

RUTLAND AND DISTRICT
SCHOOLS' FEDERATION

Transformation Plan 2016/2017

Year 1 of 3



Table of Contents

INTRODUCTION TO THE FEDERATION	3
Key priorities	3
Trust services	5
Future Plans.....	5
GOVERNANCE STRUCTURE	6
The Trust	6
Resources Trust Committee	6
Members of the Trust	6
Local Governing Bodies	7
SENIOR STAFF STRUCTURE	8
The Executive Principal	8
The Chief Finance Officer (CFO).....	8
Heads of School	8
Federation Vice Principals (VPs)	9
ACADEMY IMPROVEMENT.....	10
Quality Assurance.....	10
SERVICE EVALUATION AND IMPROVEMENT PLAN.....	12
Academy improvement.....	12
Academy standards – Ofsted judgements.....	12
Academy standards – student admissions.....	12
Academy improvement – one year plan.....	13
IT.....	14
Client Surveys.....	14
Recommendations	16
Catering	18
Survey Conclusions	18
Recommendations	19
Catering one-year plan.....	20
Site and capital works	21
Stakeholder Surveys	21
Conclusions.....	21
Review of works.....	22
Recommendations	27
FINANCE	30
Cost pressures	30
Strategies.....	30
National Funding Formula (NFF)	30
Administrative Support	33
Client Surveys.....	34
Recommendations	34
Administration one-year plan.....	37

INTRODUCTION TO THE FEDERATION

The Federation is a Multi-Academy Trust (MAT) that exists to ensure that all those in its care receive the support and challenge they need to do their best. All of our partner academies are local to the Rutland area, ensuring that we can work effectively together and benefit from the services offered by each member. We believe that a locally based Trust is best-placed to meet the needs of our community; we are a partnership of schools working together for mutual benefit.

The Federation's legal position and more detail regarding the delegated responsibilities of its committees can be found on our website (rutlandfederation.com).

The Federation is currently responsible for three schools: Catmose College (11-16), Catmose Primary (3-11) and Harington School (16-18). Each school has its own Head of School and Local Governing Body (LGB) that is responsible for setting the educational ethos and standards for the academy.

The Federation is structured in order that each of the academies within it:

- maintain a distinct identity and ethos through a LGB that has responsibility for the education of those it is responsible for (see LGB terms of reference);
- benefit from central services which encompass financial management, staffing, catering, IT, site and school improvement that are led centrally by the Executive Principal (EP) and Chief Finance Officer (CFO) and overseen by the Resources Committee of the Federation.

This structure allows the Federation's academies to maintain their own identity, ethos and culture whilst benefitting from the economies of scale that come from being part of a larger organisation.

Key priorities

The Federation Trust sets overarching targets for the academies it supports. These are:

- To offer an excellent education service for the community that it serves. The Trust will monitor this through the following performance indicators:
 - For each academy to be oversubscribed for student places (student admission numbers and number on roll).
 - For each academy to achieve outcomes in the top 25% of schools nationally for the progress students make whilst attending the academy (student outcomes measured through performance tables and RAISEonline).
 - For each academy to offer a good or outstanding service that responds to the needs of each individual student and their wider educational needs (student outcomes measured through client surveys, internal review, Ofsted judgement)
- To support the wider work of each academy by providing excellent central support services. The Trust will monitor the impact of this work through the following performance indicators:
 - To provide good value for money for tax payers (measured by client surveys, financial audit).
 - To make the best use of available IT services using the financial and staffing resources effectively to support staff and students in their work (measured by client surveys, budget).

- To provide high quality refreshments and food that represents good value for money for clients without requiring a subsidy from the Trust (measured by client surveys, budget).
- To ensure that the site for which the Trust is responsible provides the necessary classrooms and facilities required by its clients, whilst providing good value for money (measured by client surveys, budget).

Trust services

The Federation has significant experience and expertise in supporting HR issues through sickness management, disciplinary process, contractual changes and staffing restructures. We offer a broad and varied Continued Professional Development (CPD) programme, benefitting from our position as lead school for the Rutland Teaching Alliance. For those on our contracts, the Trust also offers a generous package of additional benefits including access to private healthcare and a cash award scheme for good performance. There will be opportunities for staff of partner academies to gain additional experience working across the Federation, as well as within their own schools, as part of our commitment to professional development.

There are significant opportunities for students and children to learn together across academies through sport, drama and music, and by accessing specialist facilities at each academy. There is an extended transition programme for partner primary schools, giving access to specialist facilities at Catmose College and, provided admissions policies prioritise the local community, the possibility of feeder school status to Catmose College. Our music service supports the administration and deployment of our instrumental music teachers to offer tuition from reception through to post-16 students. Our Educational Visits Coordinator supports an extensive range of trips and visits locally and internationally for our academies.

Catmose College is a Department for Education (DfE) approved sponsor. The College has had significant experience of school improvement, having supported schools through the process of moving from "requires improvement" to "good" and on to "outstanding."

Our site team has managed a number of sites, bringing resilience in case of absence and expertise to ensure that facilities are clean, well-managed and well maintained in order to best facilitate learning, as well as complying with all the expectations of current health and safety legislation. The IT team has significant experience in both windows and mac networking environments and has also supported schools across different sites to noticeable improvements in the quality of the services on offer. Our catering team operates on a non-profit basis, without the need for subsidy, providing first-rate food that Federation staff enjoy alongside our younger clients.

Future Plans

The Federation is committed to supporting the growth of student and pupil numbers in Oakham. It is in the early stages of applying for a new free school called Barleythorpe Primary and a special school for children who currently need to leave the county or attend expensive independent schools in order for their needs to be met.

We are also looking for new partner schools, within or close to Rutland, who wish to contribute to the shared success of our academies.

GOVERNANCE STRUCTURE

The Trust

The Federation's Trustees have a broad range of expertise in education, business and the charity sector, with many also having chosen one of our academies for their child's education. The Trustees also have a strong understanding of the importance of the work we do. The composition of the Trust is audited annually to ensure that it has the necessary skillset to support and challenge appropriately.

The Trust's primary role is to hold the local governing bodies and senior management of the Federation accountable for the services they provide. The senior management includes the Executive Principal, the Chief Finance Officer, the Heads of School and the Vice Principals. They offer the Senior Team appropriate support and challenge to ensure that each of the academies continues to improve, ensuring that the central services of the Trust are delivered to a high standard.

The Trust is currently composed of:

- 3 Trustees appointed as a result of their experience within finance, business, HR, education and school improvement.
- 1 Trustee appointed from each of the partner academies.
- 2 Trustees appointed by the Local Governing Body of Catmose College.
- Co-opted Trustees appointed for their relevant skills, currently including one from Oakham School.

The full Trust meets six times per year and focuses on the following areas: overall standards across the Federation academies; capital projects, and updates from the Resources Committee regarding staffing and finance.

Resources Trust Committee

The Resources Committee is a sub-group of Trustees with particular expertise in finance and HR. It meets separately six times per year and has the remit to agree matters regarding staffing, finance, site, IT, and catering issues (see Terms of Reference of the Resources Committee). It scrutinises the academies' accounts & the implementation of budgets and it audits the works of the Federation's finance team.

Members of the Trust

Members, who usually meet once per year, determine the ethos and purpose of the Trust and the way it will be governed by agreeing the Articles of Association. They also have the authority to appoint a number of trustees. In trusts annual general meeting they will receive an update on the work of the Trust. The Members therefore provide an additional layer of accountability and can scrutinise the work of trustees although they do not have a right to become actively involved unless also a trustee.

Members may also enforce provisions of the Articles against other members or the Trust in order to ensure that its the ethos and purpose is fulfilled.

Members also have legal responsibilities for the Trust which on the winding up of the company obligates them to pay £10.

Local Governing Bodies

The composition of the LGB can be varied to best suit the needs of the individual academy, for example to reflect its religious ethos or specific stakeholder groups.

A typical community academy's Local Governing Body will have the following members:

- Executive Principal.
- Head of School (or equivalent).
- 2 parents.
- 1 staff member.
- Up to 8 members appointed by the Local Governing Body.
- Such other members as the Directors decide.

It is responsible for:

- Setting the aims and objectives of the academy.
- Providing challenge and support for the leadership team of the academy to ensure that standards are high and that the ethos and vision of the school are implemented successfully.
- Determining the educational vision of the academy in consultation with the Directors, including, but without limitation to, determining the academy's development plan.
- Determining and implementing the admissions policy in consultation with the Directors for the Academy in accordance with admissions law and Department for Education codes of practice.

SENIOR STAFF STRUCTURE

The Executive Principal

The Executive Principal is currently also the Principal of Catmose College and is responsible for the day-to-day management of the academy in the same way as the other Heads of Schools within the Trust.

In respect of the Federation, the Executive Principal works closely with the CFO to ensure the Trust-based services and any capital projects are of a high standard and meet the needs of our academies. The role includes having strategic oversight of each academy, working with the Heads of School to develop robust improvement plans and quality assurance processes.

The current Executive Principal is a National Leader of Education (NLE), an Ofsted Inspector and a representative of the DfE's head teachers' review body, providing advice to the government on its policies. The Executive Principal is therefore well placed to support school-to-school improvement work and to advise academies on their journey to provide an outstanding standard of service.

The Executive Principal reports directly to the Board of Trustees, ensuring that the Board is well informed regarding the performance of the Federation, its academies and the services it provides. The Executive Principal's performance management review is carried out by a sub-committee of the Trust, usually consisting of the Chair and two other Trustees alongside an external education advisor.

The Chief Finance Officer (CFO)

The Chief Finance Officer is responsible for ensuring that the finances of the Federation are well-managed, making sure that we have the resources to support our academies. The Chief Finance Officer has extensive experience of managing budgets strategically, ensuring that each of the academies in our care maintain strong surpluses to invest in capital projects.

As an experienced project manager, the Chief Finance Officer takes responsibility for scoping, arranging quotes, liaising with contractors and managing our capital projects to completion. Working with the managers of our central services, she is also responsible for ensuring that our academies have the resources and facilities to deliver a high quality education.

Heads of School

The title 'Head of School' encompasses any senior manager who is responsible for the day-to-day management of a partner academy – this includes staff whose title might be Principal, Head Teacher, Executive Head Teacher or other such variation.

The Head of School has responsibility for all education matters involved in the running of an academy on a day-to-day basis. They will also manage the teachers and support staff in their schools. They will determine and present the school's draft development plan for the Local Governing Body to approve. In addition, in consultation with the Executive Principal, they may also have additional roles that provide opportunities beyond their own academy, dependent on their expertise and professional development needs.

The Head of School is line managed by the Trust's Executive Principal and works closely with the CFO and the Federation's Senior Team in order to ensure that their academy is well-resourced and led. Their performance management review will be carried out by the Executive Principal in consultation with the chair of the Local Governing Body.

Federation Vice Principals (VPs)

VPs bring a specialist skillset enabling them to be deployed in a range of capacities to support academies. Each VP is based in a specific academy, providing support to the Head of School, but they can also be deployed on a short or medium term for a particular project or purpose to support the wider Federation. In the past this has included:

- Leading and managing an academy during a maternity leave.
- Being seconded each week to a school being supported by our EP in order to provide additional leadership capacity.
- Providing HR support through long-term sickness management, capability procedures and management restructures.
- Leading the successful application for a free school.
- Supporting a nursery's manager to move the provision to Good following a poor Ofsted report.
- Leading the application and subsequent operation of the Rutland Teaching Alliance.

These deployments provide senior managers with additional experiences that benefit their own professional development whilst contributing to the wider success and growth of the Federation.

ACADEMY IMPROVEMENT

A core aspect of our work is to continually scrutinise each aspect of our services: those provided by each academy and those by the Federation as a whole, in order to identify areas of relative strength and weakness. This process is ongoing and, as new evidence emerges, planning is adapted to ensure that the resources of the Federation are being used to maximum impact.

The quality assurance cycle is outlined below and is a key element of our improvement planning. It culminates each year in the transformation planning that is encapsulated in this document which, although written annually, is also a working document to be modified as new evidence emerges.

Quality Assurance

The quality assurance processes (also see policy) are outlined below, delineating the roles of Governors/Trustees and the Senior Leadership Team (SLT). The aim of our quality assurance process is to ensure that every aspect of our organisation is functioning effectively; we use a range of appropriate tools to do this. We do not see quality assurance as an add-on, but rather an integral part of the daily work of the senior team that allows areas of development to be identified and acted upon immediately.

The SLT are education professionals with the expertise and leadership experience to draft, implement and review the effectiveness of policies throughout the Federation.

The Governors' role is to scrutinise the work of the SLT to ensure that they are effective in implementing policy and driving up standards. This process will involve Governor and Trustee scrutiny panels (see Terms of Reference), focusing on policies to explore the way in which they are implemented and their impact on the quality of provision. When necessary, Governors may also consult with independent experts to validate the work of the SLT.

The SLT will also use 'score cards' at each governing body meeting (6 times per year), that provide an overview of the performance of each academy for outcomes, behaviour and welfare, teaching and learning. They offer an overview of the impact of the implementation of these plans. Governor scrutiny panels may choose to focus their work on an aspect of the score cards that the data suggests to be underperforming, reporting back their findings to the LGB and Trust. As a result of the analysis of these score cards, improvement planning is adjusted to ensure each service and academy continues to improve.

In addition, each academy will produce a written Transformation Plan to address areas of identified relative weakness in practice. This plan is drafted by the SLT and validated by an independent expert, but amended and approved by each LGB.

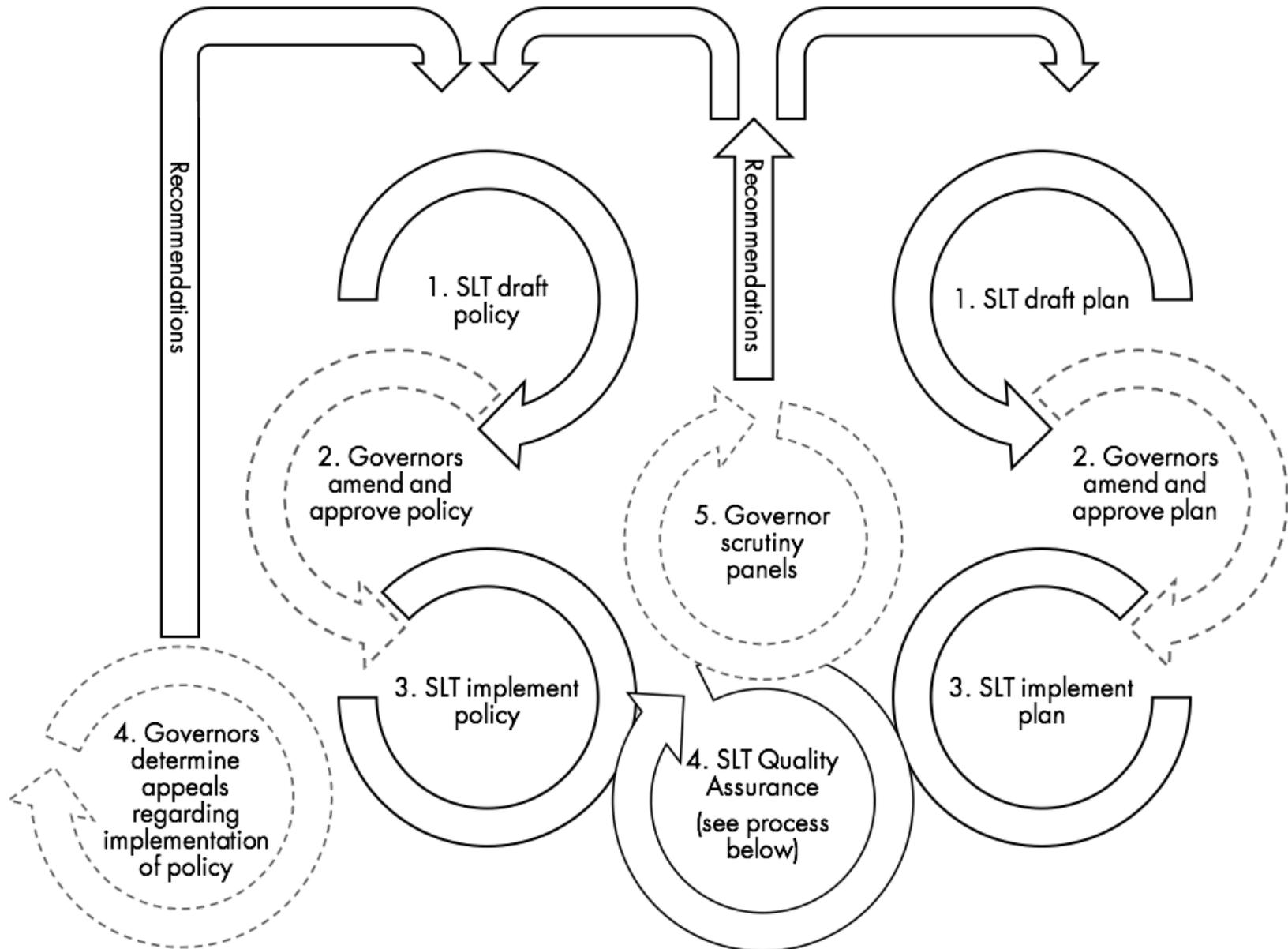
The Federation's Transformation Plan (this document) focuses on policies regarding finance, staff, site and central services. This will be drafted by the Executive Principal, amended and approved by the Federation Directors and scrutinised in the same way as those for each academy.

This quality assurance process is outlined in the diagram on the following page.



POLICY DEVELOPMENT

TRANSFORMATION PLANNING



SERVICE EVALUATION AND IMPROVEMENT PLAN

Academy improvement

Each academy's Head of School and Local Governing Body is responsible for drawing up a Transformation Plan that reflects their current position and areas for further improvement. It is not the intent of this plan to repeat that work; only to give an overview of the Federation's quality assurance and school improvement work that complements each academy's own work.

Academy standards – Ofsted judgements

Academy	Overall	Leadership	Teaching	Behaviour	Outcomes	Programme of study
Catmose College	1	1	1	1	1	
Catmose Primary	2	2	2	2	2	
Harington	1	1	1	1	1	1

All academies in the Trust are currently judged good or outstanding. Catmose College was last inspected in 2012 and, provided there are no concerns, is exempt from inspections as an outstanding provider.

Catmose Primary was inspected in February 2013 and is likely to be inspected in the next 12 months through a one-day inspection that will confirm whether the School remains good or not. Harington was inspected in January of 2015 and, unless there are concerns with Year 13 outcomes, is unlikely to be inspected in the near future.

Academy standards – student admissions

Academy	PAN	Intake 2016	Intake 2015	NOR (Jan 2017)	Capacity
Catmose College	180 (210)	210	189	935	900 (1050)
Catmose Primary	30	32	30	209	210
Harington	150	85	53	138	300

Catmose College's PAN is currently 180 but we are working with the LA to increase this to 210 in order to meet local demand. The College has been oversubscribed for a number of years and is projected to be again for the September 2017 intake.

Catmose Primary is oversubscribed and is likely to be again in 2017. Its intake is stable but there is significant pressure on places, which has led to our work with the LA to start the process to open a new primary school (Barleythorpe Primary) in order to address this issue.

Harington School opened in September 2015 in temporary buildings; prior to this, marketing for the new School took place without even those temporary buildings being in place. Student numbers are currently low but growing quickly. The new build and judgement from Ofsted will secure an admissions number that is closer to PAN for 2017.

Academy improvement – one year plan

Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Catmose College Ofsted: Outstanding Admissions: 200 1 st preference admissions for Year 7. Attendance >= 97% P8 >= 0.4 EBAC at 35%	Transformation Planning	Governor scrutiny	Science Review Validated Raise published Governor scrutiny	Surveys Governor scrutiny SLT evaluation
Catmose Primary Ofsted: Good Attendance >= 97% 200 on roll in Sep 2017 Progress measures for KS1 to KS2 >100. KS2 RWM are at least in line with national.	Transformation Planning	School Review Validated RAISE published Governor scrutiny	Governor scrutiny	Surveys Governor scrutiny SLT evaluation
Harington School Ofsted: Outstanding Attendance >=97% Admissions >110 Y12 in September 2017 Outcomes: 19% AAB University: 70% first preference places, 19% in Russell group with at least 2 Oxbridge places.	Transformation Planning School Review	Ofsted Inspection Governor scrutiny	Governor scrutiny Y13 Review	Surveys Governor scrutiny SLT evaluation

IT

2016 has seen one of the biggest changes for end users across the Federation. The New Technologies Team has rolled out over 180 new Dell desktops as part of our phase 3 desktop replacement program across both Catmose College and Catmose Primary. Computers were installed during office moves or whilst users were away from their desks. Resource areas had new PCs installed during quiet periods to minimise disruption.



During summer months, the team migrated both student and staff email to Office365. Student migration was completed with minimal disruption during term time, starting with Year 7. This allowed time to address any issues with the migration process, minimising potential support issues come September. Office 2016 was introduced during the same period. At the end of the academic year, teaching staff laptops were upgraded to Office 2016, and teams were offered training and support before the end of term. Office 2016 was deployed across the Federation as part of our summer maintenance program. Currently 381 users across the Federation have taken advantage of the free offer of Office 2016, which entitles them to the latest version of MS Office whilst they are a member of Catmose College or Harington School.

Show My Homework (SMHK) was launched to staff and students in September. With 191 parents being active on SMHK, Catmose College is in SMHK's top 10 schools for student and staff engagement. In addition, we have been supporting parents at progress evenings to improve the uptake. This year we will also be looking into how we can improve the on-boarding process for Year 7 students to ensure they have access to SMHK on the very first day. We have migrated governors to a new SharePoint site; developed a virtual learning environment (VLE) based upon Moodle, including a new portal for staff and students to access files stored on the campus network.

In a move to reduce costs, queue times and improve reliability we implemented a new managed print solution across the entire Federation, based upon Kyocera devices and Papercut. Although a significant investment, the reduced running costs will see the system pay for itself by year 4, including fixed running costs for 3 years during a time of significant price increases.

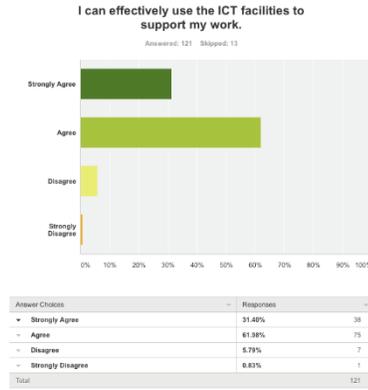
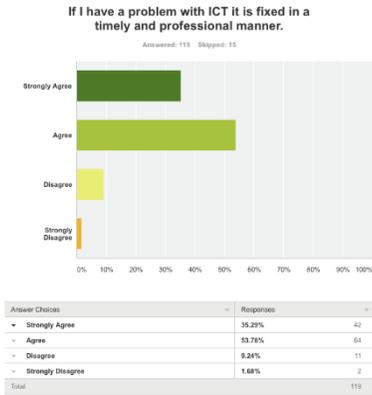
Harington School's network deployment was completed in October 2016, with the New Technologies Team completing the installation and deployment of PCs and software ready for the new term.

The New Technologies Team now supports Oakham C of E Primary School. During the first year the majority of the work involved maintenance tasks ensuring equipment met our standards. Equipment was deep-cleaned, and a fresh Windows 7 image was rolled out to 180 Netbooks to enhance performance.

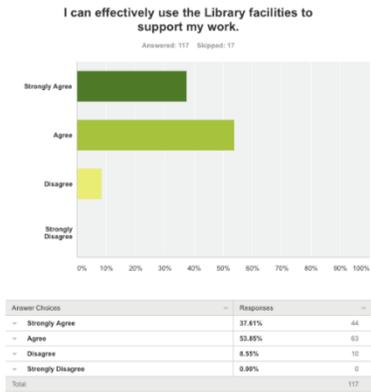
Client Surveys

Staff Survey

The New Technologies Team continue to be highly rated as demonstrated by the charts from the recent surveys.



Student Survey

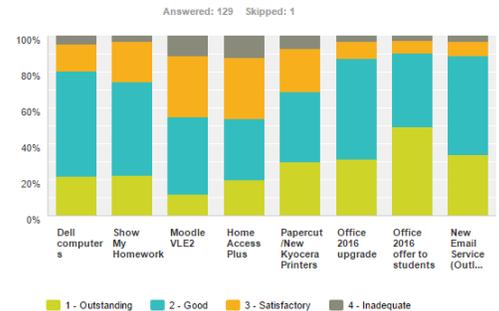
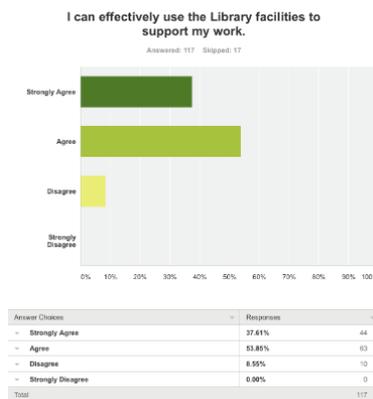
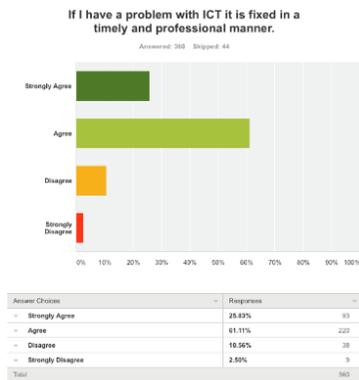


Students continue to highly rate the Library and IT Service in the annual survey and, at the end of the development cycle for 2016, students were given the opportunity to provide further feedback.

Comments included difficulty in gaining access to IT Support for individual problems; more reliable connectivity for personal devices; less restrictive web filtering, and access to Laptops/iPads in lessons. Students were also asked two questions focusing on new services. Changes made in 2016 were well received by students.

Students were also asked to highlight 3 areas they would like to see improved. Almost half of students voted to see improvements with the College phone system. Comments suggested that this is related to internet access on personal phones. Students also highly ranked access to the latest software and mobile devices, such as laptops/iPads, as an area they would like to see improved.

The new technologies team have deployed many changes across the college over the past 12 months. We would like to know how you rate these changes. Please select a rating 1 to 4 for each line.



Budget for year

		2017/18	2018/19	2019/20
IT New Tech TP Budget		44500	40500	85700
End Users Devices:	Desktops			57700
	Laptops	6500		
Infrastructure	Servers	8000		9000
	Storage/Backup Systems	4500	4000	2500
	Core Network	3000	30000	10000
	Wireless Network	8000	4000	
Catmose Primary	Networking			6500
	Server Replacement		2500	
	AV	17500		
Software & Annuals	Software	55,846	57,329	51,934
	BT Internet	7000	7000	7000
	Virgin Internet	3750	3750	3750
	CP WAN Link	4472	4472	4472

Recommendations

Plans and targets for this year:

- Desktop replacement strategy increased from 5 years to 6/7 years.
- Laptops replacement strategy increased from 3 years to 4/5 years.
- Review and replace staff laptops with the goal of moving to the longer replacement cycle.
- Expand on Phase 1 server/storage (2015) allowing for phasing out of HP Blade Centre.
- Continue deployment of wireless access points and development of wider core network replacement strategy to be completed over 5 years.
- Review telephone system.
- Improve Show My Homework parental engagement from 20% to 40% (20% based on 191/950 parental accounts).
- Follow up student surveys regarding improvements to understand those areas that were less successful in order that we can develop them further.
- Catmose Primary update to LCD on teaching screens from projectors.
- Complete satisfaction survey Oakham CofE.
- Support an additional primary school by 2019.

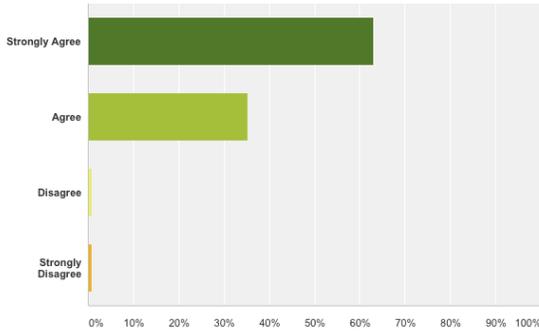
Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction	New student + staff onboarding		Client Survey QA review College with EP RADS + Oakham CofE	Year End Process QA Review Oakham CofE with EP
Network	Leavers Processes Laptop Audit	Capacity Planning Audit Investigate Telephony options	Build and Test revised Disk Images Config/Test deployment staff laptops	T6 – Deploy to staff laptops Desktop/Server Maintenance Infrastructure Replacement Phase 2
Library	Y7 Student Inductions Y7 Reluctant Readers Review	Harington Library Resource		New Staff Inductions Stock take + Replenish per curriculum needs
AV	Open Evening	Options Evening	Dance Show	Year 6 Evening Projector Refresh - CP
Staff Development	1 st Year Apprenticeship complete	Team annual PR Attend Bett Show		Team PR Progress Review
Resources	Investigate IT services offer to primaries	Promote Primary IT Services DP requirements to Suppliers	Place orders for DP Apprenticeship adverts Review IT requirements for new catering and CN spaces.	Review IT requirements for Visions space.

Catering

Staff survey

Catering services of are of high standard.

Answered: 119 Skipped: 15



Answer Choices	Responses	Total
Strongly Agree	63.03%	75
Agree	35.29%	42
Disagree	0.84%	1
Strongly Disagree	0.84%	1
Total		119

What other items would you like to see on the menu?

Answered: 23 Skipped: 111

Responses (23) Text Analysis My Categories (0)

Showing 8 words and phrases

Fish Pie Catering Think Menu Salad Coffee
Range Vegetarian Options

Student survey

	Outstanding	Good	Satisfactory	Unsatisfactory	Total
Quality of food	19.94% 70	65.53% 230	13.11% 46	1.42% 5	351
Portion size	14.81% 52	58.69% 206	19.37% 68	7.12% 25	351
Value for money	8.31% 29	34.10% 119	40.11% 140	17.48% 61	349
Choice of food (menu)	11.46% 40	48.42% 169	32.66% 114	7.45% 26	349
Breakfast service	10.78% 33	60.78% 196	21.90% 67	6.54% 20	306
Break service	23.05% 80	56.48% 196	16.43% 57	4.03% 14	347
The environment (Restaurant and Hellerup)	19.61% 70	55.46% 198	20.17% 72	4.76% 17	357
Staff service	26.21% 92	57.83% 203	11.68% 41	4.27% 15	351
Are staff helpful and polite?	36.90% 131	43.94% 156	15.49% 55	3.66% 13	355
Time spent queuing	8.52% 30	38.35% 135	34.09% 120	19.03% 67	352

Are there any choices you would like to see added to the menu?

Answered: 166 Skipped: 238

Answer Choices Responses

Breakfast Responses 53.01% 88

Responses (88) Text Analysis My Categories (0)

Showing 15 words and phrases

Bacon Wrap Waffles Smoothies Full English
Mini Muffins Cereal Egg Breakfast
Hashbrowns Pancakes Jam Toast Hash
Sausage Rolls

Are there any choices you would like to see added to the menu?

Answered: 166 Skipped: 238

Answer Choices Responses

Breakfast Responses 53.01% 88

Lunch Responses 76.51% 127

Responses (127) Text Analysis My Categories (0)

Showing 27 words and phrases

Fruit Fajitas Noodles Crisps Hot Dogs Breakfast
Food Sausage Roll Choice Ice Cream Pizza
Lunch Pasta Pie Chicken Fizzy Drinks
Sandwiches Macaroni Cheese Muffins
Cheese Burgers Options Brownies Panini Waffles
Bacon Variety Lunch

Are there any choices you would like to see added to the menu?

Answered: 166 Skipped: 238

Answer Choices Responses

Breakfast Responses 53.01% 88

Lunch Responses 76.51% 127

Break time Responses 75.90% 126

Responses (126) Text Analysis My Categories (0)

Showing 24 words and phrases

Radnor Fizz Stuff Sandwiches Crisps
Pasta Pots Options Chocolate Smoothies
Paninis Chip Fruit Food
Sausage Rolls Pancakes Muffins
Sausage Butty's Snack Breakfast Cereal Bars
Flavoured Bacon Waffles Flapjacks Ham

Survey Conclusions

Our Catering Manager believes that offering good, fresh quality food at affordable prices helps students and staff to function at their best on a daily basis.

We offer breakfast from 8.00am to 8.40am and an after-school service where snacks are available for all to purchase until 5.00pm.

All our main meals are cooked fresh across the Federation. We have a wide range of products to suit all our clients' needs. Our chef and the catering team provide for all in-house buffets and evening events.

Our catering teams at Catmose Primary and the College have been awarded five-star rating for health and safety.



Recommendations

The survey responses are generally very positive.

However, we recognise the need to continue to enhance our offer to meet the sometimes conflicting needs of providing both a healthy but popular offer for students. We continue to look at queue times and this has led to looking to develop an additional catering facility that will also provide additional capacity for Harington students.

To drive further improvement, we will:

- Review menus termly and also consult the student council, reviewing the offer following a survey next year.
- Offer theme days e.g. Chinese New Year, advertising them early enough for planning and client awareness.
- Review costing due to price increase on all products, to ensure that our budget continues to break even.

The following areas are also identified:

- The Refectory is in need of new signage; having parents' evenings on a regular basis will help promote our facilities.
- All equipment needs service contracts due to wear and tear.
- After-school service in the refectory could include the availability of hot food.
- Staffing will need to be reviewed due to a maternity leave starting in March 2017 and also an apprenticeship coming to an end early December 2017.
- Staff need to be supported in maintaining vigilance at all times due to allergies and intolerances amongst clients. Allergy information is to be readily available for all to see.
- Relevant staff are to attend hygiene courses.

Catering one-year plan

Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction	Client Survey		QA review with CFO/EP Portion control Customer service Queuing time	Client Surveys: staff & students
Menu choice	Review Service	Review Service	Review Service	Refectory after school Review.
Staff Development	Customer service Training	Safe Guarding & Performance review	Hygiene Refresh & First Aid	Ensure staff are trained and ready for launch of new catering facility.
Resources	Staffing Review	Contract needed for equipment.	Consider new equipment required for new catering facility Review signage with EN for refectory – internal and for use on event evenings. Review menu costs to ensure that the service continues to provide a balanced budget.	Order new equipment

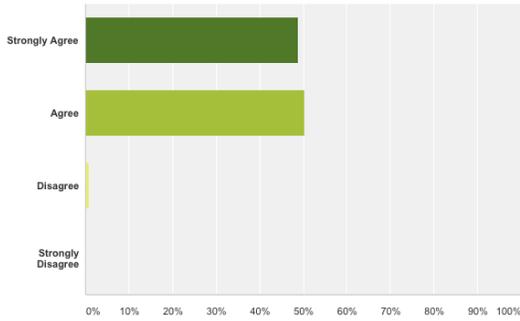
Site and capital works

Stakeholder Surveys

Staff

Any site support requests have been dealt with promptly and effectively.

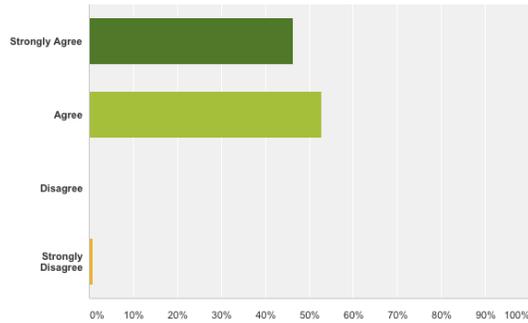
Answered: 121 Skipped: 13



Answer Choices	Responses	
Strongly Agree	48.76%	59
Agree	50.41%	61
Disagree	0.83%	1
Strongly Disagree	0.00%	0
Total		121

My team area is maintained by the site team to a high standard.

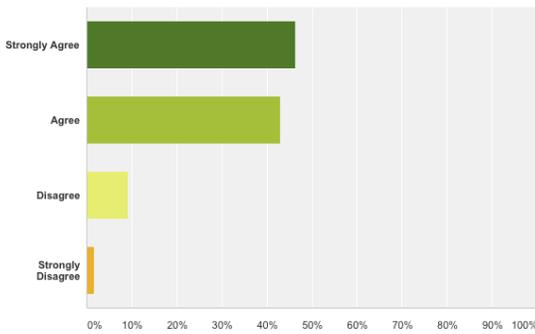
Answered: 121 Skipped: 13



Answer Choices	Responses	
Strongly Agree	46.28%	56
Agree	52.89%	64
Disagree	0.00%	0
Strongly Disagree	0.83%	1
Total		121

Toilets are maintained to a high standard.

Answered: 121 Skipped: 13



Answer Choices	Responses	
Strongly Agree	46.28%	56
Agree	42.98%	52
Disagree	9.09%	11
Strongly Disagree	1.65%	2
Total		121

Conclusions

Client satisfaction with the service is generally very high and positive. The FM team will explore the support and standards feedback of the survey and look to achieve a higher QA rating. This will include regular and frequent observations, spot checks, learning walks and audits particularly focused on the toilets. The site team continue to be highly rated by service users as demonstrated by the chart above from the recent survey of staff and parents.

We will build on these surveys by also seeking the views of students to ensure that their perceptions of the work of the site team are similarly strong.

Review of works

The last academic year saw the Federation engage in considerable capital projects, particularly for Harington and Catmose College. These are summarised in the table below.

Site	Work Planned/Completed during year	Notes
<p>Catmose College</p>	<p>Room exchanges MFL/SEN</p> <p>All GTC outstanding snags eliminated</p> <p>Occupy other spaces within the Campus to facilitate our expanding role</p> <p>Refurbishment of spaces around the College to provide new classroom accommodation</p> 	<p>Additional furniture and ICT to support location swap and additional classroom space.</p> <p>Some minor leaks remain; the QS is still supporting to close these out.</p> <p>Liaison with RCC re Visions. Mezzanine level now fully occupied.</p> <p>Additional furniture ordered to provide extra dining capacity in the restaurant.</p> <p>Admin/Finance teams relocated; space created turned into two classrooms (ma/eng).</p> <p>DT Brunel classroom split to offer two independent working spaces.</p> <p>Shakespeare double classroom now split to give two English classrooms.</p> <p>The Federation funded the crossing with RCC managing the construction.</p>

Site	Work Planned/Completed during year	Notes
	 <p data-bbox="344 781 1010 886">Pathways improved to exit site, near care home exit. Zebra crossing installed across Huntsmans Drive to improve student road safety.</p>  <p data-bbox="344 1459 1047 1560">Parking permits and enforcement introduced to address dangerous practice and to manage the limited spaces available.</p>	

Site	Work Planned/Completed during year	Notes
		
<p data-bbox="136 766 250 829">Catmose Primary</p>	<p data-bbox="345 766 1023 934">Completion of external learning spaces – Learning classroom space Hobbits House and story-time area Fencing to site perimeter Frontage and sides – slabs and tarmac improvements</p> <p data-bbox="345 972 570 1003">Cloakroom refurb</p> 	<p data-bbox="1101 766 1382 972">External independent space furnished and complete. All aspects of external development now complete</p> <p data-bbox="1101 1115 1403 1213">Redecoration, lockers, flooring, remodelling of all cloakroom areas</p>
<p data-bbox="136 1589 266 1652">Harington School</p>	<p data-bbox="345 1589 566 1621">Temps completed</p>	<p data-bbox="1101 1589 1409 1688">All furniture in place to support Sept 2015 Year 12 intake.</p> <p data-bbox="1101 1726 1370 1894">Additional work to conservatory and old sports hall to offer additional classroom space; office spaces in</p>

Site	Work Planned/Completed during year	Notes
	 <p data-bbox="345 766 982 802">Extra Temps required to support Sept 2016 intake</p>  <p data-bbox="345 1287 743 1323">Permanent build site completed</p>  <p data-bbox="345 1869 544 1900">Car park works</p>	<p data-bbox="1101 233 1404 405">the existing temps have been turned into classrooms – additional furniture drawn down from FFE budget.</p> <p data-bbox="1101 443 1404 646">The original practical completion date of 23.11.16 was surpassed and we took occupation on 31.10.16.</p> <p data-bbox="1101 684 1388 888">PC date for completed car park works was 19.1.17, and the additional 46 spaces were available for us from 23.1.17</p>

Site	Work Planned/Completed during year	Notes
	 <p data-bbox="344 781 1042 886">Additional land cleared at the back of the new build to allow additional extension of the College or Harington depending on need.</p> 	
<p data-bbox="133 1495 263 1633">Catmose Nursery/ Catmose Preschool</p>	<p data-bbox="344 1495 1003 1528">Preschool external investment – play area & canopy</p> <p data-bbox="344 1810 571 1843">Catmose Nursery</p>	<p data-bbox="1101 1495 1416 1696">Beach huts, a lighthouse containing a sandpit, a raised car circuit and an external canopy under construction in this Summer.</p> <p data-bbox="1101 1780 1416 1873">The temporary water source was replaced by RCC. This turned out to</p>

Site	Work Planned/Completed during year	Notes
		be a catalyst for events. Severe funding pressures combined with a serious incident at the nursery meant that we could no longer support the setting and it was closed. The building's use going forward will need to be considered.

The site team continues to be highly rated by service users as demonstrated by the chart below from the recent survey of staff and parents.

Recommendations

With restrictions to the Federation budget increasing over the next three years, we need to focus on compliance areas of planned and reactive maintenance with a view to prioritising them into a desirable and statutory schedule, assessing the condition of the buildings, including the external envelope, the structure, the interior parts, fixtures and fittings and the service installations. We need to ensure that our first priority remains keeping all Federation sites safe, comfortable, efficient, and cost effective; ensuring that buildings are fit for purpose and meet the required statutory and regulatory standards.

The Federation Planned Preventative Maintenance (PPM) programme can reduce repair call-outs, reduce disruption to end users, provide peace of mind and reduce non-predicted budgetary impacts.

Desirable and Statutory Maintenance.

Desirable	Statutory
Access control Intruder alarm systems CCTV Automated actuated windows/controls Window/canopy cleaning Auto doors Partition screens/doors Control systems/BMS ETFE roof system Kitchen deep cleaning Play areas (equipment) Pumping station (external pond area) Pest services Theatre raked seating Fire risk assessment (if no changes have been made)	Gas certification Emergency lighting Fire alarm testing Electrical 5 yearly fixed wiring test Portable appliance testing (PAT) (Good Practice) Pressure vessel inspection. Lifts and lifting equipment (LOLER) Lightning protection inspection Boiler inspection. Management of legionella (ACOP L8) Air conditioning systems Heating systems Ventilation systems Asbestos survey (CP) Display Energy Certificates (DECs)

By reducing non-essential or desirable PPM for 12 months, this could be much more cost effective, i.e. minimising certain servicing and maintenance visits from four times a year to twice yearly. Additionally, we could delay this servicing for 12 months to recoup costs, commit to a reactive call-out contract only or renew comprehensive contracts to basic contracts.

Explore viability of 'in-house' grounds maintenance exploring:

- FM team staffing & shifts.
- Costs of procuring equipment, products & supplies.
- Savings long term.
- Training.
- Maintenance of equipment.
- Storage facilities.

Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction	Look at previous years' QA surveys	Prep surveys for students, staff and service users. (Brightways/visions/SLL) QA site review with EP internals	Deliver surveys for students, staff and service users. (Brightways/visions/SLL) QA site review with EP externals	Results of QA/Surveys
Site maintenance	Fire System/Alarm L8 ACOP Plant/Gas tight/Heating systems EM Lighting Lifts & Lifting Eqpt (LOLER) Air Con Fire Eqpt (incl Ansul, fire curtains) Sprinkler - Major Grounds AHU's/Ventilation Systems Electrical 5 Year fixed wiring PAT	Fire System/Alarm L8 ACOP EM Lighting Lifts & Lifting Eqpt (LOLER) Sprinkler – Minor Grounds Security Systems (Intruder, CCTV, Access Control) Gas Guards PAT Risk assessment review	Fire System/Alarm L8 ACOP EM Lighting Lifts & Lifting Eqpt (LOLER) Plant/Gas tight/Heating systems Sprinkler – Major Grounds AHUs/Ventilation Systems PAT Asbestos Survey (CP) H&S Audits	Fire System/Alarm L8 ACOP EM Lighting Lifts & Lifting Eqpt (LOLER) Sprinkler – Minor Grounds Air Con PAT Risk assessment review
Capital development	New security/boundary fencing at CP	Tender for new dining facility Fencing at CP	New dining facility Fencing at CP Review of CN site	New dining facility CN site works Review visions space
Staff Development	Role related training for new FM team (all sites) PAT Cse	Review and evaluate PRs	H&S awareness Cses Ladder Training/Lifting & Carrying First Aid COSHH Awareness	Manual Handling

FINANCE

Cost pressures

- Reducing income - the New National Funding Formula, which has been delayed to 2018/19 as a result of the Brexit vote, has not helped our budget – a reduction of 2% overall is expected.
- Increased employer contribution rates for national insurance.
- Increased employer contribution rates for pension schemes, both TSS and LGPS, following the actuarial valuations.
- Auto enrolment in to pension scheme.
- Incremental drift and performance pay awards.
- Living wage impact from April 2016 with a requirement to increase to £9 per hour by 2020.
- National pay awards impact.
- Apprenticeship levy from April 2017.
- Shortage of new teachers in certain subjects.

Strategies

- Increase NOR each Year 7 cohort by +30.
- Review curriculum offer.
- Review of posts as they fall vacant to assess need and reshape as necessary.
- Increase contact time for colleagues on management allowances.
- Review and challenge any temporary contracts coming to an end.
- Increase number of schools in MAT.

National Funding Formula (NFF)

The national average per pupil funding 2015/16 for Rutland was £4,243 which was the 139th worst funded LA out of 151; the best funded LA being awarded £8,587 (City of London) and the least funded being awarded £4,151 (Wokingham).

- The DfE has released indicative funding formula information based on the assumed outcomes of NFF consultation.
- Catmose Primary School – baseline funding in 2016/17 (actual) £776,000 – NFF funding would have been £779,000 therefore uplift of 0.5%.
- Catmose College – baseline funding in 2016/17 (actual) £4,192,000 – NFF funding would have been £4,079,000 therefore decrease of 2.7%.

UCC and CBEC both have a forecast decrease of 2.9%. All schools with a reduction will have one transition year, where the drop can be no more than 1.5%, therefore Year 1 on the above would be £4,131,000 for the College. This is still a forecast loss of £61,000 during the transition year, and £131,000 per year when protection ends in Year 2. (This, whilst every other expenditure line increases.)

The consultation on the NFF ends on 22 March 2017. To contribute, go to <https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2> and <https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2>

Finance 2017 2018

- ESG (Education Services Grant) has ended (from £77 per pupil).

- PPG (Pupil Premium Grant) remains static at £935 secondary, £1320 primary, £300 service.
- Year 7 catch-up funding continues.
- Primary Sport continues.
- AWPU has reduced at primary level from £2795 to £2783 per pupil, and at secondary level from £4155 to £4138.

• We have expanded into spaces at Catmose which used to encompass Rutland Adult Learning Service and SLL café, and will soon occupy the Visions space – thus reducing the SLA income these tenants generated from > £90,000 to < £60,000.

We forecast an in-year Federation recurrent deficit of (474,539), made up of the following:

College	- 353,671
Primary	+ 182
Harington	- 126,050
Preschool	+ 5,000

Currently (February 2017) we forecast a recurrent brought forward figure at 31/08/2017 of £1,075,637, thus an out turn at 31/08/2018 of £601,098.

Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Client satisfaction. At least 80% of staff agree that finance queries are promptly dealt with and resolved successfully.</p> <p>Payroll. All staff receive the correct pay on time.</p>	<p>Payslips issued by email</p> <p>Increase external payment frequency to 1 per week (from 1 per 2 weeks)</p>	<p>Survey</p> <p>Contribute to and monitor effectiveness of PPG grant in terms of trips participation</p> <p>All signed off orders to be turned around in 24 hours</p>	<p>APT&C cost of living award 1 April</p> <p>Complete Year End processes for Payroll, IR, TSS, LGPF</p> <p>Implement new tax year parameters</p> <p>Explore uniform providers</p>	<p>External audit of 31/03/2016 aspects (HMRC and TSS)</p> <p>Source a contributory, optional, Healthcare scheme to offer to all staff</p>
<p>Audit</p> <p>There are no significant weaknesses highlighted in the annual audit.</p>	<p>Accounts produced to 31/08/2016</p>	<p>Accounts submitted to EFA up to 31/08/2016</p> <p>Accounts uploaded to website</p>	<p>RO visit</p> <p>Monitor committed purchase order file to ensure accurate forecasting</p>	<p>RO visit</p> <p>Prepare final accounts in readiness for 31/08/2017 external scrutiny</p>
<p>Budget management</p>	<p>Maintain in-year outturn at 31/08/2017 of no more than (£500,000), made up of £300k College and £200k Harington, with both CP and CPS breaking even in year</p>	<p>Maintenance of target</p> <p>Watch recruitment</p>	<p>Maintenance of target</p> <p>Plan capital works costings (Visions, Catering facility, ex-nursery)</p> <p>Explore outsourced cleaning</p>	<p>Maintenance of target</p> <p>Explore in-house Grounds</p>
<p>Staff Development</p>	<p>Complete performance reviews</p>	<p>Issue all staff salary statement letters</p>	<p>NR/CC to attend available courses for Trips – EVC, Residential Leaders, Home Contact, and cascade across schools where relevant.</p> <p>Interim performance reviews.</p>	

Administrative Support

The administration team provides a range of support across the Federation, including internal and external communication, reception services, graphic design, minuting of meetings, and reprographics.

Staff are deployed to work within the Special Educational Needs (SEN) team, the Performing Arts, and at Catmose Primary and Harington School. General administration for the Federation is carried out by a team based at Catmose College and is managed by the Assistant to the Executive Principal.



During 2015/2016, Harington School joined the Catmose Federation MAT which was renamed The Rutland and District Schools' Federation. Administration forms part of the services centralised within the Federation, and has therefore taken on further work from Harington School.

The administration team experienced a degree of changes to staffing during 2016/17, in part due to retirement and maternity leave. Four new team members were appointed: three Administration Assistants and a Business Administration Apprentice.

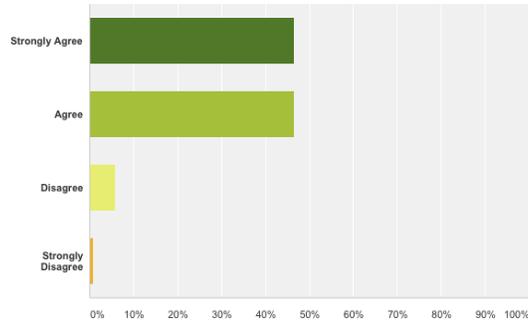
Furthermore, due to demands on space within Catmose College, and in order to accommodate an increased PAN, the open-plan administration office was turned into two classrooms during the summer of 2016, and the team members were dispersed across the College. A further move in winter 2016 means that the general administration team are no longer located together in a central area.

Client Surveys

Staff survey

The admin team deal with requests (e.g. letters) in a timely and professional manner.

Answered: 118 Skipped: 16



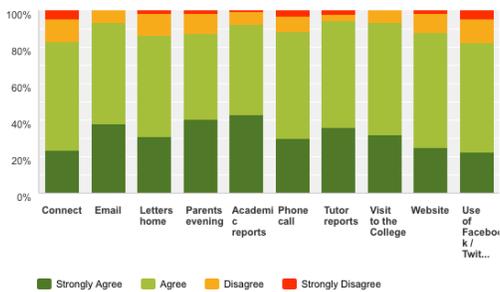
Answer Choices	Responses
Strongly Agree	46.61% 55
Agree	46.61% 55
Disagree	5.93% 7
Strongly Disagree	0.85% 1
Total	118

College parent survey

Primary parent survey

To what extent do you agree that you find the following ways in which we communicate with you useful? Please leave blank any that are not applicable.

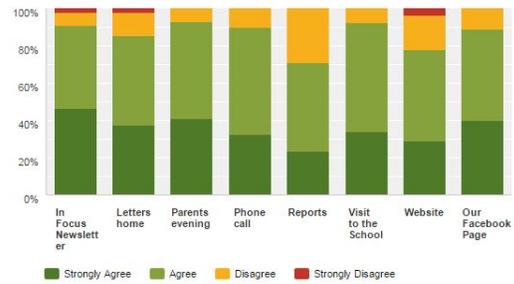
Answered: 287 Skipped: 49



	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Average
Connect	23.72% 51	59.07% 127	12.56% 27	4.65% 10	215	1.98
Email	38.01% 103	55.35% 150	6.64% 18	0.00% 0	271	1.69
Letters home	31.11% 84	55.19% 149	12.22% 33	1.48% 4	270	1.84
Parents evening reports	40.73% 112	46.55% 128	11.27% 31	1.45% 4	275	1.73
Academic reports	43.12% 119	49.28% 136	6.88% 19	0.72% 2	276	1.65
Phone call	30.14% 66	58.45% 128	8.22% 18	3.20% 7	219	1.84
Tutor reports	35.80% 92	58.75% 151	3.50% 9	1.95% 5	257	1.72
Visit to the College	32.14% 72	61.16% 137	6.70% 15	0.00% 0	224	1.75
Website	25.21% 59	62.82% 147	10.68% 25	1.28% 3	234	1.88
Use of Facebook / Twitter / Blogs	22.70% 42	60.00% 111	12.97% 24	4.32% 8	185	1.99

To what extent do you agree that the following ways in which we communicate with you are effective?

Answered: 56 Skipped: 0



	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Average
In Focus Newsletter	46.43% 26	44.64% 25	7.14% 4	1.79% 1	56	1.64
Letters home	37.50% 21	48.21% 27	12.50% 7	1.79% 1	56	1.79
Parents evening	41.07% 23	51.79% 29	7.14% 4	0.00% 0	56	1.66
Phone call	32.65% 16	57.14% 28	10.20% 5	0.00% 0	49	1.78
Reports	23.64% 13	47.27% 26	29.09% 16	0.00% 0	55	2.05
Visit to the School	33.96% 18	58.49% 31	7.55% 4	0.00% 0	53	1.74
Website	29.09% 16	49.09% 27	18.18% 10	3.64% 2	55	1.96
Our Facebook Page	40.00% 22	49.09% 27	10.91% 6	0.00% 0	55	1.71

Recommendations

The 2015/16 Staff Survey demonstrated that 93% of staff across the Federation either strongly agreed or agreed that 'the admin team deal with requests (e.g. letters) in a timely and professional manner.' The efficiency of the general administration team at Catmose College is of great importance; they facilitate communication between external and internal stakeholders and provide flexible administrative support to staff.

The focus for the next twelve months is to improve team resilience, which will be achieved through a number of actions. Relocating the team to one office will mean that they are no longer fragmented across the College, it will improve communication and morale, enabling a more efficient, team-focused approach.

Staffing and Training

In order to ensure that administrative staff have the necessary skills to use computers confidently and effectively, colleagues will be encouraged to complete ECDL (European Computer Driving Licence) courses as part of their continuous professional development. There will be a variety of courses available which will build on existing knowledge and assist staff in achieving a high level of computer literacy.

An Office Manager vacancy at Catmose College will be advertised and appointed, with the successful candidate deputising for the Personal Assistant to the Executive Principal, and overseeing the day-to-day running of the general administration team.

An Administration Protocol will be produced and distributed to all staff. It will set out the services that the team provide and will offer guidance on lead times and internal processes. Tied into this will be a Quality Standards document that will be drawn up and agreed within administration; it will define standards of work and act as a guidance for spot checks which will take place across the year, in turn feeding into the performance management process.

Marketing and Communications

The administrative team are heavily involved with communication via the Federation's newsletters: Connect, In-Focus and Engage, and also by the creation of letters, the website and use of Facebook. The 2015/2016 Parent Surveys indicated that parents engage well with the Federation's communications. For example, 91% of Catmose Primary parents either strongly agreed or agreed that In-Focus is an effective method of communication, and 88% of Catmose College parents find the website useful.



Whether through print or digital platforms, it is essential that marketing across the Federation imparts a consistent message. This can be challenging when producing communications across different sites, especially taking into account the wide age range of children at the Federation, from age 3 at Catmose Preschool up to 19 at Harington School. The Federation's Brand Guidelines and Communication Policy should therefore be updated and detail a consistent and comprehensive approach for all settings, appropriate to their ethos.

As the Federation continues to grow there will be an increased demand on marketing resources, for example: literature, prospectuses, press releases, leaflets and brochures, adverts, flyers, websites and social media accounts.

In addition, an analysis of parental survey responses and visitors' use of the Federation's websites has demonstrated that the location of online content should be explored, being presented on the channels that are most appropriate. For example, static 'fact-finding' information, such as term dates, curriculum information and job vacancies, are best placed on the Federation's websites, whereas news stories, celebrations of student achievement and messages keeping stakeholders up-to-date, are better placed on the Facebook page. In addition, the websites could be redesigned in order to make them easier to navigate, allowing stakeholders to quickly and easily access the content they require.

Developing the website, for example by enabling some content, such as job vacancies and letters to parents, to be uploaded and managed by members of the wider administrative team would allow the Creative Editor to allocate more time to tasks that require a more artistic and creative skill set.

Administration one-year plan

Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction		Look at previous years' surveys.	Prepare stakeholder surveys, looking at wording of key questions.	Deliver stakeholder surveys and analyse results.
Administrative support			Develop the Administration Protocol, Administration Handbook and Quality standards document.	Finalise and circulate the Administration Protocol, Administration Handbook and Quality standards document.
Communication		Review and evaluate statistics from Federation websites and Facebook pages.	Review and update Communication Policy. Begin to alter layout of websites. Review and update Brand Guidelines.	Website changes implemented. Admin staff trained to make updates to key content on websites.
Staff Development	Continue induction of new team members.	Review and evaluate performance reviews.	ECDL courses investigated and offered to administrative staff. Carry out spot checks and give feedback to team.	Team to start ECDL courses. Carry out spot checks and give feedback to team.
Resources			Finalise job description for Office Manager. Relocate team to new office.	Recruit Office Manager and carry out induction.