RUTLAND AND DISTRICT
SCHOOLS' FEDERATION

Academies where you can be your best self.

Catmose
Primary

HARINGTON
SCHOOL

Catmose
College

Contents

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.

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:

    o For each academy to be oversubscribed for student places (student admission numbers and number on roll).
    o 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).
    o 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:

    o To provide good value for money for tax payers (measured by client surveys, financial audit).
    o 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).
    o 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).
    o 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 academy 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 Catmose primary, 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 considering 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 and 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 the Trust's 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 scrutnise 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 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 'Head of School' role 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 similar senior leader.

The Head of School has responsibility for all educational 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
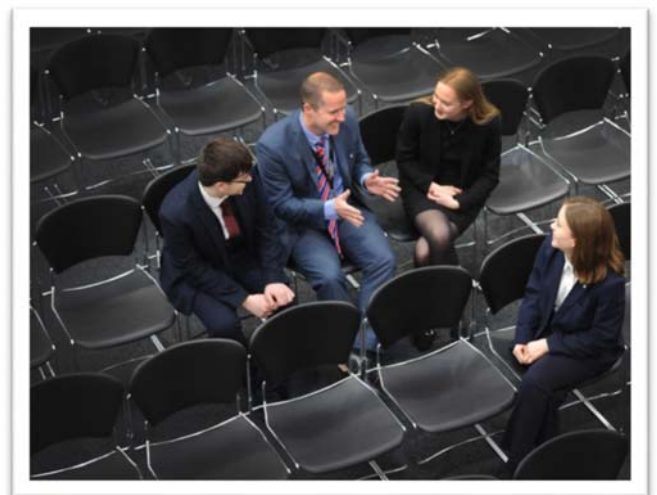
with the Executive Principal, they may also have additional roles that provide opportunities beyond their own academy, dependent on their expertise and professional development needs.

The Head of School is line managed by the Trust's Executive Principal and works closely with the CFO and the 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 capacitates 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 in the absence of the Head of School, for example, during 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 or trustees scrutinise, approve and ensure each policy is implemented effectively. In all cases there are mechanisms whereby stakeholders can appeal to governors when they remain unsatisfied by the response of the senior leaders.

The key role of Governors 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.
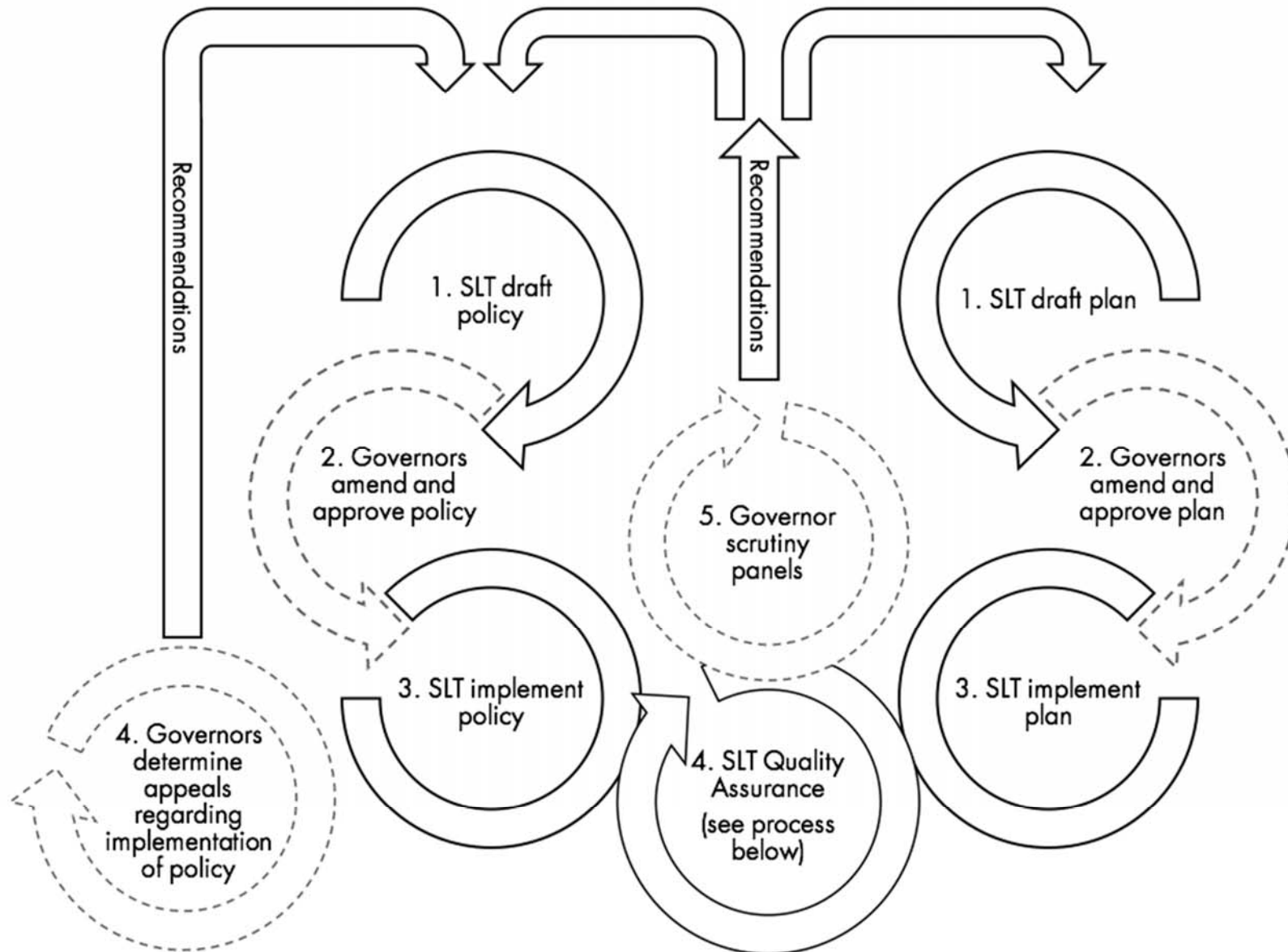
The SLT will also use 'score cards' at each governing body meeting (6 times per year), that provide an overview of the performance of each academy for outcomes, behaviour and welfare, teaching and learning. They offer an overview of the impact of the implementation of these plans. Governor scrutiny panels 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

Recommendations

Recommendations

1. SLT draft policy

2. Governors amend and approve policy

3. SLT implement policy

4. Governors determine appeals regarding implementation of policy

5. Governor scrutiny panels

4. SLT Quality Assurance (see process below)

1. SLT draft plan

2. Governors amend and approve plan

3. SLT implement plan

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 (2012)	1	1	1	1	1	
Catmose Primary (2017)	2	2	2	2	2	
Harington (2017)	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

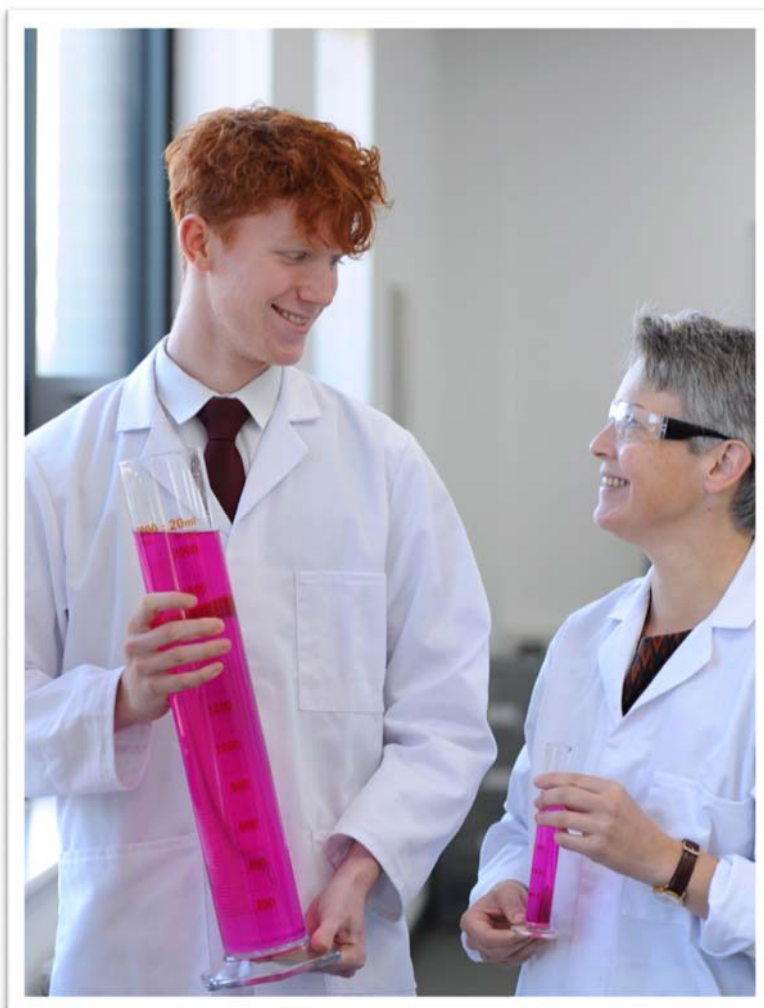| Academy	PAN	Intake 2017	Intake 2016	NOR (Sep 2017)	Capacity
Catmose College	180 (210)	203	210	950	900 (1050)
Catmose Primary	30	30	32	210	210
Harington	150	110	77	187	300

Academy standards - summary

Catmose College's PAN (planned admission number) is currently 180 but we have been working with the LA to increase this to 210 in order to meet local demand, this changed was formalised in the autumn of 2017. The College has been oversubscribed for a number of years and will be again for the September 2018 intake. The College sustained a high academic performance with a progress 8 score significantly above national and student attendance remained high (97%). The Local Authority has now formally approached the Federation to consider expanding again to 240 PAN, work that will need careful consideration before agreement to ensure that the ethos of the College is maintained.

Catmose Primary is oversubscribed and is likely to be again in 2018. Its intake is stable but there is significant pressure on places. We had been working with Rutland County Council to start the process to open a new primary school (Barleythorpe Primary) in order to address this issue but this has been put on hold by the LA. The primary's SAT results remained above national average with attainment at KS2 improving across reading, writing and maths; the focus this year is to improve progress from KS1 to KS2 particularly in mathematics, a priority identified in the most recent Ofsted report.

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 growing quickly and in line with predictions. The new build, judgement from Ofsted and strong set of first A level results will further secure future admissions number which are predicted to be around 130 for the intake in 2018. Harington's first results were good overall, with noticeable high performance from our most able students, with results in over double the national average (40%) of our students progressing to Russell group universities and all that applied successfully accessing university. There was noticeable high performance in the humanities with weaker performance amongst middle ability students in science.

2017/18 Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Federation 80% of teaching good or better. >80% of staff/students and parents agree that the quality of service is high.	Teaching Staff performance reviews Support staff performance reviews New staff lesson observations	Lesson observations Staff Support plans instigated as required	Lesson observations	Lesson observations Federation staff survey
Catmose College Ofsted: Outstanding Admissions: 210 1st preference admissions for Year 7. Attendance >= 97% P8 >= 0.4 EBAC at 35%	Transformation Planning Governor scrutiny (Y11 outcomes)	Governor scrutiny Analyse School Performance publication? Science Review Pupil Premium review.	Science Review Validated Raise published Governor scrutiny Tutorial lesson observations analysis	Surveys Governor scrutiny SLT evaluation GCSE
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 Pupil premium report Ofsted inspection	School Review Validated RAISE published Governor scrutiny	Governor scrutiny SATs	Surveys Governor scrutiny SLT evaluation

Harington School Ofsted: Outstanding Attendance >=97% Admissions >130 Y12 Outcomes: 25% AAB University: 70% first preference places, 50% in Russell group with at least 2 Oxbridge places.	Transformation Planning Science subject review	Governor scrutiny Tutorial lesson observations Mock Results analysis	Governor scrutiny Y13 Review	Surveys Governor scrutiny SLT evaluation

IT

2017 focus for the IT Support team has been the Federation wide upgrade to Windows 10. With the release of Windows 10, Microsoft changed its approach and increased the release rate to two versions a year, while significantly reducing the amount of time each version is supporting. Due to these changes, we developed a fully automated OS building environment to ensure every new version was set up the same, therefore reducing the workload on the team. Testing of new operating systems can now be completed within days instead of weeks.
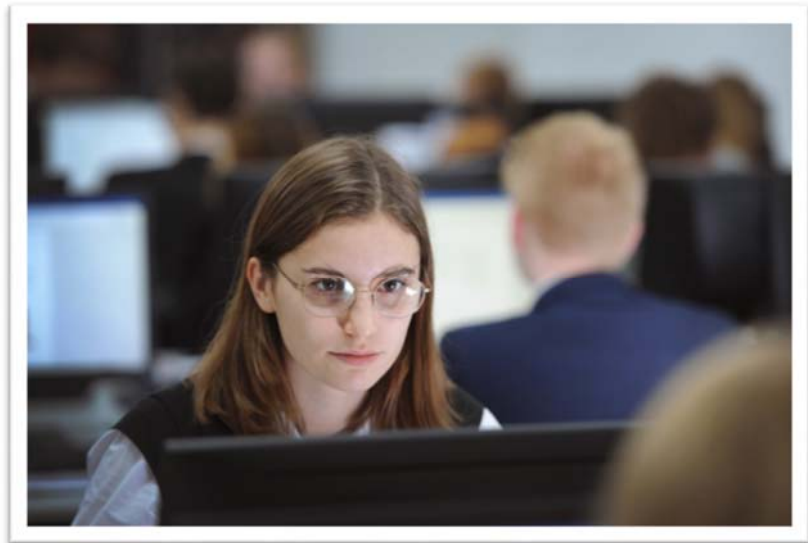
Pilot groups were initiated to key groups across the College to ensure a smooth transition and to allow the IT Support team to familiarise and perfect knowledge of the new operating system. Resource areas were upgraded in the first half of 2017, the second half of the year focused on teaching devices, including staff laptops and desktops in classrooms.

During the summer, IT Support completed the replacement of Coltrane and Picasso iMacs, replaced with Dell 3050 micro desktops. (These were the last of the old machines in staff areas). All the machines that were purchased at the start of the first replacement cycle were also upgraded to include SSD hard drives extending the life span of the older hardware. Now that all desktop machines have been replaced, no machine in the desktop fleet is older than 4 ½ years old and should be capable of meeting last year's target replacement strategy of 6 to 7 years.

Federation laptop fleet, although currently healthy due to issues being picked up and repaired during the Windows 10 roll out. Various issues including wireless antennae failures, screen and hinge issues on our 3 ½ year old HP 250 devices are a concern. We are expecting to see £2000-£3000 in repairs on these devices this year at current rates of repair.

2017 has seen a big focus on security with attacks effecting the NHS and many companies linked with Ukraine. The automated OS build environment has given us the ability to quickly deploy new windows versions, taking advantage of new security features and giving the network more resilience against modern attacks. In preparation for stricter data protection rules, all staff desktops and laptops that support TPM based disk encryption are now protected against data loss should devices be stolen. Older laptops including HP 250 G3 laptops will require protection by PIN.

Online services continue to be developed with a new Moodle site for Harington and increased usage stats for Show My Homework with 4 out of 10 College parents now accessing the site.

The IT Support team has continued to support Oakham C of E throughout 2017 with focus on their iPads and ensuring that we can manage their 70 iPad's remotely using their management solution. Support has generally been given in many areas but were largely focused on printing, sims, vpn and A/V issues in classrooms. Even though we do support Oakham C of E, budgeting and purchasing decisions are out of our control and their aging equipment will have a significant impact on the quality of service we are able to provide them.
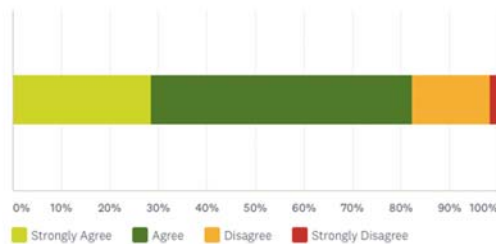
Client Surveys

Staff Survey

The New Technologies Team continue to be highly rated as demonstrated by the charts from the recent surveys. Staffing issues during the period of this survey has seen a decline in previous year's results. Further analysis of staff surveys shows the need to focus on improving support provided to Admin, Harington and Catmose Primary. Oakham C of E also rated the provision we provide as 88%, Catmose Primary staff however only rated the support 46% A/SA staff rating.
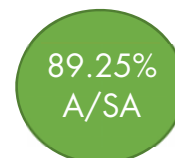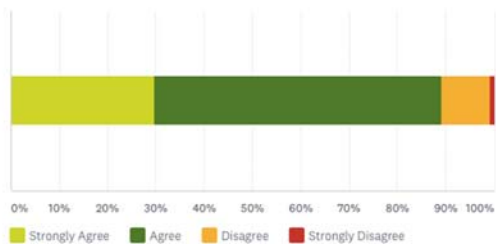
If I have a problem with ICT it is fixed in a timely and professional manner.

Answered: 119   Skipped: 18

82.35% A/SA

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

I can effectively use the ICT facilities to support my work.

Answered: 121   Skipped: 16

89.25% A/SA

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

I can effectively use the Library facilities to support my work.

Answered: 116   Skipped: 21

87.25%
A/SA

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
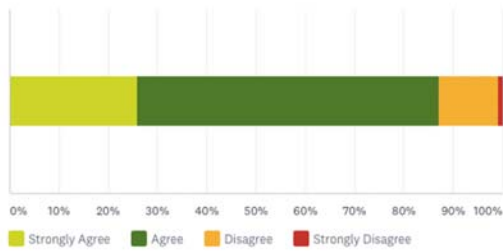
Student Survey

Students continue to highly rate the Library and IT Service in the annual survey, although lower than previous years. We plan to follow up with a more detailed survey regarding the library to pin-point areas for concern.

Aging resources and reduced staffing levels within the team could be reasons for the drop in results (SA -20% and SD +4%). This will need monitoring to work with the restrained IT budget during austerity measures.

The resources in the library are adequate to support my work in lessons.

Answered: 406   Skipped: 61

79.80%
A/SA

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

If I have a problem with ICT it is fixed in a timely and professional manner.

Answered: 407   Skipped: 60

82.06%
A/SA

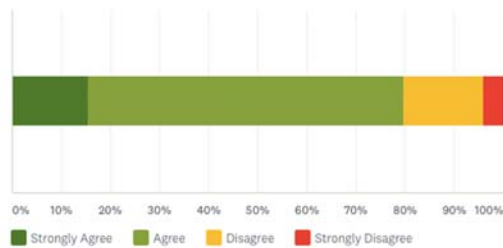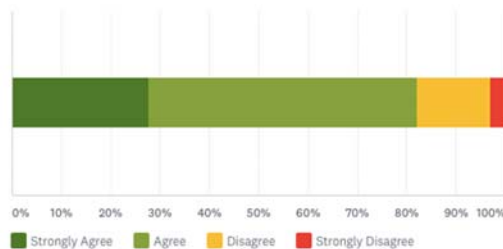0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Budget for year
Comparison example budget charts.
The chart below shows current cost proposals and demonstrates the escalating costs of maintaining our IT system as the infrastructure requires replacement. The chart does not include costs for the replacement of staff laptops (4 years old), Library iPad (5 years), SEN iPads (4 years), Phone system replacement (7 years) or other commitments such as software licensing. Current proposals already include delayed investments of 1-2 years for some items.
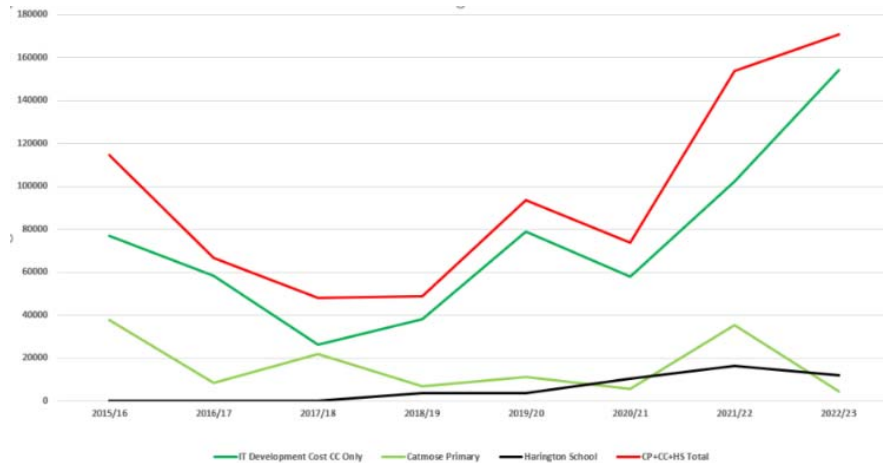
Budget for year

		2017/18	2018/19	2019/20
	IT New Tech TP Budget	44000	40500	85700
End Users Devices:	Desktops			57700
	Laptops	3000		
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		

		2017/18	2018/19	2019/20
Ongoing Software & Annual costs	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 2017/2018
- Support VP responsible for GDPR in Data Audit and support in the implementation of advised changes.
- Expand on Phase 1 server/storage (2015) allowing phasing out of HP Blade Centre.
- Start phase 1 on core network and wireless network replacement strategy to be completed over 5 years
- Review Library service resources
- Review telephone system
- Catmose Primary update to LCD on teaching screens from projectors.
- Support an additional primary school by 2019
- Follow up student surveys regarding improvements to understand those areas that were less successful in order that we can develop them further.

(2016/2017) Plans and targets:
- 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.
- Improve Show My Homework parental engagement from 20% to 40% (20% based on 191/950 parental accounts).
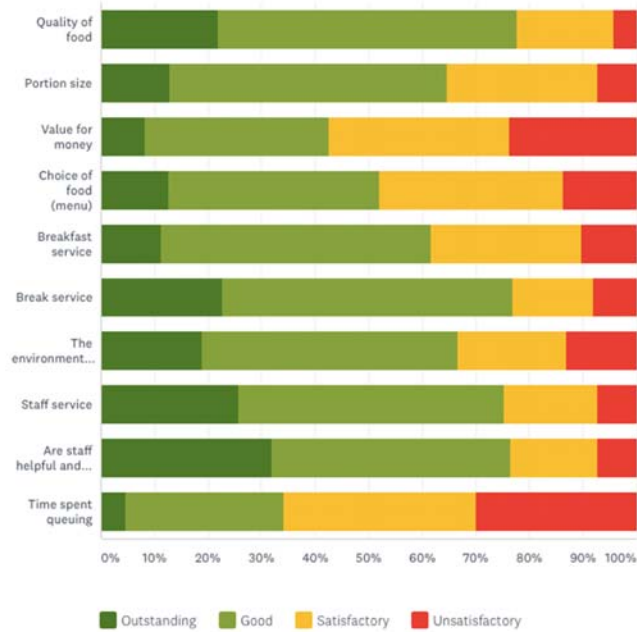- Complete satisfaction survey Oakham C of E.

2017/18 Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction >80% A/SA rating in Surveys for Federation and Oakham CofE	New student + staff onboarding Library + IT Services Survey		Client Survey QA review College with EP RADS + Oakham CofE	Year End Process QA Review Oakham CofE with EP
Network The downtime to IT network resources is no more than one hour in any 12 week period.	Leavers Processes Laptop Audit	Capacity Planning Audit Investigate Telephony options		Desktop/Server Maintenance Infrastructure Replacement Phase 2
Library >80% of students A/SA that the library offers them high quality books.	Y7 Student Inductions	Harington Library Resource		New Staff Inductions Stock take + Replenish per curriculum needs
AV	College Open Evening Harington Open Evening	Options Evening Musical Rehearsals + Performances	Dance Show	Year 6 Evening Projector Refresh - CP
Staff Development Apprentice able to carry out the work of an IT technician.	1st and 2nd Year Apprenticeship complete	Team Annual PR Attend Bett Show	Team PR Progress Review	
Resources Improvements are within the budget agreed by trustees (£44 000).	Investigate IT services offer to primaries	TP requirements to suppliers Promote Primary IT Services	Place orders for TP Apprenticeship adverts	Review IT requirements for Visions space.

CATERING

Surveys
Students survey

How do you rate the catering provision in college?

Answered: 410   Skipped: 57

Quality of food
Portion size
Value for money
Choice of food (menu)
Breakfast service
Break service
The environment...
Staff service
Are staff helpful and...
Time spent queuing

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Outstanding   ■ Good   ■ Satisfactory   ■ Unsatisfactory

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

Answered: 230   Skipped: 237

ANSWER CHOICES		RESPONSES	
Breakfast	Responses	57.39%	132

RESPONSES (132)   TEXT ANALYSIS   MY CATEGORIES (0)

Cloud View   List View   Search responses   Q   ⊙

Showing 21 words and phrases

Porridge Food Fruit Hashbrown Sausage Waffles Pancakes Pain au Chocolat Cereal Chips Toast Bars Full English Better Quality Egg Bagels Bacon Granola Breakfast Bring Hash Browns

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

Answered: 230   Skipped: 237

ANSWER CHOICES		RESPONSES	
Breakfast	Responses	57.39%	132
Lunch	Responses	84.35%	194
Break time	Responses	79.57%	183

RESPONSES (183)   TEXT ANALYSIS   MY CATEGORIES (0)

Cloud View   List View   Search responses   Q   ⊙
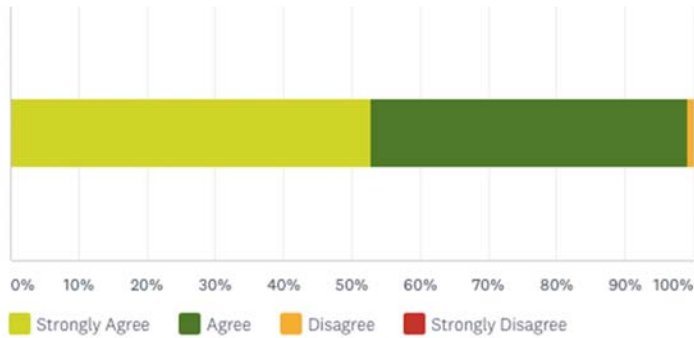
Showing 28 words and phrases

Bagels Toast Panini Pretzels Smoothies Options Pizza Pain au Chocolat Bacon Sausage Baps Chocolate Pic n Mix Fruit Chicken Sausage Rolls 25p Muffins Bars Radnor Fizz Mini Muffins Drinks Crisps Pastries Pancakes Sandwiches Food Variety Pots Waffles

22

Catering services of are of high standard.

Answered: 121   Skipped: 16

ANSWER CHOICES ▼	RESPONSES	▼
▼ Strongly Agree	52.89%	64
▼ Agree	46.28%	56
▼ Disagree	0.83%	1
▼ Strongly Disagree	0.00%	0
TOTAL		121

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

Answered: 30   Skipped: 107

RESPONSES (30)   TEXT ANALYSIS   MY CATEGORIES (0)

Cloud View   List View   Search responses 🔍 ❓

Showing 10 words and phrases

Food Wraps Pasta Bar Healthy Potatoes Cakes Menu Options Snacks

Evaluation

We believe 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 client's 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 shows our top three areas for improvement are:

1. Time spent queuing. The opening of the new facility (The Orangery) should reduce queuing time c- review in the spring.

2. Value for money. We thrive to give our clients a nutritional balanced diet on the budget we have. As we have good quality food, to increase portion size or lower the price of meals would mean changing the current suppliers of food. As a team, we do not want to risk our quality of food. We continue to review our service and negotiate with our suppliers and to provide good quality products at reasonable cost, we will review costings in the summer.

3. Choice of food. We will continue to review/update menu choices termly and take our food survey into consideration.

To drive further improvement, we will:

- Review menus termly and also consult the student council, reviewing the choice, 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.

- Due to high demand of hot drinks in the refectory we require an additional add on to the coffee machine (boiler unit).

The following areas are also identified:

- The Refectory and Orangery requires new signage, having parents' evenings on a regular basis will help promote our facilities.

- All equipment needs service contracts due to wear and tear.

- Staffing will need to be reviewed due to the opening of the new facility along with a member of the team retiring and also apprenticeship ending in December 2017.

- We continue to review staff that need to attend hygiene and safeguarding courses on a regular basis.

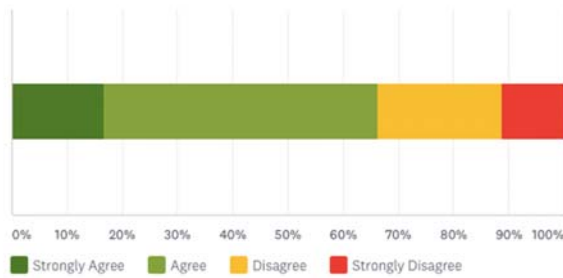| 2017/2018 Improvement plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction 80% + of clients A/SA that service offers good quality food. Spot checks each term demonstrate queue time at lunch is less than 5 minutes.	Review Client Survey, key areas for improvement are; 1. Queuing times 2. Value for money 3. Choice of food	21.11.17 launch of new facility (The Orangery) serving pasta, jacket potatoes, pizzas which will reduce queuing times and increase choice.	Review queuing time following spot checks. Meet student council to discuss menu changes	Review costings ie. menu/supplier Spot checks re queuing time.
Team development Spot checks show 80% of staff are performing in-line with expectations.	Staff appointments	Performance reviews Recruitment	Spot checks carried out by NR and JM on staff to ensure PR targets are being met. Safeguarding and hygiene courses	Interim PR. Staff training given as required as a result of interim PR results.
Federation development The catering service achieves a break-even financial position.		Review of all menu items to ensure they represent good value for money and pricing is appropriate.	Implement changes to menu pricing and communicate with clients via group call and price list. Review offer in refectory, restaurant and orangery in light of changes to the old Vision space.	Changes to catering offer as a result of visions changes, order new equipment as needed. Review contracts needed for equipment. Review menu prices to ensure impact on budget is achieved, change as necessary.

SITE AND CAPITAL WORKS

Surveys

Student survey

The toilets are maintained well.

Answered: 412   Skipped: 55

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

ANSWER CHOICES	▼	RESPONSES	▼
▼ Strongly Agree		16.75%	69
▼ Agree		49.51%	204
▼ Disagree		22.57%	93
▼ Strongly Disagree		11.17%	46
TOTAL			412

What do you think we are particularly good at?

Answered: 262   Skipped: 205

RESPONSES (262)   TEXT ANALYSIS   MY CATEGORIES (0)

| ☐ Categorize as... ▼ | Filter by Category ▼ | | Search responses 🔍 | ❓ |

Showing **8** responses for **Clean** Clear

☐ I think that the school has a very good cleaning system because all of the caretakers are cleaning all the time and they do a good job

6/30/2017 12:41 PM   View respondent's answers   Categorize as... ▼

☐ Keeping everything clean and having LOTS of great choice!

6/11/2017 12:44 PM   View respondent's answers   Categorize as... ▼

☐ keeping the college clean

6/11/2017 8:34 PM   View respondent's answers   Categorize as... ▼

☐ uniform spot checks and standard of work and finallu keeping a nice, clean and tidy school.

6/11/2017 10:24 PM   View respondent's answers   Categorize as... ▼

☐ having high quality standards and very clean and good teachers

6/13/2017 12:44 PM   View respondent's answers   Categorize as... ▼

☐ cleaning

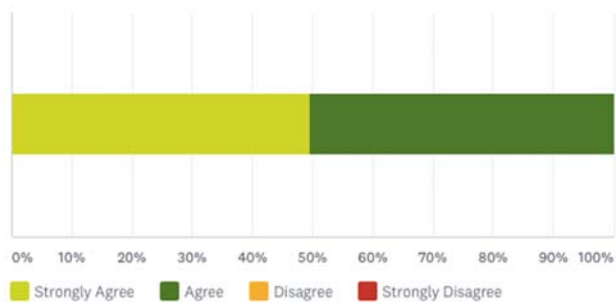## Any site support requests have been dealt with promptly and effectively.

Answered: 121   Skipped: 16
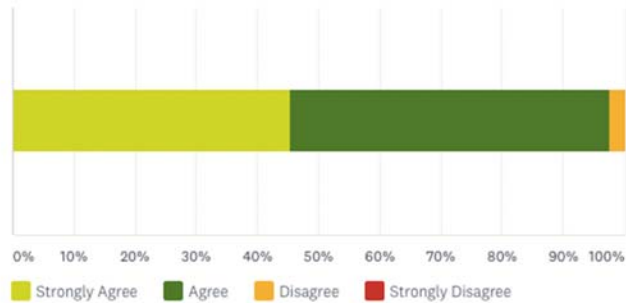
ANSWER CHOICES	RESPONSES	
Strongly Agree	45.45%	55
Agree	52.07%	63
Disagree	2.48%	3
Strongly Disagree	0.00%	0
TOTAL		121

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

Answered: 121   Skipped: 16

ANSWER CHOICES	RESPONSES	
Strongly Agree	49.59%	60
Agree	50.41%	61
Disagree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		121

Toilets are maintained to a high standard.

Answered: 121 Skipped: 16

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
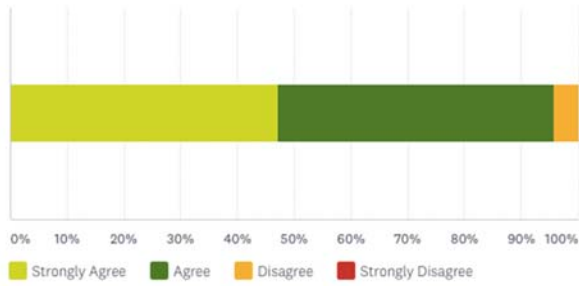
ANSWER CHOICES	RESPONSES	
▾ Strongly Agree	47.11%	57
▾ Agree	48.76%	59
▾ Disagree	4.13%	5
▾ Strongly Disagree	0.00%	0
TOTAL		121

Review of works completed

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
Catmose College	Orangery – catering facility for 150 people, completed to allow the increase of PAN to 210.

Site	Work Planned/Completed during year
	The Local Authority has released the 'Visions' space back to the College, this will be refurbished during the course of this academic year to provide additional classroom facilities and office suite to complete the first phase of the College's growth to a PAN of 210. The main 'visions' space to be converted to a flexible use classroom. Visions office space to be converted into an admin area for support staff.

Site	Work Planned/Completed during year
Catmose Primary	No significant works completed this year.
Harington School	We will refurbish Oxford to create a study library facility for students.
Central Services	The old nursery building refurbishment was completed with finance, operations management and HR working out of the new office and conference suite called Central Services. The CFO has relocated central services in order to take responsibility for the central services hub team.

Site	Work Planned/Completed during year
	New Meeting facility at central services within central services for confidential meetings such as for HR matters, governors meetings. It also provides a training venue which can opened independently of the rest of the Federation's facilities.

Evaluation

Staff surveys of team area cleanliness and level of support requests were very positive. Staff feedback relating to the toilets were also very positive with just 4.13% disagreeing that they were maintained to a high standard. Students survey feedback was also very positive and the FM team will explore the support and standards feedback of the survey to achieve a higher QA rating of >67% for student toilets. The FM team will review and monitor the cleaning regime of student toilets, which will continue to include regular and frequent spot checks and learning walks. Staff and student comments highlighted that the cleanliness continues to be a strength of the College. We will also build on these surveys by also seeking the views of staff and students from Harington School and Catmose Primary to ensure that their views of cleaning, maintenance and support are similarly strong.
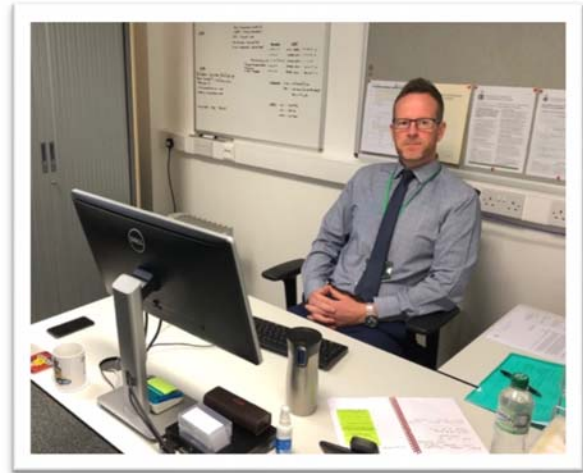
We have focused on compliance areas of planned and reactive maintenance with a view to prioritising them and have reduced the amount of desirable maintenance by either scheduling less frequently or committing to reactive call out contract rather than comprehensive. The Federation Planned Preventative Maintenance (PPM) programme continues to reduce repair call-outs minimising disruptions to federation users.

Outsourcing of cleaning was explored but was negative in terms of quality and service level reassurance, external companies would rather take out long-term contracts and TUPE all current in house cleaning staff. We wanted to explore short term cleaning for gaps in staffing rather than a fully outsourced contract. Expectations of customer service, contact and support would also not be as strong as our current in house team and could affect our current values, culture and ethos of the College.

Plans and Recommendations

- Continue to prioritise PPM into 2017-18 and reduce costs without impacting on statutory inspections.
- Client survey QA to all Federation users including service users, Harington, Catmose Primary and Catmose Preschool.
- Explore viability of in house grounds maintenance and tender new contracts.
- Review of staff and student surveys, improving on the areas highlighted as disagree/strongly disagree.
- Complete staff/student survey for Harington, Catmose Primary and Catmose Preschool.
- Evaluate competency training and develop further training matrix.
- Formulate General Duties and Monitoring check list for FM Officers for all Federation buildings.
- Former Visions area – quotes for remodelling into new admin area and classrooms.
- Hellerup quotations for works to renew, replace wood flooring steps.
- Orangery external area – quotes for slabbed area to include external dining furniture.
- Harington library development.
- Central services car park.

2017/18 Improvement Plan Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction Toilets >67% A/SA for students	QA review on previous surveys (i.e target & improve student % for cleanliness of toilets) Additional survey questions for students and staff across RADSF Service Users	Client Survey students/staff Har & CC Brightways Survey	Client Surveys QA review Harington & CC Brightways Survey QA review Client Survey students/staff CP & CPS	Client Survey QA review CP & CPS
Team development	Deep Clean/Refurb – FM Team PAT H&S Training Review	Deep Clean/refurb – FM Team Monitor & Review cleaning of toilets Competency Training & Review for FM Officers H&S Audit	Deep Clean/Refurb – FM Team	Deep Clean/Refurb – FM Team
PPM	PAT – FM Team Fire System L8 ACOP Plant Gas Tight EM Lighting Sprinkler/Pumps Major RA Review Ansul System	PAT – FM Team Fire System/Fire Curtains L8 ACOP EM Lighting Sprinkler/Pumps Minor AHU Major Passenger Lift (LOLER) Smoke/Fire Vents – SE Controls	PAT – FM Team Fire System L8 ACOP Plant Gas Tight/Gas Guards EM Lighting Sprinkler/Pumps Major RA Review Ansul System	PAT FM Team Fire System/Fire Curtains L8 ACOP EM Lighting Security System – Access control/Intruder/CCTV Sprinkler/Pumps Minor AHU Minor Air conditioning Passenger Lift (LOLER) Smoke/Fire Vents – SE Controls

|				
Federation development Orangery completed on time and to budget. Visions space completed by the end of the summer term ready for use in exam season. Harington library completed.	DFE RPA Report QA Review (CP)>Achieve Blue rating across all 12 sections Orangery Externals – Quotations Harington Defects 12 months Central Services Building- Defects	DFE RPA Report QA Review (CP) - Completion Look at old visions space (Tenders/quotations/Plans) Hellerup quotations Conditions survey CP Harington Defects	Orangery Externals Grounds Tender Harington library completed.	Building work to old visions area Hellerup
Staff Development Attendance is good or better (>=98% Outstanding, 96-97% Good, 94-95% RI, <=93% Inadequate)	Review & evaluate H&S Training for FM Officers/Cleaning staff PAT BMS First Aid Training	Annual Performance Reviews	H&S Awareness CSEs – COSHH/Manual handling/Ladder Training PAT BMS	Performance Review – Interim Progress

FINANCE

Cost pressures

- The New National Funding Formula, has still not been introduced.
- Increased employer contribution rates for national insurance.
- Increased employer contribution rates for pension schemes.
- 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.
- Shortage of new teachers in subjects including mathematics, science and languages.
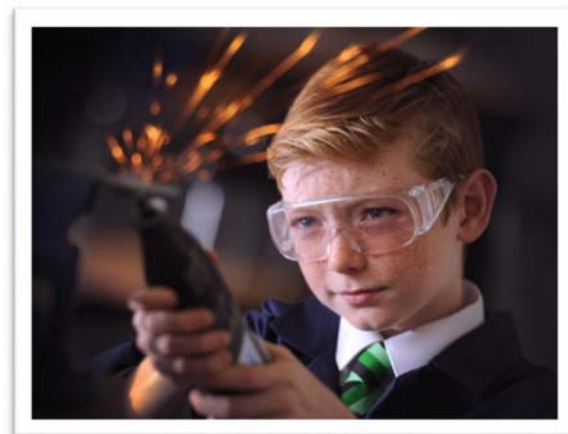
Strategies

- 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.
- Suspend top of scale pay award for one year

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 (£261,563), made up of the following:

College	-	5,374	Harington	-	261,531
Primary	+	342	Preschool	+	5,000

The recurrent brought forward figure at 31/08/2017 of £1,313,084, thus an out turn at 31/08/2018 of £1,051,521.

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

2017/2018 Improvement plan Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction At least 85% of staff agree or strongly agree that the support they receive from the catering, finance and site team is of a high standard.	Open new dining facility to reduce queue times Source a contributory, optional, healthcare scheme available for all staff	Introduce alternative uniform provider for College	HMRC Year end – Returns due for IR, TSS, LGPF	Ensure all Business Interest Forms for all staff and Trustees are renewed
Team development Audit – No significant weaknesses highlighted in the annual audit Budget Management – Maintain a planned Federation in-year outturn of <(£200,000) with only Harington having an in-year in-	External auditors to present to Resources trustees with 31/08/2017 out turn Land & Buildings Tool to EFA by 1 October Final Accounts to EFA by 31/12/17 Oversee all budget lines. Create more meaningful Variance Report for trustees with opportunities for intelligent interrogation of categories.	AAR to EFA by 19 January Annexe G RTA to EFA by 23 January Responsible Officer visit Watch recruitment – maintain 2018/19 salary spreadsheet	Responsible Officer visit Budget Forecast Return Outturn (BFRO) due to EFA by 18 May 2018 Scrutinise Curriculum costing and match to salary/staffing spreadsheet	Responsible Officer audit Budget Forecast return (2018) due to EFA by 27 July 2018

|				
year deficit which itself should not exceed (£210,000)				
Federation development To ensure that the refurbishment of the 'visions' space is carried out to a high standard and within the budget agreed by the resources committee.	Agree a plan to use space freed up by Visions	Organise and manage building and refurbishment processes (dependent upon outcome of required work)		Potentially more intrusive works carried out to support College expansion
To complete a business case and initial feasibility study to establish whether the Campus can be extended to accommodate an additional 30 students raising the PAN to 240.		Agree parameters with local authority for expansion – budget for capital and budget for recurrent growth.	Consultation process	Significant change from to EFSA to increase PAN to 240
Staff Development	Complete Performance reviews	Issue all salary statement letters	Interim PRs	

ADMINISTRATIVE SUPPORT

Surveys

Staff Survey

The admin team deal with requests (e.g. letters) in a timely and professional manner.
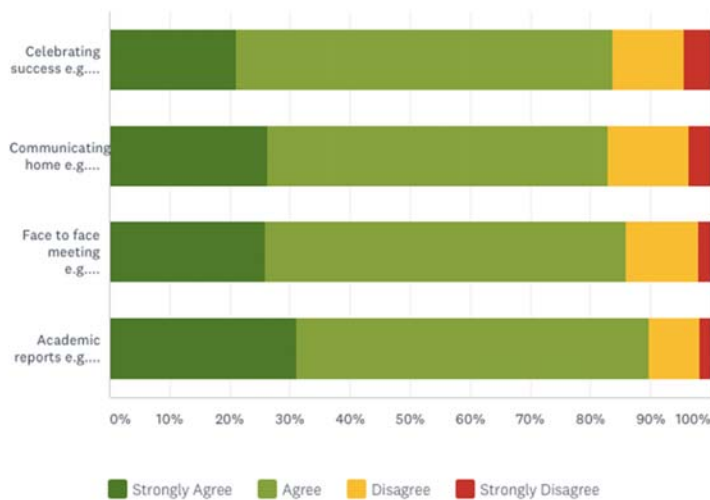
Answered: 120   Skipped: 17
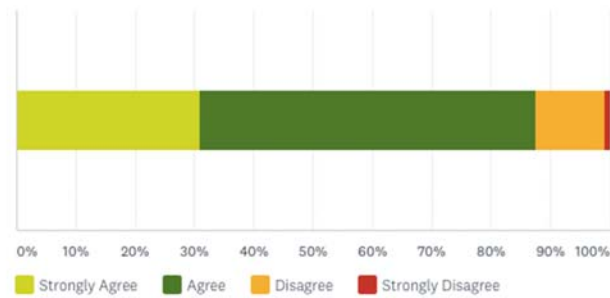
ANSWER CHOICES	RESPONSES	
Strongly Agree	30.83%	37
Agree	56.67%	68
Disagree	11.67%	14
Strongly Disagree	0.83%	1
TOTAL		120

Catmose College Parents' 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.
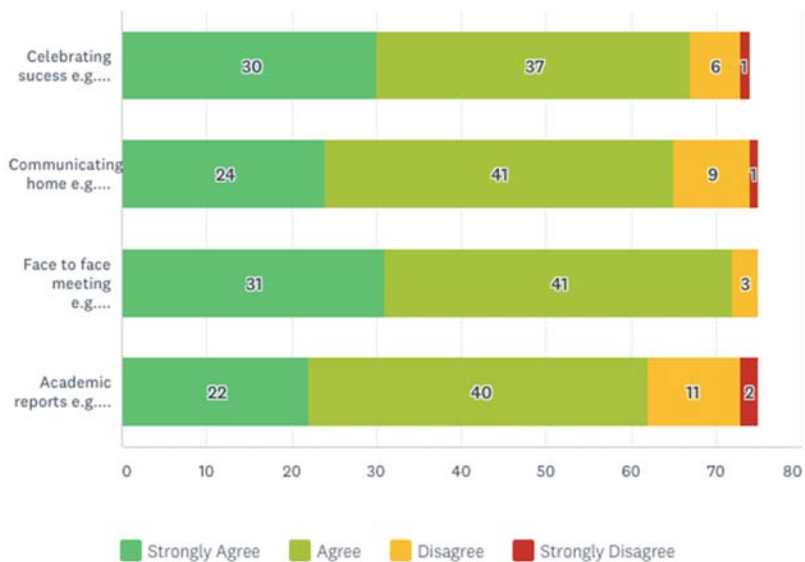
Answered: 397   Skipped: 83

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: 75   Skipped: 5

EVALUATION

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.

The general administration team at the College moved to one office, staff are now located together in a central area, which has improved communication, efficiency, teamwork and planning.

The 2016/17 Staff Survey demonstrated that 87.5% 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.'

RECOMMENDATIONS

Groupcall

With a view to continually looking to improve communication, our focus this year will be Groupcall, which is a new electronic communications system for parents. Historically, letters have been sent home either with students or by using the post. Groupcall delivers communication to parents either by email or via an Xpressions notification (App). In addition, parents will also be able to book parents' evenings online through the Parental Evening Booking System, therefore delivering a quicker, easy to reference, efficient service.

Groupcall will also provide a straightforward and authorised method for parents to contact the Federation regarding a pupil/student absence as opposed to the many different channels parents are currently able to use. To ensure quality assurance prior to the rollout of Groupcall, all students/pupils have been issued with data checking sheets to either obtain or amend contact details.

Staff and Training

The post of Senior Administrator at Harington will be advertised and appointed to start in January 2018.

Continuing from last year will be the internal training of the ECDL (European Computer Driving Licence) courses, which will form part of colleagues' 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.

In order to improve team resilience across the Federation, colleagues will either shadow or swop roles for a day at least once per term. This will create a deeper understanding of roles across the Federation, ensuring in the event of absences, service delivery remains unchanged.

Marketing and Communications

The administration team are responsible in ensuring there is a consistent approach in the provision of communications. Our aim is to deliver accurate, timely and professional work, examples of the channels of communication are; literature, prospectuses, press releases, leaflets and brochures, adverts, flyers, websites and social media accounts.

The 2016/2017 Parent Surveys indicated that parents engage well with the Federation's communications. For example, 86% of Catmose Primary and 85% of Catmose College parents either strongly agreed or agreed that they found the way in which we communicate home useful.

It is imperative we continually review our communication systems and respond to our stakeholder surveys. Over the course of the year, we will redesign the Catmose College website. The focus of the design will be driven by the static 'fact-finding' information, which stakeholders view the most, such as term dates, curriculum information and job vacancies. The overall aim is to make the new website easier to navigate, allowing stakeholders to quickly and easily access the content they require.

Whether through print or digital platforms, it is essential that marketing across the Federation imparts a consistent message, to this end, we will be advertising for a Communications Manager to work one day a week with the specification to grow the Federation's profile so that its purpose and successes are understood and shared by the wider Rutland and local community.

A quality assurance exercise will be undertaken to improve the experience stakeholders receive when telephoning any of the settings across the Federation. Improvements will be made to include; the waiting time in answering the calls, options of who to be transferred to and messages during holiday times, therefore ensuring a consistent approach.

2017/2018 Improvement plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction Staff Survey 2016/2017 results - 87.5% of staff either strongly agree or agree that; The Admin Team deal with requests (e.g. Letters) in a timely and professional manner. Increase this to 90% in 2017/2018	Review and share the results of the 2016/2017 survey with the team.	Create google doc of key tasks for the team split into weekly events, in order to help with prioritisation.	Prepare stakeholder surveys, looking at wording of key questions e.g. 1) how friendly/welcoming/helpful are the receptionists? 2) To what extent do you agree that you find the following ways in which we communicate with you useful? – add Groupcall to the Parental survey, in addition, consider a survey for Harington students and parents to ensure their views are reflected in the analysis.	Schedule admin team meeting to discuss the survey,
Team development Catmose College website redesign Target: make the new website easier for stakeholders to find most used pages and easy for Ofsted to find items covered under statutory guidelines.	Appoint external company for new website design. Analyse the current site figures from wordpress, view what are the most accessed parts of the site to form the basis of the new website. E.g. Vacancies, Term Dates, Electives, Contact Us, DofE, Events and Uniform.	Training on editing and updating the website to be given by web designer to Creative Editor and staff. New website to include Facebook stream and news stream up. Ensure the calendar is up-to-date.	New website to be completed, monitor statistics for ongoing improvements.	Quality Assure – ensure information on website is compliant. Spot check on a monthly basis.

YTD 2017 views on website 206021. Aim to increase this to 250000 in 2018. Promote the College to prospective parents and students. Increase posts published to 130. (2017 YTD 85)		Update site to remove any bugs. New front page with new photographs and text.		
Federation development Launch new communications system across the Federation – Groupcall Target of 70% of parents to be using Groupcall, with a cost saving to the Federation of £3000 All external comms (other than reports and bespoke letters to be sent via Xpressions App and Messenger	Data checking exercise – data sheets to be sent to all parents across all 3 School's. Identify and train relevant staff (teaching and support to send letters/emails via Groupcall Catmose College to begin using Groupcall for letters.	Harington & Catmose Primary to be using Groupcall for letters. Begin to send trips, leaflets, reply forms via Groupcall	Groupcall Core Training session Update Communication policy.	Review data for parental engagement- target parents who are not using Groupcall. Up-date welcome booklets for new students/pupils advising parents of the communication system.

		Set up letter templates and protocol for approving letters		
		In order to engage parents, advertise on Facebook/website with regular news stories.		
Attendance – target by the end of the year 70% of parents to be using Groupcall to advise of absences. (Review on Metrics/usage report Groupcall)		Manage absences via Groupcall – advise parents of the new system of reporting absences/extinguish other ways e.g. phone call/email to student absence/form tutor. Training to be provided to staff re absences.		
Parental Evening Booking System – 90% of parents to book online.	Catmose College - Initiate Parental Evening Booking system online across all year groups.	Harington and CP to be using PEBS.		
Telephone Lines				
Review the experience stakeholders receive when contacting the Federation by telephone.	Undertake QA of all phone lines when the Schools' are either open or out of hours.	Liaise with IT to instigate the changes for messages and waiting times.		
Targets: Reduce number of options to be put through to. Reduce waiting time for stakeholders. For		Ensure all Client Services staff are able to pick up incoming calls.	Ensure rota is set up during the holidays to pick up	

example, If Client Services (option 2) is chosen and no one answers, the phone rings 60 times, then the phone goes dead.		Set up holiday time answerphone message - manage callers' expectations.	messages across the Federation.	
Staff Development Training – Each member of the team undertakes at least one training session each term to upskill on IT, for example mail merge Build team resilience – at least once per term team members either shadow/swop roles for a day.	Successfully recruit Senior Administrator for Harington, and if position is filled internally, also recruit an Administration Assistant. Administration Manager to spend time at Harington. Personal Assistant to the Principal to spend a day at Catmose Primary. Training on uploading jobs onto TES – to be delivered by Creative Editor	Identify training needs across the team for ECDL courses. Liaise with ND to plan training timetable and deliver training. Undertake spot checks and give feedback to the team, plan training around areas requiring improvement. Carry out induction for those new in post.	Creative Editor to train another member of the team to load information onto the website.	

HUMAN RESOURCES

Human Resources (HR) exists to support the Federation in meeting its key priorities and will do this by ensuring the policies and practices in place continue to attract and retain the most talented people.

Supporting all aspects of the employment lifecycle, HR will ensure that the approach to employment matters is in line with best practice and current legislation.

The focus for HR during 2017 has been on conducting internal reviews of all practices and policies currently in place to drive efficiencies and ensure that they are aligned with best practice.

Recommendations
Plans and targets for 2017/2018
- Performance Management 2017/18 – Support Staff PR mirrors Teachers' providing opportunities for regular feedback, professional development, interim review and underperformance to be addressed.
- General Data Protection Regulations (GDPR) are understood and implemented within the Federation's payroll and HR practice.
- 95% of staff have good or better attendance and attendance is above the National Average.
- Support and teaching staff support programmes are deployed where necessary to ensure good or better student outcomes.
- Job descriptions and HR policies are robust, fit for purpose and comply with HR law.
- Gender pay differences are analysed in line with legislation.
- Benchmarking is undertaken to ensure Federation roles are comparable across the organisation.

2017/18 Improvement Plan	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Client satisfaction Target 80% of staff say their HR question was answered in a timely manner. 80% of staff say the HR policies are easy to understand and provide useful guidance on employment matters.	Sickness management spreadsheet adjusted to recognise impact of pro-rata Staff email proforma agreed to give information to staff when their PR grade will be affected by non-attendance.	Recruitment documents standardised.		Stone King recruitment training.		Advise SLT on issues emerging from exit interview analysis.
Team development Support staff PR mirrors teachers, providing opportunities for regular feedback, professional development, interim review and underperformance to be addressed	QA PRs completed previously for support staff. Design spot check form Advise training for reviewers Attend Stone King training on PR to ensure systems are	Support staff PR guidance re-issued. Staff briefing held Create support staff PR database to mirror teaching staff	Support staff support programmes issued where required Support staff pay amends complete following PR processes	Support staff QA point 1	Interim support staff PR	Support staff QA point 2

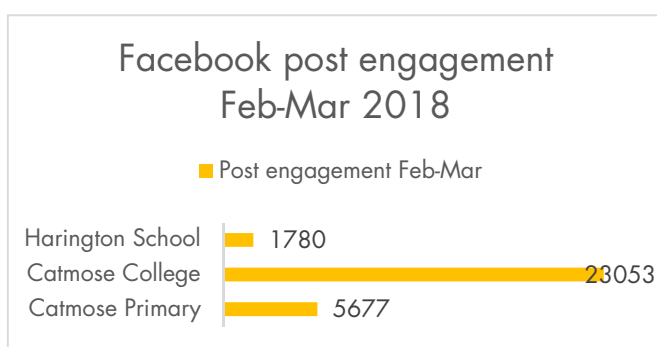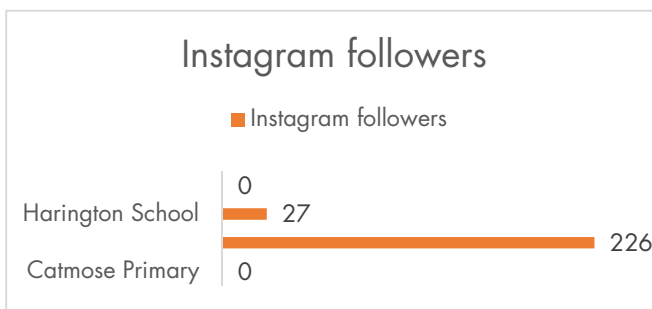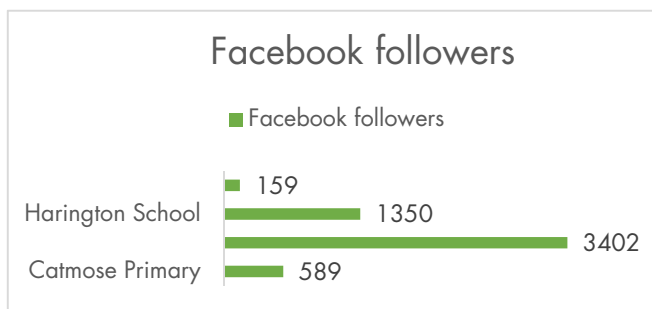|						
	robust. Advise SLT on return					
Federation development The Federation complies with GDPR. Breaches of the legislation do not occur		Pay amends complete following PR processes Shadow payroll line management	Job description review Responsibility for payroll line management to ER	Job description amends and consultation GDPR prep and advice. Liaison with Stone King. Training attended, March	Policies review GDPR begins Conduct analysis on gender pay differences	Policies amends and consultation
Staff development 95% of staff have good or better attendance 90% of staff have good or better overall target 1 PR grades Staff support programmes are deployed where necessary to ensure good or better student outcomes.	PR teacher letters issued. PR guidance re-issued and staff briefing held Induction for new staff	Probation point 1	Support programmes QAed from probation point 1	Probation point 2	Support programmes QAed from probation point 2	Probation point 3. Contractual review meetings documentation prepared

COMMUNICATIONS

Communication plays a key role in promoting a positive image of the three schools within the Federation. It is an important tool for maintaining relationships with parents and community stakeholders, and ultimately driving admissions and staff recruitment. Using appropriate communication methods will raise the profile of the three settings and better communicate the positive features of each.

The Communications Strategy will stream information so that stories are promoted via the correct communications channel, maximising exposure to the appropriate audience.

The Communications Manager is responsible for promoting the Federation in external and internal communications. The Communications team aim to maximise positive exposure across social media outlets, our websites, external press, television, radio and blogs. We aim to ensure that strategies are well bridged so that communication is consistent and appropriate to the platform they are designed for.

EVALUATION

As at March 2018 the Federation has social media presence on Facebook and Instagram, as well as 4 websites. Over the course of the year we will look to increase both the number of followers and the engagement of those followers for all four of the organisations' social media accounts.

Facebook followers

Facebook followers

Harington School 159
1350
3402
Catmose Primary 589

Instagram followers

Instagram followers

Harington School 0
27
226
Catmose Primary 0

Facebook post engagement Feb-Mar 2018

Post engagement Feb-Mar

Harington School 1780
Catmose College 23053
Catmose Primary 5677

Recommendations

Plans and targets for 2018:

- Increase both the number of followers and the engagement of those followers for all four of the organisations across Instagram and Facebook.
- Expand the profile of followers on Instagram to include adults and group stakeholders in the local community.
- Write a Communications Strategy for the Federation to follow and implement guidelines for use of all relevant communications channels by all four organisations.
- Schedule communications across each appropriate channel to maximise efficiency and ensure that appropriate groups receive targeted messages.
- Adjust the content of the website to promote the best of the brand and maximise usability.
- Specifically promote the brand of the Rutland and District Schools' Federation to the local community and align social media to best achieve this.
- Appropriate use of in-house communication.