Transformation Plan
‘Equal Value, Outstanding Progress’

2026/2027



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PRINCIPAL'S INTRODUCTION

Catmose College is built around a straightforward principle: we should provide an education that we would be happy for our own children to receive. That means combining the highest academic expectations with a school experience in which young people are trusted, known as individuals and encouraged to take full advantage of the opportunities available to them.

Our ethos is captured in three words: Prepare, Respect and Contribute. We expect students to come to College ready to learn, attend regularly and work hard. We expect students and staff to treat one another with respect, and we believe that being part of Catmose means contributing to the community rather than simply attending it. These expectations are deliberately simple because they should be visible in the everyday life of the College, in lessons, tutor groups, corridors, performances, sports teams, trips, electives and the relationships between students and staff.

The way we work is equally important. We trust our students and lead by example. Students are welcomed into College from early in the morning and can remain after lessons to access facilities, complete work, rehearse, practise or take part in activities. We do not want a culture built around long lists of rules or unnecessarily restrictive systems. Instead, we combine clear boundaries and very high expectations with positive relationships and adults modelling the standards we expect from students. The result is a College that is normally exceptionally calm and purposeful despite educating around 1,200 young people. This is reflected in the most recent Ofsted inspection, which described Catmose as providing a "remarkable and broad education", with exemplary behaviour and students who thrive and achieve very well.

We are a comprehensive community College and are proud of the breadth that brings. Our ambition is not that every student follows the same route, but that every student leaves Catmose exceptionally well prepared for the route that is right for them. For some that will mean the most academically demanding GCSE programme followed by A levels and university. For others it will lead to technical qualifications, further education or an apprenticeship. Our size enables us to offer considerable curriculum breadth, while remaining small enough for staff to know students well and respond to individual strengths, interests and needs.



Academic success remains fundamental to this. Outcomes continue to be well above national averages, while teaching remains a significant strength. In 2025/2026, 98% of observed lessons were judged effective or better, and quality assurance showed strong curriculum implementation across the College. Attendance remained around 95%, above national levels, and behaviour remained strong, with serious incidents and suspensions involving only a small minority of students.

Our ambition, however, extends considerably beyond examination results. We want students to leave Catmose as confident and resilient young adults who can work successfully with others, take responsibility, lead and respond positively when things do not go to plan. These qualities are not developed through classroom learning alone. The breadth of opportunity available to students is therefore a core part of our educational offer, rather than an optional extra.



Last year demonstrated this particularly strongly. Students participated in an extensive programme of electives, performances, sport, trips, exchanges, competitions, the Duke of Edinburgh's Award, scholarships and community activity. Overall, 895 students took part in at least one College trip, 100% of FSM Year 7 students achieved the Bronze Catmose Challenge, and 96% of parents agreed that the extracurricular programme enriches their child's experience. More than 200 students participated in the Christmas Concert; Grease involved more than 100 students and sold out all five performances; Catmose teams competed successfully across local, county and national sport; and the first Catmose Green Power team designed and built its own electric racing car before finishing eighth from nearly 40 teams at its first race.

These examples matter not simply because they are enjoyable. They give students the chance to discover abilities and interests they did not know they had. A student may arrive at Catmose having never performed, debated, coded competitively, travelled abroad or represented a sports team. Our responsibility is to make those opportunities available and encourage students to have a go. As our Head Students articulated particularly well at Open Evening, students do not need to arrive knowing what they will become. Our job is to give them the confidence and opportunity to discover it.



Relationships are central to making this possible. Tutor groups remain together, wherever possible, across the five years so that students and families develop continuity with a member of staff who knows them well. Pastoral, SEND and curriculum teams work closely together, and additional support is targeted where barriers emerge. During 2025/2026, support

for disadvantaged students was strengthened through assertive mentoring and key workers, while inclusion systems were developed further in response to increasing levels and complexity of SEND. Parent feedback remained very positive, including 97% reporting that their child felt safe and 88% of parents of students with SEN reporting that their child was well supported.



We are particularly proud that the breadth of the Catmose experience increasingly reaches students who can be most at risk of missing out. Seventy-two per cent of FSM students participated in at least one trip during the year, compared with 64% of non-FSM students at the point evaluated, and participation by students with SEND was also strong. This reflects an important principle in this Transformation Plan: equal value must mean equal access to ambition, opportunity and support, not simply treating every student in exactly the same way.

There is much, therefore, to celebrate from 2025/2026. Academic outcomes remained strong; teaching and curriculum quality were securely established; attendance compared favourably nationally; the College remained calm and safe; participation in enrichment was extensive; and parents and staff continued to express high levels of confidence in the College. At the same time, good schools do not stand still. The purpose of this Transformation Plan is not to introduce a different philosophy, but to identify precisely where our established approach can be made stronger.



PRIORITIES FOR 2026/27



Our principal challenge this year is therefore consistency and inclusion. The overall experience of most students is very strong. Our focus is to ensure that this remains equally true for students with SEND, disadvantaged students, those known to social care and other vulnerable groups, while continuing to stretch those capable of the very highest academic achievement.

We will strengthen the consistency of teaching and assessment, with particular scrutiny of subjects where the 2026 outcomes indicate that students could have achieved more. English Literature, Geography and Spanish will receive focused review, alongside rigorous intervention for Year 11 and continued development of provision for the most able. The Academic Scholarship programme is expanding to 160 students in 2026/27, with greater emphasis on oracy, debating and experiences that prepare students for the most competitive post-16 and future pathways.

Inclusion will be a major priority. The College is responding to a significant increase in the number and complexity of students with additional needs, including a larger number of students with EHCPs. We will further develop key worker support, review teaching-assistant deployment, strengthen staff expertise in inclusive classroom practice and introduce a targeted Life Skills curriculum for identified students who need additional help to access College successfully. Quality assurance will increasingly test not simply whether support exists, but whether vulnerable students experience the same ambition, quality and breadth of opportunity as their peers.

Behaviour is strong overall, but we have identified that students' experience is less consistent during unstructured times and transitions than it is within lessons. We will therefore strengthen staff presence, routines and early intervention at break, lunchtime and lesson changeovers. We will also provide more targeted support for the relatively small cohort of students whose behaviour accounts for a disproportionate number of incidents. This work will retain our relational approach: clear expectations and appropriate consequences, alongside early identification of need, positive relationships and effective pastoral support.

Attendance will remain a priority. Overall attendance is strong, but the headline figure can conceal students and groups for whom absence creates a significant barrier to achievement. Particular attention will therefore be given to persistent absence, Year 10 and vulnerable groups, with earlier intervention where patterns begin to emerge.

We will also continue to improve the quality and reach of personal development. Participation in trips, electives, clubs, competition and community activity will be tracked more systematically so that students who are not yet taking advantage of the wider Catmose offer can be identified and encouraged to participate. The revised PSHE programme, careers provision, Catmose Challenge and enrichment programme will continue to help students develop the confidence, knowledge, resilience and relationships they need for life beyond College.



Finally, we will continue to listen. Student, parent and staff voice, alongside governor scrutiny and our own quality assurance, will be used to test whether what we intend is what students actually experience. Leaders will also continue to consider staff workload carefully, because maintaining a successful College depends upon attracting, developing and retaining excellent people.

Ultimately, the measures contained in this plan matter because of what they mean for individual students. We want every young person who joins Catmose to achieve excellent qualifications, but also to discover interests and strengths, build friendships and relationships that endure, learn to contribute to the community and develop the confidence to deal with challenges independently.

Our ambition for 2026/2027 is therefore both demanding and deliberately simple: to preserve the culture that makes Catmose distinctive while continuing to improve it; to maintain high expectations without losing the importance of relationships; and to ensure that every student, whatever their starting point or circumstances, is prepared, respected and given every opportunity to contribute and succeed.

ACHIEVEMENT

ACHIEVEMENT	Term 1 and 2	Term 3 and 4	Term 5 and 6
Whole cohort A8 52 Actual 49.42 A8 FSM 40 Actual 40 En&Ma 4+ 75% Actual 68.3% En & Ma 5+ 57% Actual 49.5% FSM En&Ma 4+ 55% Actual 52% P8 0.21 **Contextualised (attendance and DSP) actual** A8 54.29 En&Ma 4+ 78% En&Ma 5+ 58% En&Ma 7+ 12.7% P8 0.50	Allocate FSM students to mentors Reshare keyworker student profiles and targets for Y11 Assertive mentoring training given by HWI if new to mentoring TT mentoring sessions with allocated students Intervention priority list formulated. HWI and JPE to monitor and review impact Review of access arrangement process in light of new JCQ guidance. Confirm access arrangements and action any adjustments ready for vocational Jan sitting Y11 Allocation of vocational course intervention	Mentors to continue to meet keyworker students. Support needs to be provided against targets and next steps following the KA. Monitoring of groups following data point and intervention priorities aligned with the monitoring. Exam revision techniques and how to develop a revision TT for identified students. Recruitment and training for invigilators Y11 KA analysis and intervention plan formulated accordingly Y11 Vocational course intervention	Y9 identified cohort revision/learning technique session Additional Eng/Ma for identified group following options choices Y10 assertive mentoring identification, allocation and initial meeting. Y11 gained time from vocational reallocation
TERMLY EVALUATION	Grade: Evidence: All FSM students meet and targets assigned. FSM parents written too. Intervention plan formulated and delivered. Policies reviewed and AA arrangements confirmed with students and parents. Risk: Vocational external marking.	Grade: Evidence: Student performance in the KA - scorecard shared with govs. Robust intervention plan using grade achievement, groups, targets. All teams have had the opportunity to request students aligned with group aim e.g. breakfast club maths grade 7/8. Chemistry afterschool H tier 1	Grade: Strong Standard Evidence: Y11 gained time timetabled to support Y10 vocational subjects on NEAs and preparation for vocational exams in Jan 27. Allocation of mentors following Y10 mocks of assertive mentoring group. Scorecards across all year groups. KA analysis KS3

	Next Steps: Targeted intervention for vocational small groups.	grade under performance, PP students in electives. Re-evaluation of underperforming students in TL and what bespoke support each student has/is/will receive. Risk: Vocational external marking, changes to the summer series marking released in March 2026. Key worker students not making as much progress as hoped. Next Steps: Continue with mentoring. Review the assessment and reporting calendar to ensure workload and timings of assessment are appropriate and reasonable. Intervention for term 5 finalised. Some vocational subjects have moderation and/or practical assessment starting. Review vocational grades from January and look at re-entries (Hospitality and Catering).	Y7 - Above target at 4+ in Eng/Ma, Average progress across all other subjects is positive. Target area: K Code PP students' achievement in En/Ma at 4+ combined. Y8 - Above or inline at all 4+, 5+ and 7+ attainment indicators for combined En/Ma. Average progress is mostly positive with focus needed on MFL and Art and Design. Target area: FSM maths achievement and progress. Y9 - Above target at all 4+, 5+ and 7+ attainment indicators for combined En/Ma. Progress is mostly inline at the expected level, focus areas of German, Spanish and RS need to be monitored. Target area: FSM K code students in maths considerably lower than En. Risk: Y11 summer exam results. Groups identified in KS3 data analysis.

Next Steps

- English Literature, Geography and Spanish identified from Year 11 results for further scrutiny.
- Set targets for the new academic year against historical performance of the school, KPIs of the year group and achievement in the mocks.
- Review curriculum offer for KS4 and KS5 to ensure that timetable efficiency also prepares for next steps and meets the new Government legislation.
- Targeted groups for intervention T1+2 of Year 11 based on mock data.
- Year 10 targeted groups/students where attendance and behaviour has been identified as a concern and impacting achievement.
- Understand the new FSM legislation and implement changes following guidance (expanded and targeted).



CURRICULUM

CURRICULUM	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. 98% effective or better. (Teaching scorecard) Assessment aligns with curriculum in all teams; there are at least 2 marked pieces of work as the basis of the CP or KA grade. All subjects have at least two pieces of work that form a KA or CP grade. (Centralised trackers) 90% Effective or better assessment QA in Leadership. Effective to exemplary QA items completed in leadership. (CPOMS Teaching Observations, EEFs) 80% of all students feel that option choices have met their needs.	Leadership QA - T1 Stages students' books T2 Assessment material 24.11 (Y8 CP) T2 Schemes of work (KS4 best practice) JPE to QA data entry and feedback to intervention and leadership 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	Chemistry Subject Review Leadership QA - T3 Y10 MA Book scrutiny WK3 T3 TL workshop looking at their QA and sharing best practice T4 Deployment of SEND in team areas 9.3 Observations continued Year 9 options process starts with students: o Curriculum taster in lessons/assembly o SLT meetings o Options and Parents Evening o Finalisation of choices	Spanish Subject Review Probation 2 complete Observations for all staff completed by T5 Leadership QA - T5 Prep analysis 11.5.26 T5 Escalation of behaviour in teams' areas 11.5.26 T6 Tutorial SOW QA 22.6.26 T6 Assessment material Y7 and Y10 Evaluate Quality of Teaching for the Year Survey questions revisited to match targets

78% students and 87% parents agree they understood the options process and it aligns with their needs. (Surveys)	Curriculum costings updated and shared with SLT		
TERMLY EVALUATION	Grade: Evidence: QA of work from TLs recorded - individual comments for certain students recorded on CPOMS. CNAT sport review complete and shared with governors. Options reviewed in line with new Government guidance and booklets created along with option blocks. Teaching observations scheduled and started - scorecard shared with governors. Risk: Recruitment and budget. Timetable capacity very tight. Next Steps: Monitor staffing and curriculum need.	Grade: Evidence: Positive comments for team leaders about sharing best practice - vocational have shared portfolios - changes seen in music already. Best 5 books for More Able. Comments made onto students' CPOMS. Strong observation data - scorecard shared with governors. Positive comments and feedback about QA and different ways teams capture it - evidence form collated with ideas. Risk: Practical subject (DT and Engineering) group sizes and rooming (DT at over 100% rooming capacity) therefore A level theory lessons will be timetabled in to allow for other lessons in specialist room. Next Steps: TT written and staffing allocated. Groups formulated. Development of DSP Hums curriculum at KS4. Look for any TT savings by reduction in groups.	Grade: Strong Standard Evidence: Teaching Scorecard. TL analysis of prep and behaviour escalation. Student surveys. 98% of lesson observations effective or better. Effective to exemplary of QA completed in leadership. 78% students and 87% parents agree they understood the options process and it aligns with their needs. All subjects have at least two pieces of work that form a KA or CP grade. Risk: TT/allocations and people at full capacity across all teams.

Next Steps

- TL training to ensure consistency of practice in QA for new TL and ATLs so that they are in line with other teams.
- Share best practice in leadership on assessment and QA in other teams.
- Review curriculum offer for KS4 and KS5 to ensure that timetable efficiency also prepares for next steps and meets the new Government legislation.
- Increased opportunity in the Academic Scholars programme within team areas and public speaking.
- Development of the SEND Life skills curriculum and increased allocation for Year 2 of the programme - staffing and facilities.



BEHAVIOUR & ATTITUDES

BEHAVIOUR	Term 1 and 2	Term 3 and 4	Term 5 and 6
80% of students have less than 5 CPOMS in an academic year. 76% overall have 5 or fewer - this was probably due to increased reporting following the '2 minute catch-up' action being added. 55% of students are Zero Heroes at the end of the academic year This was impacted by a minority of new staff who for a while added large groups of students on single CPOMS - this was addressed end of term 6 - 421 zero heroes - 36% of all students. End of term 4 – 609 zero heroes – 53% of all students End of term 2 – 802 zero heroes – 69% of all students 95% of parents agree that their child behaves well in College. 88% of parents agreed that the College makes sure its students behave well	Staff briefed about routines: meet and greet, positive noticing, 3 words, lesson dismissal Leadership by wk 5 T1 all teams to have agreed 3 house competitions and agreed when they will take place Leadership by wk 3 T2 house comp tracking checking and up to date By wk6 T1 In Leadership audit each team to check proportions of HPs awarded for each team member is proportionate for population PO 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	Zero Heroes reward end T4 Spot check uniform Plan pre-exam treat for Year 11 students Review of FSM Catmose Challenge % (IBA) - target students identified Compare refusal per population with last year (1137) Track CPOMS data across all year groups - focus on increasing trend of year 7's LBA CPD delivered on power of adult behaviour T4 Learning walk – specific year group - year 9 - ABW Governors scrutiny panel - behaviour (boys) Trial the use of co-pilot (AI) in analysing behaviour data and bundles etc. Consistent use of CS visitors log and evaluate trends of visitors. Elective house competitions launched and completed each term	Low level behaviour spot check after Y11 leavers go Put on pre-exam treat for Year 11 students LBA/ABW pastoral/tutor meetings– update on Stages and any other hot spot issues 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

96% staff agree that they are able to manage the behaviour of students they work with. Teaching scorecard: Relationships judged exemplary = 49%, effective = 50%, support needed 1% All staff award between 5 - 10 HP per week and a proportion of that for p/t and HS staff. Parity across staff reinforces fairness and student buy in. Some variability but all staff do meet this as matched to their teaching and contact time. 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. ADT x 6, MFL x3, Eng x 4, Hums x 3, Sport x 5, PA x 1, Maths x 2, Sci x 1 There was a great uptake of house competitions run in Electives: 92	T1 Spot check uniform (15.9.25) T1 Low level behaviour T1 book scrutiny of students on behaviour stages T1 Learning walk (within 4 weeks) (A&D and PA) low level disruption T2 review frequent flyers to CS, follow up T2 Analysis of up by team to identify support needs 2 min catch- up 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 for T2 IBA – update by end of T1 on Catmose Challenge totals and FSM		

TERMLY EVALUATION	Grade: Evidence: Risk: Maintaining high expectations and behaviour as the College capacity is reached (rewards and sanctions) Y11 disengagement PEX at 3 Conduct over break and lunch Next Steps: Uniform focus next term Rising issues in Y9	Grade: Evidence: Risk: Challenge presented by behaviour often related to boys with ADHD or on the pathway. Particularly prevalent in Y9 but not uniquely. PEX at 3. Rise in poor wearing of uniform - addressed but will need to remain focus. Poor behaviour of large groups of boys at lunch – Year 10 Capacity in Client Services stretched - volume of students daily out of lessons to go to CS Next steps: Review accepted 'reasons' for students to be in the medical room. Brief staff to be vigilant about allowing out in lesson time. Re-set expectation about students 'working in' CS especially Y11 students	Grade: Strong standard Evidence: There is a strong positive culture with 25,470 house points awarded and 95-99% of pupils achieving more than five house points. Leadership oversight through regular behaviour analysis, escalation reviews and monitoring of vulnerable groups is robust. Suspensions and Exclusions are not used excessively. Targeted support for pupils through key workers, Client Services, behaviour-stage reviews and bespoke interventions is mostly very effective. Students, parents and staff consistently describe the College as safe, caring and supportive, with behaviour concerns limited to a small minority of pupils. Emerging issues are identified and responded to by the leadership team. Risk: Inconsistent practice with behaviour management in teams where leaders are new. Higher student numbers on roll making the building fuller.

			Earlier intervention when managing behaviour. Lack of HNF to offer a range of bespoke support for students at risk of PEX especially where risks are in the home and community and lead to criminal behaviour entering College. Students still in KS3 with SEN needs.

Next Steps

- Establish a whole-College strategy for behaviour during unstructured times with clear expectations for conduct in corridors, social spaces and break and lunch periods and lesson change overs. Rewrite the duty timetable; defined staff deployment, routines and expectations and leadership oversight.
- Develop a targeted boys' behaviour strategy focused on the small cohort of boys driving a disproportionate level of behaviour concerns, particularly within Years 10 and 11.
- Strengthen consistency in behaviour responses across all teams with focused coaching for less secure team areas and leadership QA to ensure behaviour expectations, sanctions and restorative approaches are applied consistently across the College.
- Expand the use of early identification, pre-emptive pastoral check-ins and behaviour-risk monitoring so that concerns are addressed before they result in Client Services referrals or significant sanctions.
- Strengthen stakeholder confidence through more regular communication of behaviour impact in staff briefings.

ATTENDANCE

ATTENDANCE	Term 1 and 2	Term 3 and 4	Term 5 and 6
Attendance for all is 95% (exemplary) All attendance 95.21% Attendance for FSM 92% PP = 94.06% Ever 1 = 92.7% Persistent absence 10% (exemplary) PA = 12.27% TERMLY EVALUATIONS	Discuss Y11 low attendance at intervention meeting (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 Y8/9), IBA (Y7), SCR, NCO (SEND) Grade: Evidence: Risk: PA in Y11 and some complex cases too Next Steps: Targeted focus on those between 85-89% who have frequent incomplete weeks	Praise letter for student attendance ⩾ 98% end of T3 Attendance report to all in T4 Check badges are ordered for attendance last year G 177, S 252, B 128 Grade: Evidence: Risk:Total attendance below 95% PA for girls in Y9 and Y11 Next Steps: Target PA in Y9	Attendance report to all T6 Praise letter for student attendance ⩾ 98% end of T5 Celebration assembly awards for attendance bronze (96%), silver (97+98%) and gold (99+100%) Grade: Strong standard Evidence: Attendance remains above national average, persistent absence is significantly below national levels and leadership demonstrate a clear strategic approach to improving attendance. Targeted interventions, strong pastoral support and a well-established culture of recognition contribute to positive attendance outcomes for most students. The

			Leadership team monitor attendance closely and respond effectively to emerging concerns, although reducing absence for specific cohorts remains a continued priority. Risk: New appointment in attendance - will take time to get up to speed. Impact on SCR moving fully to pastoral work due to hand over. Next Year10 a risk as they have been lower than normal pattern this year

Next Steps

- Secure induction of new member of CS
- Maintain focus and interventions esp for Y10 - scrutinise subgroups. Add DfE targets
- Check Ofsted reports of similar schools

DEVELOPING TEACHING

DEVELOPING TEACHING	Term 1 and 2	Term 3 and 4	Term 5 and 6
90% of lessons are judged at least effective. (Teaching scorecard) Ped 97% Curr 98% Prog 97% Rel 98% CPD, 80% of 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 Al evel teaching, Planning of Trips, etc.)	Term 3 Walkthru workshops developing teaching and WTAC published with career stage guides and timetabled. ECTs/ Mentors attend conferences and clinics. 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 ECT Induction Policy	Term 5 Walkthru resources for 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

	Term 3 workshops published and advertised as tiered by career stage. QA of feedback from sessions in T1-2		
TERMLY EVALUATION	Grade: Evidence: WTAC workshops published and delivered, feedback and logging system used to review session quality. All ECTs and mentors (stage appropriate) attended conferences and had access to clinics. Term 2 sessions published, delivered and recorded feedback. Observations and termly reports completed and submitted for ECTs. QA of T1-2 CPD sessions from feedback. Risk: Staff capacity during busy periods when delivering and attending sessions, some variability in engagement with feedback systems.	Grade: Evidence: Term 3 Walkthru workshops and resources focused on developing teaching and WTAC were published with clear career stage guidance and timetabled. ECTs and mentors continued to attend conferences and clinics, supporting ongoing professional development. Term 4 core sessions were organised, published, delivered and recorded for feedback. ECTs were observed with Progress Report 2 completed alongside Progress Meeting 2. Workshops for Term 5 were planned with a continued tiered, career-stage focus. QA of feedback from sessions in T3-4 was completed to inform next steps and ensure consistency in delivery and impact.	Grade: Evidence: Term 5 Walktru resources and bespoke pathways published with career stage guidance, allowing colleagues to use CPD allocated hours to completed bespoke CPD such as exam board specific training, continued work on external qualifications or bespoke sessions that were subject specific. ECTs/Mentors attended clinics appropriate for training stages. Term 6 SEND workshops delivered with positive feedback from colleagues, sessions were distributed back to teams and reflected on. Final observations and reports written for the ECTS. QA of this academic year's sessions to follow to start building the structure of the CPD programme for next year.

	Next Steps: Monitor feedback of the career stage tiered CPD, continue to review ECT policy (moving ECT into School-led programme).	Risk: Sustaining engagement across later terms, particularly as workload increases, and ensuring consistency in the quality of feedback across all sessions. Next Steps: Review the ECT Induction Policy to align with the school-led model, continue to strengthen QA processes for CPD delivery, and use T3–4 feedback to further tailor workshops to career stage needs.	Risk: CPD programme has a number of strands moving into next academic year, so admin of each strand/programme will increase, especially with bringing the ECT training in-house.

Next Steps

- Create CPD offer for next academic year (published in September) with clear routes through/timetable.
- Leadership/AI/Subject specific
- Finish work on in-house progress monitoring and evaluation for ECT programme. Create the middle-leaders course.

PERSONAL DEVELOPMENT & WELLBEING

PERSONAL DEVELOPMENT & WELLBEING	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). - All students accessed termly assembly and safeguarding speakers e.g. Charlies Promise, Electives competitions, subject speakers, careers talks, 72% FSM been on an external trip. 95% of Year 7 FSM students achieve the bronze award Catmose Challenge. 100% FSM achieved bronze 70% of students agree that the tutorial programmes covers topics which are relevant.- 67% of students but small % of cohort completed survey (Student Survey)	IBA to brief all Y7 tutors on Catmose Challenge process. By end of term 2 60% students complete Bronze T2 Student Council - Input into Tutorial programme to ensure its relevant to students' 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 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 4 - Starting end of Term 4 but due to cover will run into T5 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 Tutorial Programme Audit - Review government guidance and ensure	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 Update PSHE policy and website (Move to Term 6 after Audit completed)

	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)	content responds to emerging trends (CSH) CSH attend PSHE CPD regarding national changes January 2026	
TERMLY EVALUATION	Grade: Evidence: Working party established Outside Tutorial opportunities booked Catmose Challenge targets exceeded 60% Tutorial leads met and curriculum in place for T1/2 Risk: New PSHE requirements 2026 Next Steps: CSH attend PSHE curriculum update CPD	Evidence: Catmose Challenge - FSM: Bronze 96% Silver 8% Gold 2.5. One identified student left to complete bronze receiving targeted support. PSHE: CPD attended PSHE, Audit to be completed by end of Term 4. CSH: identified new content to ensure within scheme Trips. FSM higher attendance trips 67% than non-FSM 64%. All tracked. Risk - New PSHE curriculum requirements Next Step - Policy update and resourcing new curriculum	Grade: Exceptional Evidence QA of PSHE curriculum demonstrates pupils have developed a secure knowledge in relation to this curriculum. This is also demonstrated through their interactions with peers. Students are reflective and co-operate well with others. Policy updated and audit completed 100% Gatsby Benchmark. Employee encounters completed for all students. Careers meetings for all Year 11, Vulnerable students completed as priority.

			82 % of students have attended a trip 96% parents agree the extracurricular programme enriches their child. All students received Theatre and Charlie's Promise presentation Risk - PSHE - Ensure students are accessing the curriculum tutorial activities to ensure this is met. Ensure that students have developed understanding of British Values and protected characteristics (specifically within Ofsted standards). Increased content meaning increased time - x3 tutorial sessions needed (Silent Reading to go?) SEN PSHE DSP

Catmose College Trips 2025/2026									
					Term 6				
Year	**Cohort**	**FSM**	**SEN E**	**SEN K**	No. of students attending 1 or more trip	% of FSM Students who have been on 1 or more trip	% of E Students who have been on 1 or more trip	% of K Students who have been on 1 or more trip	No. of Non-FSM or non-SEN who have been on 1 or more trip
7	241	32	11	28	235	93	91	100	172
8	240	35	13	44	209	86	85	86	140
9	240	34	10	42	161	56	50	66	117
10	238	35	9	32	130	46	44	47	101
11	202	27	12	19	160	77	92	80	117
Totals	1161	163	55	165	895	72	72	76	647

Next Steps

- New PSHE Curriculum content to be taught 2026 -27
- PSHE QA Termly by PSHE lead and through normal QA to ensure that pupils continue to have a secure and detailed knowledge across PSHE
- DSP to follow bespoke PSHE Curriculum
- Continued analysis of extracurricular and trips and visits. Analysis to include other vulnerable groups - Known to social care, previously known to social care, Young Carers.
- Register changes to ensure data collected
- Electives tracking - analysis of vulnerable groups and Electives accessing.
- Tutor reports

LEADERSHIP & GOVERNANCE

LEADERSHIP & GOVERNANCE	Term 1 and 2	Term 3 and 4	Term 5 and 6
80% of parents would recommend the College to a friend (148 res). 42.57% Strongly Agree 38.51% Agree 8.11% Don't know 1.35% Disagree 7.43% Strongly Disagree 80% of staff state the College is well led and managed (113 Res). 38.94% Strongly Agree 57.52% Agree 1.77% Don't know 1.77 Disagree 0% Strongly Disagree 90% of staff say that they can manage their workload. (113 Res) QU: Leaders take workload into account 19.47% Strongly Agree 50.44% Agree 19.47% Don't Know 7.08% Disagree 3.54% Strongly Disagree	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 2026/27. Curriculum costings updated	JPE to trial new data entry system as pilot (Hums) 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 Workload conversation guided by DfE approach.	Staff survey workload TLs to share curriculum design and information for QA. Update website and communications TT creation Curriculum costings update

Maximise efficiency within the timetable to ensure curriculum costings are lean.			
TERMLY EVALUATION	Grade: Evidence: Pilot tracker to remove double entry agreed. TT structure agreed (split Ha triple), Staffing req. agreed. Risk: Trial of new assessment entry. Next Steps: Initial staff adverts for 2026/27. Internal leadership roles.	Grade: Evidence: Data entry system improved to support staff workload. Internal ATL English appointment made. More Able interviews in place. Risk: late staff resignations leading to timetable concerns. Next Steps: Review assessment calendar for 2026/27 to address staff workload pressure points without losing impact on student outcomes.	Grade: Evidence: Staffing secure. Timetable completed. Survey issues to stakeholders. New reporting system in place. Assessment calendar completed collegiately with leadership and staff. Surveys identify confidence in leadership, high levels of staff pride, confidence that the College is well ran, strong safeguarding culture, strong commitment to student support and personal development. Risk: DfE academy audit. Hot weather.

Next Steps

- Consistency of follow-up of bullying and other concerns
- Effectiveness of managing behaviour during transitions and social times.
- Do SEND and vulnerable learners experience provision as consistently as leaders intend.

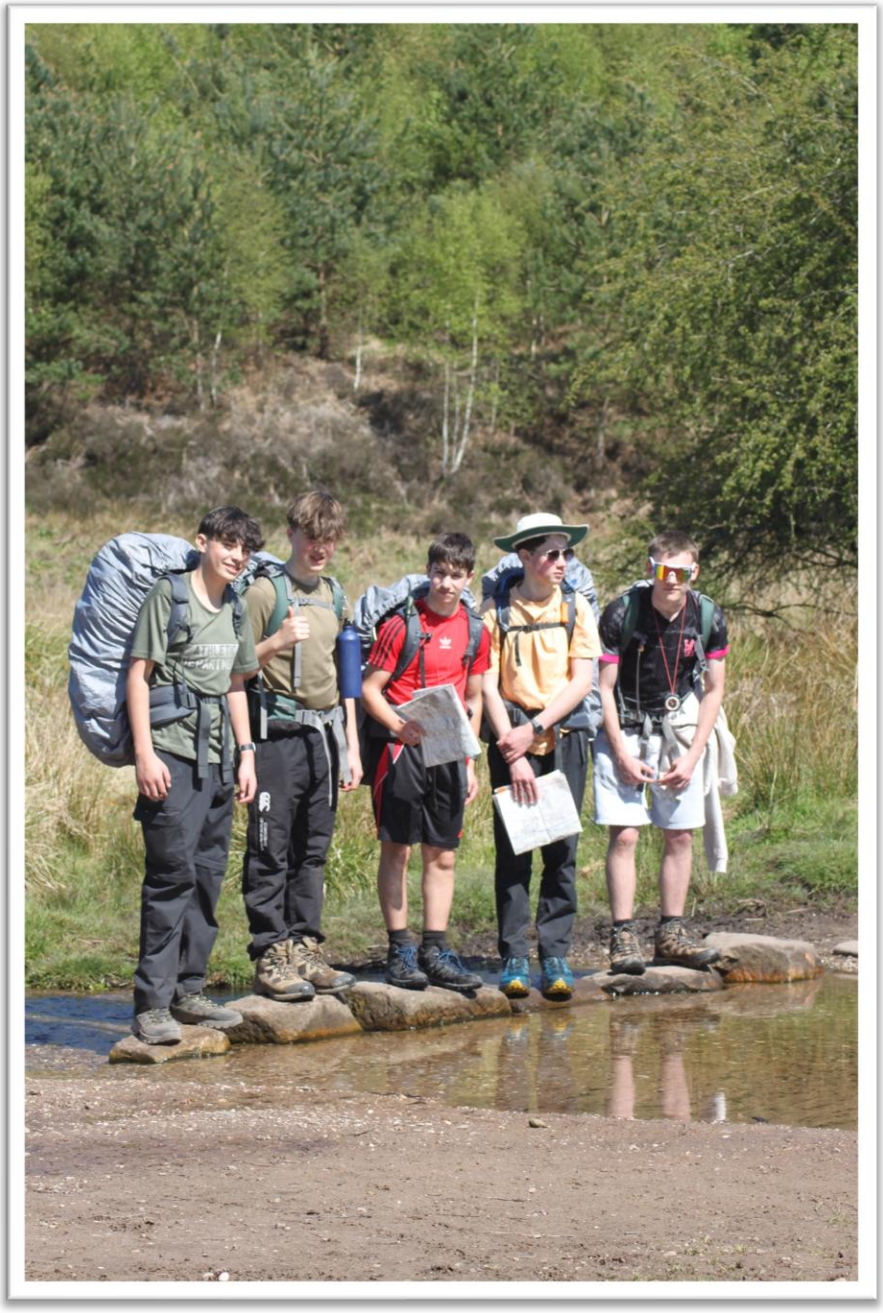
SAFEGUARDING

SAFEGUARDING	Term 1 and 2	Term 3 and 4	Term 5 and 6
90% Students state that they feel safe within College. - 98% Within termly Safeguarding survey , Parental Survey 97% feel their child is safe. The College is fully compliant with the guidance set out in KCSIE(2025) - Governors Scrutiny Panel 90% of parents feel their child is safe at College - 97% Parent Survey	Safeguarding Training for all staffing federation Safer Care Code of conduct staff training Policy Updates and Website Review Staff briefing - Spotlight CP/CIN students for staff awareness (T2) SG scrutiny Gov Safeguarding assembly Safeguarding survey Start of T2 Safeguarding newsletter T1 Termly Safeguarding meeting SLT	Staff briefing contextual update Safeguarding news letter T3 Termly Safeguarding meeting SLT Safeguarding Survey Follow up and Analysis	Staff briefing contextual update Safeguarding news letter T5 Termly Safeguarding meeting SLT Safeguarding survey end of T5 KCSIE Consultation - Identify any changes needed for future policy when update confirmed T6

TERMLY EVALUATION	Grade: Met Evidence: Policy updated, Survey and Scrutiny completed, Training completed for all students Risk: Ofsted updates Next Steps: Review new Ofsted updates and complete CPD	Grade Met Evidence: Safeguarding update sent to staff following DSL training Safeguarding survey analysis completed and reported Ofsted CPD and Prevent DSL CPD completed by CPU Risk - KCSIE consultation Next Steps - Identify risks within consultation	Grade Met Evidence: • Open culture within the College all staff clear that it is everyone's responsibility - 1004 CPOMS entries Academic Year 25/26 (11.06.26) • Safeguarding Survey 98% students feel safe, • Parental Survey 97% of parents state their child was safe • PSHE and other curriculum areas - opportunities across the curriculum to teach pupils how to stay safe online, and access support if required • Consistent response by staff, updates provided and key information with briefings, pastoral meetings • Statutory requirements in place - safer recruitment, reporting, referrals, record keeping and prevent duty - case studies demonstrate practice, Audit by governor annually to ensure compliance. Risks – KCSIE Consultation

Next Steps

- Updated staff training September 2026 - Staff to complete NSPCC online training alongside inset training and termly briefings
- Update policies to ensure compliance when KCSIE is released
- Follow up students who report they do not feel safe



INCLUSION

INCLUSION	Term 1 and 2	Term 3 and 4	Term 5 and 6
Attendance of EHCP Students above 90% (National 86.3%) - Attendance of SEN Support above 92% (National 89.4%) - SEN Attendance 93.65% attendance tracker. DSP Cohort at capacity within Y6/7 intake. - Capacity intake 90% of staff who have attended SEN CPD feel this has improved their practice. - CPD Feedback 90% of SEN students have employer encounter. - 100% 80% of SEN parents feel that their child is well supported at College o 96% of parents feel they are informed of their child's progress o 88% feel they are able to contact an identified SEN keyworker	End T1 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.	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 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 – key workers to implement support for

○ 88% feel their child is supported well ○ 88% would recommend the SEN provision at the College ○ 90% feel their SEN child is happy at the College 80% of SEN students attend an extracurricular club or residential trip this academic year - 87% feel their child has engaged in extracurricular activities and trips FSM 90% of students have an external employer encounter. - 100% Careers Data FSM 95% of students have a successful application to post 16 provision - 100% Careers	CORE CPD opportunities identified - confirming dates, workshops identified Termly staff briefing SEN focus SEN Parental Survey after Progress Evenings 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 – key workers to implement support for identified students	Consults completed and challenged where appropriate	identified students Spotlight briefings for identified SEN students SEND Newsletter 'Celebrate Student Success'

TERMLY EVALUATION	Grade: Evidence: Finance tracking sheet in place, Interventions set up and tracked, key workers allocated, CPD opportunities identified and some CPD complete. Risk: Local Authority Funding, Direction of SEN students, Increased SEN demands and parental viewpoint Next Steps: Review incoming Year 7, SEN QA	Grade Evidence: SEN Options meetings completed, TA observations in process, TA QA completed to review allocation, Spotlights completed for identified students. LA SEN funding meeting attended by SPW Consultations completed Risk: Consultation Every Child Achieving and Thriving Increased number of EHCP within incoming Y7 Next Steps: Analysis of SEN Staffing and funding to link in with new consultation and SEN arena.	Grade - Strong Evidence: QA for Teaching demonstrates that High-quality teaching is evident within the College, 98% of lessons effective or better Effective identification in place for students with barriers including: o Transition meetings with all feeder primaries o Weekly pastoral and curriculum meetings with Pastoral Lead, SLT and SEN to ensure that identified emerging needs are supported. o Clear tracking of vulnerable groups within data tracking o All students complete CATS and GL screener on entry. Further Access testing in Year 9 Reasonable adjustments made in consultation with teachers, pupils and parent/carer Annual survey of all parents and regular SEN surveys completed to

			ensure views are captured and follow up completed o 96% of parents feel they are informed of their child's progress o 88% feel they are able to contact an identified SEN key worker o 88% feel their child is supported well o 88% would recommend the SEN provision at the College o 90% feel their SEN child is happy at the College o 87% feel their child has engaged in extracurricular activities and trips External specialists work closely with the school to support identified pupils - EP, HI, VI, OT, Social Workers, Virtual School, Mentors, MSHT, Casey Counselling, Teen Health. Pupil Premium strategy in place and implemented, key groups tracked and support implemented. o Clear curriculum pathways to support all students o Pastoral support team in place, non-teaching to support wellbeing

			of pupils and provide intervention and support RISK • High level of EHCPs and identified SEN needs within new Year 7 2026 - including directions from LA • New national Inclusion strategy - Still unknowns related to funding and new expectations e.g. ISPs • Increased demand for resources and staffing linked to vulnerable groups.

Next Steps

- Review of teaching assistants' deployment to manage resources available to the College and requirements of significant increase in high need students.
- New Curriculum for identified in Year 7 to provide early intervention in regards to SEMH and Cognition and Learning, will then roll to Year 8/9 in subsequent years.
- College Inclusion strategy to be published in response to Government guidance and publications once known.
- Continued emphasis on CPD to ensure staff are able to identify and support barriers to learning
- SEN register review and update to ensure clear communication of needs and support in place ADPR
- Check intent is reflected in classroom experience for vulnerable groups - QA identified students

TEAM EVALUATIONS

ART DESIGN & TECHNOLOGY

Trips & Visits

Year 11 Graphics students participated in an inspiring educational visit to the Leicester Print Workshop during November, focusing on the mechanics of professional company branding. In the workshop, each student designed a unique logo and artwork, which they manually transferred onto a printing screen. Using commercial screen-printing techniques, students produced their own branded t-shirts and tote bags, gaining vital hands-on experience in production design. The trip provided excellent insights into how graphic concepts transition into finished products, boosting both the practical skills and creative confidence of our young designers.



In January, GCSE Art, Graphics, and Photography students also enjoyed an inspiring residential trip to London. The packed itinerary featured visits to the V&A Museum, a ride on the London Eye, an exploration of street art at The Vaults, a trip to London Zoo, and a viewing of the Wildlife Photographer of the Year exhibition. This visit took place just as students launched their GCSE exam projects, providing them with a wealth of fresh ideas drawn from fashion, architecture, urban art, and natural forms. Their creativity is already beginning to shine through, and we look forward to seeing how their portfolios develop.

During March, Year 13 A level Art and Design students attended a life drawing workshop with visiting artist. Scott guided them through a series of studies using a range of drawing techniques including subtractive drawing, gestalt mapping and combining charcoal with paint. The workshop was an excellent opportunity for our students to broaden their portfolio and gain knowledge from a professional practitioner and include in the highly creative portfolios.





During April, Year 10 Art, Graphics, and Photography students enjoyed a sunny day trip to Cambridge to gather research, drawings and inspiration for their GCSE coursework. The itinerary included a visit to the Museum of Archaeology and Anthropology, where students viewed and sketched artefacts from around the world. They also explored the Cambridge University Botanic Garden, studying an incredible array of plant species both outdoors and within the glasshouses. Students were a true credit to the College, returning with fantastic research and photographs to support their ongoing portfolios.



Finally, in June, 90 Year 7 students were delighted to participate in the annual Art trip to Burghley House. Throughout the day, students enjoyed a diverse range of activities. They took part in a wire sculpture workshop to craft intricate dragonflies, toured England's finest Elizabethan house to learn about the Tudors and the generations who lived and worked there, and explored the spectacular gardens, which are beautifully scattered with a vast selection of fascinating contemporary sculptures.

Competitions



In October, students participated in the school heat of the Future Chef competition. Our catering manager, kindly judged the event, which tasked 18 participants with cooking a main course for two people on a £5 budget. Every student received a certificate, and two Year 10 students were named overall winners. Following this, the College hosted the Rotary Young Chef competition in November. A large number of students entered the school stages, creating a main course and dessert within a £22 budget. A Year 9 student secured the winning title, while a Year 10 student took the runner-up spot. In December, our two Future Chef winners advanced to the local final at Loughborough College, where the brief was to prepare a main course for two on a tight budget, both students performed exceptionally well. One student achieved the runner-up position - the College's highest-ever placement in this competition. Success continued into February during our second visit to Loughborough College. A Year 9 student competed in the local finals of the Rotary Young Chef competition, recreating her two highly skilled dishes from the school heat, receiving extremely positive feedback from the judges.

During June, Bellway Homes sponsored an exciting whole-College photography competition themed 'Rutland and Leicestershire'. The initiative drew 29 student entries from across the Federation. A Bellway representative visited the College to present the awards, celebrating students' creative achievements. The Year 10 winner received a certificate, gift vouchers, and a framed copy of their winning photograph, which is now proudly displayed in the Bellway show home. Runners-up were also recognised with gift vouchers and certificates. Beyond this partnership, students engaged in several external competitions this academic year. These included the "Local Lens Rutland and Stamford Sounds" competition in partnership with Pixel and Paper, plus the "Get Set for Positive Energy" initiative in partnership with Team GB. In the Rotary Art and Design competition, we had numerous highly creative and skilful entries from the scholars, one student went on to gain runner up at the district level.

Scholars



Design and technology scholars attended a competition at Oakham school, organised by the Rotary Club. There were three teams of four comprising of year 9 and 10 scholars and a group of year 12 students from Harington School. The challenge was to build an electric buggy capable of navigating a mixed terrain course. Students were also asked to present a folio of their work from concept to final outcome. Students had to apply their knowledge of mechanisms and electronic systems to develop their concepts before testing their designs against teams from other schools. In art & design, the silver and bronze art & design scholars completed a course of 6 workshops where they planned and completed an artwork for the Rotary Club your artist competition, allowing them to further their skills and experience in different specialist areas. The scholars rose to the challenge and produced some imaginative outcomes using painting and mix-media techniques.

Networking & Careers and Development

The GreenPower programme has expanded this year with the start of a team at Catmose College. Students worked exceptionally hard to raise funds to purchase a kit car by December. The 'Catmose Comet' was built in less than 10 weeks ready to race at Mallory Park in early May. The team took part in two races on the day, learning quickly from race one to finish a very respectable eight place in race two. After the race at Mallory the team have been busy improving the car. Over 30 year 12 students at Harington School have been involved in the GreenPower scheme again this academic year. The team have again been able to secure sponsorship and technical support from local business and have continued the development of both Vector and Scalar.

A level D&T



The first cohort of year 13 A level Design and technology students have completed their NEA projects in year 13, producing a diverse and impressive range of designs. Following months of research, design development and modelling, final prototypes were produced and tested. Projects this year included guitar display stands, motorcycle storage, a trailer to transport hydro-foiling equipment to the water and a modular bee hive design.

Staff progression

Hannah Magrath retired after 14 years leading the Art & Design Team. Hannah's leadership of the team has been outstanding. Under her guidance the team has seen significant growth, including the introduction of A level Art at Harington School. The quality of student work under her leadership has been exceptional and her commitment to developing colleagues as well as learners has left a lasting legacy. We thank her for her dedication, vision and support whilst wishing all the very best for a long and happy retirement.

Mark Thompson has been appointed Team Leader for Art & Design. Pippa Sanger and Lisa Woods have been appointed Assistant Team Leaders. Two new teaching staff will join the team in September, Katie Barnsley and Enya O'Neill.



ENGLISH

I was delighted to have the pleasure of taking up the role of Team Leader for English at the end of August 2025. My first year at Catmose College has been a whirlwind of exciting events, a celebration of the fantastic achievements of our students, and a journey of bringing even more academic rigour to our curriculum. What a great privilege it is to be a part of all things English at Catmose. The excitement kicked off early in the autumn term with the Year 8 trip to John Clare Cottage in Helpston. Students loved a taste of rural life in the Romantic period. This built upon their Year 7 studies and laid a deep foundation of experiential learning for them to recall in the future.



Meanwhile, back in College, students in Years 7 and 8 began their annual reading challenge of attempting to gain the coveted owl badges – building up to the Gold Owl Award for 3 million words read, which several of our most avid readers achieved across the course of the year. The big push on reading for pleasure chimed in with the National Year of Reading, students have been reminded throughout the year via both assemblies and activities in class of developing a habit of reading and the many lifelong benefits this brings. Did you know that reading regularly is the most effective form of stress reduction? and that it can add almost two years to your life span.



Our Key Stage 3 readers were ably supported by reading buddies from Harington School, who helped those who needed the most support to gain confidence. The willingness of our A level students to gently and competently support our young readers has been truly inspiring.

Young Adult author Darren Simpson visited the College in Term 2 and shared his vivid, unruly fantasy fiction with students, who were completely captivated by both his story, the imaginary land of Furthermore, and his life and work as an author.

This enthusiasm for fiction led to many students successfully entering the Rotary Club's creative writing competition. Our young writers at Catmose show incredible promise and it is a pleasure to see them get recognition for their talents. This was just one of several writing competitions students were encouraged to enter throughout the year, with an incredible level of success. Summer in Year 8 was the overall winner of the Young Wild Writers Competition.



Here is an excerpt from her winning entry:

> *Everything mattered in this moment. Every single thing. I felt like I was inside a painting so alive it had to hold still just to keep from breaking. And I knew—deep inside my chest, where my heartbeat would be if it were still beating—that this was a gift. A perfect second. A breath that*

Summer's teacher, Mrs le Hair was so proud of her impressive achievement.

In December, a large group of Year 11 GCSE students saw one of their key texts, 'A Christmas Carol' come to life on stage at Stamford Theatre. The timing was perfect - a chilly December afternoon. Again, the careful planning of this event led by the English team enabled students to get the most out of the experience, soaking in the festive Victorian atmosphere. Thank you to Mrs Barrett, Miss Wilson and Mr Cort for making this trip possible. Our Year 11 cohort were well-prepared and calm for their GCSEs in May and June, many having taken advantage of early morning, after-school and even holiday sessions of intervention to help them do their very best. We look forward to celebrating with them on GCSE results day.



For World Book Day in February, both students and staff brought in books for a book swap event, run by the English Scholars. As an additional initiative, the scholars also wrapped up a vast quantity of books to be given as 'Blind Date With A Book" awards by the English Team. As you can see from their happy faces, students were delighted with this literary surprise.



Swinging into Spring and the better weather, the English team worked together to provide students with even more opportunities to grow their confidence with oracy. Stephanie Morrison enthused students to learn "Poetry By Heart", and the winning entries were truly impressive with students receiving points for their accurate recitation of poetry, along with their skills at emoting the words. Olivia Wilson ran the ever-popular "Spelling Bee", which was a delightfully raucous event where students took the mic and proudly spelt the most incredible words without preparation – including the winning 'ricochet' and 'penninsular' for Cameron and Sebastian in Year 7. Our students are building fantastic vocabularies that will aid them in all that they do.

Term 6 started with a fantastic trip to Yorkshire as a joint enterprise between Humanities and English. Whilst on the trip, Year 8 students engaged with atmospheric ghost stories whilst tramping the streets of York, and, whilst perched on a windswept clifftop, to consider the power setting for Bram Stoker's famous gothic novel, Dracula.

It is an absolute pleasure to lead the English team here at Catmose. The team willingly give their extra time to enhance students' literary experiences, and to leave no stone unturned in engaging and rewarding students at every opportunity. Sadly, this year we bid farewell to Mrs Kelly Barrett, Assistant Team Leader for English, and Vikki Burkmar, who had a huge impact in her A Level teaching at Harington School. Both will go on to exciting new opportunities in Leicestershire and Northamptonshire. Thank you both for your contribution to the team. Mr Henry Franklin and Mr Alex Cort both successfully graduated from the Early Career Teacher programme and are both now fully qualified. Congratulations to them. Next year, we will be joined by Miss Imogen Mears and Miss Charlotte Woodward, as well as welcoming Mr Andy Longley-Brown into more English lessons at KS3 and KS4.

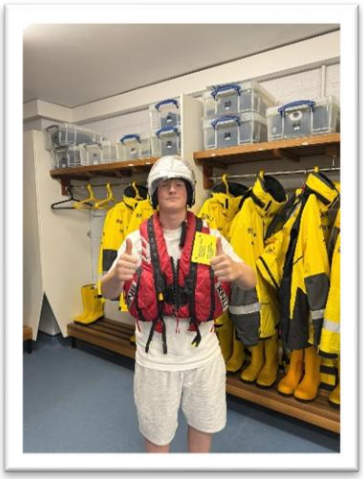
Our path in the year ahead includes improved sequencing of curriculum study and a spotlight on how teachers deliver feedback that enables students to take the next step to improve their work. I have absolutely no doubt that our curriculum offer in English will continue to go from strength to strength, building a lifelong love of reading and literacy for our students.



HUMANITIES

To foster a love of Humanities across all key stages, this year has been characterised by a strong commitment to enriching learning beyond the classroom, ensuring students gain both academic knowledge and meaningful real-world experiences.

Year 7 students undertook a number of trips to explore local historical environments, including visits to Oakham Castle and Lincoln, where they explored the Magna Carta, medieval religion and the development of castles. These experiences were complemented by in-school activities such as designing and presenting their own motte and bailey castles. Year 8 DSP students visited Rutland County Museum to explore how the Industrial Revolution influenced and shaped Oakham. Additionally, Year 9 DSP students supported Rutland Food Bank by designing donation boxes, organising contributions from different teams and visiting the centre.



Year 8 students took part in a joint English and Humanities residential to Yorkshire. During this trip, students visited Whitby, developing their understanding of coastal environments alongside a visit to the RNLI station, where they gained valuable insight into a real working environment and potential careers. The residential also included time in the historic city of York, with pupils enjoying visits to York Minster and the York Dungeons. The annual Year 9 residential to the First World War battlefields helped pupils to deepen their knowledge of the conflict and a number of students were able to visit the graves of family members, making the trip a poignant and memorable experience.

The Humanities team have continued to work hard to ensure students are fully prepared for their GCSE examinations, whilst also enriching their experiences through a wide range of fieldwork opportunities and engaging classroom activities. At Key Stage 4, Year 10 students were given the opportunity to visit Berlin. This residential significantly enhanced their understanding of 20th-century history, including the Holocaust through a visit to Sachsenhausen concentration camp. Students also explored key sites such as the Reichstag, took part in a Cold War walking tour and examined the remaining sections of the Berlin Wall. In addition, all Year 10 history students participated in a Battle of Hastings re-enactment on the school field, allowing them to physically engage with key concepts such as tactics, positioning and interpretation of the battlefield.



In geography, a strong focus has been placed on fieldwork and enquiry-based learning. A number of engaging practical activities were introduced to develop geographical understanding of key concepts. Year 7 students undertook a local learning walk to evaluate the impacts of sub-urban growth, while Year 9 students conducted primary methods to explore social inequality in Oakham. Year 8 students demonstrated excellent creativity through

activities such as designing wave machines, constructing coastal landforms using clay, modelling longshore drift in a sandpit and producing 'X-ray' models of the Earth's structure. These activities helped to embed complex processes through hands-on learning and competition.



GCSE geographers visited Bradgate Park, where they studied landscape features and undertook fluvial fieldwork techniques to support their preparation for GCSE questions on fieldwork and geographical skills. Furthermore, human geography fieldwork enabled students to investigate urban change, globalisation and regeneration, including interacting with members of the public to understand how high streets have evolved over time.

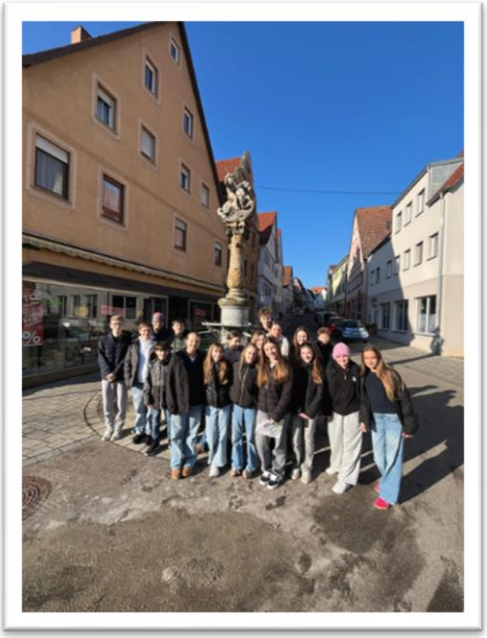
Religious Studies has also seen a number of exciting developments this year. In Year 8, a new topic entitled *'Why Religion Exists'* was introduced. Students explored concepts such as belonging and community, investigated the dangers of cults, and examined religion from a Freudian perspective. Activities such as the 'Classroom Tribes' project encouraged collaboration and helped students understand the concept of social cohesion. In Year 9, students studied Buddhism with a particular focus on meditation and mindfulness. They participated in both walking and silent meditation, supported by the use of a Tibetan singing bowl, enabling them to experience the challenges and benefits of focus and reflection.

Finally, Humanities tutors warmly welcomed their new Year 7 tutees this year. Early tutorial sessions included a series of engaging taskmaster-style activities designed to encourage teamwork, creativity and problem-solving, helping students to settle into College life. This was complemented by a bushcraft trip, where a range of outdoor team-building challenges helped pupils to develop relationships within their tutor groups.

Quality assurance has consistently evidenced a coherently planned and sequenced curriculum that enables students to build knowledge sequentially and cumulatively. In particular, lesson observations and exercise books demonstrate teachers have expert knowledge and use a diverse range of strategies to identify misunderstandings in a timely manner. Assessment continues to be a real strength; checkpoint and key assessments are used proportionately to identify gaps without creating unnecessary workload for colleagues. Scrutiny of Show My Homework revealed students are well supported to transfer key knowledge to their long-term memory and to successfully prepare for their assessments. Although, quality assurance revealed minor inconsistencies in type and amount of prep set between teaching groups which will form one of the focus areas for the next academic year alongside further embedding skilful adaptations to enhance opportunities and experiences of disadvantaged and SEND pupils across all humanities subjects. Additionally, building on the consistency of approach observed within the humanities area, the team behaviour policy will be reviewed and updated to reflect wider College ethos regarding relational approaches and inclusion.

MODERN FOREIGN LANGUAGES

The Modern Foreign Languages (MFL) team has remained committed to helping students develop a wide range of language-learning skills while fostering an appreciation of the cultural richness that comes with studying a language, especially through our exchange programmes and cultural trips. Throughout the year, students have strengthened their phonics and pronunciation, enhanced their translation abilities, and practised dictation to build accuracy and confidence. These are all skills which are now examined at GCSE level with more rigour, making it essential that we embed them from Year 7. In addition, all students have taken part in a careers-focused lesson, gaining valuable insight into the benefits and opportunities that language skills can offer in their future education and employment.



The Language Scholars have been excellent ambassadors for the MFL team this year. They played a leading role in launching and organising a Spelling Bee competition for Year 7 students, helping to promote a positive and engaging approach to language learning.
They also participated in the British Council's *Great Language Challenge* and attended a Government Outreach Event webinar, where guest speakers shared how language skills had supported their career journeys and opened up opportunities around the world. In addition, the Scholars promoted cultural engagement by compiling and sharing a selection of foreign-language film recommendations, encouraging students to explore languages beyond the classroom. Through their enthusiasm, initiative and leadership, they have made a valuable contribution to the team throughout the year.

Our exchange programme continues to be highly successful with our partner schools in Bönnigheim and Paris. This year's German exchange was hugely successful with 32 German students visiting last October and 26 Catmose students returning to Bönnigheim in February. The group enjoyed local visits to the Ritter Sport factory, a visit to nearby Esslingham as well as getting involved in the annual carnival. Our German visitors enjoyed a visit to Leicester where they immersed themselves in a German expressionist art exhibition and had a day trip to London, as well as having a pizza party and completing a local treasure hunt. This marked the tenth anniversary of the exchange between Catmose College and the Alfred Amann Gymnasium.

As part of our French Exchange programme with a partner school in Paris, we were delighted to welcome 29 French students in July following our visit to France in May. A particular highlight of the exchange was exploring the sights of Paris and enjoying an exciting day at Parc Astérix. Students loved discovering the city, and were excited to see the Eiffel Tower, some for the first time. They experienced travelling on the Metro, took a scenic bateau-mouche cruise along the Seine, explored the charming streets of Montmartre on foot, and visited the newly restored Notre-Dame Cathedral. Everyone embraced the opportunity to practise their French while ordering and sampling local cuisine, with the patisseries proving especially popular. We look forward to next year's trip.

During both exchanges students spent a day in school seeing a typical school day for their partners.



Our first cultural visit to Malaga in October was a resounding success taking 21 students to Málaga in October on a cultural and language immersion trip. They saw the city's most famous sights, from the Cathedral, to several art museums, to the Alcazaba, to the castle which offered spectacular views over the city. Students also got the opportunity to practise their Spanish in a traditional Spanish market and immersed themselves in Málaga's food scene, with a tapas tour round the city.

This year, Year 11 students were the first to sit the new MFL exams. The revised course places a greater emphasis on key language skills, including phonics, reading aloud, grammatical accuracy, dictation and responding to questions that require inference and deeper understanding. To support students in developing these skills from an early stage, we have continued to increase the use of vocabulary retrieval and testing activities throughout Key Stage 3. This has now proved that it helps students to build a stronger foundation of language knowledge, which has enabled them to approach the demands of the GCSE course with greater confidence and success.

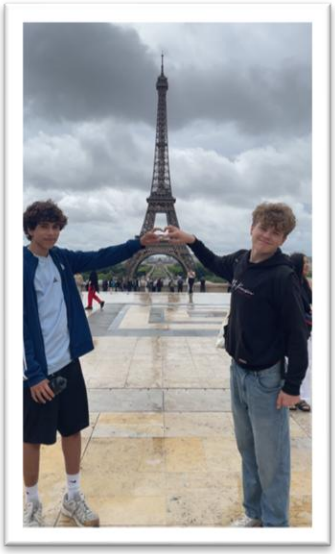


We were delighted to welcome a trainee teacher, Daisy Lilley, from the SCITT programme, who is also a former Catmose College student. Having impressed us during her time as a student, she has continued to do so as a colleague. She has been a valued member of the team and has shown all the qualities needed to become an excellent teacher. We wish her every success as she begins her teaching career at Northampton School.

Laura Jones has continued to support language learning beyond the College by teaching French to pupils at Catmose Primary. Throughout the year, the enthusiastic Year 6 students have expanded their vocabulary on topics such as hobbies, weather and school, while also exploring aspects of French culture. Using an adapted version of the *i-Languages* scheme, they have developed their reading, writing, listening and speaking skills, making excellent progress across all four areas of language learning.

This year, we said a fond farewell to Tessa Leuchars retiring after10 years of dedicated service. Throughout her time with us, she has been an invaluable member of the MFL team, sharing her extensive knowledge and passion for French with both students and colleagues

alike. Her unwavering support, professionalism and commitment to ensuring students achieved their very best have left a lasting impact on the College community. While her expertise and experience will be greatly missed, it is her kindness, encouragement and positive presence that colleagues and students will remember most. She is truly irreplaceable, and we thank her for her outstanding contribution over the past decade. We wish her a long, happy and well-deserved retirement.



A range of quality assurance activities have taken place throughout the year, including learning walks, student focus groups, book scrutinys, reviews of prep, termly house point analysis and a focus on behaviour. These processes have provided valuable insight into students' experiences and outcomes within MFL enabling us to monitor provision closely and identify areas for further development. As a result, we have been able to respond proactively and continue improving the quality of teaching and learning across the team. Looking ahead to next year, we will maintain our focus on reducing low-level disruption in lessons and ensuring that assessment processes are robust, consistent and effective in supporting student progress.



We were delighted to accept an invitation from Oakham School to watch a Spanish-language performance by the acclaimed theatre company Onatti Productions. The visit provided an engaging and immersive experience for our Year 9 and Year 10 students, allowing them to see their language learning brought to life through live theatre. Several of our students enthusiastically volunteered to participate in the performance, demonstrating both confidence and excellent language skills in front of their peers. They represented the College exceptionally well, and their efforts impressed both the actors and Oakham School teachers alike. The production was thoroughly enjoyed by all students and provided a memorable opportunity to experience Spanish in an authentic and engaging context.



Nina Hedley organised a French vocabulary competition for Year 8, providing students with an exciting opportunity to showcase the breadth of their vocabulary knowledge and recall skills. Students approached the challenge with enthusiasm, demonstrating impressive retention of language learned in lessons and a willingness to push themselves further. The competition was a fantastic way to celebrate students' achievements, encourage healthy competition and reinforce the importance of vocabulary as a foundation for successful language learning.

MATHEMATICS

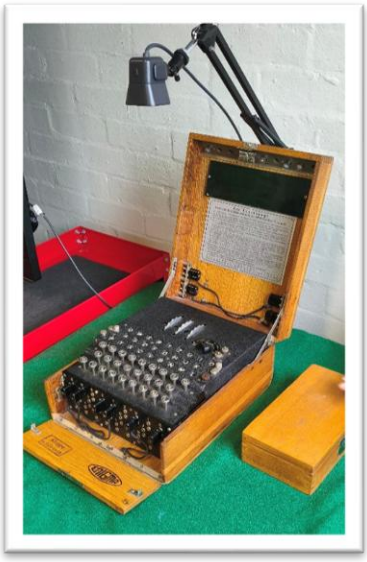
It has been another great year for the mathematics team. Whilst we have not made any wholesale changes to our curriculum, it has been a year of refinement where assessments have become more dynamic and fit for purpose as we deliver to an increasing number of students, especially at Harington School in our A level lessons. As we expand our teaching to more students, maintaining its outstanding delivery is only possible because of the outstanding team of teachers we have. Although the team has remained unchanged, we have seen some internal promotion this year with Mr Peveritt leading the Key Stage 5 curriculum at Harington School and Mr Bell stepping up in his place to assist the mathematics leadership team at Catmose. Mr Ravenscroft was also successful in his application of academic excellence lead which will see him re-introduce public speaking and debating opportunities for students alongside facilitating the academic scholarship programme. I would like to congratulate all colleagues on these well-earned roles. We never stand still however as we have continued to develop new teaching talent in Mrs Drewnicki who was successful in gaining a full-time position in Melton next year. Mr Bell and Miss Bettles have been instrumental with their support and expertise in this success. We will again be hosting two new trainee teachers in Mr Atkinson and Miss Flannagan next year who will undoubtedly benefit from the wealth of expertise we have on offer.

Beyond our wait for the Year 11 GCSE outcomes, it has been another successful year for our mathematicians in all years. Not only through their commitment, hard-work and outcome in the classroom but beyond the classroom too. In January 2006, 100 Year 9 and Year 10 students entered the United Kingdom Intermediate Maths Challenge, designed to promote a love of problem solving. Their impressive results included 30 bronze, 19 silver and 8 gold certificates awarded. A special mention to Eva and Ralph who also qualified to take part in the Pink Kangaroo follow-on round. We entered 123 students across Years 7 and 8. Our Key Stage 3 entries were equally impressive in the Junior Mathematics Challenge, sat in April 2026 by 121 of our Year 7 and Year 8 students. They achieved 43 bronze, 27 silver and 14 gold certificates with Josh, Tristan, Jasper, Jacob, Maisie, Seth, Callum, Joseph, Susanna, and Zac qualifying for the Junior Kangaroo challenge, a record number of entries into this next stage, well done all.

Mr Hunt's continued delivery of the mathematics scholarship programme has continued to be popular amongst Year 9 and Year 10 students with some high calibre applications. This programme provides those with a love of mathematics to delve a little further into the subject in a no-pressure environment and gain an insight into first year A level study. After a rigorous progress of application, assessment and interview we congratulated Daisy, Florence, Hamza, Jeevan, Keira, Lara, Sofia L and Sofia V on their successful applications.



Venturing outside the classroom, in June, Mrs Callaghan took 120 Year 7 students to Bletchley Park which was home to our WWII codebreakers. The students took part in a code-breaking workshop, explored the grounds of Bletchley and benefited from the expert volunteers in their guided tour. Although the weather was a little damp, our students approached the trip with enthusiasm and intrigue and were a credit to the College in their behaviour and inquisitive nature.



As a new year starts, our focus returns to making a good start to student learning and getting back into the routines that our students rely on to make good progress. Whist a new OFSTED framework will undoubtedly give a new focus to our provision we will rise to these challenges and aim to bring the students along with us. 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. More students than ever are taking part in trips and performances and the older students are taking on more leadership roles.

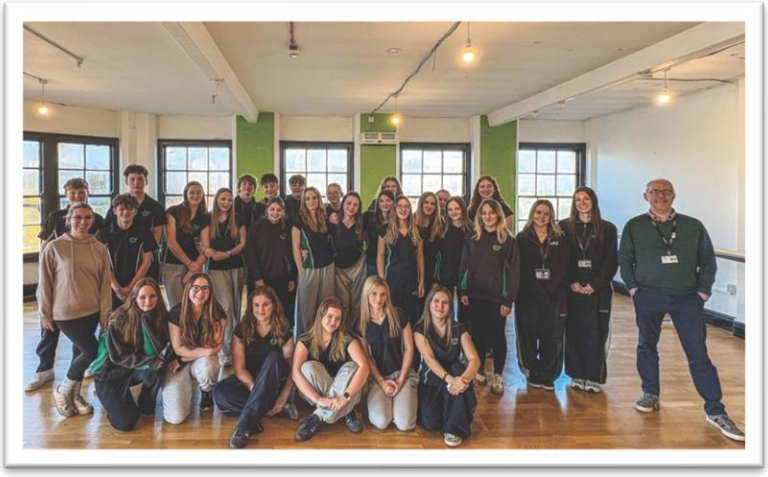
At the start of the year 30 GCSE Drama students rehearsed a shortened version of *Blood Brothers*. They performed this to parents and friends in an evening performance in Catmose Theatre. A remarkable achievement for the four Year 11 Directors in pulling this all together.

The annual Christmas Concert was held at All Saints' Church and involved over 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.

Also in term 3, around 208 Year 7 students went on a trip to see a performance of the musical *Hercules* at the Theatre Royal 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, Drama scholars were given the opportunity of developing their skills and understanding further by going to MADD (Midlands Academy of Dance & Drama) in Nottingham and taking part in workshops of acting, singing and dance, as well as the opportunity for Q & A and a mini showcase. The scholars also regularly supported the Key Stage 3 drama and music clubs throughout the year.



'Performing Arts Showcase' 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. Several LAMDA students also got to perform their monologues and duologues.

In March, the College staged a production of '*Grease'* which showcased the musical and dramatic talents of over 100 students in Years 8 - 12. The show sold out on all 5 performances, and received high praise from students, staff, and audience members. All those involved had a fantastic time working on the show. Our AV Technician Brent Milner and the student tech team worked hard and showed dedication to the production. We look forward to our next production – *Shrek* which is due to be performed in March 2027 with around 200 students involved.



Rehearsals have started for Shakespeare's *Much Ado about Nothing* involving 35 x Year 7-11 students. This performance is being directed by a Year 12 Harington student as part of her EPQ qualification and will be performed 'In-the-round'.

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.

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

- *Things I know to be true* – Little Theatre, Leicester (60 x Year 9-11 Drama Students)
- *Blood Brothers* – Belgrade Theatre, Coventry (60 x GCSE drama students)
- *Percy Jackson* - Birmingham (95 x Year 8 students)
- *Mean Girls* – Curve Theatre, Leicester (95 x Year 9 students)

Over the year, the Performing Arts team has reviewed the KS3 curriculum and made a number of adaptations.

In Year 7, we have been working towards a more holistic and integrated approach. As part of this, the music department has developed new schemes of work to support this direction, such as removing the music technology unit and introducing lyrics and concert planning scheme. This has been successful and will now be developed further into a fully unified Performing Arts topic next academic year.

In addition, KS3 key assessments have been redesigned to become more fluid, allowing for a combined Performing Arts assessment rather than separate music and drama components. Furthermore, the GCSE music schemes have been overhauled this year to better suit the needs and strengths of the musicians. The Performing Arts BTEC has been further developed to cover the full elements of the course and rigorous assessment of each of the components. All of this has had a positive impact on student learning and outcomes.



SCIENCE

Throughout the year, the science team has continued to provide a wide range of opportunities designed to spark curiosity and deepen students' engagement with STEM subjects, both within and beyond the classroom. Our commitment to fostering a passion for science has been reflected in a series of exciting initiatives and memorable experiences that have encouraged students to explore, innovate, and achieve.

During Terms 3 and 4, Mrs Monins introduced a new Science Fair Elective for students in Years 7 to 9. Participants were challenged to develop and investigate their own scientific ideas, culminating in a showcase event where they confidently presented their projects to a member of the senior leadership team. The quality of work on display highlighted students' creativity, enthusiasm, and scientific understanding.



In April, Mrs Moore organised the return of the highly popular Robotics Workshop for all Year 9 students. Working in teams, students built and programmed robots using specialist kits and coding techniques before taking on the challenge of navigating a course without striking strategically placed obstacles. Success depended on effective teamwork, problem-solving, and technical expertise, with the fastest and most accurate robots completing the course in record time. The workshop proved hugely successful, inspiring many students to explore robotics further and consider future pathways in STEM-related fields.



During Term 6, Mr Dickens led a group of Year 10 students in the 'World Cup in a Box' workshop, delivered by Loughborough University. Through this sports engineering programme, students designed, tested, and evaluated footballs against FIFA professional standards, applying their knowledge of physics and engineering in a real-world context.



Also in Term 6, Miss Kubas led two educational visits for 60 Year 8 students to a working farm. The trips provided valuable insights into animal care and husbandry, agricultural technology and machinery, robotics, and crop management. Students also explored the wide range of career opportunities available within modern agriculture and gained a greater appreciation of the science and innovation driving the sector.

As we reflect on another successful year of enriching extracurricular experiences, we look forward to building on these achievements and expanding the STEM opportunities available to our students. The science team remains dedicated to inspiring a lifelong love of science and nurturing the next generation of curious thinkers, problem-solvers, and innovators.

COMPUTING

Once again, the Computing team is very proud of the hard work and resilience shown by students at GCSE. The groups worked very hard this year, and we once again saw an improvement in the outcomes of Year 11 students for the fifth year running. Students coded, debugged and theorised their way through the GCSE; a good percentage of whom will be joining Harington School to continue their Computer Science journeys on into A level.

Dr Evans and his merry band of computing scholars has had a very busy year. He has been teaching Object Orientated Programming, something normally reserved for A level students, and 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.



A clear highlight for the scholars was a trip to Bletchley Park to the National Museum of Computing, which shares a site with the code breakers next door. Students had sessions ranging from the implications of AI; a talk about the hardware that won the information war; some hands-on code breaking with the Lorenz and Enigma ciphers, and even had a chance to play on some classic gaming consoles. Even Mr Russell was catered for with a nostalgic trip down memory lane, programming a BBC Micro – something he's not done since 1989!

Teams from both Catmose and Harington have puzzled their way through the 14 weekly problems of the National Schools Cipher Challenge run by GCHQ and the University of Southampton. Continuing a run of success, with a Silver Medal in 2024, a Bronze and Silver Medal in 2024; 2025 saw another Silver Medal finisher. The skills and resilience shown by all teams was incredible, and we hope for even more success as those Catmose students who competed for the first time in 2025 step into 2026 challenges this Christmas.

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!

A firm student favourite – Pokémon Battle Club – has resurfaced after a hiatus, now in the very capable hands of Mr Gray. Students amass their energy, stack their benches and get ready to evolve their pocket monsters every Thursday after College in the library - new and experienced trainers alike are welcome!

SPORT

The sports curriculum has provided students with a broad range of sports and activities, with high levels of engagement evident across all groups. Internal quality assurance processes have also demonstrated a consistently high standard of compliance with PE kit expectations across year groups. Where students frequently need to borrow kit, appropriate actions are taken to provide support and address any underlying issues to ensure expectations are met.

Key assessments in Sport were revised this year in response to findings from last year's quality assurance processes. In addition to formal written assessments, key assessment points incorporated a summary grade based on students' practical performance throughout the year. This provided a more rounded and balanced measure of student achievement, recognising both theoretical understanding and practical application. Looking ahead, the Sport team will begin to review and develop the curriculum in preparation for the new National Curriculum, which is expected to be released in late 2026. This will ensure that curriculum content, assessment practices, and learning experiences remain current and aligned with national expectations.

Extra-curricular sport and competition has once again been a cornerstone for the sports team, with students competing across 20 different competitions in the Varsity as well as in county and national level competitions. The College entered all Varsity sport competitions and were victorious in over 25 of those competitions with many progressing through the Team Leicestershire knock out rounds.

This year we had some fantastic achievements in the gymnastics team. Five teams represented the school at the Regional Floor and Vault and Team Milano Gymnastics Competition, where they produced an outstanding set of results to qualify for the National Finals in Stoke-on-Trent. At the regional competition, our U13 Girls and U16 mixed teams were crowned champions in the floor and vault competition, while the U16 Girls finished third. In Team Milano, the U16 Girls and U16 and U19 mixed teams won their categories, with the U13 Girls taking second place. At the National Team Milano Finals, all of our gymnasts performed brilliantly, showcasing excellent individual and team routines. A special mention goes to our U16 mixed team, who achieved an outstanding third-place finish nationally. Congratulations to all of our gymnasts on their fantastic performances and commitment throughout the year.



This year saw the highest number of students selected for the county athletics team with two students being selected for the English Schools finals team.

Year 10 boys reached the basketball team Leicestershire final and were victorious in making them the first boys' team to win the competition for the College. Key Stage 4 girls, having won the Team Leicestershire competition for the last three years, made the final again, this time narrowly missing out. Year 9 girls also secured themselves another place in the final this

year, having made the finals in Year 7. The girls showed great commitment and grit throughout the competition.



In netball, Years 7, 8, 9 and 10 were all Varsity champions, progressing through to the Team Leicestershire knockout stages. Years 7, 8 and 9 made it through to the semi-finals and Year 10s made it through to the quarter finals. We also managed to secure more friendly games with both Key Stage 3 and 4 to allow a greater number of opportunities for our students to represent the College.

In rugby we are proud to have been able to field teams for all year groups across both boys and girls. Key Stage 4 boys competed in the county cup reaching the quarter final. Year 7 and 8 boys teams remain unbeaten in all competitions. Years 7, and Key Stage 4 girls futsal teams also competed in tournaments.

We are proud to have had two year groups represent the county for the team Leicestershire indoor athletics finals for another year running. Both Year 7 and Year 8 teams performed brilliantly across all track and field events. All teams showed great determination, commitment and demonstration of togetherness when competing and supporting others during an event. The Year 8 girls placed 3rd which is a fantastic achievement.

There was a great turn out for the Year 7 quadrathlon this year with all students giving multi-eventing a try for their first time. Three students receiving medals is such a great achievement. This year we had our highest number of students compete at the pentathlon. For some of the athletes it was their first time attempting five events in one day and all athletes produced some great results. Two athletes also qualified to represent Leicestershire and Rutland at the county finals. This was one of the most successful Varsity events we have ever had. The effort, determination, and team spirit shown throughout the entire day was outstanding. An incredible set of results across the board and a fantastic team performance overall making us overall winning both KS4 and KS3.

Results:

Year 7 girls – 1st 🥇
Year 7 boys – 2nd 🥈
Year 8–9 girls – 2nd 🥈
Year 8–9 boys – 1st 🥇
KS4 girls – 1st 🥇
KS4 boys – 2nd 🥈

32 students successfully qualified for the county finals held at Loughborough University in June 2026. On a very wet and windy day students pushed themselves to their limits in every race, jump or throw. They all showed great resilience to perform to their best ability, and fantastic sportsmanship throughout the event. Catmose students managed to medal in 16 events from Years 7-10 - a fantastic achievement. 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.

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 including 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 and Sport Scholarship

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

During national careers week Catmose College invited Tess Feury, Leicester Tigers and USA international rugby player to share powerful insights on overcoming challenges, staying resilient through passion, redefining success and leading with purpose for our sports scholars' students. She also delivered an energetic practical session with our Key Stage 4 girls Varsity rugby team. Thank you, Tess, for inspiring our students and showing what determination can achieve.



Gold sports scholars also enjoyed psychological skills training sessions with sports psychologist Sara Knapp. Year 10 gold sport scholars had the opportunity to view a live recording of the High-Performance Foundation, Game Plan podcast. This was accommodated by De Montfort University at the Leicester Tigers Mattioli Stadium. The event was hosted by Emma-Louise Amanshia with guest speakers Sam Stoffel, Entrepreneur and Vice-Chancellor and Katie Normington (Chief Executive of De Montfort University), Former England and Leicester Tigers rugby player Leon Lloyd and current USA and Leicester Tigers Women's Team rugby player Tess Feury. Students were able to listen to inspirational talks all based around building mindsets.

Year 10 GCSE PE students took part in a trip to the Climbing Station in Loughborough. Students were led by experienced instructors who taught them many new skills and techniques for the sport of rock climbing. For some students this experience will contribute to their GCSE PE practical grade. A big thank you to the team at the Climbing Station for their excellent guidance throughout our time there.



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.

DESIGNATED SPECIAL PROVISION AND SEN

The past year has seen significant development, reflection and success for the SEND team. Throughout the year, staff have remained committed to ensuring that students with additional needs receive the highest quality support, enabling them to achieve academically, develop socially and grow in confidence. Alongside strengthening systems and provision, the team has continued to create opportunities that allow students to engage with the wider community, explore future aspirations and celebrate their achievements.

Providing memorable and meaningful experiences for students has remained a key priority for the team. The team were delighted to welcome Year 7 DSP parents into school at the end of Term 2 to celebrate the excellent progress students had made during their first months at the College. Parents had the opportunity to view the impressive Motte and Bailey castles students had designed and constructed from cardboard as part of their learning. Students confidently shared what they had enjoyed most about being part of the DSP and spoke positively about their experiences. It was a wonderful opportunity to strengthen home-school partnerships and showcase the achievements of students.

Year 8 DSP students enjoyed an exciting visit to the local fire station. During the visit, students were given the opportunity to use the fire hose, explore a fire engine and learn about the important role firefighters play in the community. One of the highlights of the visit was hearing the alarm that sounds when a call comes in, giving students first-hand insight into the realities of emergency services. Students engaged enthusiastically throughout the day and represented the College exceptionally well.



Year 9 and 10 DSP students visited Brooksby College to learn more about the range of post-16 opportunities available to them. Students explored different courses and pathways and gained valuable information about options for their future education. The visit supported students in developing aspirations and understanding the next steps available beyond secondary education.

Year 9 DSP students demonstrated excellent citizenship and community spirit through their support of the local food bank. Students collected donations within the College before visiting the food bank to deliver the goods in person. During the visit, they learned more about the vital support the food bank provides to local families and the importance of helping those in need within the community. Feedback from both food bank staff and College staff was overwhelmingly positive, with students being praised for their enthusiasm, politeness and willingness to engage. The experience provided a valuable opportunity for students to contribute positively to their community while developing their confidence and communication skills.

To conclude the year, parents and carers of all DSP students were invited to attend a well-received Summer Social. This event provided an opportunity for families, students and staff to come together informally and celebrate the successes of the year. Parents and students

enjoyed refreshments, played a variety of board games and spent time socialising with one another. The event also enabled families to meet with DSP staff and SENCOs, strengthening the positive relationships between home and school. The afternoon was a wonderful opportunity to build the sense of community within the DSP and highlighted the importance the team places on partnership with families to support student success.

A significant amount of quality assurance work has been undertaken this year to ensure consistency, effectiveness and equity across the provision. The SEND register was comprehensively reviewed and updated, ensuring that student information is accurate and accessible. Alongside this, referral procedures for mainstream students were revised and clarified to support staff in making appropriate referrals to the SEND team. Additional guidance on effective strategies to support students with a range of needs has been included, ensuring that inclusive practice remains at the heart of classroom teaching.

The key worker programme was reviewed and redesigned to better align staff expertise with student need. Students are now grouped according to areas for skill development and paired with staff members who have specialist knowledge and experience in those areas. This development intends to strengthen relationships, improve targeted support and increase the effectiveness of interventions moving forwards.

Teaching Assistant observations were reviewed and standardised to ensure consistency in expectations and judgements across the team. This process was highly successful, with all teaching assistants achieving either effective or exemplary outcomes, demonstrating the high standard of support being delivered throughout the provision.

Performance review targets were audited and standardised to ensure greater equity and consistency across the team. This has helped create a clear and fair approach to professional development while ensuring that individual targets align closely with whole-school priorities. In addition, quality assurance of the deployment of teaching assistants was undertaken across team areas. This led to a detailed review of timetabling arrangements, ensuring that moving into next academic year, staffing resources will be utilised more effectively and directed to areas where students will benefit most from support.

CPD has been a major focus this year, with an expanded programme of training available for both teaching assistants and teaching staff. Teaching assistants accessed specialist training from platform providers, including Mathletics and ReadingWise intervention programmes, ensuring interventions are delivered with confidence and consistency. Further professional development focused on effective deployment of teaching assistants, how to be a successful key worker and developing understanding of occupational therapy approaches, particularly in supporting students with limb disorders. Staff also completed training on behaviour as communication, enhancing their ability to understand and respond effectively to students' underlying needs.

The whole-school training programme also included a strong focus on inclusive practice. Staff received training on supporting reading across the curriculum, behaviour as communication, strategies for supporting students with ADHD, lesson planning for inclusion using an EHCP, and the effective deployment of teaching assistants within lessons. These sessions have

strengthened staff confidence and contributed to a more inclusive learning environment for all students.

This year has also seen a review of the curriculum to identify how best to support students with cognition and learning difficulties. This has taken place in response to a significant increase in need in the incoming Year 7 cohort. As a result, plans have been developed to establish a supported provision designed for students whose needs significantly affect their ability to access the mainstream curriculum independently. The provision will provide enhanced support aimed at developing academic attainment alongside confidence, independence and social skills. The work undertaken this year lays strong foundations for the implementation of this provision and reflects the team's commitment to ensuring that all students can access an ambitious and appropriate curriculum.

The SEND team continues to demonstrate a strong commitment to inclusion, high-quality support and continuous improvement. Through rigorous quality assurance, targeted professional development, innovative curriculum planning and a wide range of enrichment opportunities, the team has made a significant impact on the experiences and outcomes of students this year.

The dedication, expertise and collaboration of the staff have ensured that students continue to thrive both academically and personally. With exciting developments already planned for the coming year, the team is well placed to build on these successes and continue strengthening provision for all students with additional needs.



ACADEMIC SCHOLARS

2025-2026 has seen another successful Academic Scholarship programme for students at Catmose College. One hundred and eighteen students across Year 9 and 10 were awarded a scholarship in one of 8 subjects. Students were supported by subject mentors and completed a broad range of activities, challenges and trips to encourage and develop their knowledge, skills and passion for their subject.



In computer science, 26 students met regularly throughout the year completing a range of coding and programming challenges to a high level. A highlight for many of the computer scientists was a trip to Bletchley Park and a replica of Colossus, the world's first large-scale electronic digital computer used in WWII to break a complex German Cipher.

English scholars visited Tolethorpe in July to watch the youth production of Animal Farm. Students enjoyed a fantastic production in glorious sunshine featuring previous Catmose scholars and alumni demonstrating the legacy and strength of the scholarship programme, they also enjoyed a post-show Q&A session with the cast and directors. Humanities scholars showed curiosity by completing research on their personal histories uncovering historic photos including one of a relative next to Albert Einstein! Students also honed their culinary skills baking a cake or desert from a period of history – the Victoria sponge was a triumph!



Our Modern Foreign Languages scholars attended a MFL Government outreach event, designed to inspire students for career paths, travel opportunities and experiences that studying a language can lead to. A range of guest speakers from the Civil Service, the British Council and the military discussed their own journey with learning a foreign language and how it has shaped their careers. In Term 6, MFL scholars showed strong team work by organising and hosting a successful MFL Spelling Bee to the Year 7s to foster and inspire the next generation with a love for languages.

In Maths, scholars have been working on advanced skills such as expanding binomials with Pascal's triangle, developing further advanced skills to prepare for future study. We achieved our most successful results ever in the UK Maths Challenge, 146 students achieved a minimum of Bronze with 19 Golds, proceeding to the Kangaroo stage. Science Scholars have

completed a series of practical challenges; these linked to key scientific enquiry skills that would be required if pursuing a career in science. The practical challenges included 'Stop the Clock'; scholars worked in teams to identify the correct ratios of reactants to terminate the reaction at exactly one minute. Scholars also undertook their own research to explore science related careers they may have not previously considered.

In the absence of local Rotary Youth Speaks competitions in our region this year, Catmose took two teams (Year 8 and Year 10) to the Stamford Speaks competition organised and hosted by Casterton College. Four teams spoke on a range of interesting topics ranging from the use of AI, a social media ban for under 16s to the ethnics of space exploration. Along with strong competition from Casterton College, both Catmose teams delivered engaging and well-rehearsed arguments and debates showcasing their talent and team work. The Year 10 team were deserved winners on the night, making persuasive arguments for and against the use of AI in modern society. The Year 8 team were also highly commended for their debate and oracy. The strength and confidence of our scholars was also seen this year through their role in promoting the new academic scholarship to new scholars starting next year.



Our more able students and former scholars at the College performed well in their GCSE exams demonstrating the positive effects the scholarship programme and the extracurricular offer. There is a lack of comparable KS2 data for this cohort after the legacy of covid, hence is more difficult to benchmark nationally. Our more able students have again performed above the national expectation. Our contextual data shows our more able students have achieved on average 28% higher per grade than the comparable cohort nationally, with our more able pupil premium students achieving 20% of a grade higher than their national counterparts.

We will be evolving the Academic Scholarship programme in 2026-2027 to strengthen the experiences and opportunities for our most able students and prepare them for the most competitive post-16 pathways. Building on the success of the Academic Scholarship programme, we are launching a new oracy and debating elective for scholars in Term 1 to enhance the skills and confidence of our most able in public speaking. This elective will also develop positive habits and transferable skills needed for the modern world of work and support students applying to the most competitive universities in the future. We will be entering student teams into the re-launched local Youth Speaks competition in November and we look forward to the continued success of our students in this competition. We will be exploring enrichment opportunities beyond the classroom that strengthen the confidence, communication and thinking of our scholars. In addition, we will be encouraging scholars to take ownership

of recording their own development and learning; building skills and experience which will put them in a strong position with future academic and career applications. We look forward to supporting the 160 scholars who have successfully applied for a scholarship in the 2026-2027 academic year.



SUMMARY OF TARGETS & ACTIONS 2026-2027

CURRICULUM & TEACHING			
An ambitious curriculum, coherently sequenced that enables all pupils to build knowledge over time, alongside how effectively teaching—through explanation, modelling, and practice—helps pupils learn and remember more. It assesses how assessment informs teaching without unnecessary workload and how well adaptations ensure pupils with SEND and disadvantage can fully access the curriculum. Areas to cover: Curriculum policy, Marking and assessment policy, Schemes of work, Subject overviews, Quality Assurance (learning walks, book scrutinies, Prep), Subject specific CPD (6 hours per year).			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: Effective curriculum in lessons 95% or above by the end of the academic year. Effective or better QA in Leadership including behaviour (Learning Walks, CPOMs, Spot checks and Observations and assessment (CP and KA) 80% of all students feel that option choices have met their needs.	Spanish review Leadership QA - **T1:** **28.09.26** Y11 book scrutiny- *How is the curriculum preparing students for mock and terminal exams?* **5.10.26** All year groups learning walk - *Have routines for learning been established?*	Eng Lit review and Geography review Leadership QA - **T3:** **11.1.26** SEND student spotlight - 1 DSP, 1 EHCP Mainstream and 1 K Code, to be identified. Learning walk completed by subject lead/assistant lead/VP link within each subject area for the 3 students. Feedback at team leaders - Support in place relevant to needs, adaptations in the lessons, quality of books, behaviour, progress.	Leadership QA - **T5:** **19.04.26** Y10 KA material review - *Is the paper being sat appropriate in coverage, depth and rigor for the real exam? Consider how standardisation and moderation will be completed.* **10.5.26** SEND QA - TBD

New SEND curriculum for identified Y7 students is judged as effective or better within QA. 80% of parents and students state that the tutor reports hold value for the purpose of giving appropriate developmental targets whilst giving achievements. 80% of staff agree that tutor reports are fit for purpose alongside workload and process. Subject reviews in Spanish, Eng Lit and Geography engender a positive increase in student achievement and progress in the Year 11 results 2026/2027 in line with the performance review criteria.	**T2:** **16.11.26** CPOMS analysis of team areas - *How are staff recording behaviour entries, are they appropriate and is there an action?* **23.11.26** Unstructured time focus observation - *Are students behaving appropriately in unstructured times, are they actively adhering to the College ethos?* **7.12.26** Y9 Options booklet review Probation 1 complete. Coaching observations completed. Teaching observations scheduled for the academic year. Option blocks and curriculum reviewed - comms associated created.	(Overview of each student and needs to be provided prior to learning walk) **18.1.26** Behaviour - TBC **25.1.26** Tutor report review - *What is the feedback from tutors regarding the writing of the tutor reports? Strengths and AfD. What suggestions can be made to improve them?* **1.2.26** Y9 book scrutiny - *How is stretch and challenge evident for the grade 7-9 in the books?* **T4:** **22.2.26** Y8 learning walk - *How are students encouraged to be active learners within a classroom? How is passiveness addressed?* **8.3.26** SMHW analysis all year groups - *Is what is seen on SMHW in line with College expectation and is of the expected quality to support QFT in the classroom?* Observations continued.	**T6:** **14.6.26** Tutorial QA **28.6.26** Behaviour - TBD Probation 2 complete. Observations for all staff completed by T5. Survey questions to match targets.

	Curriculum costings updated and shared with SLT; recruitment process planned.	SEND Life skills curriculum review and second year curriculum to be written. Y9 Options process started with students. Curriculum taster in lessons/assemblies SLT 1:1 meetings Options and Parents Evening Finalisation of choices Tutor report review - Ensure legislative compliance, stakeholder voice sort, best practice and exemplary formats reviewed, work stream/flow captured. Report written with findings and recommendations for the final template of the tutor report.	

DEVELOPING TEACHING			
The programme of training for staff to ensure that every lesson meets the needs of the students being taught. Our current foci are on developing strong leaders, Rosenshine's Principles of Instruction, Relational behaviour practise and Inclusive teaching.			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: 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 Relational Behaviour workshops published and to run during week 2/3. ECT (Y1 and Y2) seminars planned and delivered. Feedback and reflections collected to be used as part of the observation round. Feedback and logging system set up to collect data on efficacy and quality of sessions delivered. ECTs and Mentors access the self-study materials and seminars. Term 2 sessions organised and published.	Term 3 Walkthru workshops developing teaching and WTAC published with career stage guides and timetabled. ECTs and Mentors access the self-study materials and seminars. Term 4 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 resources for developing teaching published with career stage guides and timetabled. ECTs and Mentors access the self-study materials and seminars. 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

	ECTs observed, Progress report 1 written and Progress Meeting 1. Term 3 workshops planned with tiered career stage focus (including A level teaching, SEND and Inclusive Practice, AI in Education, Middle Leaders Development.) Term 3 workshops published and advertised as tiered by career stage. QA of feedback from sessions in T1-2		

ACHIEVEMENT			
How well students are prepared for their next stage of education or training. Published outcomes (Progress 8, Attainment 8, EBacc) over time—not internal predictions. Whether all groups, including PP and SEND, achieve highly relative to their starting points. Areas to cover: Quality Assurance (quality of assessments, check-points and key assessment including distribution of grades), Year 11 Analysis, Intervention.			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: P8: 0.35 (235) A8: 51 (235) Ma/En: (235) 4+ 70% 5+ 50% FSM (T): (33) P8:0 4+ 57% 5+ 35% Pupil Premium: (59) P8:0.25 4+ 65% 5+ 50% EHCP: (9 all - 4 DSP) 1+ 25% 2+ 22% 3+20% 4+ 18% 5+ 10% Grade 7-9: (53) En 20% Ma 23% Triple Sc: 35% Average GCSE: 30% 7-9	Allocate Y11 FSM, SEND and more able students to mentors. Share key worker student profiles and targets for Y11. Assertive mentoring training given by HWI if new to mentoring. HWI to meet the identified More able marginal gains group and identify barriers. TT mentoring sessions with allocated students to begin. Intervention priority list formulated and reviewed.	Mentors to continue to meet key worker students. Support needs to be provided against targets and next steps following the KA. Monitoring of groups following data point and intervention priorities aligned with the monitoring. Exam revision techniques and how to develop a revision TT for identified students. Recruitment and training for invigilators. Y11 KA analysis and intervention plan formulated accordingly. Y11 Vocational course intervention.	Y9 identified cohort revision/learning technique session. Y10 assertive mentoring identification, allocation and initial meeting. Y11 gained time from vocational reallocation. JCQ regulations assembly for Y10 students. Data Monitoring: Y10 KA - intervention priority groups arranged and communicated. Y7 KA

	HWI and JPE to monitor and review impact. Y11 Allocation of vocational course intervention. Vocational course digital assessment plans complete and feedback meeting with exam board following receipt of moderation reports. Data Monitoring: Y8 CP1 especially K code PP students' achievement in Eng/Ma combined achievement. YCP1 identify trends and target areas against KS2 data.	JCQ regulations assembly for all Y11 students. Data Monitoring: Y10 CP1 especially K code FSM achievement in Maths and German, Spanish and RS. Y11 KA Y8 KA	

INCLUSION			
Inclusion is evaluated across all vulnerable groups, including disadvantaged pupils (PP), SEND, and those known to social care, with a focus on ensuring all pupils access an ambitious, not reduced, curriculum. We prioritise impact—how effectively barriers are identified and removed—so that every pupil can fully participate in curriculum, enrichment, and wider school opportunities. Areas to cover: More Able, SEND, FSM, Social care, LAC - Intervention, Curriculum choices, Trips and visits participation			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Attendance of SEN Students above 93% (National 86.3%) DSP Cohort at capacity within Y6/7 intake. 90% of staff who have attended SEN CPD feel this has improved their practice. 95% of Vulnerable 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	Review of SEN attendance and Identification of support required for students, identification of transition attendance issues and review at end of term 1. Allocate key workers to SEN students Key worker CPD Attend Y6 annual review meetings for potential DSP students Spotlight briefings for Identified SEN students	Half termly report for attendance for SEN students, review actions taken and support provided. Identify with key workers in order to provide further support. QA SEND student spotlight - 1 DSP, 1 EHCP Mainstream and 1 K Code, to be identified. Learning walk completed by subject lead/assistant lead/VP link within each subject area for the 3 students. Feedback at team leaders – support in place relevant to needs, adaptations in the lessons, quality of books, behaviour, progress. (Overview of each student and needs to be provided prior to learning walk) QA TA observations	SEND / Vulnerable students - review progress and behaviour data within subject area. Complete student focus group for identified year group and feedback results to team leaders meeting QA of provision vulnerable Identified students - SENCO/SLT 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

95% of vulnerable students have a successful application to post 16 provision. New Curriculum for identified Y7 students to provide early intervention in regards to SEMH and Cognition and Learning, is judged as effective or better within QA. College Inclusion Strategy to be published to ensure 100% compliance. Provision is judged as effective or better for Identified Vulnerable students within QA.	Learning walks - QA focusing on a specific area of need/cohort of pupils. CORE SEN CPD opportunities identified - Confirming dates, workshops identified Termly staff briefing SEN focus SEN Parental Survey after Progress Evenings 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 – key workers to implement support for identified students Inclusion strategy to be written and approved	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 Consults completed and challenged where appropriate QA Life Skills provision and Curriculum - Learning walk and student focus group SEN Parental Survey after Progress Evenings and Annual Review Termly review of attendance of vulnerable groups within clubs and enrichment opportunities	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 - Hums Review of progress linked to checkpoints and key assessments – Key workers to implement support for identified students Spotlight briefings for Identified SEN students Review of Life Skills curriculum Y1 and clear plan completed for Y2. Termly review of attendance of vulnerable groups within clubs and enrichment opportunities

	Governors report to be completed and shared Curriculum for Life skills group planned for term 1 and 2. Students identified within Term 1 to ensure any not identified within transition added to Life Skills group. Resources and CPD identified for Life Skills group ELSA support to be expanded - allocation of new STA TA deployment to be reviewed and reallocated to teams SEN register reviewed and updated Termly review of attendance of vulnerable groups within clubs and enrichment opportunities		

BEHAVIOUR (PREPARE, RESPECT and CONTRIBUTE)

The effectiveness of actions to reduce persistent disruptive behaviour. We consider the behaviour climate across the College, students' self-regulation and respect, the consistency and fairness of systems, and how effectively bullying and disruption are prevented and addressed.

Areas to cover: Team Behaviour Procedures (Consistency of Routines for learning, Relational behaviour practice), Quality Assurance (team CPOMS, spot checks, learning walks, lateness to lessons)

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: 85% of staff agree that the strategies to tackle out of lesson behaviour have been effective 85% of parents agree that the College makes sure its students behave well Reduce the number of students receiving three or more out-of-lesson incidents by 25% by July 2027 compared with the 2025-26 baseline. If increased level due to change of expectation to	Scrutinise outside lesson CPOMS to identify target groups/individuals Plan duty rotas with AEM to tackle better staff presence across the site and during unstructured time Briefing 1) LBA highlight key student who are wanders/late to lessons - apply sanction early on for most persistent Briefing 2) Spotlight persistent issues (TP) LBA assembly all year groups - intro to CS and expectations	Identify CPD need through scrutiny of lesson obs 'relationships' - plan actions with team/ mentors/pastoral LW routines in lessons - EF feedback to leadership and individuals Assess boys' group - scope and impact - adjust Briefing 1) tba Briefing 2) update on stages, issues and impact	Put on pre-exam treat for Year 11 students Briefing 1) tba Briefing 2) tba Briefing 3) tba Impact of 'boys group' Y11 for leavers Zero Heroes reward end T6 Celebration assembly awards Top 30 HP students in each year win Cadbury bar

reporting - compare T3+4 with T1+2 for reduction 85% of QA of behaviour expectations show that teams are consistently using the routines agreed 90% of relationships in lessons are graded effective or better Behaviour updates in staff briefing at least 2 per half term to help share issues and impact of strategies	LBA to direct SCR to refine data collection and usability of CPOMS entries in order for CSAs to direct early escalation with tutors Promote uniform expectations to all staff - stop and tuck, repeat offenders to ABW Plan escalation for uniform refusal and poor behaviour during unstructured time Briefing 3) LBA launch the early escalation thresholds to staff. Add lozenges to CPOMS to clearly identify break and lunch - no action needed from staff Early check of HP to ensure distribution equitable - Leadership CPD new starters - behaviour, routines, CPOMS etc - any raised Identify boys for 'boys' group' Create 'boys' group' structure and aims - take base line data for those students from previous term and T1 Set up house competitions for electives penultimate week of term 1	Review Y10 CPOMS data - emerging issues linked to curriculum, anxiety etc that can be addressed early Briefing 3) reinforce uniform expectations - focus Survey staff before Dec break - impression of unstructured time and respect Review thresholds for escalation and process to ensure manageable - pastoral meeting Compare levels of reporting of incidents during unstructured time - might increase early due to change in expectation regarding staff action - seek to reduce as year progresses Zero Heroes second prizes prior to Christmas Review process for IHP across medical needs - update governors	Stakeholder surveys earlier to capture more responses - check PR targets and TP targets are covered in questions Summary of behaviour in unstructured time - pastoral meeting, findings to inform next steps

	Survey staff before Oct break - impression of unstructured time and respect Briefing 5) update on impact: boys' group, uniform, stages, punctuality Duty rotas - redirect for winter term so coverage remains strong Zero Heroes first prizes prior to Christmas Gov day - scrutiny of processes and safeguards in place for students with serious allergies Briefing 4) Students with serious allergies		

STUDENT ATTENDANCE			
Creating a culture where pupils attend regularly, behave positively and engage fully in learning and school life. Areas to cover: student regular attendance, persistent absence (>10%), punctuality. Addressing the barriers to good attendance.			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: Attendance for all 95% Attendance for FSM in top 10 of 20 similar schools Reduced PA in Y10 from 18% Add targets for groups • EHCP • K code • FSM • Dis • PP	Identify risks in Y11 - share in intervention meeting Letter to parents of Y11 regarding threshold for Prom Early probation obs for new attendance officer DfE compare school attendance report - add target to TP Liaise with PWS - sharing best practice Identify students in Y10 to nurture - SAP Scrutinise poor punctuality - AWA to write a summary: year groups, gender, SEN etc EF	Praise letter for student attendance ⩾ 98% end of T3 Attendance report to all in T4 Autumn term DfE comparing similar schools attendance - update impact and areas to focus on Briefing on key cases and thresholds PA, SA across year groups Update governors on attendance	Attendance report to all T6 Praise letter for student attendance ⩾ 98% end of T5 Celebration assembly awards for attendance bronze (96%), silver (97+98%) and gold (99+100%) Update governors on attendance

	Briefing to staff - important attendance cases across years Praise letter for students' attendance >98% end of T1 Attendance report to all in T2 Update scorecard to reflect groups Update governors on attendance		

SAFEGUARDING (Keeping Children safe from harm)			
Safeguarding is the culture, systems and actions that ensure all children, particularly vulnerable children, are protected from physical, emotional, sexual, online and neglect-related harm, identified quickly when at risk, and provided with timely support to keep them safe and able to thrive. Areas to cover: Safeguarding policies and procedures, staff training, statutory guidance: Keeping Children Safe in Education			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: 90% Students state that they feel safe within College. The College is fully compliant with the guidance set out in KCSIE (2026) 90% of parents feel their child is safe at College 100% of Filtering and Monitoring checks are completed termly to ensure compliance and safety for College community.	Safeguarding training for all staffing Federation - NSPCC and Part 1 KCSIE Prevent Training all staff Safer Care Code of Conduct staff training Policy updates and website review SG scrutiny governor Safeguarding assembly Safeguarding survey start of T2 Safeguarding newsletter T1	Staff briefing contextual update Safeguarding newsletter T3 Termly Safeguarding meeting SLT Safeguarding survey follow up and analysis Staff briefing to spotlight vulnerable students within College Charlie's Promise Safeguarding assembly T3 - Y7 and 8	Staff briefing contextual update Safeguarding newsletter T5 Termly Safeguarding meeting SLT Safeguarding survey end of T5

	Termly Safeguarding meeting SLT Filtering and monitoring review linked to core standards Staff briefing to spotlight vulnerable students within College DSL RCC update briefing		

PERSONAL DEVELOPMENT & WELLBEING			
How effectively we help students develop the knowledge, skills, character, confidence and resilience needed to lead healthy, safe and successful lives, while ensuring all pupils feel valued, included and able to flourish. Areas to cover: Tutorial programme, Electives, Trips and Visits, extra-curricular (sport, music, drama and the arts)			
	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: Vulnerable students, including FSM Expanded, FSM Targeted, PP, PP+, PLAC, Young Carers, currently under a social worker, are able to access a club/trip/competition/outside speaker/workshop within the team each term (plan outlined in the termly grid). Pupils to participate in at least four high-quality enrichment experiences annually, including cultural, sporting, creative, and community opportunities within the Electives programme/Trips and Visits, extracurricular opportunities. 95% of Year 7 FSM students achieve the bronze award Catmose Challenge.	IBA to brief all Y7 tutors on Catmose Challenge process. By end of term 2 60% students complete Bronze T2 Student Council - Input into tutorial programme to ensure its relevant to students' needs. SGE meeting with Tutorial Leads for Term 1. Tutorial Lead QA Term 2 - Focus identified with SGE 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)	Review of FSM Catmose Challenge % (IBA) Target students identified Review of Vulnerable groups trip engagement (CWI) Target students identified in each year group. Tutorial Learning Walk QA - Tutorial leads with SGE to be planned for Term 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	Review of FSM Catmose Challenge % (IBA) Target students identified Review of vulnerable trip engagement (CWI) Target students identified in each year group. Extra transition identified students Tutorial QA Outside agency tutorial opportunities incorporated into scheme in line with behaviour and safeguarding Analysis of Electives and opportunities vulnerable groups have accessed. Termly review of enrichment tracker

70% of students agree that the tutorial programmes cover topics which are relevant. Pupils will engage in meaningful encounters with employers, further education providers, and higher education opportunities.	Termly update of vulnerable students who need to be targeted for trips. Enrichment opportunities tracker to be established for all clubs and activities after college to allow clear tracking of data and identification of students who would further benefit. Analysis of Electives and opportunities vulnerable groups have accessed. New PSHE policy and overview to be consulted with Governors and parents. Employer encounter experiences My Future Careers Fayre for Y11 students DSP students' trip to higher education provider	with behaviour and safeguarding DSP PSHE curriculum to be reviewed to ensure further opportunity to address areas of need with the cohort. Employer encounter experiences Nottingham Higher education trip Analysis of Electives and opportunities vulnerable groups have accessed. Termly review of enrichment tracker	

LEADERSHIP & GOVERNANCE

Leadership and Governance is the school's success in providing clear strategic direction, effective oversight, strong accountability, and a culture that enables pupils and staff to flourish while maintaining high standards and safeguarding.

Areas to cover: managing staff workload, accountability and governance scrutiny.

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Targets: The Trust is compliant with the Academy Trust Handbook. At least 80% of parents would recommend the College to a friend. At least 80% of staff agree that leadership considers their workload in decisions. At least 80% of staff believe the College to be well led and managed. At least 80% of students state they are proud to be a member of the College.	**10.9** DFE Audit of Academy Trust Handbook - Recommendations to Trust. **8.10** Governance scrutiny programme agreed with LGB and communicated to Trust through Principal's report for T1. **8.10** LGB to agree transformation plan, outlining priorities for the year. Governors' day, safeguarding scrutiny. Feedback to staff re College priorities through TP. Results	Interim Performance Review - check appropriateness of targets including workload implications. Check-in with staff around pressures on workload - formal survey before easter to better understand what is working and where pressures remain. Parental communication home from Principal around culture, invite feedback about what has worked well for their child, what could be improved further. Governors' meeting, feedback around TP progress, Y7 admissions update, quality of teaching, assessment.	Review of assessment calendar / additional expectations to ensure they are reasonable - discussed with team leaders and all staff for workload implications. New staff induction - support successful transition to the College. Events: Sports Day, Prom

	analysis and performance reviews completed by 31.10. Coaching observation for all new staff met with and supported through transition to the College. New duty system designed around staff priorities and when staff teaching commitments are lowest to support workload. **5.9** SPW first term assemblies focused on College culture and shared values. **30.9** Open Evening - marketing, head students' speeches, Y11 tours, team leader readiness, Principal's speeches. **Events:** Christmas Concert, Presentation Evening, Remembrance, Shakespeare	Events to support ethos: Shrek the musical, Dance Show.	