



Transformation Plan 'Equal Value, Outstanding Progress'

2023/2024



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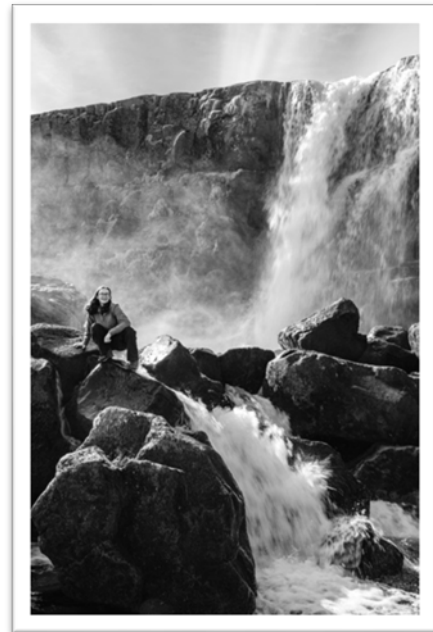
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PRINCIPAL'S INTRODUCTION

We resolved ourselves to complete our recovery from the impact of the pandemic to regain the broad range of activities and sustained academic excellence. We were acutely aware that the awarding of higher grades would be far more limited than during the last three years, with a profile similar to 2018/19 being the government's target. In addition, students and their families continue to be affected by what happened during the two lockdowns, this was readily apparent in lower attendance and pastoral issues that we'd never had to manage prior to this. It was therefore ambitious and more than a little challenging to manage all these aspirations. It is certainly a testament to the College community that we accomplished so much of what we set out to do; a broad range of trips and visits, sporting success, music, drama, the Duke of Edinburgh's Award and academic excellence.

We end the year with an average student attendance of 93%, which although significantly higher than the national average of 89% is still not where it needs to be of a pre-pandemic norm of 96%. Student attendance is probably the single most significant indicator for success, not just academically but socially and emotionally. Students who attend make better progress, have more friends and are happier. The reasons for low attendance though are myriad and complex, each case is distinctive and these families need substantial support when non-attendance has become the norm.

A key aspect of our strategy for strong attendance is a very robust programme of activity that supports personal development and wellbeing. We offer around twenty different sports, a full range of individual music instrumental tuition, individual LAMDA lessons, our electives programme and a vast range of trips and visits. This programme is now more-or-less back to where it was pre-pandemic with the languages exchanges to Germany and France resumed, residentials to Iceland, France, and ski trips complementing a full range of more local trips. Students enjoyed regular trips to the theatre with Year 7 watching Frozen in the West End



before performing to their parents. We saw a return to full musical productions with a live band supporting the cast of Legally Blonde to bring the house down, a beautiful Christmas concert alongside drama productions of Macbeth. Our Duke of Edinburgh's Award programme is returning to pre-pandemic numbers offering the opportunity to students in Year 9 and above to volunteer, learn new skills, take part in physical activity and conduct an expedition.

Outcomes for our Year 11 were better than we anticipated given the national dip as a result of a return to grading similar to 2018/19 levels, we surpassed our own achievements that year by some margin across almost every subject. We anticipate a progress 8 figure of close to 0.5, which would once again place Catmose students amongst some of the highest performing in the country.

We are not complacent however and see the next 12 months as important to particularly support students who are financially disadvantaged, who struggle to attend regularly and whose behaviour does not yet conform with our high expectation. This work will not

compromise our usual high standards but will ensure that teachers are able to focus on teaching high-quality lessons as effectively as possible.



Key priorities for the academic year 2023/2024 include:

- Free School Meals
- Attendance
- Refusal/including truancy
- Healthy Accountability

Stuart Williams
Principal

QUALITY OF EDUCATION: OUTCOMES

Alexandra Emmerson

Date stamp: SISRA on 25/08/2023 following the release of the collaboration data.

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.

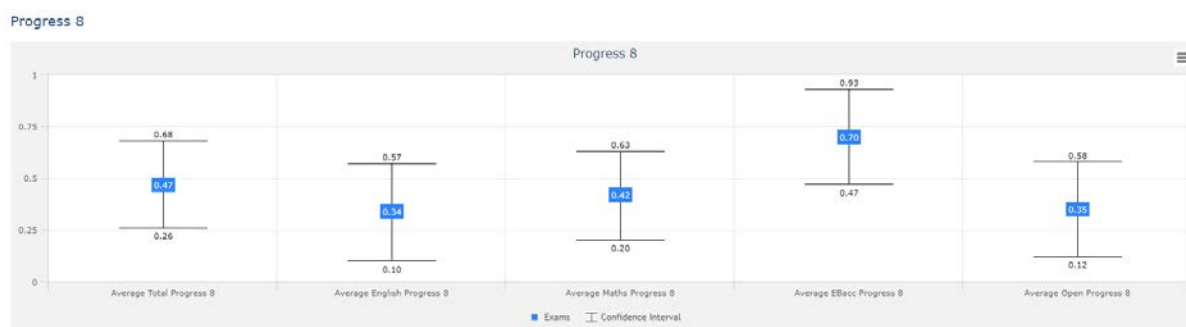
Progress 8, Attainment 8

SISRA Analytic is currently predicting a Progress 8 (P8) score of +0.47, which is above national average.

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 +0.34 for English (2019 +0.54) and +0.42 for mathematics (2019 +0.54).

The EBacc element has improved its P8 score from +0.62 in 2019 to + 0.70 this academic year.

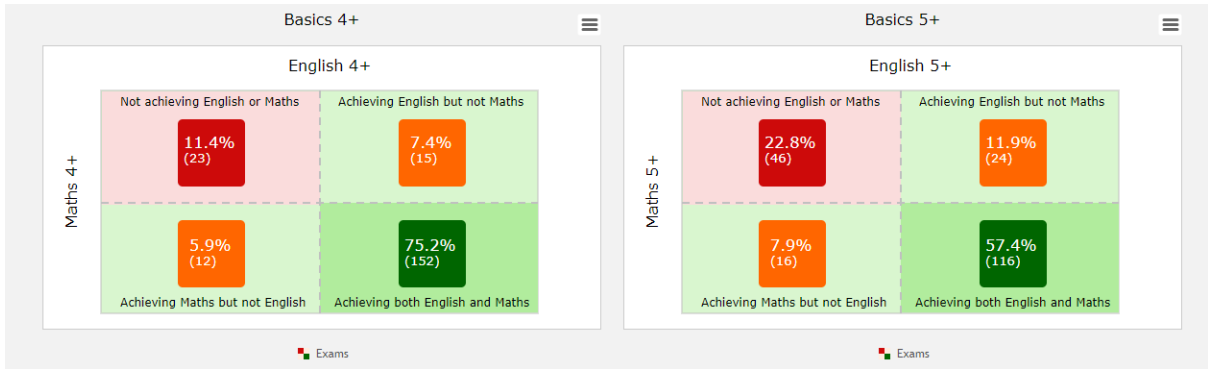
The open element, +0.32, which consists of three other subjects is also broadly in line with English and maths.



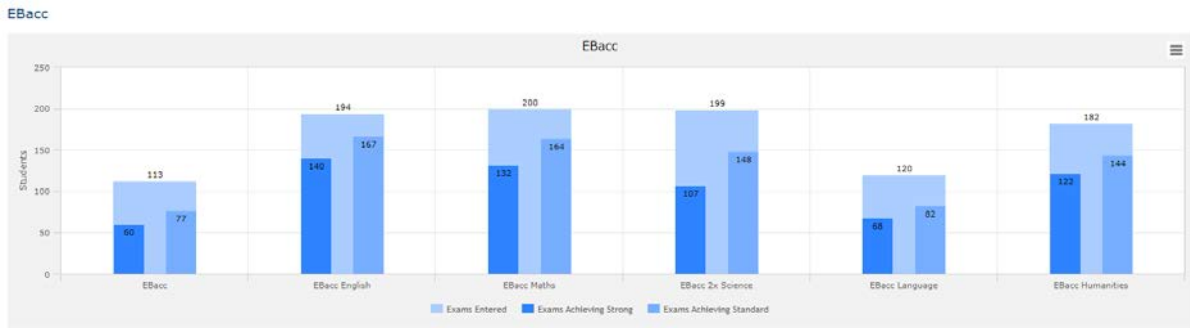
Attainment

In the basic measure, which assesses the proportion of students achieving English and mathematics at grade 4 or above (standard), we achieved 75.2%, this is an increase on 2019 performance of 74%.

Under the new 'strong' pass of a grade 5 we achieved 57.4%, in comparison to 2019 this is an increase from 52.8%.

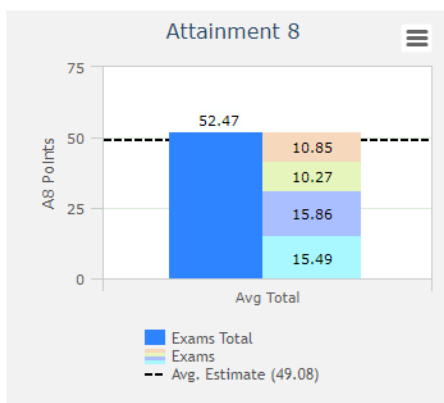


Within this cohort 113 students were entered for the EBacc with 38.1% achieving a standard pass and 29.7% achieving a strong pass. These are significantly improved from 2019 due to the increased percentage of students being entered for EBacc.



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

Attainment 8 at 52.47pts is an increase from 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:

Subject	Residual	SPI
Art and Design	0.47	0.43
Art Design Technology	0.60	0.70
Art Graphics	0.68	0.74
Art Photography	1.40	0.79
Drama	0.44	0.95
History	0.58	1.28
Music	0.75	2.01
Sport	0.83	1.34

Areas for development are subjects where residual data is lower than other offered subjects. This data compares the performance of each student in the given qualification to how they performed in all other qualifications they have taken. These are:

Computer Science -0.66
Spanish -0.94
French -0.90
German -0.74

It should be noted that the above results are a national comparison of those within the data collaboration and therefore analysis of these areas will be required to ensure continued improvement.

Pupil Premium

This year 48 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 -0.15. This represents expected progress against all students nationally again in the context of those schools within the collaboration.

Attainment

This year the PP cohort Attainment 8 4.05 is broadly in line in comparison to 2019 (4.49). PP students will continue to be a College focus for this academic year's Transformation Plan. PP students whose progress has been impacted by previous experiences will be targeted through both subject and the College intervention teams. Careful monitoring of the PP girls' cohort needs to ensure that students are achieving well in English and maths separately but also in the crossover element.

SEN

This year the cohort for EHCP students consisted of 1 student, therefore we are unable to report on this data. K Code students were again a statistically small group, however, FFT average GCSE value added was +0.2.

Most Able

Most Able students (71) performed well across the curriculum and on each of the performance measures. 94.4% of this cohort achieved 5+ (strong pass) including English and mathematics; 45.8% of this cohort achieved a grade 9-7 in English and mathematics. 100% left with 5 of GCSEs graded 5 and above, this is also represented in a P8 score of +0.84.

Progress 8



Gender

Girls' overall

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	Ebacc Strong %	Ebacc Standard %	AB	Eng AB	Mat AB	Eng PB	Mat PB	Ebacc PB	Open PB	Total PB
Exams	114	105.5	56.1%	77.4%	20.7%	32.5%	51.97	11.02	2.72	0.45	0.18	0.29	0.32	0.43

Boys' overall

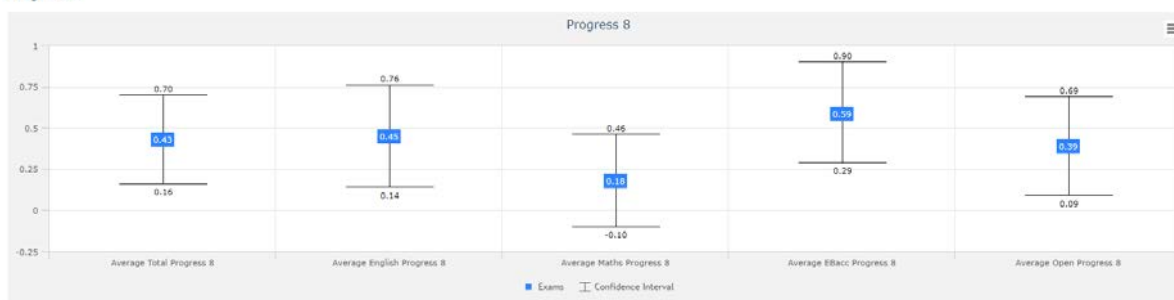
Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	Ebacc Strong %	Ebacc Standard %	AB	Eng AB	Mat AB	Eng PB	Mat PB	Ebacc PB	Open PB	Total PB
Exams	88	106	59.1%	72.7%	28.4%	26.4%	53.12	10.55	10.89	0.18	0.74	0.81	0.22	0.52

The overall P8 shows that boys scored higher on progress compared to the girls. Key performance indicators are not significantly different within most areas. Significant improvement in the Ebacc P8 of boys has been seen following the focus on this from the previous year.

A consideration for 2023/24 will need to be the close monitoring and intervention of English and maths to try and further improve the standard and strong English and maths indicators.

Girls' performance:

Progress 8



Boys' performance:

Progress 8

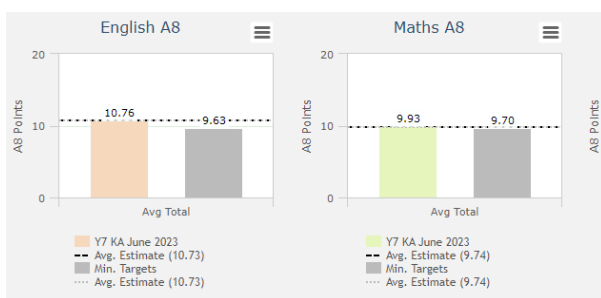


Overall Progress at the College

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

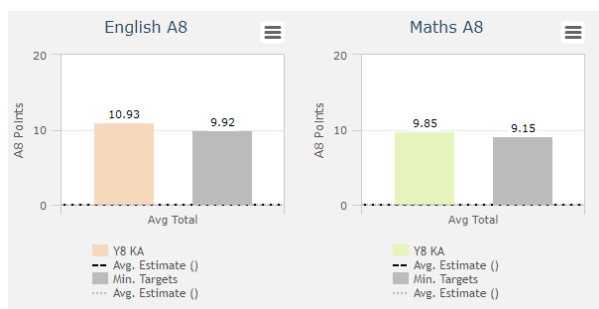
Year 7 – this data is taken from the key assessment June 2023.

- The average Total Attainment 8 score being achieved is 56.21, this is well above the Target Score of 49.54. The average grade achieved is 5.62, which again is above the Target of 4.95.
- Within English and mathematics, respectively, 77.8% of students achieved at least a grade 4, and 51.9% achieved a minimum of a grade 5. The average score in English was 5.54 and 5.12 in mathematics.
- Residual scores for the cohort indicate that students are doing particularly well in computer science (0.37), science (0.37), and languages (0.21).
- One subject that would benefit from particular consideration regarding overall performance is mathematics (-0.53).
- Pupil Premium Student Attainment 8 is 47.20, this is above their target score of 42.33. The average grade achieved is 4.72, this is again above the target of 4.23.
- SEN Student Attainment 8 is 39.63 which is above their minimum target of 35.00. The average grade achieved is 3.96, which is above their target 3.44. EHCP student attainment 8 is 32.00 above their target of 27.10. K Code Student Attainment 8 (32 students) is 41.06, which is exceeding the target of 36.27. The average grade achieved is 4.11, again above the target of 3.44.



Year 8 - this data is taken from the key assessment May 2023.

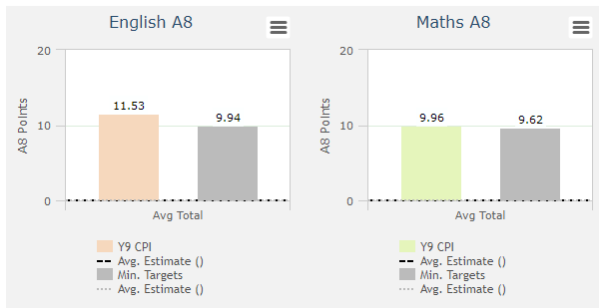
- Average Total Attainment 8 score being achieved is 54.15 this is above the Target Score of 47.48. The average grade achieved is 5.41, this is again above the target of 4.75.
- Within English and mathematics 74.4% of students achieved at least a grade 4 in both subjects respectively. 51.2% students are achieving a grade 5 in both subjects. The average grade in English was 5.79 and in mathematics 50.2.
- Residual scores for the cohort indicate that students are doing particularly well in performing arts (0.51), languages (0.35) and English (0.32).
- Other positive scores are in science (0.09).
- Subjects which need particular consideration regarding overall performance are maths (-0.38), sport (-0.23), computer science (-0.23), design technology (-0.19), humanities (-0.13) and art (-0.08). Covid catch-up recovery will continue to focus on those students who are underperforming.
- Pupil Premium Student Attainment 8 is 47.20, this is above their target score of 45.02. The average grade achieved is 4.72, this is again above the target of 4.50.
- SEN Student Attainment 8 is 42.50 which is above their minimum target of 38.46. The average grade achieved is 4.25, this is again above their target of 3.85. EHCP Attainment 8 is 29.10, which is above their minimum target 27.40. K Code Student Attainment 8 is 50.88 which is exceeding the target of 45.38. The average grade achieved is 5.09 exceeding the target of 4.54.



Year 9 - this data analysis is taken from the checkpoint assessment May 2023.

- The Average Total Attainment 8 score being achieved is 57.7, this is above the Target Score of 49.45. The average grade achieved is 5.77, this is again above the Target Grade 4.94.
- Within English and mathematics, 78.8% students achieved at least a grade 4 in both subjects respectively. 57.7% of students achieved a grade 5 or above in both subjects.

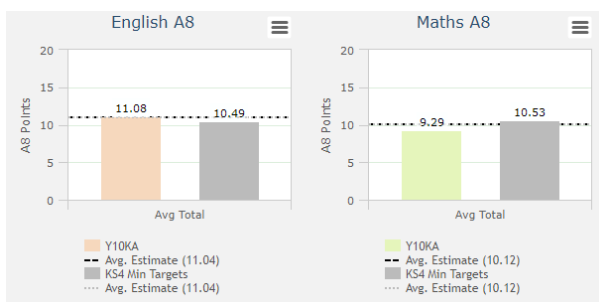
- Residual scores for the cohort indicate that students are doing well in English (0.51), music (0.39), history (0.16) and German (0.16).
- One subject that needs continued focus is maths, whilst it is broadly in line with minimum targets, intervention will continue to target underperformance.



- Pupil Premium Student Attainment 8 is 49.61, this is above the target score of 43.57. The average grade achieved is 4.96, this is well in line with the target of 4.36.
- SEN Attainment 8 is 37.65, this is above their target score 35.04. EHCP Student Attainment 8 is 30.44, which is slightly below their minimum target of 32.44, students within our DSP cohort are taking qualifications suitable to their needs so do not all count within the attainment 8 measure. K Code student Attainment 8 is 42.29 which is above their target of 36.71. The average grade achieved is 4, again above their target of 3.

Year 10 – This analysis is taken from the key assessment June 2023.

- The Average Total Attainment 8 score being achieved is 51.48, slightly below their Target Score of 52.60. The average grade achieved is 5.15, again this is a negligible difference to the target 5.26.
- Within English and mathematics 70% of students achieved at least a grade 4 in both subjects. 50% 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 (0.20), physics (0.48), biology (0.23), English Literature (0.37), history (0.33), sport (0.34), music (0.54), and photography (0.83).
- Pupil Premium Student Attainment 8 is 44.14, this is slightly below their target score of 47.68. The average grade achieved is 4, in line with the target.
- SEN EHCP student attainment 8 is 26.90, which is above their minimum target of 17.10. K Code Student Attainment 8 is 37.09 which is below target 46.20. Specific intervention appropriate to SEN and other needs is in place to support specific students.



EVALUATION OF OUTCOMES 2022/2023

Quality of Education (Outcomes) Planning 2022/2023			
Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
P8 0.45 P8 PP >0 En & Ma 4+ 80% En & Ma 5+ 60% A8 53	<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>Year 7 – 10 World of Work Experience Days</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>		

- Overall, P8 score of +0.47 is outstanding. 75.2% of students achieved the basics measure of a standard pass (4+) including English and mathematics and 57.4% achieving a grade 5+, both representing an increase from 2019.
- Destination data is expected to be significantly above the national percentage for the Year 11 cohort with 100% entering education, training or employment once they leave the College.
- Parent and student surveys indicate that checkpoint, key assessment and progress evenings inform them about their child's progress. 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.

RECOMMENDATIONS

- Further investigation and review within Computer Science and MFL to support further improvement as a result of exited Year 11 residual data.
- Monitoring of Pupil Premium and SEN students will be approached with robust rigour to drive further improvement; Disadvantage First Strategy. Intervention will be used to target identified students, alongside the Catmose Challenge to ensure engagement within the wider curriculum.
- Careful monitoring of 'groups' performance to ensure that gaps are identified and responded to in a coordinated manner.



QUALITY OF EDUCATION OUTCOMES PLANNING 2023/2024

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 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 Y11 and analysis, focus on key groups, gender gap and boys within open basket, Intervention allocated. Team intervention co-ordinated.</p> <p>Year 11 PP focus meetings on mock data</p> <p>Disadvantage book scrutiny</p> <p>Yr 7 Tutor evening</p> <p>CATs and Reading Age Tests completed for Y7 and new students.</p> <p>Y7 targets set and shared</p> <p>Y7 baseline tests Reading/Ma</p> <p>Team trackers set up and issued</p> <p>Y11 focus groups set up and identification of students where immediate gains are of benefit</p> <p>PP, Most able and SEND lists shared with staff. Ensure that information is correct on SISRA, robust monitoring of</p>	<p>Key assessment (mocks) Y11 and QA</p> <p>Year 7 analysis and review of key groups.</p> <p>Progress Evening Y9</p> <p>Y9 Key Assessment analysis, QA</p> <p>Review of how all SEND students are doing across the curriculum</p> <p>Post Y11 mock analysis and implementation of 1:1 and small group sessions - target group and PP students</p> <p>Checkpoint Y10</p> <p>Y11 assessment analysis - intervention implementation</p> <p>Progress Evening Y8</p> <p>Y9 Options Evening</p> <p>Pupil Passports Review - identified students targeted, achievement badges awarded</p> <p>Y11 Predicted grades upload</p>	<p>Y9 how to revise for GCSE in tutorials.</p> <p>Checkpoint Y9 and analysis - intervention implementation</p> <p>Y8 Key Assessment and QA</p> <p>Progress Evening Y7</p> <p>World of work experience days</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>students both within teams Intervention from 2022/23 analysis. Agenda item within Team meeting.</p> <p>Careers curriculum reviewed and planned for 2023-2024</p> <p>Exam access arrangement screening plan for 2023-2024 in place</p> <p>PP strategy evaluation 2022/2023 and 2023/2024 written</p> <p>Y9 Key Assessment</p> <p>Checkpoint Y10, Y8, Y7</p> <p>Y11 checkpoint analysis intervention implementation.</p> <p>Y8 and 10 checkpoint analysis - intervention implementation</p> <p>Progress Evening Y10 and 11</p> <p>CATS mop up</p> <p>Revision guides for PP students purchased</p> <p>Year 11 intervention focus on preparation for mocks</p> <p>Y7 intro to revision – assembly/tutorial.</p> <p>Y9 revision workshop sessions focussed</p>		
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	<p>by target grade</p> <p>Y10 PP – revision book handing out with revision session</p> <p>Y7 review FSM data post CAT data and data driven</p> <ul style="list-style-type: none">•meet 1:1.•Review individual Y7 curriculum with view to increase access to AR		
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QUALITY OF EDUCATION: CURRICULUM

Claire Pugh

We are dedicated to providing a curriculum that covers the National Curriculum and meets the needs of all our students. We recognise the importance of reviewing our Curriculum Policy regularly, and subject reviews have allowed us to address the impact of curriculum changes within individual subject areas effectively. This is alongside our quality assurance process which ensures that we are constantly striving for improvement and providing a high-quality education for all as shown within the 2023 examination results.

Subject reviews:

2019 – 20	History	Music	Biology	Sport
2020 – 21	English	Maths	MFL	
2021 – 22		Drama Biology	Tutorial	A&D RS
2022 - 23	Spanish		SEN	
2023 - 24	Tutorial		Computer Science	

The quality of teaching has been exceptionally strong this year with 93% of all lesson observations being good or better and 46% being outstanding. We have a strong focus on professional development for staff, with all new staff receiving a coaching observation. This has enabled our teaching staff to develop their pedagogy and engage in supportive professional dialogue. As a result, we have seen a positive impact on the quality of education we provide, with over 80% of students agreeing that they are taught well within their subjects.

Our commitment to providing a high-quality education is reflected in the feedback we receive from our parents. Over 85% of parents agree that their child is well taught and that their child makes good progress. This demonstrates that we are meeting the needs of our students and providing them with the foundation they need for future success.

Our curriculum offer is inclusive and well-equipped to support students with their future pathways and employment, whilst maintaining a broad and balanced curriculum. This has been reflected in our wide range of option choices, including the popular Engineering BTEC and the successful uptake of music 12%, drama 12%, graphics 11% and the introduction of BTEC Performing Arts. Our capital growth programme has focused on building state-of-the-art facilities for technology, modern foreign languages and science labs, which will continue to enhance the quality of our education and provide further exciting opportunities for curriculum development.

Our commitment to academic excellence is reflected in the fact that 47% of our students take the EBacc combination, but we also recognise the importance of allowing students to make choices that are right for them. Our College places a strong emphasis on developing students' language skills and understanding of other cultures. This is evidenced by the fact that 55% of

our students take an MFL subject, and we actively encourage all students to consider studying languages as part of their education. Additionally, 86% of our students have taken a Humanities option choice. This reflects our commitment to delivering a curriculum that is both challenging and supportive. By fostering a love of learning and encouraging students to develop their own unique talents and interests, we ensure that each student is equipped with the skills and knowledge they need to achieve their full potential.

EVALUATION OF CURRICULUM 2022/2023

Quality of Education Curriculum Planning 2022/2023

Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Lesson Observations: 40% outstanding, 90% good or better.	All new starters coaching obs done Schedule obs up to end of T2 ensuring balance across year groups	All staff at least 1 obs by Easter Options booklet confirmed Letter to parents re options process	Probation 2 complete Technology Subject Review Ensure all obs are completed by end of term
Subject Reviews continue: all recommendations are shared and implemented to good or better effect.	All Star reading tests completed in correct conditions and given accurate assessment: corresponding targets set Plan and deliver AR parents' session (Year 7 to 10 promote reading at home). (26-11-22)	SEN Subject Review Track progress following third Star reading test - assess impact towards targets and ensure appropriate intervention in place	Survey questions revised to match targets. Review impact of AR following fourth Star reading test. Revise plans for future delivery and consider further subscription and book order.
MFL >50% of cohort	Intervention reading list complete and staff allocated	Options evening for parents	Evaluate quality of teaching for the year
Accelerated Reader outcomes show that the red and blue flagged students make progress	Letter for options process and timeline agreed by end of Term 2	Options 1:1 meetings with students Options: final choices submitted	Calculate final uptake figures for options targets
Careers Target	Probation 1 complete Spanish Subject Review	Year 9 Options meetings SLT Compass Evaluation	Compass Evaluation
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	Recommendations from 2021/22 subject scrutinies in team recovery plans Review Careers Policy and ensure website up-to-date. Post-16 Careers Event Term 2 Careers Meetings for Year 11 with SPW and EM		

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

Subject reviews were carried out for Spanish and SEN. The outcomes from these will form part of the transformation planning this year to ensure that all recommendations are implemented and desired outcomes achieved. Our rigorous monitoring and evaluation processes through quality assurance have demonstrated that teaching and learning remains consistently high. The outcomes and feedback from parents and students are a testament to the quality of education we provide. *Parent Survey: 'The College has a very strong high expectation of students in all areas of schooling.'*

We continue to be committed to involving students and parents in the options process, ensuring that they are well-informed and supported in making important decisions about their education and future career paths. This approach has been highly effective, with 85% of students and 85% of parents stating that the option choices were appropriate and supportive.

We are proud to have achieved the Gatsby benchmark (100%) for careers support. We believe that preparing students for the world of work is an essential part of our role as educators. We have worked hard to ensure that our careers programme is comprehensive, relevant, and engaging, and we are pleased to offer a wide variety of employer encounters. We will continue to refine and improve our careers provision to ensure that it meets the needs of all students and provides them with the skills and knowledge they need to succeed in the future. 85% of parents felt that the College prepares students well for their next steps.

The Accelerated Reader (AR) programme has been positive in maintaining a focus on the importance of reading in Years 7 and 8. The English team have complemented this with excellent promotional activities and bulletins for new reads and exciting new authors. This was



led by one of our English teachers who is a published author. The bronze, silver and gold owl badges that students earn for the certain reading goals has also helped to encourage students to read and develop their love of reading. In Year 7 72% of students were on or above benchmark by the end of the year. Of those, below half have made progress and so there is more work to do with our weakest readers in accelerating their reading ability. 18 students are below a reading average of 9 and they have been identified for closer 1:1 support at the start of Year 8. In Year 8, 75% of students were on or above benchmark by the end of the year. Only 8 students are below a reading average of 9 and although our aim is to lift all reading ages to above that

level, 81% of that group had made some progress. For those readers in Year 9 who still need additional support, the work of the intervention team has been excellent with all making significant progress.

The outstanding quality of education we offer is a direct result of our commitment to maintaining high standards across all areas of the curriculum. We are proud to offer a wide range of subjects, which have been carefully chosen to meet the needs and interests of our students. Our focus on maintaining the uptake of these option subjects has ensured that our students are able to achieve their full potential and succeed in their chosen pursuits.

RECOMMENDATIONS

- To continue to scrutinise the quality of curriculum provision through subject reviews with the initial areas of focus on tutorial and Computer Science.
- To ensure that feedback provided to students enables further progress.
- To ensure that in all AR lessons those students with a reading age of below 9 in Year 7 and below 10 in Year 8 will receive small group and individual teacher support. This will be evident in the target setting and quality assurance of those lessons.
- All teachers who take AR classes will be given phonics training by our phonics leaders from the primary school.
- Maintain the uptake of option subjects to keep groups viable and to offer an appropriate range of qualifications for all students: 10% GCSE music, 8% performing arts, 10% graphics, 12% drama, 55% MFL and 50% EBacc.



QUALITY OF EDUCATION CURRICULUM PLANNING 2023/2024

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<p>Effective curriculum in lessons 95% or above by the end of the academic year.</p> <p>80% of students feel that feedback enables them to make further progress.</p> <p>Accelerated Reader outcomes show that all students at/above benchmark remain so.</p> <p>80% readers below benchmark make at least 12 months progress by the end of the year.</p> <p>MFL /EBAC>50% of cohort</p> <p>Careers Target</p>	<p>Schedule Obs ensuring balance across year groups and ensuring teams are scheduled</p> <p>All new starters coaching obs done</p> <p>KS4 Tutorial observations</p> <p>CS Subject Review (Science obs)</p> <p>Quality Assurance Book Scrutiny scheduled for leadership meetings 1 per term.</p> <p>1st Star reading tests completed for all Y7 and Y8s</p> <p>Plan and deliver AR parents' session (Year 7 to promote reading at home).</p> <p>Intervention meeting with English, SEN and Int to identify lowest readers and ensure plan in place to support. Targets set for PRs</p> <p>QA learning walk all AR teachers focus on appropriate activities being done with students below benchmark use of</p>	<p>Maths Observations</p> <p>Hums, Art, Sport, English. Har Observations</p> <p>SEN Observations</p> <p>Options booklet confirmed</p> <p>Letter to parents re options process</p> <p>Quality Assurance Book Scrutiny Term 3 & 4 focus TBC</p> <p>3rd Star reading test completed for all Y7 and Y8s T4 week 5</p> <p>Review progress of below benchmark readers - address any who are not making good progress to ensure appropriate intervention is in place. Meeting with SEN, Intervention and English.</p> <p>Options evening for parents</p> <p>Options 1:1 meetings with students</p> <p>Options: final choices submitted</p>	<p>All staff obs completed by Term 5</p> <p>MFL Observations</p> <p>Probation 2 complete</p> <p>Quality Assurance Book Scrutiny Term 5/6 - focus TBC</p> <p>4th Star reading test completed for all Y7 and Y8s T6 week 4</p> <p>Present AR data for year to SPW in Eng meeting</p> <p>Plan next steps for Y8 into Y9 readers following final data presentation - SEN, Eng, Int.</p> <p>MFL</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>80% of students agree that they have improved/increased knowledge of career pathways and FE options.</p> <p>Gatsby Benchmark 100%</p> <p>85% of parents feel that option choices are appropriate and prepare them for next steps.</p>	<p>volunteers and TAs</p> <p>2nd Star reading test completed for all Y7 and Y8s T2 week 5</p> <p>Review AR target for those below benchmark - is it realistic?</p> <p>ESP to book phonics CPD for all AR teachers and Eng teachers</p> <p>Letter for options process and timeline agreed by end of Term 2</p> <p>Probation 1 complete</p> <p>KS4 Tutorial (Hum/Eng obs) Subject Review</p> <p>Recommendations from 2022/23 subject scrutinies in team recovery plans</p> <p>Compass Evaluation</p>	<p>Year 9 Options meetings SLT</p> <p>Compass Evaluation</p>	<p>Evaluate quality of teaching for the year</p> <p>Calculate final uptake figures for options targets</p> <p>Compass Evaluation</p>
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BEHAVIOUR & ATTITUDES

Alice Beckwith

The vast majority of 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 (75% of students have <5 CPOMS).

Persistent disruption is rare because effective action is taken when students are off-task or are unkind to one another. Students are actively engaged in the life of the College, with this sense of belonging driving positive relationships between each other and staff. There is a clear escalation of support for students who do not conform with these high expectations through the pastoral stages system which includes increasingly bespoke help from external agencies. The impact of Covid on the social and emotional health of students has continued but strategies such as the Catmose Challenge and the re-emergence of our extracurricular programme has helped settle the College back to being calm, happy and purposeful.

This conclusion is supported by lesson observations conducted in 2022/2023 where behaviour was graded as good or better in 96% of all observed lessons (marshalling 2022/2023). Staff make sure the Behaviour Policy is followed with 96% agreeing that they can effectively manage behaviour. 96% of parents agree that their child behaves well at College. House points have been used by staff to celebrate positive behaviour, effort and progress, but the expected levels are not consistent across teachers and further work needs to be done to ensure there is greater parity between staff. A summer incentive to raise the profile of earning house points was well received by students, and, as a result, this recognition of excellence for termly house points will be repeated each term next year. The expectations around assemblies were reset this year and high-quality assemblies inspired the students on a range of real-life topics and end of term assemblies celebrated successes. Our students show themselves to be a respectful and appreciative audience able to support the achievements of others as well as their own.

Where student behaviour is not acceptable, the College takes intelligent, fair action to support them to succeed in their education. The majority of issues are resolved well by the pastoral team in liaison with parents. (70% whose child had been involved in an incident agreed that the College dealt with it well). The Client Services team use relevant and up-to-date data to ensure that those who need further support are quickly identified. Frequent reviews of students who are being more closely monitored allows varied and personalised interventions, both in College and through external agencies.

CPOMS analysis of data shows that negative behaviour incidents are slightly lower in Years 7 and 11 and slightly raised but consistent across Years 8, 9 and 10 (behaviour scorecard term 6 2023). This matches those students supported closely by Client Services and an increasing range of support being offered to help resolve these issues through close multi-agency with the School Support Partnership group provided by the local authority. This partnership has been very robust this year as we continue to seek strategies to keep students in College thrive.

Exclusions

In 2022/2023 the percentage of students receiving one or more fixed term exclusions was 2.16%. The College does take disciplinary measures to ensure the welfare and efficient education of all students is not compromised. 70% 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 and 57% being non-SEN.

Attendance

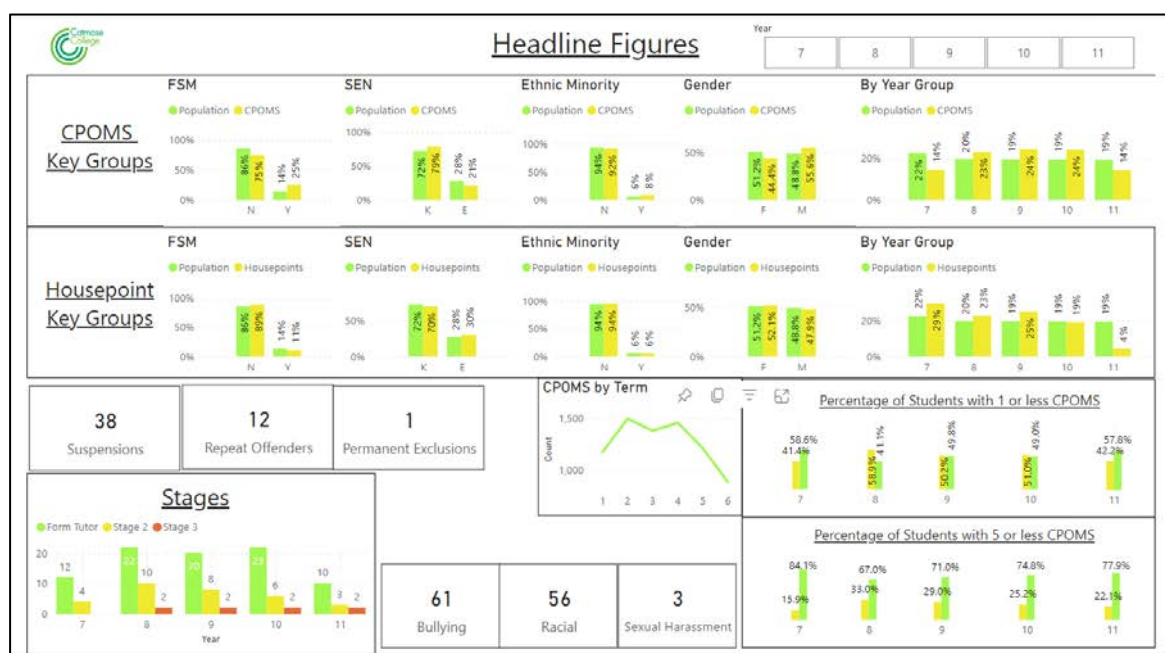
Attendance of students at Catmose was 94.22% which exceeded the national average of 89%. This is a positive achievement which clearly demonstrates the College's persistent approach to poor attendance and the introduction this year to the Anxiety Related Non-Attendance strategy (ARNA) launched by the local authority to help Rutland schools respond to this increased issue following Covid. 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 school regularly. This will remain a focus for the College this year as we continue to tackle the long-term impact of lockdown.

Students come to College on time and are punctual to lessons. In the summer term there was a focus on lateness to lessons for the small minority whose punctuality had slipped. Weekly catch-ups after College to pay back this time were used and effectively improved punctuality across the College. Regular scrutiny of absence rates for all students result in appropriate support measures to improve attendance.

We have seen further developments in our mental health work with the support of Rutland Teen Health who come into College one day a week to support students usually on a 1:1 basis. In addition, the Schools Support Partnership have provided support from an SEMH specialist who has been supporting a group of students who struggle with low self-esteem and friendship issues. The work of a dedicated Relate Counsellor continues alongside adult mentoring, a new self-referral service for parents and children triaged by NHS specialists and the UHQ app used by key students struggling with their mental health. For a second year we have been able to offer peer mentors to those we believe will benefit from such support. For very complex cases, we work very closely with the Schools Support Partnership to create bespoke support for those where absence is becoming severe including drawing the expertise of educational psychologists.

Students receive an exceptional level of care from College staff and in the student survey, 79% agreed that they were proud to be a student at the College.

Analysis of behaviour 2022/2023 Summative behaviour scorecard term 6 2023



Analysis of racism

There were 56 incidents reported. When the errors were removed (sometimes linked students incorrectly) the total number was 51. Of these 51 cases only 4 were girls. 92% were boys and only 8% girls.

Across year groups the breakdown of these incidents was as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11
Number of incidents or students involved	12	7	17	10	5
% of total	23%	14%	33%	20%	10%

Incidents that involved several students:

- In Year 9 when the German exchange students visited the College, a number of Year 9 boys made inappropriate references to Hitler or Nazis (or similar stereotyped notions) when in a large group at break time.
- In Year 7 following the arrival of a number of Ukrainian students there was a small escalation of inappropriate hurtful comments around some students including references to Putin, vodka and accents used to mimic Russians.
- In Year 10 it was noted one day that 7 students had written on their shirt pockets a list of names including the name of a song by Kanye West called 'Niggaz in Paris'
- In Year 10 a student overheard 3 boys discussing the toxic masculinity of Andrew Tate and the ideal around racism.

The range of other one-off racial incidents included:

- Students copying accents of other races – Chinese, Scottish, Asian
- Students identifying terrorism with specific racial demographic
- Students of colour using the 'N' word as an acceptable phrase
- Students of colour using the 'N' word as a slur to other students of colour
- Rare references to monkeys, Muslims, phrases such as Allah Akbar

Actions

For some of these incidents, students spent time in isolation to reflect on their mistakes and to learn why their conduct was offensive even when they did not realise this. Restorative work was central in dealing with larger issues and an assembly was created for all year groups in response to the offensive dialogue directed to the Ukrainian students. This assembly was made by the Ukrainian students and their families and was one of the most poignant and well received assemblies that year. It was shared on YouTube and was widely viewed by the larger College population and their families. On some occasions, students were given suspensions due to the level of their racist intolerance and understanding, or repeat of such behaviour. At all times our first response is to re-educate and where this does not have the desired impact then sanctions are escalated to show our intolerance of racism of any kind.

Learning points

The College identified a need to prepare students when there are changes to the College population of where the culture and race is unusual for students growing up in Rutland. This year prior to the German exchange, we will discuss the visit in assemblies and make sure expectations around visitors is clearly communicated.

We are pleased that staff report all incidents that they feel might qualify as discriminatory as we would prefer to consider incidents that don't meet the threshold of racism than breed a culture where 'racist banter' is ever acceptable.

Analysis of bullying

There were 61 incidents reported. When the errors were removed (sometimes linked students incorrectly or it was not repeated), the total number was 42. Of these 42 cases the instigators were 14 were girls and 28 boys. 67% were boys and only 33% girls.

Across year groups the breakdown of these incidents was as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11
Number of incidents of bullying	11	7	18	4	2
% of total	26%	17%	43%	9%	5%

Breakdown of types of bullying:

Incidents of bullying are about the repeated targeting of students in general or of the same students. This is a more complex issue to track as it relies on frequent analysis of behaviour to identify repeat pattern. In the early part of the year some staff were logging one off incidents as bullying and so we had to amend certain incidents as they were one off. The other complication for categorising these incidents is that one incident might be both verbal and physical in its nature. From the data scrutinised, the clear trend is that verbal bullying remains

the most persistent type with physical and then cyber following. This is not to say that we do not have physical incidents or more cyber incidents but in terms of bullying (and therefore repeat or targeted actions), those categories remain low which indicated that when we know about incidents we act swiftly and our sanctions and restorative practice lead to fewer repeats.

	Verbal	Physical	Sexual	Cyber	Homophobic
Number of incidents of bullying	27	7	2	5	1
% of total	64%	17%	5%	12%	2%

Actions

The key to good restorative practice following the identification of bullying is learning followed by sensitive restorative work. The Client Services team have a number of reflective tasks to help students who bully others to reflect in a meaningful way about their conduct. However, we are acutely aware that some victims will not wish to discuss their abuse with the student who inflicted it on them. We adapt our approach to account for learning need, wishes of the bullied child, seriousness of harm caused and frequency among other things. Students involved in bullying have done restorative work, been in isolation, been suspended and permanently excluded for their bullying behaviour.

Learning points

It is always difficult to manage perceptions of bullying as it remains the case that adults and children wrongly identify one off incidents with the term bullying. We have worked hard to clarify this categorisation but we need to continue to be clear with staff what should be identified as bullying and that the Client Services team must track behaviour patterns so that when behaviour is repeated and becomes bullying, they can intervene swiftly to minimise impact and apply sanctions and appropriate restorative strategies quickly.

Analysis of sexual harassment

There were only 3 cases and therefore the number is too small for detailed analysis. In each incident appropriate action and restorative work was completed. There was involvement with parents and other agencies where needed.

Suspension and exclusions

Total number of students suspended	Total number of incidents of suspension
22	39

Total number of students with repeat suspensions	Total number of repeat incidents	Total incidents of those repeat suspensions
11	27	17
		11

EVALUATION OF BEHAVIOUR 2022/2023

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 feel 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 > 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 > 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 > 98% end of T3</p> <p>Attendance report to all in T4</p>	

RECOMMENDATIONS

- To develop a bespoke curriculum for students who access the new Correction Training Centre (CTC), to ensure that students who persistently refuse to follow instructions are dealt with robustly to allow teachers to focus their efforts more consistently on progress.
- To make lateness to lessons and to College a rare occurrence.
- To develop our strategies and focus our resources to tackle persistent absence for disadvantaged students and particularly girls.

- Relaunch the rewards system with a refresh of the house system; monitoring of fair distribution across teaching staff, and termly rewards that raise the profile and importance of gaining house points.



BEHAVIOUR AND ATTITUDES PLANNING 2023/2024

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<p>80% of students have less than 5 CPOMS in an academic year.</p> <p>Incidents of refusal to follow instructions are lower than 2 per student population</p> <p>80% of teachers agree that persistent refusal to follow instructions has reduced.</p> <p>95% of staff report that they are effectively able to manage behaviour.</p> <p>95% of parents agree that their child behaves well in College.</p> <p>All staff award between 5-10 house points per week and</p>	<p>Tutors to share behavioural expectations slides with tutor group on the first day back</p> <p>Communicate new and existing student routines with staff to embed consistency</p> <p>Reinforce expectations with all year groups in assemblies</p> <p>Complete strategy to tackle persistent refusal to follow instructions</p> <p>Plan the reintegration curriculum that will be offered at the new CTC (Correction Training Centre)</p> <p>Jewellery/nails spot check</p> <p>Tally chart TBA</p> <p>Termly meet with SSP to find strategies for acute cases of low attendance and those at risk of exclusion</p> <p>Launch new House System and promote the new houses and rewards strategy</p>	<p>Uniform Spot check</p> <p>Tally chart TBA</p> <p>Compile lists for HP rewards and distribute in last week on term</p> <p>Review HP parity across staff and address inconsistencies if they exist T3</p> <p>Put together assembly rota for term 4,5 and 6</p> <p>Termly meet with SSP to find strategies for acute cases of low attendance and those at risk of exclusion</p> <p>Plan and put on pre-exam treat for Year 11 students</p> <p>Plan a positive mental health message day on the theme of healthy choices to get the most from life T3 - link to Y11 mocks.</p> <p>Plan a positive mental health message day on the theme of removing negative messaging - linked to a week of assemblies</p>	<p>Attendance report to all T6</p> <p>Praise letter for student attendance \geq 98% end of T5</p> <p>Uniform Spot check</p> <p>Tally chart TBA</p> <p>Termly meet with SSP to find strategies for acute cases of low attendance and those at risk of exclusion</p> <p>LA Inclusion meeting - attendance</p> <p>Plan a positive mental health message day on the theme of turning mistakes/adversity into opportunity and growth</p> <p>Plan a positive mental health message day on the theme of any success is growth - link to celebrations assemblies</p> <p>Celebration assembly awards for attendance bronze, silver and gold</p> <p>Top 30 HP students in each year win Cadbury bar</p>

<p>a proportion of that for p/t and HS staff. Parity across staff reinforces fairness and student buy in.</p> <p>All teams complete at least 1 house competition.</p> <p>HPs Rewards are given at the end of each big term</p> <p>Attendance for all is 95% (good) 96% (exemplary)</p> <p>Attendance for disadvantaged is similar to national (89%).</p>	<p>with all students and staff inc. stricter criteria for awarding to preserve value</p> <p>Start using HP on SIMS by 11.09.23</p> <p>Start using stages reports on SIMS by start of T2</p> <p>Distribute house badges to all students to create identity</p> <p>Christmas cookie - all in the leading house</p> <p>Monitor 'refusal to follow instructions' incidents and report on it each week in the pastoral meeting.</p> <p>Create clear pathway for those students whose behaviour escalates and meet with their parents to share the likely outcome should they not improve</p> <p>Firm up plan for the year with team leaders allocating house competition across the terms</p> <p>Compile lists for HP rewards and distribute in last week on term</p> <p>Make alteration to behaviour scorecard so that it is easier to interpret for governors</p>	<p>Praise letter for student attendance \geq 98% end of T3</p> <p>Creme egg - all in the leading house</p> <p>Attendance report to all in T4</p> <p>Analyse data for lates in T1&2 and set reduced target for students in T3&4 - report on success of this end of term 4</p> <p>Review CTC impact and report back to staff in briefing and governors</p>	<p>Compile lists for HP rewards and distribute in last week on term</p> <p>Ice-cream - all in leading house</p> <p>Analyse data for lates in T3 & 4 and set target for students in T5 & 6 - report on success of this end of T6.</p>
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	<p>Put together assembly rota for term 1, 2 and 3</p> <p>Create Catmose mental health support strategies offer and share with students and parents</p> <p>Plan a positive mental health message day on the theme of looking out for each other - link to house teams/tutor teams etc T1</p> <p>Plan a positive mental health message day on the theme of community celebration and link to Christmas sing-along T2</p> <p>Letter to parents outlining expectation around attendance and where to get support</p> <p>LA Inclusion meeting - attendance</p> <p>Clarify system for addressing poor punctuality to College and set up sanction process AWA and DSA</p> <p>Attendance report to all in T2</p> <p>Praise letter for students' attendance >98%</p> <p>Have focus list of disadvantaged students' attendance prior to Oct break - SGE to monitor and action plan</p>		
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	Staff briefing for tutors regarding their role in attendance and signs for early spotting of ARNA		
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PERSONAL DEVELOPMENT

The tutorial leads within each year group continue to play a crucial role in enabling the PSHE curriculums development, with 78% of staff acknowledging that the sessions were well-planned and well-resourced. The continuation of termly pastoral and tutor meetings has greatly supported the delivery of our PSHE programme and enhanced communication between the pastoral and tutor teams. Tutorial lessons are adapted to address the current issues that students experience alongside contextual safeguarding. Outside agencies and theatre groups have also supported our delivery of the curriculum. 80% of students within Key Stage 3 recognise that tutorial sessions are relevant to them.

The College's commitment to PSHE education is evident through the active involvement of the student council in shaping the PSHE curriculum. This collaborative approach ensures that the topics covered are relevant, engaging and reflective of the students' needs and concerns. The College recognises the value of the tutorial programme in supporting students' personal development and this academic year



increased the amount of curriculum time dedicated to it. This demonstrates the College's commitment to providing a holistic education that nurtures not just academic achievement but also personal growth and wellbeing.

Religious Studies is a key component of our curriculum, and we take great care in ensuring that this subject area is up-to-date, relevant, and engaging. Our Religious Studies specialists have reviewed and developed the Key Stage 3 and Key Stage 4 curriculum, and we have also incorporated Religious Studies into our assembly programme to ensure that students are exposed to a diversity of beliefs and perspectives. This academic year, our RS specialists will also be part of the SACRE local board, which demonstrates our commitment to promoting interfaith dialogue and understanding.

The College has implemented various initiatives to promote students' personal development, including the Catmose Challenge in Year 7. This programme has allowed us to track and enhance students' engagement with cultural activities beyond the curriculum and will continue to be a focus for further development.

We have provided a rich and varied range of extracurricular opportunities that allow students to develop their personal skills, interests, and aspirations. For instance, we have organised field trips to museums, galleries and cultural sites, as well as sports tournaments, music

concerts, and drama performances. These experiences not only enhance students' knowledge and understanding of different subject areas but also foster their resilience, creativity, and teamwork skills. There were 6 visits abroad and 53 visits within the UK this academic year. Overall, the percentage of students who experienced at least one trip was 77%. Our extracurricular trips and visits also reflect our commitment to diversity, as we offer opportunities to explore different cultures, communities, and heritage sites that broaden students' perspectives and understanding of the world.



Our Electives programme is a key factor in students' personal development. The programme offers a diverse range of activities that cater for interests and talents, and the fact that 88% of parents recognise it as a valuable aspect of our provision is a testament to its success. The electives programme has been widened again for the next academic year in order to provide an even greater range of opportunities, including Interior Design, Mixed Martial Arts, Chess, Robotics and book club.

The production of Legally Blonde was well supported and students relished the opportunity to perform and showcase their musical and drama skills.



EVALUATION OF PERSONAL DEVELOPMENT 2022/2023

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>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>	<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>

RECOMMENDATIONS

- Continued development of tutorial sessions in conjunction with the student council to ensure students within Key Stage 4 are accessing the statutory requirements of PSHE but also feel it is relevant to them.
- Subject review of the tutorial curriculum within term 2.
- Continued development of quality assurance of the Electives programme.
- Tutor leads to continue to ensure that resources are planned to support staff in the delivery of the programme.
- Outside agencies and theatre group to support the PSHE programme through delivery of key sessions.
- To ensure engagement of the new Year 7 cohort within the Catmose Challenge so that 90% achieve the Bronze award.

PERSONAL DEVELOPMENT PLANNING 2023/2024

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 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>80% of staff agree that the tutorial programme is well resourced and planned.</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>90% of Year 7 students achieve the bronze award</p>	<p>Promote Catmose Challenge in Y7 and Y8 - report success rates every pastoral meeting</p> <p>Catmose Challenge monitor 60% students complete Bronze by Christmas</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 – Alter Ego</p> <p>CSH attend Student Council regarding continued tutorial scheme development, clear plan for development in place with a focus on KS4.</p> <p>CSH meeting with Tutorial Leads and QA of resources for Term 1 within subject review</p> <p>LA Inclusion Plan</p>	<p>QA Learning walk of tutorial KS3</p> <p>Feedback from Student Council Tutorial</p> <p>Analysis of trips and visits T3/4 to ensure key groups have fully accessed opportunities</p> <p>Catmose Challenge 90% complete Bronze by end of term</p> <p>Assembly Plan T4-6</p> <p>Actions from Subject review to be implemented.</p> <p>Electives QA - Focus group</p> <p>LA Inclusion meeting</p> <p>Outside speaker/theatre</p>	<p>Review tutorial curriculum</p> <p>Catmose Challenge mop up FSM /SEN</p> <p>Trips and visits analysis T5/6</p> <p>Extra Transition identified students</p> <p>Catmose Challenge 100% Bronze by end of term</p>

<p>Catmose Challenge.</p>	<p>Quality Assurance for Subject Review PSHE - Schemes, Lesson Ob, Learning walks, Focus group</p> <p>Sport clubs promoted and available to all year groups</p> <p>Catmose Challenge launched and monitored within T1 and 2 with Year 7. Identified PP/SEN students supported.</p> <p>Analysis of trips and visits T1 and 2 to ensure key groups have fully accessed opportunities</p> <p>VPs ensure termly competitions/trips with link areas</p> <p>Musical rehearsals begin</p> <p>DofE expeditions and practice walks scheduled</p> <p>Trips calendar published to staff and parents for trips abroad</p> <p>Assembly plan developed for T1-3</p> <p>Core CPD</p> <p>Electives QA Learning Walk - ensure schemes are in place.</p>		
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LEADERSHIP AND MANAGEMENT

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 '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. The vast majority of students said that they felt safe at the College; parents agree with this statement. 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, demonstrating that they had a broad spectrum of support through teaching staff, support staff, peers and their parents.

Throughout the academic year students have received experiences that have increased their safeguarding knowledge. This programme has been woven through the tutorial programme and has included topics such as drug awareness and misuse delivered by Leicestershire Police, Child Criminal exploitation and gang related activity delivered by AlterEgo.

A national related topic of knife crime is something that has infiltrated the Rutland area and therefore directly affecting the College community. This is an area that students will now receive further knowledge of through AlterEgo.

Weekly intervention and bespoke safeguarding meetings look for patterns and emerging trends within the College data; using CPOMS, and the community, this has helped with proactive safeguarding. In addition, this data has proved vital to be able to inform and deliver targeted intervention and support for 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 Rutland County Council exploitation meetings and forums to ensure their knowledge and skills in dealing with this topic is current.

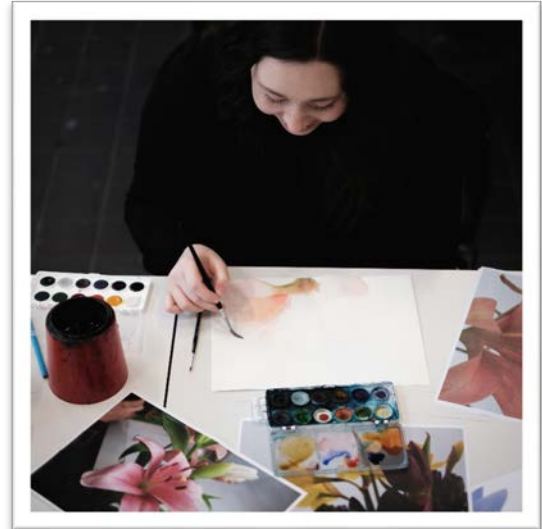
The curriculum includes appropriate opportunities for students to consider and understand the variety of risks to which they may be exposed in daily life. Suitable themes are included in assemblies, the tutor programme, whole-College theme days and across a variety of subjects. Termly newsletters and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

Staff Wellbeing

Our commitment to staff goes beyond the ordinary. That's why we proudly embrace our open-door policy, ensuring every staff member's voice is heard and valued. We believe that a collaborative and respectful workplace is the foundation for growth and achievement. Equality, diversity, and inclusion are not just buzzwords, they are fundamental principles ingrained in our culture.

However, it's not all work and no play. We believe that a healthy work-life balance includes a good dose of fun. Our social events bring teams together, fostering comradere and create memories that extend beyond the workplace. Our staff wellbeing events offering have included:

- a staff kindness raffle, whereby colleagues have donated either their time and offered to make the prize winner a cake, or they have made a personal gift, such as a decorative wreath, beautiful wooden bowl or fabulous table runner
- a Sunday morning family and dog walk around Hambleton Peninsula
- weekly competitive badminton and basketball games after College
- the summer social BBQ
- the staff Christmas party
- learning how to do watercolour painting
- the competitive bake offs
- a taster kettlebell session
- Caribbean cooking
- Wreath making
- Mince pie making
- Photography lesson
- Buddy system
- Book club
- Compliments scheme



<90% of staff agree that in order to support positive health and wellbeing at the Federation there has been a range of interesting and different activities on offer. It has been wonderful to draw on one another's talents, skills and experience to offer staff the opportunity of trying something new, or socialising with the wider team.

Workload

We recognise though, and this is reinforced in staff feedback, that teaching is not a job that is easily constrained within directed time. Our staff recognise this but want to see minimised work that isn't duplicated or isn't well targeted. Our approach is to continually review what we do and change it if it isn't purposeful.

We have ensured that staff are able to plan by publishing annually the diary of events and meetings they must attend at the beginning of the year, following extensive consultation in term 6. This has helped ensure in an average week additional meetings are kept to a minimum with one subject based meeting being the usual expectation for most teachers. With many staff working across both the College and Harington School, particular attention has been given to ensure any additional expectations are coordinated.

We have also made the decision to disaggregate training so that it is regular throughout the year with the number of core compulsory sessions kept to a minimum and most sessions determined by the teacher and their line manager to suit better their career profile. These sessions are also designed to complement the reporting and events calendar to support staff workload management. We have now built up a bank of high-quality training that can be accessed remotely to further support staff development which can be accessed remotely using our VLE.

For those staff who are part-time there is the option to attend training and some meetings remotely to support a healthy work-life balance. Similarly, when it is appropriate, we have supported staff to work from home which has helped support return to work following absence or to complete a specific project. This has reduced staff commute and supported staff wellbeing.

We are mindful of additional expectations on staff and have reduced the number of progress evenings to one, and only ask staff to attend if they are needed, rather than attendance being expected by default.

We do not follow STPCD, however continue to monitor directed time for teachers which is consistently lower than 1265 hours over the academic year.

We have reviewed all assessments to ensure they are purposeful and contribute to tracking pupil progress and are used meaningfully to guide further interventions with students. Most year groups have one key assessment (significant and summative) and one checkpoint (class based, low stakes) assessment each year. A tutor will write a full report once per year covering academic targets alongside their personal development. Support has been given to tutors to ensure these reports are manageable but remain meaningful and personal to the individual child.

We ask our team leaders to work with their subject specialists to determine the best approach to marking in their area so that it has purpose but remains manageable. We don't expect all books to be marked but that a range of approaches are taken to feedback so that students know how well they have done and their next steps, whilst remaining manageable to staff.

We employ a team of senior teaching assistants so that cover is rare for teachers. Invigilators are employed for examinations so this is not a regular expectation for teachers.

Whenever we implement a new approach that impacts on staff, we consult widely and always consider the impact on staff workload, only implementing if it is neutral or positive.

This year, we focus our efforts on staff workload and wellbeing around our approach to accountability. We will fundamentally change our approach to formal observations, changing how staff are notified of them, how they are graded, and how these link explicitly to professional development. We are looking to engender a school whereby continual reflective feedback is the norm and is led by the teachers who are delivering. We have called this approach healthy accountability, and it is designed to sustain high standards and staff morale equally.

CPD

Continuing Professional Development (CPD) for the current year encompassed two distinct components: a core programme and a tailored, bespoke curriculum. The core CPD sessions were marked by the notable visit of Jeffrey Boakye, a distinguished author, educator, and radio presenter. Boakye's enlightening session centred on the pivotal themes of equity and cultural inclusivity within the educational landscape. Additionally, the CPD curriculum prioritised specialised training in Special Educational Needs (SEN), addressing the unique requirements of diverse learners. Breakout sessions were instrumental in honing strategies to elevate outcomes for disadvantaged student cohorts, while also offering fresh perspectives on behaviour dynamics and interpersonal relationships within the learning environment. The bespoke programme allowed colleagues to log hours of training specific to their needs, ranging from engaging in podcasts and webinars, to undertaking NPQs and Masters qualifications. This comprehensive approach to professional development underscored a commitment to fostering an inclusive, effective, and culturally sensitive educational experience for all stakeholders involved.

EVALUATION OF LEADERSHIP AND MANAGEMENT 2022/2023

Leadership and Management Planning 2022/2023

Target	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>45</p> <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>
<p>community by expanding the College with the new capital development project.</p>	<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>		

RECOMMENDATIONS

- Maintain training and updates to ensure best practice for staff.
- Direct training on filtering and monitoring so that staff are aware of their responsibility in line with Keeping Children Safe in Education 2023.
- Further students' learning opportunities to ensure a good student knowledge base of safeguarding topics.
- CPD to include further bespoke opportunities that are appropriate to career stage linked to Walk Thru's and Rosenshine's principles.

LEADERSHIP AND MANAGEMENT PLANNING 2023/2024

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
<p>90% Students state that they feel safe in College. (AE)</p> <p>The College is fully compliant with the guidance set out in KCSIE (2023) (AE)</p> <p>All staff are able to identify and know how to respond to a disclosure.</p> <p>80% of parents agree that the College is well led and managed.</p> <p>CPD: 80% staff agree that CPD meets their career stage needs including the statutory 2-year ECT CPD</p> <p>90% of staff say that they can</p>	<p>Safeguarding training day quiz</p> <p>External Safeguarding review (10.10)</p> <p>'I am safe' follow up IBA</p> <p>Mop up safeguarding training</p> <p>Student safeguarding assembly</p> <p>All safeguarding policies reviewed and compliant</p> <p>Governor safeguarding audit</p> <p>Online Prevent training completed</p> <p>Safeguarding newsletter for parents</p> <p>Review of staff directed time</p> <p>CPD strategy shared with SLT linked to Walk Thru's</p> <p>Core training CPD launch with all staff linked with WalkThrus and Rosenshine's principles.</p>	<p>Further student learning opportunities to ensure good a student knowledge base of safeguarding topics.</p> <p>Safeguarding update for students</p> <p>Safeguarding survey</p> <p>'I am safe' follow up work IBA</p> <p>Safeguarding newsletter for parents</p> <p>Review PP strategy</p> <p>Review EDI strategy</p> <p>Audit of strategies in place to reduce staff workload</p> <p>Core CPD Term 3 SEN Focus</p> <p>WalkThru Workshop CPD Term 4</p> <p>ITT changes reviewed by the College for 2024/25 and possible implications</p>	<p>Safeguarding newsletter for parents</p> <p>Safeguarding survey</p> <p>'I am safe' follow up work IBA</p> <p>Safeguarding policy review</p> <p>Core CPD Term 5</p>

<p>manage their workload.</p>	<p>Staff choose a WalkThru relevant to their individual CPD needs. Questionnaire completed and allocation completed</p> <p>WalkThru Workshop Delivery Term 2</p> <p>Evaluation of Term 2 CPD</p> <p>Identify and organise accredited CPD for staff through PR process.</p> <p>ECT CPD programme in place</p> <p>ECT provision with University Link</p> <p>ITT training completed</p> <p>Staff wellbeing opportunities planned in the College Calendar</p>		
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TEAM EVALUATIONS

ART DESIGN & TECHNOLOGY

Trips

In October, Year 11 Graphics students visited Leicester Print Workshop where they had the opportunity to create t-shirts, posters and bags in a commercial setting. Each student learnt how to screen print and created many pieces of merchandise for their GCSE major project.

During term 4, Year 10 BTEC Art and Design students visited Catmose Primary to help students in Years 1, 2 and preschool create artwork based on Michael Rosen's book: 'We're going on a bear hunt'. Students delivered a separate workshop for each year group where they produced art work based on two of the environments that the family



travelled through. They used a variety of materials and techniques to produce the artwork ranging from simple colouring for the pre-school pupils to more intricate folding and cutting techniques for Years 1 and 2. The BTEC students will use this experience as part of their coursework on the theme of 'Narrative' which has been set by the exam board. Year 10 students and Catmose Primary pupils thoroughly enjoyed the experience and produced excellent artwork for display in the primary school. During April, 50 Year 10 students took part in a day trip to Cambridge to support their Key Stage 4 art studies. They enjoyed a variety of activities, visiting the museum of Archaeology and Anthropology, the botanical gardens and a city walk taking in the market and historic architecture. Students were a credit to the College and came away with some fantastic photographs to support their coursework.



Year 7 students were delighted to participate in the annual art trip to Burghley House. During the day, students had a range of opportunities to participate in; a sculpture wire workshop, creating a dragonfly, touring England's finest Elizabethan house and learning about the Tudors. They also explored the wonderful gardens scattered with a vast selection of fascinating sculptures. One student said: 'The trip was an amazing day out; I can't wait to visit again! It was really fun and exciting to see everything in the house and a great way to socialise'.



Residentials

During January, Year 11 Art and Design, Photography and Graphics students headed to London for an exciting Art and Design residential trip. Highlights included The Korean Wave art exhibit in the V&A Museum, the London Eye, The Vaults, London Zoo, 'Wildlife Photographer of the Year' exhibition at the Natural History Museum and live street art demonstrations on the Southbank. These creative experiences enhanced their coursework portfolios. During the Easter break Year 9 and 10 creative students visited the wild landscapes of Iceland for a photography residential trip of 5 days and 4 nights. The trip included highlights such as stunning waterfalls, caverns, glaciers laced with black ash, historic lava tunnels, whale watching, the infamous black sand beach and the vibrant urban streets of Reykjavik. Students worked together well as a creative team throughout the trip and enjoyed moving accommodation to experience more of the Icelandic landscape with staff and the inspiring guide. It certainly was a trip with a full itinerary which captured photographic and enrichment opportunities from the epic landscapes and tourist attractions in Iceland to enhance student creative opportunities and portfolio development. Year 10 student quote 'My favourite part was the waterfall that we could go behind, it was a once in a lifetime opportunity and a surreal experience'. Parent quote: 'a huge thank you to everyone at the College who made it happen and helped make it such a success'.

Scholars

Photography scholars develop their media and technique development with projections, photoshop and light painting workshops this year, teamed with those booked onto the Iceland residential trip. The silver art and design scholars completed a course of 6 workshops where they planned and completed artwork for the Rotary Club Young Artist competition, allowing them to further their skills and experience in different specialist areas. The scholars rose to the challenge and produced some imaginative outcomes using painting and print-making techniques. Design and Technology scholars completed a series of workshops in terms 5 and 6 focusing on marker rendering, developing CAD skills and 3D printing outcomes. Last year a student from Catmose, now at Harington achieved an Arkwright Engineering Scholarship and is now sponsored by McLaren Motorsport.

Competitions

Students had the opportunity to enter primary submissions linking to the theme of 'Nature and Climate' to the Royal Society of Biology in partnership with the science team.

Students in Years 8 - 10 took part in the local heat of the Rotary Young Chef competition. The competition required students to make a starter, main course and dessert in two hours with a budget of £22. All five students produced an outstanding range of dishes. Our students achieved first and second place and the Rotary Club were extremely complimentary of all the students and said that the standard was exceptional. After qualifying during the College round, Year 9 students took part in the local final of the Future Chef 2023 competition. They were required to make a main course and dessert for two people in one hour with a budget of £5. Both students performed fantastically and produced dishes to a high standard.



Art students achieved great success in the Arts for Rutland Youth Open Art Exhibition this year. The Art team had a wonderful response from students to the competition. Media such as drawing, painting and sculpture were used to produce the wonderful display of artwork. The exhibition was showcased in the Oakham Museum during March and April. Overall, there were 4 winners and 4 different students were highly commended. As always there was an enthusiastic response to The Rotary Art competition with many students having the opportunity to complete artworks in response to the theme 'sunrise and sunset' during their art lessons and scholarship programmes. Catmose students were extremely successful with first place in intermediate and joint second place and highly commended. In the senior category several students' work was selected for the district competition and one student's impressive painting was awarded winner of the district competition and has now been entered into the national final.



Networking & Careers

Year 10 engineering students attended the Stamford Construction Engineering Skills and Careers Event at Stamford College. The event was organised by the South Lincolnshire Group Training Association. Students had the opportunity to try various tasks such as making basic plumbing joints with copper and plastic piping, joinery by building bird boxes, tiling skills and the basics of house building. Another group of students tried earth structures, surveying, JCB driving and using lead to waterproof a roof. One student said 'the event was very knowledgeable and has helped me think about my future'. We thank the South Lincolnshire Group Training Association and Inspire Education Group for putting on this inspirational event and we look forward to attending next year. Sarah Jarvis ran a workshop for Fashion, Design and Illustration for Year 9 students in which they learnt about careers in fashion design and illustration, discovering possible routes into the fashion industry, career progression and other jobs that are linked with fashion design. For Year 8, Gregory Millar discussed the opportunities of a broadcast design career from Match of the Day programme identity and logo design for BBC Sport to directing the Dragon's Den F1 and Monaco Grand Prix promo.

Staff progression

We have had two Art and Design teacher trainee's this academic year, who have both passed their course in partnership with Nottingham Trent University. Mrs Sanger has now qualified as a Duke of Edinburgh's Award assessor for Bronze and Silver expeditions. The team remain very stable and are already planning lots of exciting opportunities for the next academic year. The team are looking forward to teaching students in the new building.

ENGLISH

It was exciting to be able to kick start the academic year for our Year 11s with a talk from the writer and cultural commentator, Jeffrey Boakye. He has a particular interest in issues surrounding education, race and popular culture so this was particularly vital for enriching the students' English language curriculum where they are encouraged to explore current and relevant points of view in their reading and writing. At the end of the day, all staff were then involved in a CPD workshop led by Boakye which explored our concepts of identity and how this impacts our teaching and interaction with students.

All of our new Year 7 students had a Q&A with our resident author, Tamsin Winter within weeks of joining in September. Having read her book 'Jemima Small Against the Universe' in their summer holiday ahead of joining Catmose, it was a fantastic opportunity for them to ask the writer about her book and to hear about Tamsin's writing process.

Also in September, 100 Year 9 students had the opportunity to visit the RSC in Stratford to see a production of 'Richard III' ahead of studying the text within their literature lessons. It is always vital for students to recognise the performance element of the text they are studying as well as experiencing a live performance.



Year 11 students were able to watch the Catmose student production of 'Macbeth' in November which was perfect timing for them as they studied the text ahead of being assessed on that very text for their mocks in January.

January's National Poetry Day was celebrated aptly with a school-wide poetry writing competition organised by Kirsty Collins which focused on the theme of Winter.

Stephanie Morrison and Olivia Wilson began a new after-school poetry club for Years 8, 9 and 10 students which has resulted in a fabulous student-printed Anthology. For one poem

collection based on the concept of time, students interviewed teachers and turned those interview responses into poetic form.

Several students across Year 8 and Year 9 entered a cross-curricular 'Integer' competition (a short story with theme of numbers) run by the 'Young Writers' and have since had their stories published in a collection.

In March, having studied 'Romeo and Juliet', approximately 100 students went to London to see the musical *And Juliet* which explores a possible alternative ending to the original. This prompted exciting discussion back in the classroom as students discussed how they thought Shakespeare should have ended his play!

March also saw another theatre trip, for 100 Year 10 and Year 11 students to see 'An Inspector Calls' at the Curve in Leicester. Having read and studied the play, students were excited to be able to see it in performance – the collapsing set alone had them enthralled! In July, Samantha Howells organised a trip for nearly 170 Year 7 students to visit John Clare's cottage in Helpston over two days. This ended their term having studied his poetry. They spent the day exploring where he grew up and walked amongst the fields where he was inspired to write.

We ended the year with a 'Poetry by Heart' competition for Year 7 students organised by Stephanie Morrison. This competition even inspired staff to join in to learn a poem by heart. After several weeks of students walking around College practising their poems as they walked to class, it was won convincingly by Florence with her recitation of 'The Witches'.

Earlier in the year our Year 7 student Nika entered the local Rotary Club writing competition entitled 'Peace'. Having been commended for her writing by the organisers, Mrs Barrett submitted Nika's entry to a national writing competition, 'War Through Children's Eyes', which was set up to commemorate the victims of the Khojaly Massacre. Just in the final week of term, we heard that Nika had emerged as the overall winner. The author Lucy Strange wrote personally to Nika to congratulate her, 'Honestly, I think everyone needs to read this: a child's experience of war explained through the definition of peace. It is brilliantly written. Heartbreaking. A simple piece of writing that has the power to open people's eyes and hearts.' (Lucy Strange).

The library has continued to purchase a range of new titles and these are promoted to students these through our 'Book of the Month'. We continue to add more graphic novels to our collection as well as continuing to buy more celebrity autobiographical books which have been identified as particularly popular amongst our boys.



The English Team has added another examiner to their ranks with Ian Bartlett now an English language examiner. We now have 4 AQA examiners: Emma Speirs, Kelly Barrett, Victoria Burkmar (a Lead Examiner) along with Judith Green examining OCR A level English Literature. This diverse range of examining knowledge is of great benefit, particularly for moderating internal assessments and to inform the team's teaching.

After a successful ITT year, Alex Court is now joining the team as an English teacher. We also welcome Sarah Le Hair, an experienced secondary and sixth form English practitioner. Kirsty Collins has left the English team to join Corby Technology College as their Literary lead and Clare McMeel has left to teach in the far more exotic location of Kuala Lumpur. Tamsin Winter has moved to Ratcliffe College. We are delighted that Kelly Barrett has stepped up to the position of Assistant Team Leader to support Emma Speirs as team leader.

HUMANITIES

Throughout this academic year, the humanities team have worked hard to ensure students were fully prepared for the reinstated breadth and depth of their GCSE specifications whilst also enabling students to participate in a wide variety of trips and extracurricular opportunities.



To enhance the history curriculum, a variety of trips and visits were organised across Key Stage 3. In March, Year 7 students attended Lincoln Castle and Cathedral to consolidate their understanding of Medieval history. In particular, students viewed a copy of the Magna Carta, walked the castle walls, and were given a guided tour around Lincoln Cathedral.

In May, Year 8 students were given the opportunity to visit the Black Country Museum where students interacted with

the living museum displays and actors linked to the Industrial Revolution. In June, 45 Year 8 students attended a residential to Yorkshire where they were not only able to learn about the history of Whitby Abbey, but also visited numerous historical locations in York.

2023 also saw the return of the Year 9 residential to the Belgium Battlefields which focused on the Battle of the Somme and the development of trench warfare over time. Furthermore, a handful of students were able to visit graves of their relatives and learn more about the battles their relatives fought in before their death.



In geography, there was a continued focus on geographical enquiry and fieldwork skills. Students in Years 10 and 11 participated in fieldwork trips to Hunstanton and Peterborough. In Peterborough, students completed a number of data collection methods to evaluate the rebranding and regeneration of the Fletton Quays' brownfield site and also, to investigate the impact of globalisation on the central business district of Peterborough. Year 7 students completed a number of fieldwork methods to explore the impact of urbanisation in Barleythorpe. Whereas, Year 9 students evaluated the quality of the local urban environment to inform classroom work on social inequalities. Additionally, a part of the Year 8 Yorkshire residential trip was dedicated to enhancing students' understanding of coastal erosion and management, which was studied in lessons during the summer term.

Finally, in religious studies, much research, creativity and time was invested in the creation of tutorial assemblies to fulfil SACRE requirements. All members of the team collaborated and contributed to the tutorial assembly programme enabling students to have interesting themes to discuss and debate with their form group. Topics worked on this year include genetic manipulation, misogyny and conscientious objectors. As part of the Islam module for Year 8, all students were able to visit a mosque in Leicester and they learnt more about Islamic practices from the Imam. Feedback from students was particularly strong for this trip and many have commented on how they appreciated the topic. Additionally, work has been completed this year to further enhance the curriculum for the latter part of Year 9, a new scheme has been developed to focus on inspirational people such as Ludwig Wittgenstein and Dietrich Bonhoeffer.

The humanities team were delighted to learn our school direct candidate successfully passed their training year and we wish her the best of luck as she moves to her new school.

MODERN FOREIGN LANGUAGES

This year, the modern foreign languages team has focused on ensuring students get the most out of their language learning, encouraging the cultural aspect of studying a language and getting them to think carefully about how it might be of benefit in their future lives. Through recordings and teacher input, they have explored the diverse careers on offer. Phonics has been a big part of lessons, making students feel confident with their spoken language, which will then not only help them in lessons but in real conversational situations on holiday with friends and family.

MFL scholars have been working hard taking part in a transactional translation challenge, as well as a British Council Language challenge. They have watched taster university lectures in French, Spanish and German and have participated in language week by sharing their favourite words in their studied languages.

Our exchange programme has been highly successful this year with our partner schools in Bönningheim, Almerimar and Paris. 26 students visited us from Germany in October and our students travelled to Bönningheim in February. We have enjoyed forging a strong link with a new school in Paris, giving our students the opportunity to take part in a French exchange for the first time in many years. Students went to France in May and the French students returned in July. Dates for the Spanish exchange have been confirmed and the Spanish students will arrive with us in January for a wintery themed visit and we will enjoy some warmer weather in Spain, in April. One Year 8 class has worked hard in producing a video in Spanish to send to SEK Alboran in Spain, telling them all about the College.



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. As part of Languages Week, we launched a competition for students to design the next set of postcards which have now gone to print in readiness for teachers to send home over the coming year.

In June, we held our second Languages Week which was again highly successful. Students took part in language-based competitions, form tutors were sent the date and different greetings each day to share with their tutees and music was played during lunchtime. Menus in the restaurant were written in French, Spanish or German. 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 Languagenut. The SEN team were the clear winners this year.

Over the course of the year, one of our 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. The retention of students continuing their German studies from Year 6 to Year 7 was excellent.

The team were pleased to see our Schools Direct trainee complete her training with us and move on to a job within the local area. She has been a credit to the team throughout the past year and we wish her all the best for the future.

MATHEMATICS

It has been a busy but rewarding year within the mathematics team where we have continued to develop our practice and adapt to the new challenges faced as we get back into normal routines. Although we have missed the expertise and experience of Mrs Moosajee whilst she has been on maternity leave, we welcomed Mr Ravenscroft into the profession who has been an outstanding addition to our fully qualified staff of mathematicians. I would like to thank all of my staff for their diligence and expertise in providing support to all of our students, and especially Year 11, by preparing them to sit their terminal examinations as competent and confident mathematicians. Our students have definitely played their part too and have taken every opportunity to get involved inside the classroom and in the wider opportunities offered.



As Year 7 form tutors, the maths team have had the pleasure of introducing the new cohort to the Catmose Challenge where students are encouraged to complete life skill tasks in order to further their personal development. Mathematically, we have had one of our strongest years in the UK Maths Challenge. In April, 105 of our Year 7 and Year 8 students entered the United Kingdom Junior Maths Challenge, designed to promote a love of problem solving, where they performed brilliantly and achieved 38 bronze, 21 silver and 5 gold awards with Josephine, Charlie and Ryan qualifying for the Junior Kangaroo. The more demanding intermediate challenge was attempted by 121 of our Key Stage 4 students and were equally impressive in their outcomes with 44 bronze, 27 silver and 5 gold awards achieved. In addition to this, 6 students qualified for the Grey Kangaroo. Well done to all who took part!

It was another competitive year with some high-quality applications for the mathematics scholarship programme, designed to engage students who wish to develop their mathematics beyond the curriculum. Mr Ward and Mr Peveritt have enjoyed mentoring such an enthusiastic group of students who have been introduced to the world of further calculus during their bi-weekly lectures.

Term 6 was a busy time for the team outside of the classroom. Mrs Callaghan led two Year 7 trips to Bletchley Park, the war-time home of MI6 and the codebreakers of the Enigma and Lorenz machines among many other achievements. Students enjoyed a guided tour of the grounds and exhibits, a code-breaking seminar and a much-anticipated stop in the gift shop! Their inquisitiveness and superb manners throughout were a credit to the College.

More recently, Mr Jones led a group of 52 Year 8 students to PGL Winmarleigh for a three-day residential trip. Students undertook a wide range of activities developing their teamwork, problem solving and spatial awareness skills. Once again, students showed exemplary behaviour and had a great time.



We have always been extremely lucky to have such outstanding teachers within the mathematics team, especially within the current climate. It therefore makes it particularly difficult to say goodbye to two of these. Mr Jones and Mrs Wilcock both move onto new challenges in their careers and I would like to thank them both for their diligent hard work and commitment in providing their students with the very best teaching. However, due to strong recruitment once again, we are able to welcome the experience and expertise of Miss Fox and Mrs Smith to the team in the new academic year.

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 2 thirty-five students in Years 8-11 took part in the Shakespeare Schools Festival performing a shortened version of 'Macbeth' at the Key Theatre, Peterborough. Students took part in a half-day company workshop led by a theatre professional in preparation for the performance. The students also performed 'Macbeth' to Year 11 students for one evening in the theatre. Fifty of our students in Years 7 - 10 are currently rehearsing 'A Midsummer Night's Dream' in preparation for a performance at Catmose towards the end of 2023.



In November, Catmose College was invited by the Lord Lieutenant of Rutland to perform at a Remembrance Concert in the chapel at Uppingham School. The chamber choir sang 'The Lord is my Shepherd' by Howard Goodall to honour those lost in conflict.

Over 80 Year 8 students had the opportunity to watch the musical performance of 'The Wizard of Oz' at the Curve Theatre in Leicester in December. GCSE drama students travelled to Coventry to watch 'Blood Brothers' at the Belgrade 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.

In term 3, around 210 Year 7 students went on a trip to see a performance of 'Frozen the Musical' at Theatre Royal Drury Lane 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 July.



Over forty students from Years 7-11 took part in the Oundle Music and Drama festival in March performing monologues and duologues in different key stage classes. The adjudicator and team came to Catmose for the competition, awarding all students with certificates, with the winners receiving medals as well. The Oundle committee were extremely impressed with the quality of the student's work.

Drama scholars developed their understanding of the subject by going to MADD (Midlands Academy of Dance & Drama) in Nottingham and taking part in workshops of acting, singing and dance, as well as the opportunity for Q & A and a mini showcase. Years 7-11 music scholars also travelled to Nottingham to see a concert from the Royal Philharmonic Orchestra. For some students, this was their first time seeing a live orchestra. Musicians from the Royal Corps of Army Music visited Catmose in June to work with some of our music scholars in years 9 and 10. Students took part in a workshop, competing against each other to improve communication skills using a range of instruments to create pitches and rhythms. Students also learnt about what life is like as an army musician, hearing about the different career pathways available to them. We were also able to offer the Dance Leaders Course to around 20 students who all completed it successfully. In addition, scholars regularly supported the Key Stage 3 drama and music clubs throughout the year.

In April, the College staged a production of Legally Blonde, which showcased the musical and dramatic talents of students in Years 8-13. 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 played all of the music for the show as part of the band. We look forward to our next production – 'The Addams Family' which is due to be performed in the spring of 2024.



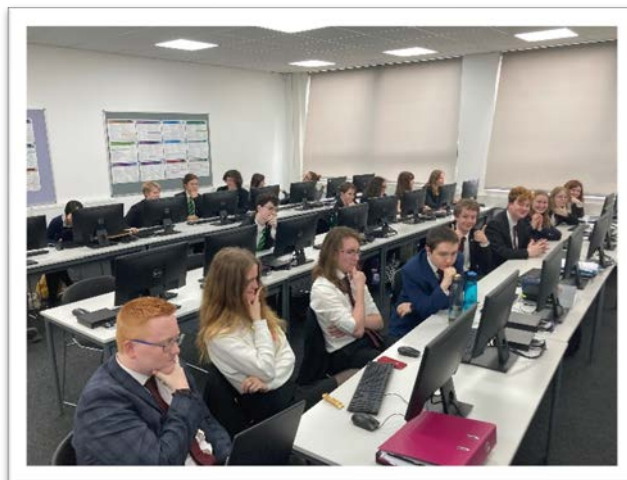
Music on a Spring Evening was a huge success and this gave a number of our College music ensembles a chance to perform an eclectic array of musical pieces. Our numbers for instrumental lessons are growing and our music students have continued to excel in Trinity and ABRSM music exams, achieving a higher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



SCIENCE

This year, the science team's commitment to enriching students' experiences and nurturing their curiosity remained unwavering. We offered a diverse array of opportunities both within and beyond the classroom.

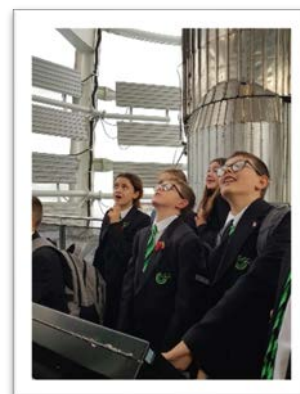
During the autumn term, a cohort of Year 9 to Year 11 students enthusiastically participated in the first round of the Royal Society of Chemistry's 'Top of the Bench' competition. This endeavour was coordinated by Miss Dickenson and the students proudly represented our College. It was a triumphant moment as we clinched the first place in Rutland during this initial round, which earned us an exclusive invitation to the regional final held in the laboratories of Derby University. The day was a thrilling blend of practical challenges, an engaging quiz, and an awe-inspiring chemistry demonstration lecture.



Over 30 Year 11 students embarked on an intellectually stimulating journey by taking part in the Physics Olympiad's Intermediate Challenge. Under the guidance of Mr Dickens, they embarked on weekly seminar sessions, delving into extracurricular physics, including elements typically found at A level. This rigorous preparation included practical challenges and problem-solving sessions. In March, the culmination of their efforts saw 11 students courageously facing the Intermediate Physics Challenge Paper, a formidable test

featuring unseen problems from the entire spectrum of physics. Their remarkable achievement included 7 bronze awards, a testament to their resilience and dedication in tackling this formidable task.

In November, 180 Year 8 students visited the National Space Centre in Leicester. The students explored the Centre's six galleries, featuring an array of rockets, satellites, and meteorites. The highlight was an enthralling show at the UK's largest domed planetarium, expanding their understanding of the solar system and seamlessly connecting with various aspects of the Key Stage 3 curriculum. Additionally, students were treated to a 30-minute live interactive science show, unravelling the history of rockets, the chemistry behind fireworks and rocket fuel, and the intricate forces at play during a rocket launch.



March witnessed the revival of a cherished tradition as the science scholars unveiled a brand-new edition of the Catmose Chronicles. This publication, a collaborative effort between the scientific scholars and contributions from other Catmose students, featured articles ranging from cancer-sniffing worms to nuclear fusion.

In June, Year 9 students dove headfirst into the fascinating world of robotics and engineering during a workshop led by our dedicated STEM group. Students were tasked with constructing and programming their own robots to autonomously navigate a challenging maze. The room buzzed with excitement as students observed their creations skilfully sensing the maze walls and deftly changing direction to avoid collisions. These robotics workshops have consistently proven to be a resounding success, and we extend our heartfelt gratitude to Mrs Moore for her tireless coordination efforts.

Beyond scientific pursuits, the science team endeavour to expose students to a spectrum of cultural experiences by introducing them to clubs and hobbies that exceed the boundaries of the science curriculum. Mr Kerley has continued to captivate students with the ever-popular Warhammer Club, providing an avenue for table-top wargaming. Students have developed the values of precision, strategy, and sportsmanship as they delved into the intricate lore, rules and strategies of the game. In a similar departure from traditional scientific pursuits, Mr Nicoll presided over the Pokémon Club every Tuesday. Here, students immersed themselves in the intricacies of the Pokémon trading card game, with attendance frequently reaching up to 28 enthusiastic participants. The enduring popularity of these extracurricular clubs underscores their value in providing diverse avenues for student engagement within our College community, complementing the more conventional offerings in sports and arts.

As we reflect on a year replete with remarkable opportunities, the science team eagerly anticipate the continued provision of enriching experiences for all students at the College.

COMPUTING

In computing, the Christmas term once again saw teams of students from across the College competing in the National Schools Cipher Challenge, a national code-breaking competition run by the University of Southampton in association with GCHQ – the UK's signals intelligence agency. Four teams from Catmose Year 10 and 11 cohorts took part, with two teams making it to the final week with full marks! As each of the 10 challenges increased in difficulty, making it to the finals is an achievement in itself, even if we were very stumped by the final task.

Mr Russell led a workshop for Year 8 students on 'Future Careers' as part of the Employer Encounters day. Students spent time discussing how computing would support a wide range of career pathways beyond the computing sector, before looking in depth at three popular computing-based job roles. Students enjoyed hearing from professionals and discussing the possible routes into computing as a career.

Guest Computer Science teacher, Mr Hunt led three successful groups of Key Stage 3 students through practical coding, as part of the electives programme. Mr Hunt has a wealth of knowledge from his years working in industry as a programmer prior to becoming a teacher, and students were able to lean on this expertise as they designed control systems for real world applications such as a drinks vending machine.

A little further from the computer labs, the first meetings of the chess club were a great success, with players from across the College playing a series of friendly games, showing off their calmness under pressure, logical thinking and forward planning skills. Plans are in process to expand the chess competitions into a house competition and a College team.

It is with great pleasure we welcome Dr Richard Evans to the computing team. A veritable polymath, Dr Evans is a keen roboticist and will be bringing code to life throughout the elective and extracurricular programme in 2023 and beyond.

SPORT

Sporting competition has once again been the cornerstone for the sport team's extracurricular programme. Students have competed across 20 different competitions in the Varsity as well as at county and national level competitions and the gymnastics team has once again achieved success at a national level. At the Team Milano competition, we achieved first place for the U13 mixed team, U13 girls and the U16 mixed team. The U16 girls also achieved second place.



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 day followed its hugely successful format of 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 bench ball as well as Boccia and just dance.

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 11 girls' netball maintained a 100% record having never lost a Varsity game in 5 years.
- In basketball 7 out of 9 teams qualified for the Team Leicestershire knock out rounds.
- Year 7 girls' basketball were crowned Team Leicestershire champions.
- Year 9 boys' and Year 11 boys' basketball teams reached the semi-final of Team Leicestershire competition again.
- In badminton the College completed a clean sweep, winning all games with some excellent performance from Year 10 boys especially. Attendance at clubs was also extremely positive with well over 120 students attending clubs each week.

- In rugby we are proud to have been able to field teams for all year groups across both boys and girls. Notable performances came from Year 9 boys who continue to maintain their 100% record in Varsity and will be entered into a national cup competition next year as well as the county cup.
- In the Level 3 trampolining competition we were able to field two teams providing additional competitive opportunities for students. the Key Stage 3 B team placed second and the Key Stage 4 B team placed fourth. The Key Stage 3 A team placed second and the Key Stage 4 A team placed third.



Despite not having a single dry training session with many sport lessons compromised by cold and wet weather students performed extremely well at the Varsity athletics competition. Key Stage 3 students finished first with the Key Stage 4 team claiming third, meaning the College came second overall.

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. It was also inspiring for the younger dancers to be able to watch outstanding dance performances from two A level PE students studying at Harington.



The sports scholarship scheme continues to grow; highlights of this year's scheme included trips to Ninja Warrior and every gold scholar received 6 sessions of personal training through the Elective programme as well as a workshop on mindfulness.



DESIGNATED SPECIAL PROVISION AND SEN

The SEND team has celebrated another successful year and we are proud to see all students continue to engage fully with their learning whilst accessing a broad and balanced curriculum. The College prides itself on inclusivity and this is evidenced by the variety of opportunities on offer for DSP, EHCP and K Code students. This inclusivity aligns with the ethos of the College and is evident throughout our outstanding setting.

Transition

Our extended transition programme for Year 6 students continues to be a success year on year. Three additional sessions are offered for all EHCP students and high-profile K Code students, alongside the whole College transition day. Additional transition packages are also offered to any new starter with an EHCP to support a smooth and successful transition. Tours of the new building have been arranged for our DSP students, to pre-empt room changes. We are pleased to welcome a cohort of 6 students to our Designated Specialist Provision in Year 7. We are privileged to see SEND thrive within our inclusive provision and are excited for the year ahead.



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

residential. DSP students accessed a number of mainstream trips such as the National Space Centre and also benefited from in house opportunities such as wheelchair basketball, which continues to be a real success and was lovely to see students build on their skills and confidence from the previous year. In addition to this, students participated in the Disability Athletics, another opportunity to further their experience and provide future aspirations. We did incredibly well and were selected to the next round of the competition with students receiving medals.



Electives and Extracurricular

Electives continues to be an integral part of College life and bring great excitement for all SEND students. Students taking part in both onsite and off-site activities including water sports, horse riding, archery, golf 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, which is supported by teaching assistants and is integral to our provision. In the new academic year, we are looking at specialist intervention after College including maths and English support. This is all in addition to support during break times, 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 Year 12 participating after College, offering a safe space and an opportunity to pursue interests for all students. Lego club during lunchtimes will continue due to student demand. Several students have also enjoyed individual music/drama lessons which they access alongside their varied curriculum.

Curriculum

A bespoke curriculum for all Key Stage 4 SEND and DSP students was offered which included a number of qualifications such as GCSEs, Entry Levels and BTECs. The variety of these 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 SEND students some of whom demonstrated the greatest progress across the College. We have noted subjects who demonstrate outstanding progress which include maths, graphics and photography. We expect to continue with this trajectory as we begin the new academic year. Work continues to enhance the DSP curriculum by aligning core subjects with the mainstream schemes of work. This has been particularly successful in maths and science as we see our students thrive and accessing GCSE alongside their adapted curriculum.

Progression

The SEND team offers a wealth of experience across all areas of College life. We welcome back Andrea Sharpe who returned from maternity leave and are thrilled to keep Kristy Nicholls as the SENCO lead for K Code students. As SEND needs continue to increase, the SENCO team have welcomed a new structure to prioritise and lead across the Federation, including responsibility for DSP, K Code, EHCP Mainstream and Harington KS5. This promotes resilience across the team leaders and ensures quality of leadership throughout SEND. Jane Evans, SEND administrator continues to be a real asset to the team, providing unfathomable dedication and extensive experience. Our team continues to grow, with 3 Teaching Assistants joining from Catmose Primary and these staff transitioning seamlessly to life at the College. We are now able to offer ELSA and Lego Therapy alongside our intervention programme of study, which is reflective of our highly skilled and trained staff members. The staff survey demonstrated the positive morale of the team, highlighting strengths in communication and unity across SEND.

ACADEMIC SCHOLARS

It was another successful year for the Academic Scholarship programme, with a record of 122 students from years 9 and 10 awarded a scholarship across 8 subjects. Scholars were treated to a wide range of activities, workshops and trips that contributed to their enrichment within that subject and enhanced their interests and passions.



English scholars had the exciting opportunity to visit the iconic British Library in London to take part in a creative writing workshop led by Sandra A. Agard. Students were given an insight into the writing process and given the opportunity to explore some of the most famous and influential literary treasures such as the Magna Carta and Shakespeare's first folio. A year 10 English scholar had huge success with poetry, becoming the regional winner of the Solstice Nature Writing Prize, with her poem published in their anthology.

Art scholars enjoyed huge success in the Arts for Rutland Youth Open Art Exhibition, with several students selected as winners with some highly commended. Their outstanding art which

included some sculptures, drawing and painting was displayed in Oakham museum to enable members of the public to enjoy the students work too. Design and technology students had the opportunity to learn how to make use of CAD software and 3D printing to bring their sketching and ideation to life. A group of engineering scholars have also submitted their applications for Arkwright scholarships to support their intended further study in the field of engineering.

Science scholars continued to produce the high-quality Catmose Chronicles magazine, writing their own articles to publish in the science magazine three times throughout the year. There was also a first for the science scholars who took part in the National Science Olympiad, entering competitions in biology, chemistry, and physics against other schools across the country. Maths scholars were introduced to the crossover content between GCSE and A-level maths to give them a greater understanding of how their current in-lesson learning will aid the further education they intend to seek in mathematics.

The importance of public speaking and debating for young people was promoted more than ever, with the introduction of The Great Debate elective and the continuation of the Youth Speaks elective, encouraging students to become more confident public speakers. This push on public speaking culminated in four students being crowned the winners of the inaugural

Rutland and Melton Schools Debating Competition, organised by Alicia Kearns MP. Six schools from the region travelled to London to the Houses of Parliament to compete in a debate, with topics ranging from NHS funding, free speech to the legality of assisted dying. After two rounds of initial debating, Catmose students were selected to advance to the final round against none other than our very own Harington School, with Catmose being declared the winners by a panel of judges from parliament.

Our more able students and former scholars at the College once again performed extraordinarily well in their GCSE exams. The 48 students in the upper band achieved on average 66% of a grade higher in each subject than their peers across the country with the same prior Key Stage 2 performance, demonstrating the positive effects the scholarship programme and the other extracurricular activities on offer for students at Catmose has on their academic performance.



We look forward to building upon last year's success this upcoming year, with new trips, workshops and visits being made available to students to continue their enrichment in their chosen subjects, and to continue developing their passions for learning, and their employability for the future.