



Transformation Plan 'Equal Value, Outstanding Progress'

2025/2026



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PRINCIPAL'S INTRODUCTION

In many ways, this has been a year of reflection and consolidation. We are continuing to grow as a College with only one year of growth now left. To accommodate this, we have invested significantly into buildings, with the Barlow building completing the final stage of this work. Rutland County Council also released their lease back to the College of the sports centre, which was not anticipated and required significant refurbishment work. The completion of this has seen better office space for staff, an additional studio and access to the gym which has made our sporting facilities some of the best available. We are keen though to develop links with community clubs so that our facilities benefit everyone who has a passion for sport. We have seen several clubs accessing these facilities in the evening and over the holiday, including local youth football teams. We plan to increase this access further this year.

In the summer term I was contacted by The Times newspaper who were interested in how we support white British children from financially disadvantaged backgrounds. This was a good opportunity to reflect on what we do and why we do it; I contrasted my own experiences as someone whose family is working class and how aspects of my own childhood have inspired a great deal of what we do at the College to support our students. Although the headline 'Animal clubs and yoga lessons boost deprived pupils' GCSE results', was not the headline I would have chosen, the article does reflect much of our culture which I believe makes Catmose such a great school to work and learn in.

At the heart of our approach is the Electives programme, the performing arts, sport, creativity and the Duke of Edinburgh's Award programme. We offer an ever growing number of trips and visits, about 100 every year. I was fortunate to be invited to join the art team to travel to Iceland to support their photography work and like many staff, gained (as I hope the students did), a great deal from the experience.

Our students' GCSE results were once again astonishingly good, they worked hard, took staff advice on board which all led to a lovely morning of sharing in their success. We had record numbers staying with the Federation by joining Harington School for their A levels but we are equally proud of those who have progressed onto local colleges and apprenticeship courses.

As the College growth phase is completed we look to see how we can grow Harington, to accommodate the demand for places, as this is now the sixth form of choice for many students across the region, especially Catmose, as our larger year groups look towards their A levels.

Stuart Williams
Principal



ACHIEVEMENT

Alexandra Emmerson

Date stamp: SISRA on 22/08/2025

The College community has continued to work diligently to ensure that students' learning momentum has been maintained this academic year. This has resulted in the overall performance being well above national expectations in the key performance measures and these results maintain the high performance of recent years with small increases overall and across many subjects.

Due to the national pandemic and the cancellation of Key 2 SATs administration in 2019/20, progress impact measures and other accountability measures are nationally unavailable. Therefore, the College has used CATS, (an internal subject baseline testing) along with progress tests to benchmark and track student performance. This internal data is what has been used to calculate student progress for the purposes of this analysis.

Progress 8, Attainment 8

SISRA Analytic is currently predicting a Progress 8 (P8) score of +0.65, which is significantly above national average.

The English and mathematics results reflect the progress students have continued to make since the national lockdown periods as well as maintaining results in line with the last academic year. SISRA is currently calculating a P8 score of +0.41 for English (2024 +0.26) and +0.65 for mathematics (2024 +0.44).

The EBacc P8 score has exceeded that of the best ever previously (0.62) and increased to 0.79.

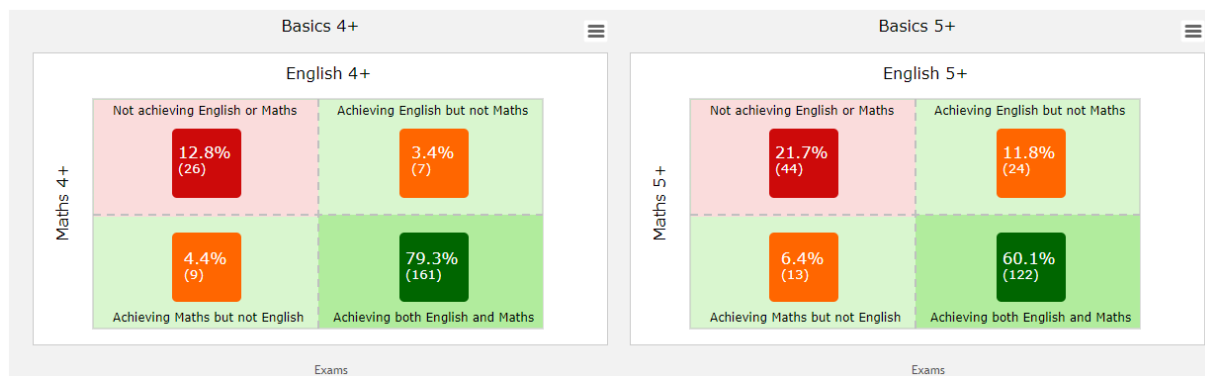
The open element, +0.68, has risen since last year (+0.43) which consists of three other subjects and remain broadly in line with English and maths.



Attainment

In the basic measure, which assesses the proportion of students achieving English and mathematics at grade 4 or above (standard), we achieved 79.3%, this is an increase on the 2024 performance of 76%.

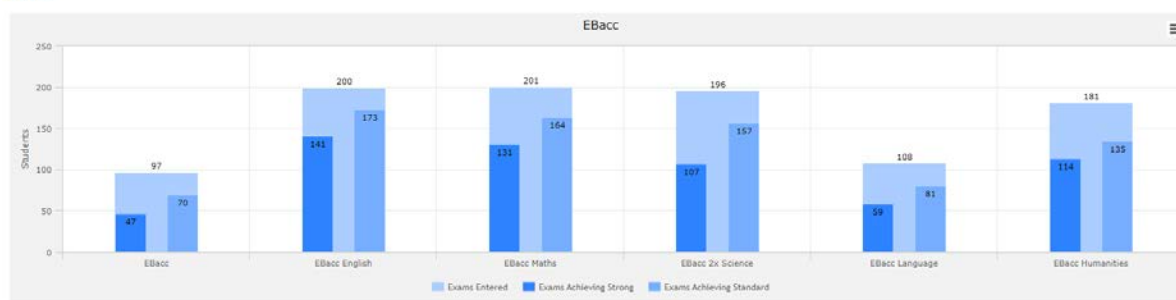
Under the 'strong' pass of a grade 5 we achieved 60.1%, in comparison to 2024, this is an increase from 56.4%.



Within this cohort 90 students were entered for the EBacc with 35.5% achieving a standard pass and 26.6% achieving a strong pass.

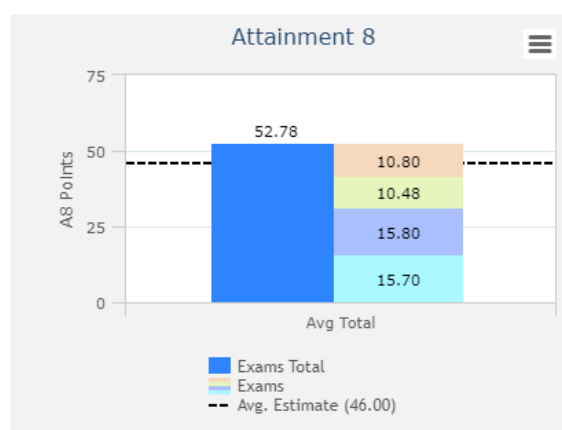
The improved performance within the EBacc reflects curriculum changes ensuring that it prepares students well for their next stage in education. It allows them to maintain a broad and balanced curriculum.

EBacc



Attainment 8 at 52.78pts is in line with 2024 (52.49pts) and 2023 52.47pts. This still remains considerably above the predicted national average given their prior attainment.

The attainment data confirms our internal progress data that this is a very strong set of outcomes for our students.



Subject Areas

GCSE 1-9 (AttB Points)

Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	U %	X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Art and Design	4.3	4.3	8.7	30.4	19.0	34.8	4.3	0.0	0.0	0.0	0.0	0.0	23	5	5.35	0.05	0.16
Art Design & Technology	5.0	0.0	20.0	20.0	0.0	20.0	10.0	10.0	0.0	0.0	0.0	0.0	20	5	5.25	0.34	1.03
Art Food Technology	2.7	8.1	5.4	16.2	5.4	21.6	32.4	8.1	0.0	0.0	0.0	0.0	37	5	4.51	0.18	0.26
Art Graphics	11.1	11.1	22.2	22.2	16.7	5.0	0.0	5.6	0.0	0.0	0.0	0.0	18	6	6.28	1.39	1.29
Art Photography	5.1	7.7	5.1	20.5	30.8	20.5	10.3	0.0	0.0	0.0	0.0	0.0	39	5	5.33	0.75	0.55
Computer Science	6.8	16.8	16.9	16.9	16.3	13.6	10.2	0.0	1.7	0.0	0.0	0.0	19	6	5.93	-0.19	1.31
Drama	12.0	16.0	4.0	12.0	36.0	8.0	12.0	0.0	0.0	0.0	0.0	0.0	25	6	5.84	0.15	0.99
English	5.0	8.6	11.6	18.3	20.3	13.9	13.9	6.9	0.0	0.5	0.5	0.0	202	5	5.22	-0.03	0.54
English Literature	2.1	6.3	13.2	22.5	20.1	14.8	7.8	5.8	2.1	0.0	0.0	0.0	189	5	5.25	-0.22	0.51
Human Geography	7.7	7.7	16.9	23.1	12.3	16.9	6.2	6.2	3.1	0.0	0.0	0.0	65	6	5.51	0.05	1.11
Human History	7.9	12.5	26.3	15.8	9.6	7.0	11.4	4.4	0.0	0.0	0.0	0.0	114	6	6.10	0.45	1.54
Mathematics	5.0	12.8	9.9	14.9	24.3	12.3	4.5	6.8	3.0	1.0	0.5	0.0	202	5	5.27	0.02	0.65
MFL French	4.8	7.9	14.3	4.8	44.4	9.5	14.3	0.0	0.0	0.0	0.0	0.0	63	5	5.38	-0.50	0.94
MFL German	5.9	23.5	11.8	23.5	5.9	11.8	17.6	0.0	0.0	0.0	0.0	0.0	17	6	5.94	-0.16	1.41
MFL Spanish	3.8	3.8	19.2	15.4	23.1	15.4	19.2	0.0	0.0	0.0	0.0	0.0	26	5	5.27	-0.87	0.89
Music	15.0	10.0	20.0	40.0	5.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	20	7	6.50	0.14	1.30
Religious Studies	3.7	7.4	18.5	28.6	16.8	16.8	11.1	0.0	0.0	0.0	0.0	0.0	27	6	6.67	0.23	1.06
Science Biology	5.9	18.2	14.7	18.2	22.5	19.8	2.9	1.0	0.0	0.0	0.0	0.0	102	6	5.91	-0.10	0.43
Science Chemistry	5.2	12.7	14.2	19.4	20.8	19.4	6.7	0.7	0.0	0.7	0.0	0.0	134	6	5.68	-0.37	0.23
Science Physics	10.4	7.5	20.1	19.4	17.9	17.9	5.2	0.7	0.0	0.7	0.0	0.0	134	6	5.90	-0.16	0.42
Sport	0.0	20.8	25.0	20.8	20.8	12.5	0.0	0.0	0.0	0.0	0.0	0.0	24	6	6.71	0.49	1.25
Summary	5.7	11.0	14.7	19.4	19.8	15.5	9.0	3.7	0.8	0.3	0.1	0.0	1540	6	5.54	-0.03	0.71

Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	U %	X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In All Subject %
Sumner Science	0.0	0.0	0.0	2.8	21.6	32.8	22.4	11.2	1.7	0.0	1.7	0.0	196	44	3.83	-0.08	0.22		58.6	98.3
Summary	0.0	0.0	0.0	7.8	21.6	32.8	22.4	11.2	1.7	0.0	1.7	0.0	196	44	3.83	-0.08	0.22		58.6	98.3

L2/L1 D2* to P1 Tech (AttB Points)

Name	L2D+ %	L2D %	L2M %	L2P %	L1D+ %	L1D %	L1M %	L1P %	U %	X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In All Subject %
BTEC Art and Design	0.0	22.2	55.6	22.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18	L2M	5.50	1.22	1.21		89.9	100.0
BTEC PA	0.0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6	L2M	4.75	0.74	0.31		83.3	100.0
CNAT Sport	0.0	16.0	24.0	36.0	16.0	4.0	4.0	0.0	0.0	0.0	0.0	25	L2P	4.49	0.44	0.35		60.0	96.0
Summary	0.0	16.3	38.8	32.7	8.2	2.0	2.0	0.0	0.0	0.0	0.0	49	L2M	4.89	0.77	0.66		73.5	98.0

Vocational Tech (AttB Points)

Name	L2D+ %	L2D %	L2M %	L2P %	L1D+ %	L1D %	L1M %	L1P %	U %	X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	SPI Chart	Positive SPI %	In All Subject %
Engineering	0.0	18.7	25.0	33.3	18.7	6.3	0.0	0.0	0.0	0.0	0.0	12	L2P	4.54	1.05	1.22		71.0	100.0
Household & Catering	0.0	7.7	28.3	35.4	15.4	7.7	7.7	0.0	0.0	0.0	0.0	13	L2P	4.08	0.15	0.16		61.5	92.3
Summary	0.0	12.0	32.0	34.0	16.0	6.0	4.0	0.0	0.0	0.0	0.0	25	L2P	4.30	0.58	0.67		66.0	96.0

Subject performance is consistently strong when compared with the national averages which is impressive given that our cohort has a broadly national average profile on entry. There are no subjects we have significant concerns about. This is a very strong set of results.

Residuals and grades are 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 Design and Technology	0.34	1.03
Art Graphics	1.39	1.29
Art Photography	0.75	0.55
History	0.45	1.54
Religious Studies	0.23	1.06
Sport	0.49	1.25
BTEC Art and Design	1.22	1.21
BTEC Performing Arts	0.74	
CNAT Sport	0.44	0.35
Engineering	1.05	1.22

Potential areas for development are subjects where residual data is significantly 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:

Spanish -0.87

French -0.50

Chemistry -0.37

Residuals however only show one part of performance and relatively speaking are very consistent across the College.

Pupil Premium

This year 45 students were classified as Pupil Premium. Similar students nationally have the largest gap between themselves and their peers. 31 were disadvantaged.

Progress 8

Pupil premium students achieved a P8 estimate of 0.17, this has remained broadly in line with previous years. Disadvantaged students P8 score of -0.14. This represents expected progress against all students nationally, again in the context of those schools within the SISRA collaboration.



Attainment

This year the pupil premium cohort Attainment 8, 4.29 is in line in comparison to 2024 (4.06). Pupil Premium students and Free School Meal (FSM) students, will continue to be a College focus for this academic year. Pupil Premium students whose progress has been impacted by previous experiences will be targeted through both subject and the College intervention teams. Careful monitoring of the FSM/SEND cohort needs careful monitoring to ensure students achieve the best they possibly can.

Most Able

Most Able students (27) performed well across the curriculum and on each of the performance measures.

88.9% of this cohort attained 5+ (strong pass) including English and mathematics; 66.7% of this cohort achieved a grade 9-7 in English and mathematics (previously 41.3%). This is a significant increase from previous years. They achieved a progress 8 score of +0.88.



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 P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	96	105	60.2%	64.7%	24.5%	36.7%	52.90	11.50	10.14	0.66	0.39	0.69	0.85	0.67

Boys overall

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	AB	Eng AB	Mat AB	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams	105	104	60.0%	24.3%	28.6%	24.3%	51.73	10.15	10.80	0.57	0.90	0.89	0.52	0.64

The overall P8 shows that boys and girls are in line. Key performance indicators are not significantly different within most areas, it is interesting to note the boys' and girls' performance P8 in English and maths where there is a swap in progress performance. There has been significant improvement in the EBACC P8 of boys than girls since previous years.

A consideration for 2025/26 will need to be the close monitoring and intervention of English for boys to improve progress achieved in the final exams.

Girls' performance:



Boys' performance:



Overall Progress at the College

Progress throughout the year across the College is very strong. Where issues have been identified intervention has been used to bring about effective improvements.

Recommendations

Embedding of the Disadvantaged First Strategy with a focus on SEND. Robust rigour to maintain and further drive improvement for this vulnerable group. Intervention and Quality First teaching 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 co-ordinated manner.



Evaluation of Quality of Education Outcomes Planning 2024/2025

Quality of Education OUTCOMES	Term 1 and 2	Term 3 and 4	Term 5 and 6
P8 0.45 P8 FSM 0.0 En & Ma 4+ 75% FSM En & Ma 55% En & Ma 5+ 57%	Allocate FSM students to mentors. FSM student profiles shared and targets developed. Assertive mentoring training given (HWI). FSM QFT to all staff. TT mentoring sessions with allocated students. Intervention priority given to FSM across English and Maths. Impact monitored by JPE. Confirm FSM students access arrangements and any adjustments needed.	Mentors continue to meet and monitor allocated FSM students against targets. Whole cohort monitoring of FSM KPI. Intervention aligned to the outcome monitoring. Y10/11 FSM students to receive exam revision techniques/TT and exam stress if identified.	Y9 FSM revision techniques session. Y9 FSM students additional Eng and maths following options choices. Y10 FSM T6 assertive mentoring to begin.

CURRICULUM

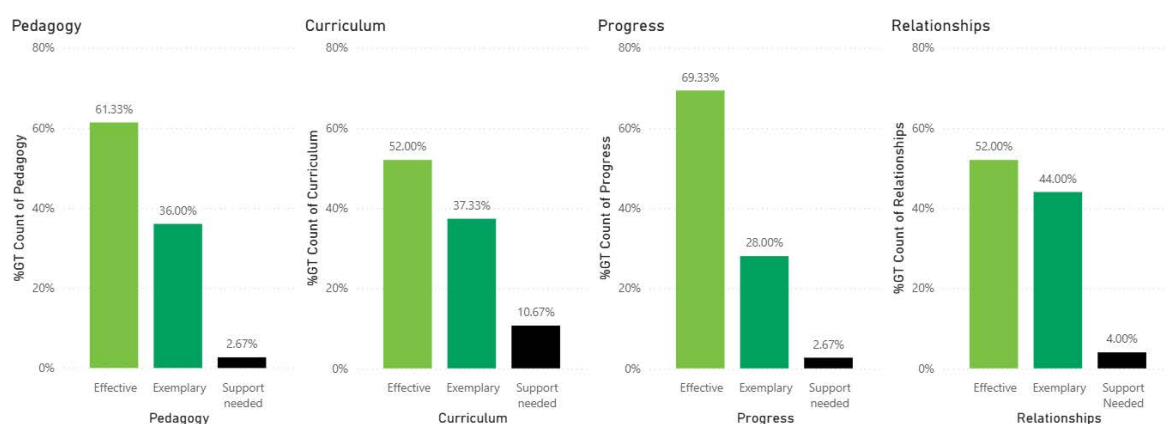
Alexandra Emmerson

Our curriculum demonstrates continued dedication to providing a programme of study that covers the National Curriculum as well as meeting the needs of all our students.

The curriculum is ambitious and inclusive, offering a broad and enriching experience at Key Stage 3 and a well-balanced mix of academic and vocational options at Key Stage 4. All students, including those with SEND and complex needs, access a curriculum tailored to support their success and progression.

Expert staff have continued to design detailed curriculum plans that build knowledge, skills, and vocabulary in a carefully sequenced way. High-quality teaching ensures students understand concepts clearly, practice purposefully, and connect new learning to prior knowledge. Thoughtful questioning deepens understanding, and is enabling students to retain and apply what they have learned over time.

The quality of teaching has been exceptionally strong this year with over 97% of all lesson observations being effective or better in the pedagogy strand. The work that has been undertaken around the core Rosenshine's principles, as part of the CPD programme, has certainly stood strong within observations across the College. This has been reflected in the final scorecard of the year.



Further development of the curriculum has been highlighted as part of the Spanish review which has already been addressed within the outcome and actions from this piece of work. This included changing the examination board at GCSE and we will see the first set of results in the summer of 2026.

In addition, it has also been noted that further development of the English curriculum in Key Stage 3 is required. The Team Leader for English together with the team will address this to ensure that students have the skills and knowledge to progress onto Key Stage 4.

Within the observations progress was also very high. This continues to reflect our commitment to providing a high-quality of education for all. When parents were asked in the Parent Survey what was good about the College, one parent commented:

“Helping children to progress and really having our child’s best interests at heart. Your support has been great.”

Over 95% of parents agree that their child does well at the College and over 90% of parents would recommend the College to a friend. This demonstrates that we are meeting the needs of our students and providing them with the foundation they need for future success.

Weaker readers continued to be a focus during the academic year. The use of the Accelerated Reader programme has enabled those students in Year 7 who needed the most urgent intervention to gain more than one year progress in their reading assessment, this represents 63% of the cohort. The average progress for all students was 0.95 months. The progress data is also identical with that of the Year 8 cohort who also undertook the programme, however, 73% of students achieved this. It is pleasing to note this considerable improvement in reading stamina and fluency alongside their vocabulary and comprehension development.

Recommendations

- To continue to scrutinise the quality of curriculum provision through identified subject reviews.
- To ensure that assessment point tasks align, and reflect the quality of curriculum being taught, in individual areas.
- Vocational option subject courses to be explored to ensure we continue to meet the needs of the expanding cohort.



Evaluation of Quality of Education Curriculum Planning 2024/2025

Quality of Education Curriculum Planning	Term 1 and 2	Term 3 and 4	Term 5 and 6
Effective curriculum in lessons 95% or above by the end of the academic year. FSM 80% readers below benchmark make at least 12 months progress by the end of the year. FSM - 90% of students have an external employer encounter. FSM 95% of students have a successful application to post 16 provision. 80% of students feel that option choices have met their needs.	Quality Assurance book scrutiny scheduled for leadership meetings 1 per term – Focus Probation 1 complete Coaching observations Focus on FSM strategies being implemented Subject review triple science term 2 - Harington Physics review Option blocks and curriculum opportunities reviewed with FSM overview QA learning walk (ESP/ABW) all AR teachers will focus on FSM 1st and 2nd star reading test completed for all Y7 and Y8s Careers plan for academic year. FSM 1:1 meetings and applications started	Subject review Spanish Term 3 Subject review Electives Term 4 Letter to parents re options process and booklet Quality Assurance book scrutiny Term 3- & 4-Year group TBC FSM Review progress of below benchmark readers, FSM - address any who are not making good progress to ensure appropriate intervention is in place. Meeting with SEN, Intervention and English. Year 9 Options meetings SLT - FSM first Options and parents evening Options 1:1 meetings with students Options: final choices submitted Compass Evaluation with FSM as a priority FSM external visit	All staff observations completed by T5 Probation 2 complete Quality Assurance book scrutiny Term 5 & 6 FSM - focus years TBC 4th Star reading test completed for all Y7 and Y8s T6 week 4 Present AR data for the year to SPW in English meeting - FSM focus Survey questions revised to match targets Evaluate quality of teaching for the year

	EME to plan an external Post 16 encounter Survey students regarding vocational options and potential interest areas FSM students to be a focus of observation following teaching protocol Update curriculum costings	FSM students to be a focus of observation following teaching protocol Survey Y8/9 regarding TT groupings, staffing and impact	
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INCLUSION

Claire Pugh

The College is committed to fostering an inclusive environment where every pupil is supported to thrive academically, socially, and personally. Pupils with Special Educational Needs and Disabilities (SEND) have full access to the same ambitious curriculum as their peers, ensuring equity and high expectations for all. For those with more complex needs, including students within the Designated Specialist Provision (DSP), curriculum plans are carefully adapted to meet individual requirements with precision. This inclusive approach ensures that every pupil is well-prepared for their next stage in education, reflecting the College's commitment to personalised learning and high-quality outcomes for all.



All pupils benefit from a comprehensive careers programme that includes opportunities to engage directly with employers and receive personalised guidance tailored to their aspirations and interests. This provision is valued by students, who feel well-informed and confident in making decisions about their future education and career pathways. The programme plays a key role in preparing pupils for life beyond school, supporting informed choices and raising aspirations.

The College is committed to ensuring that all pupils, regardless of background or need, have access to a rich and varied programme of enrichment activities. Pupils can participate in a wide range of sports and performing arts, fostering teamwork, creativity, and confidence. Importantly, disadvantaged pupils including those with Special Educational Needs and/or Disabilities (SEND), are actively supported and encouraged to take part in all activities. Targeted interventions are in place to ensure that students can benefit from opportunities alongside their peers, promoting equity, engagement, and a sense of belonging across the College community.



Staff actively engage in core Continued Professional Development (CPD) to strengthen inclusive practice.

'I found the SEND session on ADHD particularly helpful'. Staff Survey 2025

The SEN team and team leaders conduct regular quality assurance activities, including learning walks, which identify and celebrate effective strategies. These insights inform forward planning and staff development priorities, ensuring continuous improvement.

Recommendations

- Further SEND CPD to ensure staff continue to develop strategies to support all students within the classroom.

BEHAVIOUR & ATTITUDES

Alice Beckwith

The vast majority of students have exceptionally positive attitudes and demonstrate high levels of respect for each other. 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. 81% of students have <5 CPOMS which is an improvement of 5% from the previous year. 97% of parents agreed that their child behaves well at school and 89% of parents agreed that their child is generally happy at school (Parent survey 2024/2025).

This conclusion is supported by lesson observations conducted in 2024/2025, where relationships were graded as exemplary or effective in 96% of all observed lessons. Staff make sure the Behaviour Policy is followed with 96% agreeing that they can effectively manage behaviour.

This year we have worked in partnership with the team at 'When the adults change' in developing our approach to students to become more relational. The College ethos has always been centred around strong relationships and this work has complimented this further. Whole school CPD was used to launch the key aspects of this approach and our behaviour policy amended accordingly. This work will continue this year with workshops for all staff designed specifically around aspects of this approach.

Where student behaviour is not acceptable, the College has continued to offer bespoke support. This has included a range of external agencies with 1:1 counselling being widely used for a range of reasons and other professionals offered through the local authority's School Support Partnership.

The use of reward and recognition has been increased to reflect the fact that those students who turn up every day, behave well and work hard are the backbone of our community and so the Zero Heros has been a very well received way of acknowledging this large group of students. House points continue to be used to reward positive behaviour and work, and some work has been started to build the identity of the house system – this will be developed further with a greater range and frequency of inter-house competitions in the next academic year.

The behaviour scorecard indicates that overall CPOMS entries have dropped. There has been a reduction in students 'refusing to follow instructions' although both this and 'low level disruption' remain the two most frequent behaviour issues that staff feel they have to address (Staff Survey.)



Our approach is having a positive impact and the number of serious behaviour incidents has dropped significantly, seeing a 36% reduction in 'child on child abuse' incidents, suspensions reduced by 55% and permanent exclusions halved from 4 the previous year to 2 this year. The exclusions were one boy and one girl which shows we have reduced the number of girls receiving the most serious sanction (previous year all were girls.)

Students receive an exceptional level of care from College staff and in the student survey, 88% agreed that they were proud to be a student at the College.

Recommendations

- To fully embed the relational approach to ensure all staff no matter what career stage they are, are able to effectively build strong relationship with students.
- To build a consistent approach to low level disruption and refusal to co-operate so that all individuals are empowered to manage challenging situations with good team support, appropriate CPD and stages escalation.
- To develop the house system so that house competitions are varied and regular and students build a sense of house identity.

ATTENDANCE

Alice Beckwith

Attendance of students at Catmose was hugely positive at 95% which exceeded the national average of 89%. Indeed, our overall attendance was the highest in our region and highest within the county of Rutland. A new Department for Education comparison report which compares Catmose College with 20 similar schools showed that our attendance was 1.3% greater than the median attendance of those schools and our persistent absence (PA) is 4.3% less than the median of the other similar schools. This data shows that the work we are doing to support our students into College every day is working well.

The gap between attendance of boys and girls has reduced to 0.68% from 1.2% with girls being lower, and the attendance of disadvantaged students lower than others at 93% which is up from 90% the previous year and is better than that of non-FSM nationally at 86%. This year the attendance of Year 10 has not improved in line with the other year groups and their persistent absence stands out at 19% of the cohort. Much individual support has been given to this group and while this work will continue as they start Year 11, the national figure for PA in Year 10 was higher at 28%.

Recommendations

- Continue to intervene early with disadvantaged students whose attendance is insecure – this will be addressed with two Senior Assistant Principals working across Key Stage 3 and Key Stage 4.
- Work closely with Year 11 students whose attendance will impact their exam results, finding pastoral support to help ameliorate some of the challenges they face.

Evaluation of Behaviour and Attitudes and Attendance Planning 2024/2025

Behaviour and Attitudes	Term 1 and 2	Term 3 and 4	Term 5 and 6
75% of students have less than 5 CPOMS in an academic year. Reduction in number of incidences of FSM CPOMS entries from 10% to 8% FSM house points to match the proportion they are of the student population. 95% of parents agree that their child behaves well in College All staff award between 5-10 house points per week and a proportion of that for part time and Harington School staff. Parity across staff reinforces fairness and student buy in. All teams complete at least 1 house competition Rewards for house points are given at the end of every 2nd term Attendance for all is 95% (exemplary)	Routines and expectations shared with all students in tutorial on the first day back Create 'A Guide to Client Services' to staff Early review (week 5/6) of CPOMS for FSM to allow pastoral intervention to be directed Pastoral assembly T1 (LBA/HMA) to update students on Client Services and to launch the zero-hero strategy Spot check uniform Review 'Refusal to follow' incidents and respond where issues are apparent Zero Heroes reward end of T2 Attendance Policy updated to include new statutory guidance - website and letters to match	Assemblies to share rewards update and revised R4L: Prepare, respect, contribute Update Behaviour Policy: R4L (3 words) and Peer on peer sexual harassment details Meet with Paul Dix external support and plan implementation of approach Create second part of Client Services Guide to include scenarios and phrases useful to staff so that a consistent approach to staff student relationships is shared Plan and lead CPD whole school session on implementation of 'Paul Dix' approach Launch house comps in final week of electives HMA	Spot check uniform Compare refusal per population with last year and consider impact: 23/24 refusals = 2473 pop 1090 = 2.26 per student 24/25 refusals = 1374 pop 1115 = 1.2 per student Reduction of 1.06 incidents per student Identify FSM students whose attendance is a concern and set up individual targets Zero Heroes reward end T6 Attendance report to all T6 Praise letter for student attendance $\geq$ 98% end of T5 Celebration assembly awards for attendance bronze, silver and gold Top 30 HP students in each year win Cadbury bar

Attendance for FSM 90% Attendance closing the gap between boys and girls 0.5% Reduction of PEX for girls	Monitor all Y11 FSM students whose attendance is previous low (SGE) Attendance target group (88 - 94%) early monitoring - SCR and GRO regular meeting HMA to plan how to develop house identity for students across the year. Letter to parents outlining expectations around attendance, new penalty information and where to get support. Attendance report to all in T2 Praise letter for students' attendance >98% Assembly for girls (all years) only to promote self-esteem and the impact of good attendance Create what 3 words with staff and share with Govs Client Services team to attend 'Paul Dix' CPD	Fortnightly updates on inter House, House Points on screens LBA review key working strategies in light of 'Paul Dix' approach Zero Heroes reward end T4 Spot check uniform Plan and put on pre-exam treat for Year 11 students Praise letter for student attendance ≥ 98% end of T3 Attendance report to all in T4 Attendance target group (88 - 94%) early review progress Review of FSM Catmose Challenge % (IBA) - target students identified Review of FSM trip engagement (CWI) - target students identified in each year group. Tutorial Learning Walk QA - Tutorial leads with CSH to be planned for Term 3 and 4 Governors report on racist incidents for 2nd LGB meeting	Coloured socks team spirit for Sports day. Analyse data for lates - report on success of this end of T6 Review of FSM Catmose Challenge % (IBA) - target students identified FSM completed bronze = 97% (1 student) Silver = 22%, Gold = 3% Total bronze completed = 97% Silver = 43%, Gold = 5% Review of FSM trip engagement (CWI) - target students identified in each year group. Extra transition - identified students Evaluation attendance strategy and its effectiveness Next steps for 'Paul Dix' approach to feed into TP planning CPD workshops New staff handbook Existing staff behaviour routines leaflet
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PERSONAL DEVELOPMENT AND WELLBEING

Claire Pugh

The Personal, Social, Health and Economic (PSHE) curriculum continues to evolve through the leadership of tutorial staff and active collaboration with the student council, whilst there are many positives, this will continue to be a focus for development this academic year, to ensure that pupils recognise the value of this programme. This development complements the College's extensive enrichment programme and is supported by a well-structured assembly schedule. Pupils engage with key topics such as British values, relationships, and personal finance, while also celebrating diversity and promoting equality. As noted within lesson observations, this provision is exemplary: pupils demonstrate tolerance, maturity, and confidence.

In addition to delivering a robust academic curriculum, the College is committed to nurturing the whole child through a wide-ranging enrichment programme. Pupils benefit from an extensive Electives offering, with options such as interior design, water sports, and coding, designed to cultivate creativity, resilience, and practical skills. The College also promotes active participation in sports and performing arts, encouraging personal growth, teamwork, and self-expression. These opportunities support our strategic aim of developing confident, well-rounded individuals prepared for life beyond school.

The Catmose Challenge continues to play a key role in supporting the personal development of Year 7 students. This structured programme enables the school to monitor and enhance pupil engagement with cultural and enrichment activities beyond the classroom. During this academic year, 99% of students achieved the Bronze award, 51% achieved Silver, and 9% reached Gold. Notably, 100% of students eligible for Free School Meals (FSM) attained the Bronze award, reflecting the inclusive and accessible nature of the programme.

The College's commitment to the performing arts was exemplified in the outstanding production of 'We Will Rock You', where students enthusiastically embraced the opportunity to showcase their musical and dramatic talents. Year 7 pupils also demonstrated their performing arts skills through a vibrant performance of Matilda, following an enrichment experience in London. Their visit to Pineapple Dance Studios provided a valuable link between curriculum learning and practical skill development, culminating in a confident and creative showcase that highlighted their growth and enthusiasm.

Recommendations

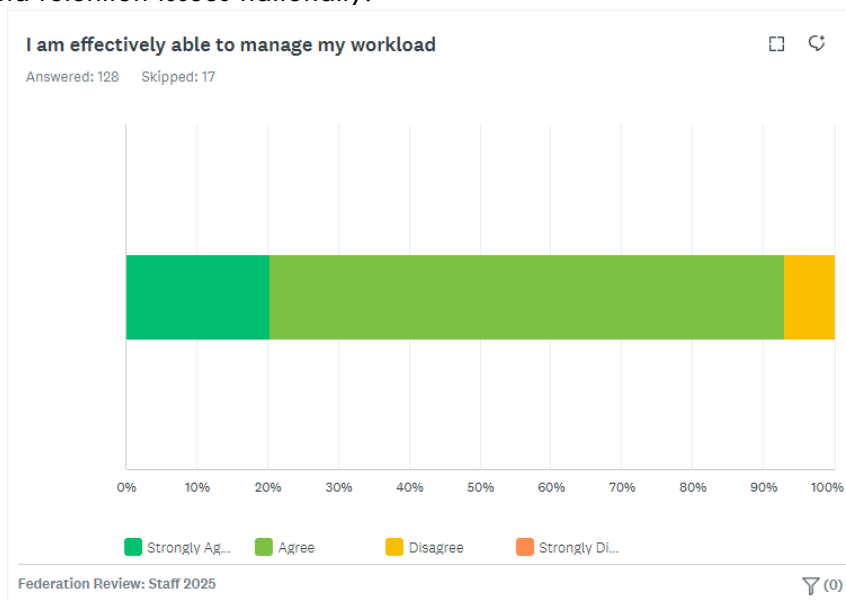
- Review of the tutorial programme in light of contextual issues and recommendations from the Department for Education's review.
- Outside agencies and theatre group to support the PSHE programme through delivery of key sessions.
- CPD for staff completing SACRE to further enhance the delivery of the programme.

Evaluation of Personal Development Planning 2024/2025

Personal Development/ Extracurricular/Tutorial	Term 1 and 2	Term 3 and 4	Term 5 and 6
FSM students are able to access a club/trip/competition/outside speaker/workshop within the team, each term (plan outlined in the termly grid). 95% of Year 7 FSM students achieve the bronze award Catmose Challenge Child on child abuse does not exceed 8% 70% of students agree that the tutorial programmes covers topics which are relevant. 80% of staff agree that tutorial is well planned and led.	IBA to brief all Y7 tutors on Catmose Challenge process. By end of T2 60% students complete Bronze MTE plan for one assembly per term to be linked to misogyny/racism etc Trip overview of academic year to be sent to parents and staff. Termly update of FSM students who need to be targeted for trips. Tutorial Programme review - Review government guidance and ensure content responds to emerging trends (CSH) Student Council - Input into tutorial programme to ensure its relevant to students' needs. (CSH) CSH meeting with Tutorial Leads and QA of resources for Term 1. Outside agency tutorial opportunities explored.	Review of FSM Catmose Challenge % (IBA) - target students identified Review of FSM trip engagement (CWI) Target students identified in each year group. Tutorial Learning Walk QA Tutorial Leads with CSH to be planned for Term 3 and 4 Audit each team to check proportions of HP awarded for each team member is proportionate for population including FSM and SEND. Governors' report on attendance focused on vulnerable groups including FSM to check progress towards 90% and refine strategy as a result.	Review of FSM Catmose Challenge % (IBA) - target students identified Review of FSM trip engagement (CWI) target students identified in each year group. Extra transition for identified students Evaluation attendance strategy and its effectiveness

LEADERSHIP AND GOVERNANCE

Survey responses from staff, students and parents were supportive of the leadership of the College. 94% of agreed that the College is well led and managed, and 92% said they would recommend the school to a friend. 93% of staff felt they were able to manage their workload which is very important as we continue to offer our students fully qualified teachers in a time of recruitment and retention issues nationally.



Staff Wellbeing

The wellbeing of staff remains a strong focus for the Trust and this was reflected in the positive survey responses from staff.

In order to support new colleagues further when they join the College, the transition activities were reshaped and extended. This continues into the start of this year with extra behaviour management CPD for new starters in September to ensure staff feel secure and supported. New members of staff have also been paired with a 'buddy' to provide further informal support ensuring they become established colleagues within the organisation.

There has been good uptake by staff of the employee assistance support scheme and this will remain part of our offer again this year. In addition, with the acquisition of the Sports Centre from the Local Authority, free access to the gym has been made available to staff on certain nights and this has been well received. Both the staff Christmas party and the summer social were very well attended.

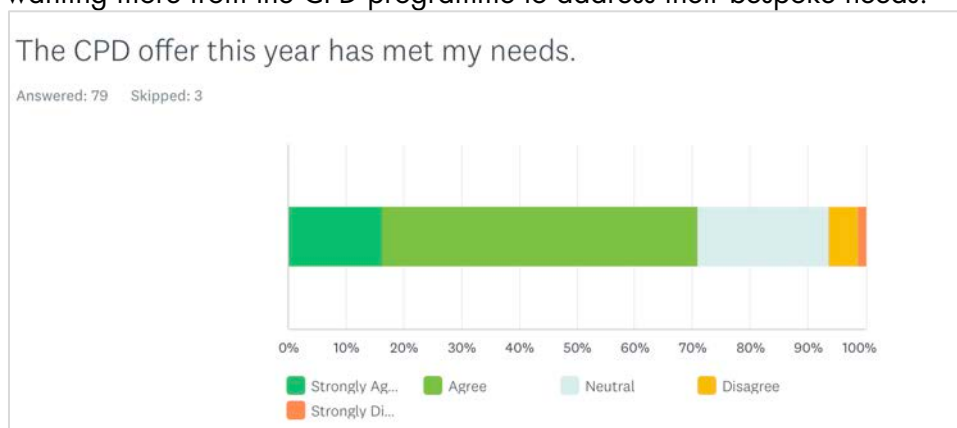
Recommendations

- To investigate a more efficient data entry system for teaching staff.
- Review the structure of the curriculum across both schools.
- Closer coordination of assessment and trips calendars to spread them more evenly across the terms.

DEVELOPING TEACHING

Ben Dickens

In the staff survey (teaching staff) 71% agreed that the CPD offer this year has met their needs. 15% Strongly Agree and 56% Agree). 25% answered as neutral, leaving around 4% disagree (5 responses from 120). This suggest that a significant number of colleagues are wanting more from the CPD programme to address their bespoke needs.



	Walkthru Workshop			Core		Bespoke (inc. Team Training)
	Q1	Q2	Q3	Q1	Q2	Q1
Strongly agree	45%	59%	40%	19%	19%	47%
Agree	43%	30%	47%	61%	62%	31%
Neutral	10%	9%	10%	14%	12%	4%
Disagree	0%	1%	0%	2%	3%	0%
Strongly disagree	1%	1%	1%	4%	4%	18%

**For each logged CPD activity a combination of questions was asked: Q1- The session attended will have a positive impact on my practice, Q2 - The session was engaging and supported with high quality resources, Q3 - I understand how to A|D|A|P|T my chosen WalkThru to enhance my practice.*

The data shows that positive impact on practice and quality of provision for both the workshop programme and core sessions have over 80% positive responses (88% for impact and 89% for quality notably for the Walkthru programme). However, the pattern that emerged in the staff survey can be observed growing out of the bespoke training responses, with 23% with neutral or strongly disagreeing that the sessions attended would have appositve impact on their practice.

It should also be noted that a much smaller number of bespoke sessions were logged last year in comparison to the workshops and core sessions so some of the strongly positive responses to very bespoke training opportunities such as NPQ course sway the overall picture.

The staff survey also drew out key themes in what colleagues would like to see offered in the CPD package, covering behaviour management, administrative and professional skills, digital and technical skills and increase SEND training. Other common themes included were around subject specific training and trips and visits.

Comments attached to the evaluation forms tend to be positive, with some requests for subject specific training. There was high praise for the SEND team workshops.

Recommendations

- Subject Specific Training – empower team leaders to better utilise the 6 hours allocated to team training and support in finding the sessions that will be most impactful for them, including A level teaching support.
- Facilitate the WTAC workshops - deliver a programme of workshops across the year addressing behaviour management and the culture shift with WTAC.
- Broaden the offer beyond Rosenshine's and Walkthrus – Trips and Residentials, Digital Skills, Supporting Oxbridge, etc.
- Career Stage specific sessions – programme of workshops during the end of the academic year about career planning, skills acquisition, etc.



SAFEGUARDING

Claire Pugh

The safety and wellbeing of students remains a central priority at the College, and our safeguarding arrangements are both coherent and robust. 89% of students reported feeling safe at the College. 95% of parents felt their child was safe and supported, reflecting the high standard of practice within College. A safeguarding survey is conducted each term, and any student who expresses concerns or disagrees with the statement receives targeted pastoral support and follow-up. This support remains available on an ongoing basis for any student identified.

To enhance accessibility, we introduced a dedicated safeguarding email address — worried@catmosecollege.com giving students an additional, confidential way to raise concerns. This academic year this has been well utilised by students, 100% of concerns raised in this way are recorded on CPOMS with the appropriate action taken.

Throughout the academic year, both students and staff have participated in a range of activities aimed at deepening their understanding of key safeguarding issues. This provision has been further enhanced through input from external providers, offering specialist knowledge and perspectives. In addition, all students and staff have received direct training on the Prevent duty, ensuring a shared understanding of how to identify and respond to the risks of radicalisation. Termly newsletters continue to provide an effective platform for addressing and raising awareness of contextual safeguarding concerns relevant to our school community.

Recommendations

- Termly training and updates to ensure best practice for staff.
- Further student learning opportunities to ensure a good student knowledge base of safeguarding topics.
- Termly safeguarding surveys to ensure that any contextual themes are addressed.

Evaluation of Leadership and Management Planning 2024/2025

Leadership and Management Safeguarding	Term 1 and 2	Term 3 and 4	Term 5 and 6
90% students state that they feel safe within College The College is fully compliant with the guidance set out in KCSIE (2024) 80% of parents agree that the College is well led and managed CPD, 80% staff agree that training meets their career stage needs including the statutory 2-year ECT CPD 100% of Schools Support Partnership (SSP) resources are deployed to support students within the College	Safeguarding training for all staff Staff briefing contextual update Safeguarding scrutiny panel Safeguarding assembly Safeguarding survey end of T2 Safeguarding newsletter T1 - social media Evaluation of CPD from previous year (BDI) and plans for current year Core training FSM, attendance, rewards, Performance Review Cover procedure shared Plan meetings for SSP across SEN/pastoral	Staff briefing contextual update External Prevent CPD and workshops Safeguarding survey end of T4 Safeguarding newsletter T3 - tbc Review SSP provision	Staff briefing contextual update Safeguarding newsletter T5 - tbc Core training tbc Extracurricular calendar meeting to spread trip and avoid undue cover Review SSP provision with the local authority

TEAM EVALUATIONS

ART DESIGN & TECHNOLOGY

Trips

Year 11 students spent a day at the Leicester Print Workshop where they applied accuracy in screen printing techniques to produce their final graphics products. The students worked diligently and the results were outstanding with some truly amazing designs created, showcasing creativity and technical ability. In addition, it was a fantastic opportunity for students to engage in a professional printing environment. In May, Year 10 students visited the Wisteria Hotel in Oakham. While visiting they were given a tour followed by a question- and-answer session with the manager, giving students an insight into running a hotel and what is required to work in the Hospitality and Catering industry. Following on from this,

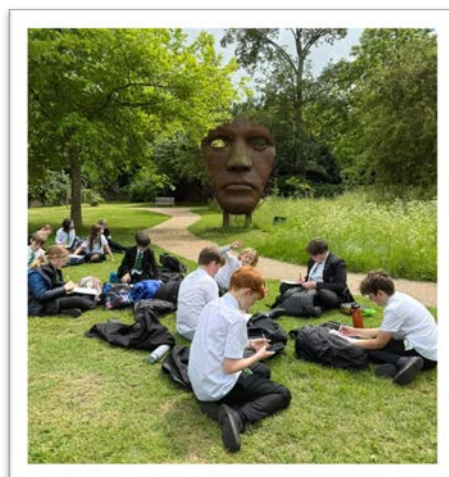


Hospitality and Catering students took up an opportunity to visit RAF Wittering. Students looked at the mobile catering squadron and learnt about how food is prepared for global operations. This was followed up by a cooking challenge using 24-hour rations, plus a tour of the RAF Wittering Museum.



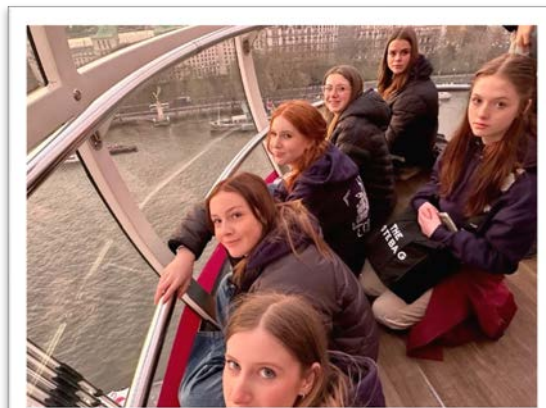
Year 10 art, graphic and photography students thoroughly enjoyed a trip exploring Cambridge, gathering research, drawings and inspiration for their GCSE coursework. They spent time exploring the exciting collection of famous paintings, sculptures and

artefacts at the Fitzwilliam Museum. This was followed by a photography walk to capture the city's vibrant market and stunning architecture. A walk around the beautiful botanical gardens with a vast array of plant species both outside and in the glasshouses completed the trip perfectly. Year 7 students were delighted to participate in our annual trip to Burghley House in early June. During the day, students participated in activities, including a sculpture wire workshop - created a dragonfly, toured England's finest Elizabethan house and learnt about the Tudors and later generations who worked and lived in the house. Finally, students explored the wonderful gardens to view the collection of fascinating sculptures.



Residentials

Year 11 art, photography and graphics students headed to London for an exciting 3-day residential trip in January. Highlights included; an exhibit in the V&A Museum, Madame Tussauds, The Vaults, London Zoo and the 'Wildlife Photographer of the Year' exhibition at the Natural History Museum. These creative experiences enhanced their examination portfolios and created fabulous memories with friends. Thirty enthusiastic Year 9 and 10 students embarked on a four-day photography tour to the breath-taking landscapes of Iceland. From the moment they arrived, it was



an adventure packed with natural wonders and unforgettable moments. Students explored a dramatic lava tunnel, stood at the edge of a volcanic crater, and took in panoramic views from towering volcanoes. One of the highlights was a glacier walk—an exhilarating experience that offered both challenge and awe-inspiring photographic opportunities. Their journey also included spotting whales and dolphins along the coast, and walking both above and behind Iceland's famous waterfalls, capturing stunning shots from every angle.

Scholars

Five Year 11 students were supported in applying for an Arkwright Engineering scholarship this academic year. Three of the students were shortlisted for interview with two being successful in securing a scholarship for next year. The two successful applicants from 2024 received notice in October that they had successfully received a funded scholarship. Two Year 11 students were awarded prestigious Arkwright Scholarships following a rigorous application process including an aptitude exam, independent engineering projects and interview. These scholarships are the most esteemed of their kind and are designed to inspire students to pursue their dreams and change the world as future leaders in engineering. The scheme is now well-established in College and interest has been strong from year 10 students for the next round of applications.



Design Technology Scholars attended a competition at Uppingham School, organised by the Rotary club. There were two teams of four comprising of Year 9 and 10 scholars. The challenge was to build structure to catapult a load using workshop tools and equipment. Students were also asked to present a folio of their work from concept to final outcome. Students had to apply their knowledge of stresses, loads and mechanical advantage to come up with a sound concept that worked with precision. The load that went the highest and descended through a target area won. Students were competing against other private schools in the area and nationally and they came respectably mid table. Students learnt how to work in a team, how to apply their thinking outside of the classroom, and how to apply their previous knowledge of structures and forces to come up with a viable solution. Art and Design, Year 9 and Year 10 scholars completed a course of 6 workshops where they planned and completed an 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, drawing and textiles techniques.



Competitions

Students from all year groups took part in a house competition that was run by a sweet company based in Nottingham called Treat Kitchen. Students designed a unique product with their pre-made bread dough. We had some fantastic entries and the top three entries won a selection of prizes given to us by Treat Kitchen. In November, we had a large number of students take part in the school stages of Young Chef Competition. Students made a main course and dessert for £22. The winner went on to Loughborough College in February to the local final to once again make a main course and dessert with the same budget. The student did a fantastic job at representing the College and the judges commented on the flavours of each dish and the quality of food produced.



All College students were given the opportunity to take part in the food waste action week run by Aldi. This competition involved pupils designing a poster to promote sustainability in the food industry. The winning students gained a number of house points and a small prize. In art, students achieved great success in the Rotary Club Young Artist Competition. On the theme of "Wonderful Water" art scholars worked incredibly hard showing superb commitment producing ambitious, exciting artworks and developing their mastery of skills and



confidence. All students were successful in the local and district rounds and one student was awarded third place in the national final. For the Rutland Art Youth competition, Harington and Catmose students were highly successful winning 6 awards and one Harington student was awarded the prestigious overall winner.

Networking & Careers and Development

The GreenPower programme at Harington School goes from strength to strength. Over 30 Year 12 students have been involved in the scheme again this academic year. The team have worked hard to secure sponsorship and technical support from local businesses and have continued developing a scratch-built car to their own design. This second car will allow the team to compete in an additional race class and more students to be involved in the programme. In term 6 a Catmose GreenPower team was started with students from Year 8 and 9 to compliment the Harington team and with a view to securing funding for a Catmose vehicle.



During February the food team took part in 'Fibre February'. This involved making a range of high fibre and low-fat products in food lessons while learning all about the benefits of fibre in the diet. A competition was also run asking students to design a meal high in fibre. The top entries were sent to the 'Food a Fact of Life' website. Throughout the year, Year 9 pupils have also continued to take part in the Tunnocks teacake challenge with some fantastic entries sent off to the Food Teachers UK judging panel. We have also continued to work on high skills with Year 10 by running practical lessons such

as a pasta making workshops and portioning a chicken then making a range of dishes with the different sections.

Year 9 students who have chosen to study engineering in Year 10 and 11 attended a construction careers event at a construction site in Oakham. The visit offered students a valuable insight into careers in construction; from roles of different trades to those in site management. Having the opportunity to visit a working site and see houses in different stages of construction made the roles of the trades and the complexity of the builds clearer.



Staff progression

Miss Sanger left in May to begin her maternity leave and Miss Thorpe stepped in for part-time teaching. We are also very excited that Miss Thorpe will join the team in the new academic year.

ENGLISH

To kick-start the year; term 1 saw two very local trips walking from Catmose to Oakham library. This was organised as a means of introducing 50 Year 7 & Year 8 students who had not been to the library before. They were given a tour of all resources, were set up with library cards and they all left with a borrowed book. Many have returned since to become regular borrowers.



Our Year 7 and 8 students remain fiercely competitive about how many books they can read so they can achieve their coveted "owl" badges. Samantha Howells has also introduced the "Millionaires Club" this year, for those students who very early on in the academic year were rewarded for reading over one million words!



Continuing close to home, all Year 8 and Year 9 students were able to watch the College production of "Romeo and Juliet" in November – for Year 9s this meant watching a play they studied in their English lessons last year and Year 8s were able to watch the play and engage with the plot before their study of it when they are in Year 9.

100 Year 11 students went to Nottingham Royal Concert Hall for the day in January to see "Poetry Live" organised by Kelly Barrett. This was an incredibly enriching day, learning from the very poets they were studying for their GCSE exams. In a concert hall full of many students from a range of other secondary schools, two Catmose students confidently asked one of their studied poets a question. One of our Year 11 students, Cali, won the National Poetry Live competition by writing a poem inspired by this trip. The prize included a workshop run by one of the national poets for the school, a set of books and an invitation for Cali to read at a Poetry Live event next year.

In term 3, 70 Year 9 students were able to go on a trip to Birmingham Hippodrome to see a different imagining of Shakespeare's 'Romeo and Juliet; the lively musical', '& Juliet'. Students studied the play in Year 8 so this allowed them to consolidate their play knowledge. A combination of 50-plus young writers in both Mrs Speirs' and Mrs Burkmar's Year 8 classes submitted their short stories to a national Young Writers competition with over 30 having their work published.

Just one week before their first literature GCSE exam at the beginning of May, 90 Year 11s were able to go to Leicester's Little Theatre to see 'Macbeth' – their studied exam text. Catmose's very own Mr Longley-Brown was cast as Macbeth, much to students' delight. So that all Year 11 students could benefit, Mr Longley-Brown held workshops in College before their exam, exploring two key soliloquies from the play. One of which luckily ended up as the exam extract for their GCSE.

In June, the Humanities and English team ran a cross-curricula residential trip to Yorkshire for 60 Year 8 students. Olivia Wilson adapted the well-honed annual humanities trip to include references and activities linked to Gothic literature as well as a trip to Whitby – one of the settings of Bram Stoker's Dracula which they were introduced to this year in their English lessons.

World Book Day this year was celebrated by a College-wide book swap. Students and staff brought in books they had read and no longer needed and most walked away with a new book to read – lunchtime was spent at the bottom of the Hellerup swapping books and reading recommendations.



As a celebration of poetry, Stephanie Morrison organised for the local poet Charley Genever to spend a day at Catmose, working with our Year 10 students. She gave an assembly to the entire year group in which she discussed her career trajectory, her opinions on poetry, and performed poems - as well as working on some interactive poems in which the students had a great time taking part. She went on to deliver four workshops to approximately 80 students over the course of the day, which students very much enjoyed. Many impressed themselves with the poems they were able to produce, and all were thoroughly engaged with Charley's teaching.

22 English scholars entered the regional heats of the annual Rotary writing competition, with three students being honoured: Laura as national winner and Martha and Sasvidu as senior runners up.

For the second year in a row, Stephanie Morrison organised the in-school "Poetry by heart" competition. All Year 8 students memorised a poem of their choosing. First prize was awarded to Natasha, second place to Lucie, third prize to Helen and a highly commended to Jazmin-Jain who performed a poem she had written herself.



The English scholars entered the national version of the Poetry By Heart competition with Year 11 student Anna making it to the national final which was held at the Globe theatre in London on 7 July which in itself is an incredible accolade. Her reading of Sylvia Plath's "The Applicant" and Wordsworth's "The Prelude" earned her this well-deserved place in the final.

We ended the year with a 'Spelling Bee' competition for all Year 7 students. It went to an exciting finale within the theatre with some very complex words for students to spell. First prize went to Rafaela with "acquiesce", second to Louis and third prize to Lily.

The English team have added another examiner to their ranks with Olivia Wilson now an English Language examiner for AQA. We now have 6 AQA examiners: Emma Speirs (Literature and Language), Stevie Morrison (Literature and Language), Kelly Barrett, Ian Bartlett, Victoria Burkmar (a Senior Examiner for GCSE Language and OCR A level English Literature) 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.

This year, we welcomed Henry Franklin to his first year of teaching. Somehow, he has managed to juggle his first year along with his high adrenaline hobby, and at times, even combining his two passions of reading and sky diving.



This academic year ends with a change in Team Leader for English. Emma Speirs, after 21 years associated with Catmose College (with breaks in service for having three children) is moving to teach at Marlborough College, Malaysia. Kate Lucas, a current Head of English at Hatton school in Wellingborough will begin in August.

HUMANITIES

The Humanities team have worked hard to ensure students were fully prepared for their GCSE examinations, whilst also taking every available opportunity to enrich the lives of students by encouraging them to participate in a wide variety of trips and extracurricular opportunities.

In an attempt to encourage a 'love of history' a variety of trips and visits were organised across Key Stage 3. Year 7 students visited Lincoln Castle and the cathedral as a companion to their study of the medieval period. The guided tour of the city walls and the cathedral were



particular highlights. Year 8 students attended a joint English and Humanities residential to Yorkshire where they learnt about the history of Whitby Abbey, York Minster and Clifford's Tower. The annual Year 9 residential to the First World War battlefields of Belgium and France also took place around Easter, with a focus on the Battle of the Somme and changes to trench warfare. Finally, a new trip to Berlin was offered to Year 10, this was designed to gain a wider understanding of both the Holocaust and also the Cold War.

In geography, Year 10 and 11 students continued to focus on geographical enquiry and fieldwork through trips to Hunstanton and Peterborough. Additionally, as part of the Year 8 Yorkshire residential trip, students observed coastal erosion and management enabling them to understand how places are impacted by decisions aimed at saving and preserving coastal towns and infrastructure. October 2024 also saw the return of the joint Catmose-Harlington Sicily residential. Highlights for the Year 11s included climbing to the crater of Volcano (a volcanic island in the Aeolian Sea); sampling Sicilian delicacies such as granita and cannoli; and ascending Etna, Europe's highest active volcano.



In religious studies, the work to complete the Standing Advisory Councils on Religious Education (SACRE) tutorial assemblies continued. Work has also been done on the Year 8 curriculum this year, this saw the addition of a sequence of learning on Hinduism to ensure that students had a full breadth of the six major worldwide religions and better prepared them for studying Buddhism in Year 9.

Finally, the humanities team bid a fond farewell to their Year 11 forms at the end of this year. The team put together a creative leavers' assembly which concluded with them performing a sea shanty dedicated to the Year 11 leavers.

MODERN FOREIGN LANGUAGES

The modern foreign languages (MFL) team has continued to focus on ensuring students broaden their skillset in terms of their language learning, whilst continuing to encourage the cultural aspect of studying a language. Students have been working on their phonics and pronunciation, translation skills and dictation. All students have benefitted from a careers lesson, learning how a language can help them.

MFL scholars have had a taster of university lectures online to give them a flavour of what future language study in higher education looks like. Students have completed a series of challenges in their respective languages such as listening to songs in a foreign language and learning to cook a typical dish of that country, organised by the British Council. They watched a webinar and had a follow-up session after school on 'where languages can take you'. They have also been encouraged to watch films in their foreign language.

Our exchange programme continues to be highly successful with our partner schools in Bönningheim and Paris. This year's German exchange was hugely successful with 34 German



students visiting last October and Catmose students returning to Bönningheim in February. The group enjoyed local visits to Stuttgart and the Black Forest as well as getting involved in the annual carnival. Our German visitors enjoyed a visit to Birmingham and Cadbury's World and a day trip to London, as well as trying their hands at English baking and a quiz and bingo evening. We look forward to marking the

tenth anniversary of the exchange between Catmose College and the Alfred Amann Gymnasium in 2025/2026. Our third visit to a school in Paris was again a great success and we welcomed 34 French students in June following visiting France in May. They all loved discovering Paris and the students' delight at seeing the Eiffel Tower for the first time was priceless. They travelled on the Metro, by bateau mouche and on foot around Montmartre and spent time in Park Asterix. Everyone threw themselves into ordering and sampling French food, especially in the Patisserie. Plans are already in place for next year's trip.

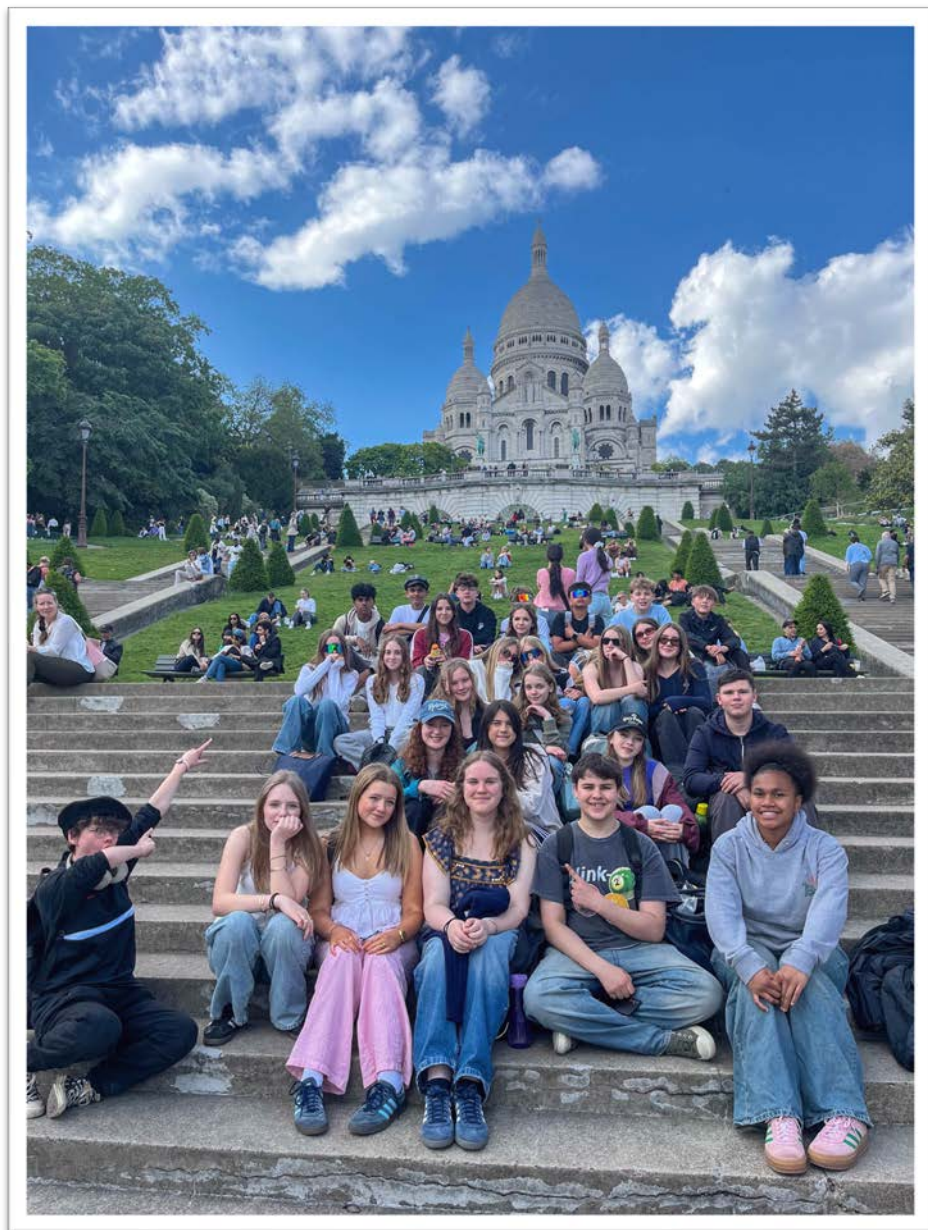
A cultural visit to Malaga has been booked for the next academic year for Spanish students, when they will enjoy visits and sample local tapas. We hope to be able to organise an exchange with a school in Spain in the not-too-distant future.

We have delivered the new GCSE to Year 10, with more emphasis being placed on phonics, reading aloud, grammar forms, dictation and questions on inference. We have incorporated more vocabulary tests to ensure that students can more easily utilise these skills in Key Stage 3.

We welcomed a German assistant to help prepare Year 11 students for their speaking exam. Amelie worked with students on a one-to-one basis, giving them invaluable feedback and the opportunity to speak to a native German speaker.

One of our MFL teachers has been teaching French to pupils at Catmose Primary. The Year 6s have been enthusiastic with their French learning this year; looking at new vocabulary around hobbies, weather and school and have also covered cultural aspects, completing a short African project. They have practised all four skills of reading, writing, listening and speaking using an adapted version of the 'i-Language's scheme'.

Our teacher who was on an 'assessment only route' into becoming a language teacher has been successful and is now a qualified teacher. She is an asset to the team.



MATHEMATICS

It has been another successful year within the maths team which aimed to follow the success of last year's Ofsted curriculum critique in Key Stage 3 and Key Stage 4, and extend it to our Key Stage 5 offer at Harington. We have had a particular focus on making the A level curriculum more accessible to students and teachers new to the profession and this is starting to be put to great use by staff and students in our day-to-day teaching. Whilst on the topic of new teachers, this year saw our senior teaching assistant, Miss Li, embark on her PGCE course with us in her pursuit to become a fully qualified maths teacher. I am pleased to announce that Miss Li passed with flying colours, and although she will not be teaching with us next year, she has secured a teaching position at a school in Loughborough. We wish her all the best and thank her for the years of dedication to our students both as an STA and trainee teacher. I am pleased to welcome Mr Turner, another maths graduate teacher, whom we will be welcoming in the new academic year. He will join a fantastic team of high-quality maths teachers.

Our Catmose mathematicians have continued to impress us this year also, not only within lessons but with their endeavours outside of the classroom too.

In January, 106 of our Year 9 and 10 students entered the United Kingdom Intermediate Maths Challenge, designed to promote a love of problem solving. Their results were some of the strongest we have seen with 25 bronze and 12 silver certificates awarded. A special mention to Thomas who was also qualified to take part in the Pink Kangaroo follow-on round. Our Key Stage 3 entries were equally impressive in the Junior Mathematics

Challenge achieving 48 bronze, 33 silver and 5 gold awards from a total of 121 entrants. Again, a special mention to David and Arthur whose performances earned them a place in the Junior Kangaroo follow-on round. Well-done to all those who took part.



The mathematics scholarship programme again enticed a wealth of high-quality applications this year. This programme provides a great, no-pressure environment for academic pupils to dip their toes into the world beyond GCSE mathematics and provide some insight into first year A-level study. After a rigorous progress of application, assessment and interviews we congratulated Charlie, Aiden, Sahib, Sammy and Poppy on their successful applications.



During the summer term Mrs Callaghan took 120 Year 7 students to Bletchley Park, the renowned home of our World War II code-breakers, on what would have been Alan Turing's birthday! The students took part in a code-breaking workshop, explored the grounds of Bletchley and benefitted from the expert volunteers in their guided tour. Our students were a credit to the College and they had been given a small insight into the power of mathematics and its applications in making the digital world we live in today a reality.

The penultimate week of term saw the return of last year's successful Year 8 residential to PGL Caythorpe Court. Mr Bell led a group of 38 Year 8 students who took part in a wide range of activities including wall climbing, fencing, canoeing, axe throwing, zip-wire, rifle shooting, climbing Jacob's ladder, and the trapeze bar amongst other problem-solving activities. Students were again a credit to the College and had great fun whilst developing their teamwork, problem solving and spatial awareness skills.

Here's looking forward to another successful 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 September, 50 Year 10 and 11 Drama and Performing Arts students listened to an inspiring careers talk by Ken Sabberton (Actor/Director) on how to prepare for the acting industry, giving lots of advice on what students could involve themselves in now in order to help them on this journey.

In term 2, 60 students in Years 8 - 11 took part in the Shakespeare Schools Festival performing a shortened version of *Romeo and Juliet* in the Catmose Theatre. Students also performed *Romeo and Juliet* to Year 8 and 9 students during the day, as they had been studying the play as part of the Key Stage 3 curriculum.

Last November, Catmose College was once again invited by the Lord Lieutenant of Rutland to perform at a Remembrance Concert at Rutland Hall Hotel. The chamber choir sang *The Call* to honour all of those lost in conflicts.

The annual Christmas Concert was held at All Saints' Church and involved around 200 students. The evening featured a selection of drama and musical items with an array of carols which were sung by the congregation and accompanied by the Catmose choir and orchestra, along with the church organ.

In January, the world-famous British Army Band Colchester (formerly known as The Band of The Parachute Regiment) visited for a day. They ran workshops for our music scholarship students including a concert band, jazz band, marching band and pop band. At the end of the day students took part in a concert to showcase what they had learnt.



Also in term 3, around 220 Year 7 students went on a trip to see a performance of the musical *Matilda* at the Cambridge Theatre in London, and took part in a workshop with actors from the show at Pineapple Dance Studios. 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.

In addition, scholars regularly supported the Key Stage 3 drama and music clubs throughout the year.



'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, including those they performed as part of their GCSE course.

In April, 46 music students watched a live orchestra performance of the Halle Film Music Concert: The Star Wars Saga at the Royal Concert Hall, Nottingham. In May, the College staged a production of 'We Will Rock You' which showcased the musical and dramatic talents of students in Years 8 - 12. The show received high praise from students, staff, and audience members. All those involved had a fantastic time working on the show. Our new AV Technician Brent Milner and the student tech team worked hard and showed dedication to the production. We look forward to our next production – *Grease* which is due to be performed in March 2026.

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 and having the opportunity of showcasing their work at an evening performance in February. Peter Jackson who successfully ran our AV requirements over the past 6 years retired in February.

Throughout the year, we took students on the following trips;

- *Chitty Chitty Bang Bang* – Leicester Curve (80 x Year 8 students)
- *Curious Incident of the Dog in the Night-Time* - Uppingham Theatre (95 x Year 7 students)
- *Blood Brothers* – Key Theatre, Peterborough (60 x GCSE drama students)
- *Wuthering Heights* – Toilethorpe Theatre, Stamford (30 x Year 9/10 drama scholars)



SCIENCE

Throughout the year, the Science Team has continued to offer a range of activities, all aimed at igniting curiosity and strengthening students' engagement with STEM subjects both inside and outside the classroom. Our dedication to cultivating a passion for science has been evident through a host of exciting initiatives and memorable events.

In Terms 1 and 2, Mrs Monins launched a new 'Science Fair' elective, where 25 students from Years 7 to 9 explored, developed, and presented their own innovative science projects. The elective culminated in a showcase event, with students confidently presenting their work to a senior leader, demonstrating both creativity and scientific rigour.

At the end of the autumn term, 16 students took part in the first round of the Royal Society of Chemistry's Top of the Bench competition, competing in pairs. Catmose College achieved joint first place in Rutland during this initial stage. The top-performing pairs from Years 9 and 10/11 were selected to form a team for the regional finals, held at Derby University in January. This exciting round featured a hands-on practical challenge, a chemistry quiz, and an engaging demonstration lecture packed with fascinating experiments. Catmose College performed exceptionally well, securing an impressive second place in the regional finals.



March saw the Science Team host the prestigious Faraday Challenge, organised by the Institute of Engineering and Technology. Three teams of Year 8 students competed in a STEM design challenge against a visiting school. Tasked with creating a prototype device to assist an athlete, child, or person with a disability, our students impressed judges with their teamwork, problem-solving, and inventive designs—earning high praise despite not taking home the top prize.



In April, Mrs Moore organised the return of the ever-popular Robotics Workshop for all Year 9 students. Participants built and programmed their own robots, then competed in teams to navigate a maze. The workshop offered a hands-on introduction to robotics and engineering, sparking enthusiasm and collaboration.

Several students from Years 9 and 10 took part in the national Biology Challenge, a competitive multiple-choice quiz that tested their knowledge against over 44,000 students from other schools. Their participation highlighted both their dedication and the strength of our science curriculum.

In June, 160 Year 7 students, led by Miss Heyward, attended the Big Bang Fair at the NEC in Birmingham. As the UK's largest celebration of STEM for young people, the fair offered a wealth of interactive exhibits, experiments, and workshops. Students left inspired by the possibilities of STEM careers and excited about their future in science.

As we look back on a successful year filled with engaging extracurricular opportunities, we're excited to build on this and continue expanding the STEM experiences available to our students. The Science Team remains committed to inspiring a lifelong love of science and to nurture the next generation of curious minds, problem-solvers, and innovators.



COMPUTING

Another year in the Computing team has seen another cohort of hardworking and diligent students who will have undoubtedly received great results. This cohort is the biggest we have had in Year 11 with 60 students coding, debugging and theorising their way through the GCSE; a large percentage of whom will be joining Harington School next year to continue their digital journeys.

Mr Hammond joined the Computer Science team this year, and is very much looking forward to teaching more classes in 2025-26. As the team expands, the range of clubs and electives we offer also expands – this year, Mr Hammond's physical computing elective has seen students making pedometers, programming machines to search for hidden devices and physically jumping up and down to control a Scratch game!

Outside of electives, Dr Evans has been teaching Computing Scholars Object Orientated Programming, something normally reserved for A-level students. This group have very much relished getting their teeth into building a card game using professional OOP techniques, and learning how real-world, complex programs are written.

Once again, teams from Catmose and Harington have battled through the 14 weekly problems of the National Schools Cipher Challenge run by GCHQ and the University of Southampton. Last year we had one team achieve a Silver Medal for second place overall; this year we added another Silver Medal and a Bronze Medal to the haul. A huge well done to all students who took part, especially the Catmose students taking on the challenge for the first time. We hope to see them next year, armed with their new codebreaking skills, to have another crack at these enigmas.

A knight's move from the computing rooms, the chess club has grown and grown. A core group of players meet every week in the College library to battle over the board for bragging rights. Some excellent games were played, by both experienced players, and newbies. The support shown by existing players, as they pass on the love of the game to new members, demonstrates the excellent attitudes of Catmose students. A student even managed to beat Mr Russell this year – a well-played game that earned him the cheers of a conquering hero from the amassed supporters!



SPORT

Sporting competition has once again been the cornerstone for the sports team's extracurricular programme, with students competing across 20 different competitions in the Varsity as well as in county and national level competitions.

This year every single gymnast that competed at the regional qualified to compete at national level - showcasing our continued development and success in gymnastics as a school. Some standout achievements this year include our U16 mixed team placing second and U19 mixed team placing third at the National floor and vault competition.



As ever one of the highlights of the year was 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. Once again this was well supported by Year 11 and 12 sports leaders.

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:

In netball, the Year 9 girls reached the Team Leicestershire final - the first time in five years that a team has progressed this far. They did a fantastic job and finished in second place.

In basketball Years 7 - 10 all reached the Team Leicestershire knockout rounds. The Year 7 boys managed to reach the final, finishing second in the county.

Girls' Years 7, 8 and 9 all qualified for the knock out rounds. The Year 9 girls managed to reach the final, retaining their title for

the third year in a row.

In badminton the College played many competitive fixtures for Year 9 and Key Stage 4, with excellent performances and sportsmanship shown throughout.

In rugby we are proud to have been able to field teams for all year groups across both boys and girls. Catmose College teams managed to maintain a 100%-win record in all their games.





Years 7, 8 & 9 combined and Key Stage 4 girls futsal teams competed in tournaments.

The College's Year 7 and 8 indoor athletics all qualified for the final with Year 8 boys placing second, Year 7 and 8 girls placing fourth and Year 7 boys placing fourth out of 9 total schools in attendance. This was an excellent achievement and all students performed brilliantly throughout the entire competition.

Athletics continues to be a strength of the College with several teams winning the overall area competition despite being up against schools such as; Oakham and Uppingham School. All students involved performed exceptionally, achieving success across all 4-year groups from Years 7-10. A total of 25 students were selected to represent Rutland in the county athletics finals held at Loughborough University at the start of June.



Students in Years 7-9 also had the opportunity to participate in a multi event Quadrathlon (Year 7) or a Pentathlon (Year 8 & 9). Students who represented the College were fantastic throughout the whole day, producing some outstanding results. Three students qualified for the county finals which took place at Corby Athletics stadium at the end of June.

Students competed in the disability school games athletics back in May. This event was split into two competitions; inspire and excel. The excel competition leads to the national final if successful. At Catmose College we had two students qualifying for the national disability athletics final.

This year's dance show involved the highest number of participants to date and took place over two nights. Students performed in a mix of dance styles from street dance, ballet and contemporary. This was hugely supported by outstanding sports leaders from the College who choreographed pieces for Key Stage 3 dance groups. The show was a great success, and pupils did a fantastic job choreographing their own routines, demonstrating creativity, confidence, and teamwork throughout.



Trips & sport scholarship

This year, we also ran a number of trips and sports scholarship events to enrich pupils' sporting experiences, providing opportunities for skill development, exposure to elite-level sport, and inspiration beyond the classroom.

As part of the sports scholarship programme, pupils took part in a range of experiences including sessions with a MAC nutritionist, targeted gym training, mental skills development led by a sports psychologist, and a trip to watch a dance performance at DMU.



The sports team also ran an extremely successful trip for Year 8 to Rutland Water where students were able to develop their Outdoor and Adventure Activities skills across a range of water sport activities.

The sports team also ran a sport scholarship trip for 40 pupils in Years 9 and 10 to Wimbledon, the Championships where students were able to spectate live tennis tournaments performed by famous international athletes. Not only were students able to watch live championship tennis, they also visited Twickenham Rugby stadium where they were given a tour of the stadium, experiencing first-hand the life of a professional rugby player. This trip not only provided students with the opportunity to watch some of the world's best tennis players in action but also explore the sights of London and engage in a unique cultural experience.

Barcelona Trip

Our Year 8 students returned from an unforgettable football and netball tour in Platja d'Aro, Spain — and what a week it was! From diving into mini golf, bowling, and beach days to splashing in the hotel pool and taking in stunning views on a coastal walk, the trip was



packed with fun. On the pitch and court, our students shone brightly. They played competitive fixtures against both an English school and a local Spanish team — showcasing top-tier sportsmanship, teamwork, and a fantastic cultural exchange. Students enjoyed elite netball training and a friendly yet fiercely competitive tournament with two strong teams on show.

The trip finished with a guided tour of the modern home of La Liga giants RCD Espanyol — a real inspiration for our young athletes!

Each student represented Catmose College with exceptional behaviour, effort, and team spirit. A week full of memories, growth, and sporting excellence.

Rumble Trip

Students in Year 7 identified as struggling with engagement or confidence in sport lessons experienced a morning of outdoor laser tag at Rutland Water. Students had to work as a team to generate as many points as possible by shooting headbands and guns of the opposing team. Both teams worked well throughout the morning showing great teamwork and demonstrating a positive attitude.

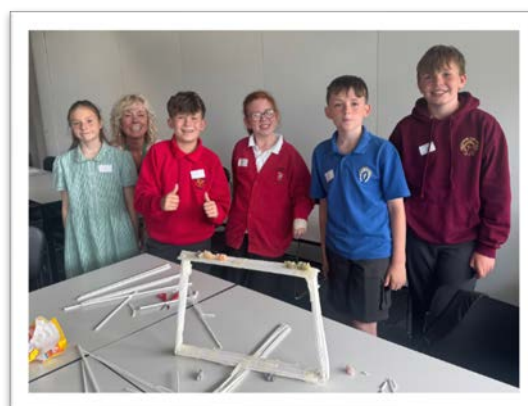
DESIGNATED SPECIAL PROVISION AND SEN

The SEND team have celebrated another successful year and we are incredibly proud of our students, who have demonstrated resilience, positivity and determination in their studies.

Students have continued to access a broad and balanced curriculum, both in mainstream and in the DSP. This academic year has seen the DSP and the staff team therein provide much needed support for a number of mainstream pupils, providing respite and intensive academic support which for many has supported in the gathering of evidence towards EHCNA applications. Inclusive practice across the College has continued to grow, with staff engaging in core CPD and in collegiate discussions across subject areas and disciplines in support of continuously improving practice for SEN students. The SEN Team have conducted SEN quality assurance and learning walks, that have highlighted positive practice and have informed forward planning. Inclusivity remains at the heart of our practice at College and plans for the 2025-2026 academic year will see the team and provision go from strength to strength.

Transition

Our extended transition programme for Year 6 students has been a success again this academic year. We have offered three transition days for pupils with EHCPs, in addition to the whole College transition days. Students engaged in a wide variety of social skills building activities and attended taster sessions in English, Maths, Science and Drama. SENCOs from both Catmose College and the feeder primary schools, attended transition meetings, facilitated by Kelly Jackson (Catmose Primary) for students identified as K Code. These students were invited to an additional transition day at College, led by SENCOs in support of their transition. Where appropriate, additional transition packages were offered and Year 6 transition reviews were attended, where possible, by the SENCO and the student's allocated key worker. Return to College meetings will be held for current EHCP and K Code students who have been identified as feeling anxious about returning to College after the summer holiday. We are pleased to have a full cohort of 6 Year 7 students joining the DSP in September 2025 and are excited to welcome them.



Trips

This academic year, students with SEND have had the opportunity to participate in a wide range of trips and educational visits. These have ranged from subject specific trips to locations, such as Burghley House (Art), The Big Bang Science Fare (Science), The Black Country Museum (Humanities) and residentials such as, the Battlefields Trip (Humanities) and PGL (Maths). Students have also enjoyed trips to the theatre and in the DSP students have attended local visits to Oakham Church, Oakham Castle, Top 555 car dealership, Oakham Fire Station, to the local Lidl to make donations to the foodbank and to Barnsdale Woods. In July 2025, the whole DSP attended a trip to Warwick Castle. Students, both DSP and mainstream SEND, have participated in the Disability Athletics and other sporting events providing them opportunities to not only to compete, but also to explore variety of alternative sports, in a non-competitive environment.



Electives and Extracurricular

Electives continue to be an integral part of College life and bring great joy and provide exciting opportunities for students with SEND. Students have taken part in both paid and unpaid electives including, Go Wild, Bowling, Hair and Beauty, Sign Language, Manga Illustration, Dungeons and Dragons, Book Club and Origami. The Reset elective, continued to be a success supporting students who need that extra bit of nurture and has been critical in the development of new friendships between pupils with SEND.

Prep Club continues to support students after College four days a week and has had good attendance and engagement from pupils across the College's SEND community. In order to expand prep support in the next academic year, the SEND team have identified Teaching

Assistants who will run a prep club during tutorial sessions each day, to support those unable to attend after school.



Curriculum

A bespoke curriculum for all Key Stage 4 SEND and DSP students has been offered this academic year, affording pupils the opportunities to access a number of qualifications including: GCSEs, Entry Levels and BTECs. Students have been supported in pursuing their interests, whilst accessing a curriculum that challenges, supported by Quality First Teaching, specific intervention and engagement with parents. Opportunities have been taken to celebrate the progress of students across the College and we have seen a number of SEND pupils receive curriculum badges and become subject scholars. Work to align the DSP curriculum with the core subject in mainstream continues, and has been impactful this year with specialist teachers delivering curriculum content within the DSP.

A review of current interventions has taken place this year and has led to a restructure of how the therapeutic and intervention programme will be delivered at College. This new system will allow for more students to access much needed provision and result in more robust systems of recording.

Progression

The SEND team at College, offers a wealth of experience and will re-welcome Nina Collingwood, Senior Assistant Principal to the team to lead on the DSP and SEND. She will continue to be supported by Andrea Sharpe (SENCO) and Alisha Adams (Assistant SENCO). The team continues to grow, with four teaching assistants joining in September, allowing us to support students with SEND.

ACADEMIC SCHOLARS

Students enjoyed great success with the Academic Scholarship programme throughout 2024-25, with a record 124 students across Years 9 and 10 awarded a scholarship in one of 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.

In English, students entered an external writing competition, Orwell Youth Prize, with several entrants being highly commended by judges. English scholars also took part in a workshop in College with the poet and writer Charley Genever, where they got to pick the brains of someone who has made a successful career out of their poetry, an eye-opening experience for all. Scholars also entered the Rotary Young Writers Competition, with Year 10 student Lauren named the national winner of the competition, a truly remarkable achievement. Lauren is the first national winner the Rotary Club of Rutland has sponsored in the last 50 years, with her powerful story "Wondrous Water" wowing judges across the country.



In Art and Design, scholars have again been treated to an incredibly vast range of activities, workshops and competitions to enrich their subject passions. Art scholars used their extra skills gained in their painting and drawing workshops to enter the Rotary Young Artist competition, with Catmose scholars being awarded local and district winners, with several other students having their work highly commended. Design and Technology scholars competed in the Rotary Young Engineer competition at Uppingham School, and despite not being able to take home the trophy, their portfolio of work was highly commended by judges on the day and their prototype performed well in testing. The scholarship programme was once again able to support five scholars in applying for an Arkwright scholarship – three applicants were shortlisted for interview with two being successful in being awarded a scholarship. This scholarship sets these students on the ideal pathway towards a successful career in the engineering sector.

Science and Computer Science scholars have completed a series of practical challenges and competitions to get a glimpse of what careers are available to them in the world of science that they may not have previously considered. Practical challenge sessions on cells and batteries, nylon synthesis and exothermic reactions have piqued the interest of our science scholars, while our computing scholars were once again instrumental in contributing to the smooth running of sports day as part of the tech team. In maths, scholars have been busy learning the key crossover areas between the GCSE and A-level content to give them a specialist insight into how crucial their GCSE learning will be to them as they begin their maths A-levels in Year 12. In Drama, students enjoyed several workshops on Verbatim theatre, mask work and improvisation, then got to see all of this in action as they attended a trip to watch Wuthering Heights. Language scholars took part in the British Council Language Challenge where students completed a series of challenges within their studied language, with similar activities to those which students complete in the Catmose Challenge.

This year also saw the long-awaited return of the Rotary Youth Speaks competition. Two teams of three, comprising of six Year 11 girls entered the tournament and spent weeks planning, writing and rehearsing their 15-minute-long speeches on topics of their choosing. One team spoke about "The pains and banes of growing old" with the other team discussing how FOMO (fear of missing out) is affecting teenagers in the 21st century. In the local rounds, our two Catmose teams both delivered exceptionally confident, eloquent speeches with the judges in awe of the high-quality of their performances. So much so, the judges decided to bend the rules slightly to send both teams through to the national finals, as they could not separate these two exceptional speeches. Unfortunately, only one team, Lizzie, Annabella and Jacqueline, were able to attend the national finals, on a Sunday in Lancashire. While first place was not to be on this occasion, the girls once again were magnificent and scored incredibly highly with the judges, finishing close runners-up.



The academic year for our scholars finished with a visit to the College from Oakham Escape Rooms, with teams completing an escape room with a twist – instead of breaking out of a room, teams were competing to be the first to break into a locked rucksack. All teams were able to complete the challenge within the allotted 75 minutes, with all scholars enjoying their afternoon. A lovely way to end what was another busy year for scholarships!

Our more able students and former scholars at the College once again performed extraordinarily well in their GCSE exams. Due to the lack of KS2 data for this cohort after the legacy of covid, it is slightly more difficult to make national comparisons, but it is still clear that our more able students have performed well above the national expectation. The early data shows our more able students have achieved on average 81% higher per grade than nationally, with our more able pupil premium students achieving over 150% of a grade higher than their national counterparts. These impossibly high results demonstrate 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.

SUMMARY OF TARGETS & ACTIONS 2025/2026

ACHIEVEMENT	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
A8 52 A8 FSM 40 En & Ma 4+ 75% En & Ma 5+ 57% FSM En & Ma 4+ 55%	Allocate FSM students to mentors Reshare key worker student profiles and targets for Year 11 Assertive mentoring training given by HWI if new to mentoring Timetable mentoring sessions with allocated students Intervention priority list formulated. HWI and JPE to monitor and review impact Confirm access arrangements and action any adjustments ready for vocational January sitting. Year 11 allocation of vocational course intervention	Mentors to continue to meet key worker students. Support needs to be provided against targets and next steps following the key assessment. Monitoring of groups following data point and intervention priorities aligned with the monitoring. Exam revision techniques and how to develop a revision timetable for identified students. Recruitment and training for invigilators Year 11 Key assessment analysis and intervention plan formulated accordingly. Year 11 Vocational course intervention	Year 9 identified cohort revision/learning technique session Additional Eng/Ma for identified group following options choices Year 10 assertive mentoring identification, allocation and initial meeting. Year 11 gained time from vocational reallocation.

CURRICULUM	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Effective curriculum in lessons 95% or above by the end of the academic year. Assessment aligns with curriculum in all teams; there are at least 2 marked pieces of work as the basis of the checkpoint or key assessment grade. 90% Effective or better assessment QA in Leadership. 80% of all students feel that option choices have met their needs.	Leadership QA - T1 Stages student's books T2 Assessment material JPE to QA data entry and feedback to intervention Probation 1 complete Coaching observations completed Teaching observations scheduled for the whole academic year Subject Review (Sport CNAT) Option blocks and curriculum reviewed. All comms created Curriculum costings updated and shared with SLT	Chemistry Subject Review Leadership QA - T3 Book scrutiny T4 Outcomes Y8 Observations continued Year 9 options process starts with students Curriculum taster in lessons/assembly SLT meetings Options and Parents Evening Finalisation of choices	Spanish subject review Probation 2 complete Observations for all staff completed by T5 Leadership QA - T5 Assessment material T6 TBC Evaluate Quality of Teaching for the Year Survey questions revisited to match targets

DEVELOPING TEACHING	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
90% of lessons are judged at least effective. CPD, 80% staff agree that training meets their career stage needs including the statutory 2-year ECT CPD.	Term 1 WTAC workshops published and to run during wk 3. Team training shared from Tls TP grids, to be monitored. Feedback and logging system set up to collect data on efficacy and quality of sessions delivered. ECTs and Mentors attend conferences and clinics. Term 2 Core sessions organised and published. ECTs observed, Progress report 1 written and Progress Meeting 1. Term 3 workshops planned with tiered career stage focus (including A-level teaching, planning of trips, etc.) Term 3 workshops published and advertised as tiered by career stage. QA of feedback from sessions in T1-2	Term 3 Walkthru workshops developing teaching and WTAC published with career stage guides and timetabled. ECTs/ Mentors attend conferences and clinics. Monitoring of team training and bespoke training - how many hours completed, any teams need support, how does it compare to what was planned. Term 4 Core sessions organised and published. ECTs observed, Progress report 2 written and Progress Meeting 2. Term 5 workshops planned with tiered career stage focus. QA of feedback from sessions in T3-4	Term 5 Walkthru workshops developing teaching published with career stage guides and timetabled. ECTs/ Mentors attend conferences and clinics. Monitoring of team training and bespoke training - how many hours completed, any teams need support, how does it compare to what was planned. Term 6 Core sessions organised and published. ECTs observed, Progress report 3 written and Progress Meeting 3. QA of feedback from sessions in T5-6

BEHAVIOUR & ATTITUDES	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
80% of students have less than 5 CPOMS in an academic year. 55% of students are Zero Heroes at the end of the academic year 95% of parents agree that their child behaves well in College. All staff award between 5-10 house points per week and a proportion of that for p/t and HS staff. Parity across staff reinforces fairness and student buy in. Staff feel their practice of relational approaches are completely embedded (meet and greet, positive noticing, 3 words, lesson dismissal) (75% average across the 4 approaches). All teams complete at least 3 house competitions (T1 - 4) and data added to the central tracker.	Staff briefed about routines: meet and greet, positive noticing, 3 words, lesson dismissal Leadership by week 5 T1 all teams to have agreed 3 house competitions and agreed when they will take place Leadership by week 3 T2 house comp tracking checking and up to date By week 6 T1 In Leadership audit each team to check proportions of HPs awarded for each team member is proportionate for population P/O completed for rewards Pastoral assembly T1 (LBA/ABW) to update students on Client Services, how to be a zero-hero and the improved house competition offer T1 Spot check uniform (15.9.25) T1 Low level behaviour	Zero Heroes reward end T4 Spot check TBA Plan and put on pre-exam treat for Year 11 students Review of FSM Catmose Challenge % (IBA) - target students identified Compare refusal per population with last year T3 Learning walk – start of lessons – meet and greet, punctuality – high expectations T4 Learning walk – specific year group tba LBA/ABW Staff briefings – relational practice strategies – update on Stages HP rewards end of T4 Elective house competitions launched and completed each term	Spot check TBA LBA/ABW Staff briefings – relational practice strategies – update on Stages Zero Heroes reward end T6 Celebration assembly awards Top 30 HP students in each year win Cadbury bar Review of FSM Catmose Challenge % (IBA) - target students identified Elective house competitions launched and completed each term

	T1 Learning walk (within 4 weeks) (A&D and PA) low level disruption T2 Learning walk - punctuality and remaining in class T2 Analysis of poor behaviour by team to identify support needs LBA/ABW T1 Staff briefings – relational practice strategies, HP allocation and correct use of CPOMS (victims) Zero Heroes reward end of T2 Elective house competitions launched and completed each term HP rewards end of T2 IBA – update by end of T1 on Catmose Challenge totals and FSM		
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ATTENDANCE	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Attendance for all is 95% (exemplary) Attendance for FSM 92% Persistent absence 10% (exemplary)	ABW staff briefing: Attendance and the role of the tutor and those who are Section 19, p/t TT or AP Praise letter for students' attendance >98% end of T1 Attendance report to all in T2 Share tracker codes and expectations for attendance tracking with SGE (FSM KS4), HMA (FSM Yr8/9), IBA (YR 7), SCR, NCO (SEND)	Praise letter for student attendance $\geq$ 98% end of T3 Attendance report to all in T4 Check badges are ordered for attendance last year G 177, S 252, B 128	Attendance report to all T6 Praise letter for student attendance $\geq$ 98% end of T5 Celebration assembly awards for attendance bronze (96%), silver (97+98%) and gold (99+100%)

PERSONAL DEVELOPMENT & WELLBEING	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
FSM students are able to access a club/trip/competition/outside speaker/workshop within the team each term (plan outlined in the termly grid). 95% of Year 7 FSM students achieve the bronze award Catmose Challenge. 70% of students agree that the tutorial programmes covers topics which are relevant. 80% of staff agree that tutorial is well planned and led.	IBA to brief all Year 7 tutors on the Catmose Challenge process. By end of term 2 60% students complete Bronze. Tutorial Programme review - Review Government guidance and ensure content responds to emerging trends. (CSH) Update PSHE policy and website Student Council - Input into Tutorial programme to ensure its relevant to student's needs. Establish working party (CSH) Tutorial Lead QA of SOW - look at topics which repeat e.g., Pornography, is material age appropriate, has it been differentiated relating to age. CSH meeting with Tutorial Leads and QA of resources for Term 1. Outside agency tutorial opportunities explored and incorporated into scheme in line with behaviour and safeguarding	Review of FSM Catmose Challenge % (IBA) Target students identified Review of FSM trip engagement (CWI) Target students identified in each year group. Tutorial Learning Walk QA - Tutorial leads with CSH to be planned for Term 3 and 4 Student Working Party input into tutorial programme - termly meeting to gain student voice - Also gain wider input from form groups QA focus group. Outside agency tutorial opportunities explored and incorporated into scheme in line with behaviour and safeguarding	Review of FSM Catmose Challenge % (IBA) Target students identified Review of FSM trip engagement (CWI) Target students identified in each year group. Extra transition identified students Tutorial QA SOW Outside agency tutorial opportunities explored and incorporated into scheme in line with behaviour and safeguarding

	Trip overview of academic year to be sent to parents and staff (CWI) Termly update of FSM students who need to be targeted for trips (CWI)		
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LEADERSHIP & GOVERNANCE	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
80% of parents agree that the College is well led and managed 90% of staff say that they can manage their workload. Maximise efficiency within the timetable to ensure curriculum costings are lean.	Workload conversation guided by DfE approach. JPE to investigate a more efficient data entry system for teaching staff Review the structure of lesson allocation, in particular consider triple lessons. Research and share potential curriculum solutions. Consultation if needed. Finalise curriculum design for 26/27. Curriculum costings updated	Tls to begin work on SOW if changes are made to curriculum design. Updates to SLT links about this piece of work during weekly meetings Curriculum costings update	Staff survey workload Tls to share curriculum design and information for QA. Update website and communications TT creation Curriculum costings update

SAFEGUARDING	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
90% Students state that they feel safe in College. The College is fully compliant with the guidance set out in KCSIE(2025) 90% of parents feel their child is safe at College	Safeguarding training for all Federation staff Safer Care Code of Conduct Staff training Policy updates and website Review Staff briefing - Spotlight CP/CIN students for staff awareness Safeguarding governor scrutiny Safeguarding assembly Safeguarding survey end of T2 Safeguarding newsletter T1 Termly Safeguarding meeting SLT	Staff briefing contextual update Safeguarding survey end of T4 Safeguarding newsletter T3 Termly Safeguarding meeting SLT	Staff briefing contextual update Safeguarding newsletter T5 Termly Safeguarding meeting SLT

INCLUSION	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Attendance of EHCP Students above 90% (National 86.3%) Attendance of SEN Support above 92% (National 89.4%) Achievement TGT (SEND) DSP Cohort at capacity within Y6/7 intake. 90% of staff who have attended SEN CPD feel this has improved their practice. 80% of HNF SEN applications are successful and provide additional funding to support identified needs. 90% of SEN students have employer encounter. 80% of SEN parents feel that their child is well supported at College 80% of SEN students attend an extracurricular club or residential trip this academic year. FSM 90% of students have an external employer encounter.	Term 1 Review of SEN attendance and Identification of support required for students. Allocate key workers to SEN students Attend Y6 annual review meetings for potential DSP students Review HNF students and submit updated applications for identified SEN students. HNF tracking sheet to be completed in conjunction with Pastoral team. Spotlight briefings for Identified SEN Students Learning walks - QA focusing on a specific area of need/cohort of pupils. CORE CPD opportunities identified Termly staff briefing SEN Focus SEN Parental Survey after Progress Evenings	QA - TA observations EHCP/ SEN Support Meeting Options HNF update termly and completion of applications Subject QA SEN focus - TBC Intervention groups reviewed and reallocated linked to SEN support and EHCP provision Employer Encounters and Trips reviewed for SEN students to ensure over 80% are accessing these opportunities. Review of progress linked to checkpoints and Key assessments – Key workers to implement support for identified students Spotlight briefings for Identified SEN Students SEND Newsletter 'Celebrate Student Success'	Transition: Collate all SEN information for new year 7 students. EHCP/K Code/vulnerable students transition sessions year 6 Additional transition for identified year 6 students Year 5 EHCP tours Transition: Collate all SEN information for new year 7 students. SENCo observation, information gathering and professional discussion with primary SENCO for Year 6 Transition. DSP groupings and pathway identified for all students in prep for next academic year TT for DSP considered and developed for next academic year Review of progress linked to checkpoints and key assessments

FSM 95% of students have a successful application to post 16 provision.	Interventions and Groups identified and completed to meet EHCP SEN Provision Liaison with Career Lead to ensure EHCP transition meetings in place Review of progress linked to checkpoints and Key assessments - Keyworkers to implement support for identified students SEND Newsletter 'Celebrate Student Success'		– Key workers to implement support for identified students Spotlight briefings for Identified SEN Students SEND Newsletter 'Celebrate Student Success'
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