor gave students the opportunity to apply their classroom learning to various team building exercises such as orienteering, map reading and problem-solving tasks. They were a credit to the College and recognised as such by the staff there who were impressed by their motivation. We have again re-established our links with Stamford Bridge Club as

part of our Elective offer where students in Year 7, 8 and 9 are able to learn the basics of the

game and appreciate the role of probability in strategic play. Furthermore, Mr Ward and Mr Peveritt have again been able to re-commence mentoring of those students who successfully applied for a mathematics scholarship. This provides a great, no-pressure environment for academic students to dip their toes into the world beyond GCSE mathematics and provide some insight into first year A-level study.

Our team of fully qualified mathematics specialists continues to grow with the appointment of Mr Ravenscroft who will be our new ECT (Early Career Teacher) in the new term. Mr Ravenscroft has come from industry where he was head of data analytics for Boots the Opticians and Pets at Home but couldn't resist the lure of teaching Catmose students and our brilliant team. We look forward to giving him a warm welcome. We will, unfortunately, have to do without Mrs Moosajee this year as she leaves us for a short time whilst on maternity leave. We wish her all the best and can't wait for her to re-join us in the near future. Whilst Mrs Nicholls still remains a permanent fixture in the mathematics team, she will also be working part-time as Catmose SENCO and I congratulate her on this appointment. I would also like to thank Mr Peveritt for his expert guidance in successfully mentoring Ms Tucker through her PGCE teaching qualification, who has now gained a teaching role in Leamington Spa.

Finally, with the start of the new academic year we will welcome a larger cohort of Year 7 students into College who can consider themselves to be very lucky indeed. Not only will they see their mathematics teachers during their lessons but also during tutorial as the maths team say farewell to their old Year 11 form groups and welcome in another new set.



Performing Arts

The Performing Arts team have had another successful and full year, giving many opportunities to students to get involved in performance.

In term 1, over 180 Year 7 students went on a trip to see a performance of the Prince of Egypt at the Dominion Theatre in London, and took part in a workshop with actors from the show at Pineapple Dance Studios. The students continued to build on this performance in their academic lessons by learning how to sing and perform one of the songs, which they performed to an audience of primary school children, parents and family members on the Hellerup staircase in May. Similarly, over 170 Year 8 students took part in a similar trip to see The Lion King at the Lyceum Theatre in London in June.



In December, a group of 50 Year 9-11 students watched the musical 'A Chorus Line' at the Curve Theatre, Leicester. 100 Year 8 students also travelled to the Curve to watch 'Bedknobs and Broomsticks' in February. 40 of our students in Years 7 - 10 are currently rehearsing Macbeth in preparation for their performance at the Key Theatre, Peterborough later on this year. This is part of the Shakespeare Schools Festival which gives the opportunity to young people to perform in a professional theatre.

The annual Christmas Concert was held at All Saints' Church and involved around 200 students. The evening featured an array of drama and musical items with a selection of carols which were sung by the congregation and accompanied by the Catmose choir and orchestra. Our Music Scholarship programme has continued to grow and now supports a larger number of students than ever before. A group travelled to Birmingham to see 100 years of Film Music and we took them to the Curve Theatre in October to see Hairspray the musical.

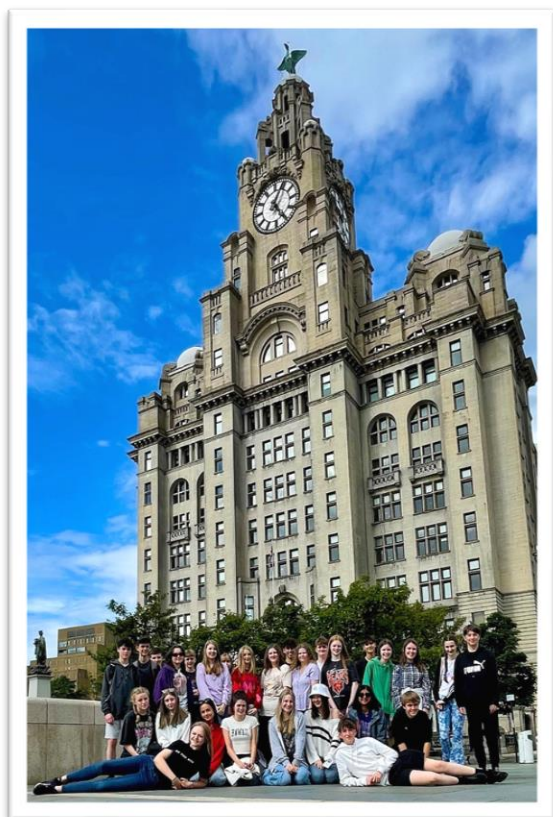
Drama scholars developed their understanding of the subject by going on a backstage tour of De Montfort Hall and taking part in a Q & A session with the manager. Scholars regularly supported the Key Stage 3 Drama clubs throughout the year and attended a workshop and performance at Toilethorpe Theatre.



In March, the College staged a production of Moana, which showcased the musical and dramatic talents of students in Years 8 - 10. The show received high praise from

students, staff, and audience members. All those involved had a fantastic time working on the show. The student tech team worked hard and showed dedication to the production. Our own students also devised a section of the choreography in the show, and we look forward to them helping with our next production – 'Legally Blonde' which is due to be performed in the summer of 2023.

In June/July 2021, music and drama scholars as well as students who are currently studying GCSE Music and Drama went on a Performing Arts Tour to Liverpool. Students experienced performing at the Royal Albert Docks as well as learning about the culture of Liverpool. Upon return, students took part in the Performing Arts Tour Concert which showcased their talent through their performances to parents.



Music on a Spring Evening was a huge success and this gave a number of our College music ensembles a chance to perform an eclectic array of musical pieces. Our numbers for instrumental lessons are growing and our music students have continued to excel in Trinity and ABRSM music exams, achieving a higher number of merit and distinction results. LAMDA students had the opportunity to showcase their examination pieces to their friends and family prior to their exam. LAMDA lessons continue to be led by Paula Matthews, with students receiving exceptional examination results.



Science and Computing

This year, in Science we were keen to increase the opportunities that students had to learn the subject outside of the classroom.

In November, we had an evening with Matthew Tosh, a pyrotechnician that delivers firework displays across the world and special effects for television and film. Nearly 150 parents and students attended to learn about how firework displays are created and timed to music. The event saw demonstrations of the different types of firework, colours and detonation devices and was thoroughly enjoyed by all.

The Science ambassadors relaunched the Catmose Chronicle magazine, writing a series of interesting articles ranging from 'How we can use telescopes to see into the past?' to 'New discovery could lead to treatments for small-cell lung cancer' and 'Bees are awesome'. In total, three magazines were produced across the year and each issue included a crossword spanning key topics across the Key Stage 3 and Key Stage 4 curriculum.

Students were also treated to a lunchtime presentation by Mr Dickens who talked about forces, in particular focusing on pressure. Students watched while Mr Dickens attempted to shoot Mr Kerley with a ball and saw the explosive effects of gas build up resulting in ping pong balls flying far and wide on the Hellerup.

During the spring term, Year 7 entered a national competition, by Baylab, to design a lab coat. Each class group were asked to create their own designs in honour of COP-26 and the united nations sustainability goals, showing their interpretation of the theme 'food and food waste'. Unfortunately, we didn't have any winning entries this time, however, students had the opportunity to bring their creative ideas into their science lessons in the hope that their design would be made into a set of lab coats.



During the spring terms, Year 9 students were also able to enter some national computer science competitions such as the National Schools Cypher Challenge, run by the University of Southampton and GCHQ, and the AstroPi competition, which resulted in one group's code being submitted for testing for running on the International Space Station. What an incredible achievement!

Year 7 forms learned about the life cycle of a butterfly in the summer term. Each form group were given 15 caterpillars to look after and observe over two weeks. They saw them grow, feed, form a chrysalis and emerge as a beautiful butterfly which the classes all took outside to release together on a sunny Friday tutorial session.

In June, Year 8 students were able to attend the UK's biggest celebration of STEM, The Big Bang Fair. This fair at the NEC in Birmingham was packed with interactive and exciting

activities designed for 11-14-year olds in order to provide careers inspiration and opportunities to meet with real scientists and engineers.

All of Year 9 took part in a robotics and engineering workshop in June with a STEM group asking students to build a robot and then programme it to move autonomously through a maze. Students watched excitedly as their robots sensed the walls of the maze and changed direction so as not to crash.

After a successful year of extracurricular activities, we look forward to building on our programme in the coming year to further raise the profile of science in the College community.



Sport

Sporting competition returned once again to full pre-pandemic levels with students competing across 20 different traditional competitions in the Varsity and county level competitions. We saw notable success at a national level in gymnastics with our senior team being crowned champions. We were very pleased that the Secretary of State for Education, Nadhim Zahawi, presented the team with their medals and gold ties. One of the highlights of the year for many of us is Sports Day which sees every member of the College community taking part or supporting the event.

The College day followed its hugely successful format of a high-level athletics competition in the morning followed by the whole College taking part in a range of team sports in the afternoon which this year also included Boccia and Just Dance.



Despite the challenges faced, schools and sport across the country this academic year has once again been extremely successful. The College entered all Varsity sport competitions and were victorious in over 25 of those competitions. We continued to ensure whenever possible, teams that qualify, and have a desire to do so, compete in the Level 3 Team Leicestershire knock out rounds.

Notable performances from this year include:

- Year 8 boys and Year 10 boys' basketball teams reaching the semi-final of Team Leicestershire competition.
- Year 7 boys football team reaching the Team Leicestershire semi-final.
- Year 9 boys, KS4 boys and KS4 girls' rugby teams became Varsity champions.

The College won the Varsity Athletics Cup and following this success, several students represented the Rutland County team.



A huge achievement this year however, has been the continued group in trampolining and gymnastics. In the latter, the College are now BSGA national champions in floor and vault. Students also completed in the team Milano regional and national finals.

This year's dance show involved the highest number of participants to date. Students performed in a mix of dance styles from street dance, ballet and contemporary. This was hugely

supported by outstanding sports leaders from the College who choreographed pieces for Key Stage 3 dance groups.

The sports scholarship scheme continues to grow, highlights of this year's scheme included trips to Ninja Warrior, visits from Mac Nutrition and former GB swimming strength and conditioning coach Sophie Harvey.



Designated Special Provision and SEN

We have had another positive year for students with SEND, with a lot of successes to celebrate. Students have engaged fully with their learning and are integral to the College community as a whole. There have been a variety of opportunities on offer for both students within the Designated Specialist Provision (DSP) and mainstream provision, promoting the inclusivity we pride ourselves on at the College. This is incredibly important to our ethos and something which will most definitely continue this academic year.

Transition

The extended transition for Year 6 students continues to be a success, with three additional sessions being offered for all EHCP students and the opportunity for K Code students to visit in addition to the whole College transition day. DSP students were offered a familiarisation session on INSET day to look at the new DSP area, aiding their transition back to College as this has been a big change for our provision, this was extremely successful. There were also opportunities for identified K Code students to 'touch-base' before the start of term, again to aid with transition following the summer break. This will continue again this academic year, with the process for Year 6 annual reviews starting imminently.

Trips

All students with SEND have opportunities to take part in a variety of different trips throughout the academic year ranging from Burghley House, London theatre trips and key stage 4 residentials. Students within the DSP went to the National Space which was a brilliant success. This was the first trip for the team since Covid-19 and all students had a wonderful time. Within College, DSP students were able to take part in the Commonwealth Games Roadshow, led by the Sports Team Leader in term 6. This was a fantastic opportunity, with students participating in wheelchair basketball and other exciting activities. Students were engaged and loved every moment – their



smiles were infectious. In addition to this, DSP students visited the Disability Athletics, another opportunity to further their experiences and provide future aspirations. We will continue to explore further opportunities, which allow students to embrace all opportunities both in and outside of College.

Electives and Extracurricular

Electives continue to be an integral part of College life and bring great excitement for all SEND students. Students enjoy taking part in both on site and off-site activities including water sports, horse riding, archery, beautiful mess and board games. After College, Prep support continues to be offered four days a week, providing small group and 1:1 support for students who need further assistance, supported by teaching assistants which is integral to our provision. This is in addition to support during breaktimes, lunch and a number of other interventions throughout the week. Dungeons and Dragons continues to be a success, with students ranging from Year 7 to 11 participating after College, offering a safe space and an opportunity to pursue interests for all students. SEN students benefited from Mindfulness Mondays which combined art and design with the opportunity to build new friendships with their peers. Several students have also enjoyed individual music lessons and we now have budding drummers, cellists and pianists.

Curriculum

A bespoke curriculum for all SEND and DSP Year 10 and 11 students was offered which included Entry Level Maths, Science, Functional Skills English and a number of BTECs. All Year 11 students have achieved the required qualifications to allow them to access their chosen post-16 courses, with one EHCP student attending Harington School. The variety of qualifications allows for our students to thrive across the curriculum and pursue their interests, regardless of any barriers they may have previously faced. We celebrated our DSP students some of whom demonstrated the greatest progress across the College.

Progression

The team continue to be stable, with core staff offering a wealth of experience to all staff members. Rebekah Merrington is covering Andrea Sharpe's maternity leave and we have welcomed Kristy Nicholls to the team, as she leads on K Code students. Kelsey Monins, a senior teaching assistant has left her role to pursue teacher training within the College and we wish her all the best going forwards. We are looking to recruit teaching assistants to strengthen and contribute to an already nurturing and highly professional team.

Academic Scholars

After a disrupted year in 2020, the Academic Scholarship had a welcome return in 2021, with over 100 students enjoying success in gaining scholarship across eight subjects.

The projects that scholars were able to undertake across the year include a '*Drawing from Life*' workshop in Art & Design led by teachers from the Royal Academy of Arts.

Language scholars helped the local community by translating menus in local restaurants into different languages, whilst some scholars attended a French immersion day in the Easter break, where they were treated to a range of lessons and French was the only means of communication throughout the day.

English scholars were treated to a workshop with Harry Baker, the world poetry-slam champion, whilst science scholars were given the task of continuing the Catmose Chronicles magazine, containing articles within the scientific world that students had researched and written about. In July, drama scholars attended a workshop at Toilethorpe Theatre, where they collaborated with performers from Toilethorpe Youth Drama to create some short performances, after which they watched a gripping performance of '*Lord of the Flies*'.

A highlight of the year was in May where 68 scholars in Years 9 and 10 visited the Houses of Parliament. They were taken on a tour round the Palace of Westminster, where they were able to stand in the benches of the House of Lords and sit in the public gallery of the House of Commons. There they watched the Health Secretary and their shadow counterpoint debate against each other. Later on, students participated in their own debate, putting forward points in support and against various motions. Alicia Kearns, MP for Rutland and Melton met with the students, where they asked her questions about her role as a politician.

Our more able students and previous scholars at the College found themselves in an extraordinarily strong position for their GCSE exams. 48 students in the upper band achieved on average nearly half a grade higher in each subject than their peers across the country with the same prior Key Stage 2 performance. The mentoring of selected students in this group proved effective and will continue next year.

We look forward to building upon last year's success this upcoming year, notably with the Youth Speaks competition, which makes a welcome return to the College programme, with students having had great success in the past. A new debating Elective will provide Key Stage 3 students with the opportunity to see the pathway towards competing in the Youth Speaks competition and engaging in public speaking activities.