



Transformation Plan 2018/2019 Year 3 of 3



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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 Oakham 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 (4-11) 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 DFE performance tables).
 - 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).
 - For each academy to ensure that an effective curriculum is in place that prepares students for their next steps in life. (exclusion rates at secondary, outcomes, destination data, Ofsted).
- 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 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 for colleagues at top of scale. 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. Our music service supports the administration and deployment of our instrumental music teachers to offer tuition from reception through to post-16 students. Our Off-site 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 manages 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.



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 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 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 (EP)

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 experienced project managers, the Chief Finance Officer and Operations Manager take 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 (HoS)

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 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 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 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.

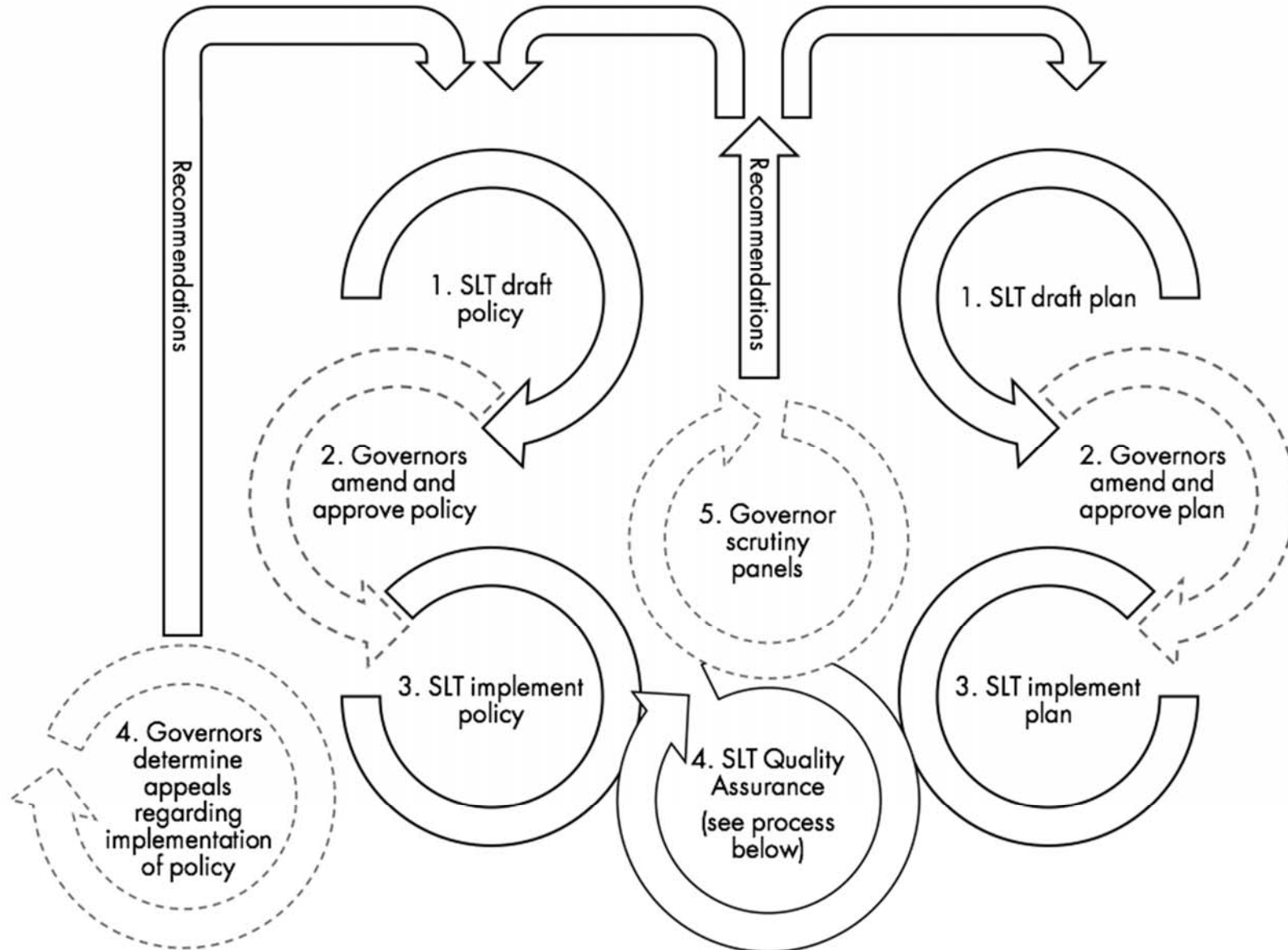
The SLT will also use 'score cards' at each governing body meeting (6 times per year), that provide an overview of the performance of each academy for outcomes, behaviour and welfare, teaching and learning. They offer an overview of the impact of the implementation of these plans. Governor scrutiny panels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



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 September 2017 and Harington was inspected in January of 2017. Unless there are concerns with Y13 outcomes, Harington is unlikely to be inspected in the near future.

Academy standards – student admissions

Academy	PAN	Intake 2017	Intake 2018	NOR Sep 2018	Capacity
Catmose College	210	203	210	994	1050
Catmose Primary	30	30	28	207	210
Harington	150	110	144	249	300

Academy standards - summary

Catmose College's PAN (planned admission number) is now 210 following extensive remodelling and development of existing building space, this change was formalised in the autumn of 2017. The College has been oversubscribed for a number of years and will be again for the September 2019 intake. The College sustained a high academic performance with a progress 8 score significantly above national and student attendance remained high (96%). 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 and following concerns regarding how funding was delegated for the most recent work completed.

Catmose Primary is oversubscribed and is likely to be again in 2019. Its intake is stable but there is significant pressure on places. The primary's SATs remained in line with national average with attainment at KS2 improving across reading, writing and maths; and progress is not as high, which is the focus of their development over the next three years in order to help secure an Outstanding judgement in their next inspection.

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 sets of A level results will further secure future admissions numbers (which was 144 for the intake in 2018). We were delighted with Harington's 2017/18 A Level results with 36% of grades at A*-A and nearly 90% of all grades at A*-C. Fourteen students achieved A or A* profile. Approximately 50% of students have achieved places at Russell Group universities. There were no noticeable in subject variations in performance.

2018/19 Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Federation 80% of teaching good or better.</p> <p>>80% of staff/students and parents agree that the quality of service is high.</p>	<p>Teaching Staff performance reviews</p> <p>Support staff performance reviews</p> <p>New staff lesson observations</p>	<p>Lesson observations</p> <p>Staff Support plans instigated as required</p>	<p>Lesson observations</p>	<p>Lesson observations</p> <p>Federation staff survey</p>
<p>Catmose College Ofsted: Outstanding Admissions: 210 1st preference admissions for Year 7. Attendance >= 97% P8 >= 0.4 EBAC at 17%</p>	<p>Transformation Planning</p> <p>Governor scrutiny (Y11 outcomes)</p>	<p>Governor scrutiny (safeguarding)</p> <p>Analyse School Performance publication</p> <p>Pupil Premium review. Service Premium review.</p>	<p>Validated Raise published</p> <p>Governor scrutiny (Drama)</p>	<p>Surveys</p> <p>Governor scrutiny</p> <p>SLT evaluation</p> <p>GCSE results</p>
<p>Catmose Primary Ofsted: Good (September 2017) Attendance >= 97% 210 on roll in Sep 2019 2019 intake over subscribed GLD Attainment Attainment in the GLD is not more than 3% below national (>=71%) moderated from baseline data term 1, 6 point progress measure.</p> <p>YR 1/2 Phonics Check Attainment Attainment in the Year Two Phonics screening is at least national (>=90%) Progress</p>	<p>Transformation Planning</p> <p>Safeguarding Review</p> <p>Pupil Premium report</p> <p>Sports Premium Report</p> <p>EYFS GLD, Phonics Screening Check, KS1 SATs and KS2 SATs Moderation and Monitoring services confirmed</p> <p>Pupil Progress Meetings</p>	<p>School Review: Science Curricular Review</p> <p>Governor scrutiny</p> <p>Validated RAISE published: EYFS GLD, Phonics Screening Check, KS1 SATs and KS2 SATs</p> <p>Governor scrutiny</p> <p>Pupil Progress Meetings</p> <p>Reports to Parents</p>	<p>Governor scrutiny</p> <p>KS2 SATs</p> <p>Installation of IT suite in old library</p> <p>Pupil Progress Meetings</p> <p>Reports to Parents</p>	<p>Parent, Pupil and Staff Surveys</p> <p>EYFS GLD</p> <p>Phonic Screening Check</p> <p>KS1 SATs</p> <p>Governor scrutiny</p> <p>Installation of Science Lab in Sycamore</p> <p>SLT Evaluation</p>

<p>Attainment in the Year One Phonic check is in line with attainment within reading GLD for that cohort - 72%</p> <p>KS1 SATS EXS Attainment in KS1 for reading (GLD 78%) writing (GLD 75%) and maths (GLD 83%) is at least in line with attainment with the same subjects GLD for that cohort.</p> <p>KS2 SATS Progress Progress measures by the end of KS2 are above -0.2 for reading, writing and maths. Attainment in KS2 RWM at least in line with national (>=64% and floor >= 65%)</p> <p>Vulnerable Groups PP Pupils make => expected progress from their starting points. (On entry – GLD, GLD-KS1, KS1-KS2)</p> <p>SEN Pupils make => expected progress from their starting points. (On entry – GLD, GLD-KS1, KS1-KS2)</p>	<p>Reports to Parents</p> <p>KS2/KS3 Transition and Inclusion Programme</p>			<p>Pupil Progress Handover Meetings</p> <p>Reports to Parents</p>
<p>Harington School Ofsted: Outstanding Attendance >=97% Admissions =150 Y12 Outcomes: 25% AAB University: 70% first preference places, 50% in Russell group with at least 2 Oxbridge places.</p>	<p>Transformation Planning</p> <p>Post 18 Support</p> <p>Recruitment focus</p>	<p>Tutorial lesson observations</p> <p>Mock Results analysis</p> <p>Maths Review</p>	<p>Governor scrutiny</p> <p>Y13 Review</p> <p>RS Review</p>	<p>Surveys</p> <p>Governor scrutiny</p> <p>SLT evaluation</p>

IT SERVICES

2018 focus for the IT Support team has been based upon GDPR as well as increasing the levels of pre-emptive maintenance to ensure staff and student devices perform as expected across the Federation.

One component of this is the continued deployment and development of Windows 10. The team has used its methodology developed in the original deployment of windows 10 and standardised on deploying each autumn feature upgrade of windows 10. This has also included testing and roll out of new security features and the testing of disk encryption on older devices.



During the summer, IT Support completed the deployment of 14 new staff laptops and distribution of their old laptops to new staff; Deployed 10 new laptops to the Library; Moved team offices (Admin, IT, Client Services) including the configuration of a new network as part of the building works; A new federation firewall was configured and installed to replace the aging Cisco firewall as part of the 1st stage core network replacement. The planned improvements to central storage system did not happen due to products going End of Life. An alternative solution will need to be proposed which will require an increased budget to implement.

As part of the summer maintenance our Phase 1 HP desktops (Library, Humanities, English and Maths areas) had their 2nd deep clean taking them into their 5th year of service as well as our Phase 2 desktops having their 1st complete maintenance (IT Suites / Primary). This includes deep cleaning of desks, removal of makeup residue from monitor and keyboards, internal clean, new network cables where floor boxes are being used and cables tidied to keep term time maintenance minimised.

It was predicted that ageing laptop repair costs would increase to approx. £2000-3000 this year and the final spend was at the lower end of this estimate. Repairs for 2018/19 are already at £700 as of Term 1. Repairs range from failed hinges, power connectors and LCD Screens to failed Wi-Fi cards/cables. All out of warranty repairs are done in house by the team to keep costs as low as possible. Over the next 2-3 years we need to replace staff laptops to ensure repair time/costs are reduced.

During the summer term Catmose Primary had a new A/V solution in the main hall which has been well received allowing assemblies and events to run to a higher standard with minimal setup time for staff and pupils.

The IT Support team continue to support and develop the IT provision at Oakham C of E Primary School. Working alongside Oakham C of E Primary, a development plan has been put in place and 2 new servers installed over the summer. This being the basis of future developments for their new staff laptops and a migration to Windows 10 which will be carried out through 2019.

In 2018 a review of the telephone system and research for a suitable replacement was carried out. The current phone system is now 7.5 years old, out of support and in 2021 BT will also stop support ISDN. A simplified phone system should be procured in 2019 based upon a cloud based VOIP system.

Client Surveys

Staff Survey

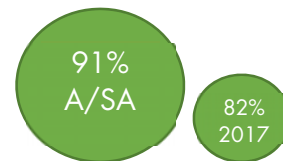
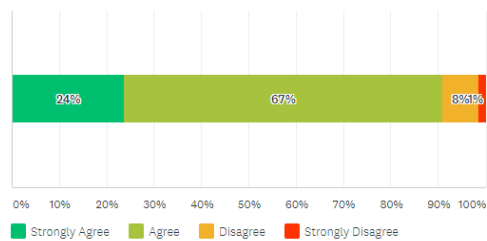
The New Technologies Team continue to be highly rated as demonstrated by the charts from the recent survey. In the last TP we identified that satisfaction levels at both Harington and Catmose Primary as areas for improvement under the "Q. If I have a problem with ICT....". In 2017 Catmose Primary levels have improved from 46% A/SA to our target of 90% SA/A.

Further analysis into "I can use the ICT facility to support my work" only 60% Agreed or Strongly Agreed at Catmose Primary which accounted for nearly 40% of the 8% of negative responses. Evidence supporting this point of view can be found in the support ticket:

- Projectors in classrooms which are constantly an issue with students/staff having difficulty reading what's displayed on the screen in normal day light conditions.
- Staff complaints of slow laptops and evidence of staff using personal devices to create resources.
- Ageing iPads which are no longer supported on modern apps (64bit requirement).

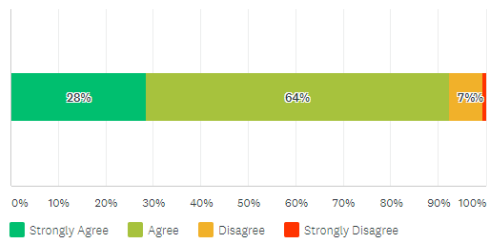
If I have a problem with ICT it is fixed in a timely and professional manner.

Answered: 144 Skipped: 14



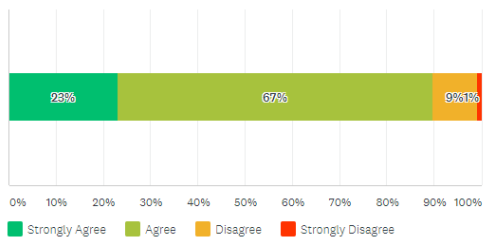
I can effectively use the ICT facilities to support my work.

Answered: 144 Skipped: 14



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

Answered: 138 Skipped: 20



Student Survey

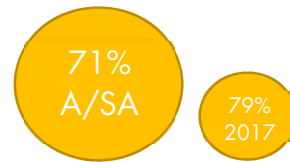
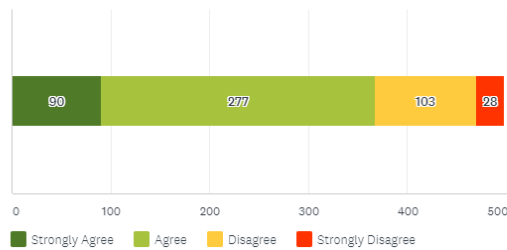
Students continue to rate the IT Support provision highly although the 2nd year of negative results on resources in the library are of a concern. A small refresh on laptops has occurred over the summer after the survey was taken by students but further investigation will be required.

- Investigate with Student Council to get general feedback.
- Follow up with 29% of students who provided a negative response in the original survey

Harington student survey was carried out for the first time, accessing IT Support can be difficult due to our location, to help resolve this we are investigating ways in which we can base an IT Support member of staff for scheduled times during the week at Harington School

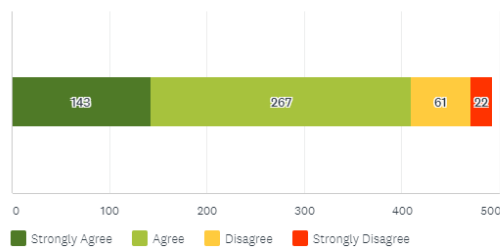
The resources in the library are adequate to support my work in lessons.

Answered: 476 Skipped: 98



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

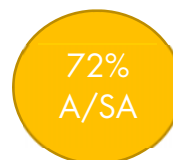
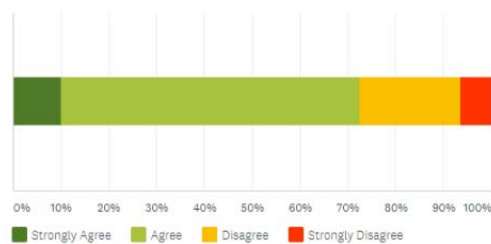
Answered: 475 Skipped: 99



Harington – Students Survey

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

Answered: 109 Skipped: 19



Budget for year

		2018/19	2019/20
IT New Tech TP Budget		71,500	85700
End Users Devices:	Desktops	8500	
	Laptops	5000	57700
	Laptops Repairs	1000	
Infrastructure	Servers		9000
	Storage/Backup	12000	
	Systems		2500
	Core Network	3000	10000
Catmose Primary	Desktops	15000	
	Networking	2500	6500
	Server Replacement	2500	
	AV	21500	
	Laptops	500	

Other Budget Items

Ongoing Software & Annual costs	Software	57,329	51,934
	BT Internet	7000	7000
	Virgin Internet	3750	3750
	CP WAN Link	4472	4472

Recommendations

(2018/2019) Plans and targets for this year:

- Wolf Language Lab
- 3yr replacement plan of laptops
- Configuration and installation of new Aruba wireless network at Catmose College.
- Core network replacement
- Storage expansion that wasn't completed in 17/18 due to products going End of Life.
- Telephone replacement
- Catmose Primary
 - Server replacement
 - IT Suite install
 - Projector replacements – LCD
 - Laptop improvements – SSD upgrade to extend life of laptops
- Review of Library Service
 - Investigate with student council and students who responded negative to 2018 student survey.
- Investigate how to deploy staff to Harington School/Catmose Primary.

(2017/2018) Plans and targets:

- 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 to be completed over 5 years
- Review Library service resources and replace Library laptop resource.
- Review telephone system.
- Catmose Primary update to LCD on teaching screens from projectors.
- Support an additional primary school by 2019.

(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 Primary.

2018/19 Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction New Technologies team to achieve 33% Strongly Agree and 90% SA/A rating in client satisfaction.	New student + staff onboarding	Implement deployment of NT Staff to CP/HS for regular slots.	Client Survey	Year End Process QA Review Oakham CofE with EP
Network NT to Improve 2018 SA/A CP Q2 80%. Ensure continued development of RDFS IT services.	Aruba Configuration Telephone replacement ToC to EP/CFO	Aruba Install Laptop Audit Wolf Language Lab Install CP AV install	Support Contracts CP Server replacement IT Suite install	Desktop/server maintenance Core network replacement Core storage improvements
Library Achieve 80% SA/A rating in student client satisfaction surveys.	Y7 Student Inductions. Investigation with Students.	Review book signage. Library Improvement Plan(LIP) to EP	Stocktake and replenish per curriculum needs Implement approved LIP	New staff inductions
AV Management of New Tech team Develop team expertise/CPD	College Open Evening Harington Open Evening Drama exams Christmas Shows	Options Evening Drama exams Theatre AV Cross Training	Drama exams CC/CP Spring Shows	Year 6 Evening Sister Act Sports Day
Staff Development Maintain Team 100% Staff retention + Develop team expertise.	Complete Spot Checks Complete Annual PR	Attend Bett Show Enrol/inductions of IT Apprentice	Complete Observations Team PR Progress Review NT Knowledge Transfer session 2	NT – Knowledge Transfer session 3
Resources	Place orders for CP T3 Install	Summer requirements to Suppliers	Place orders for TP IT Officer Recruitment	

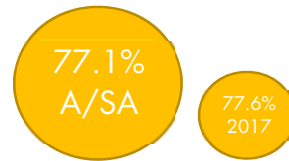
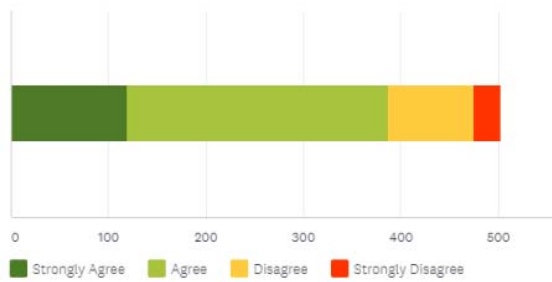
CATERING

Client Surveys

Catmose College Students survey

The range and quality of food in college is of a high standard.

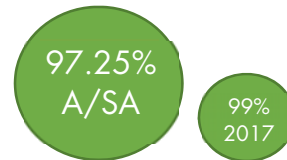
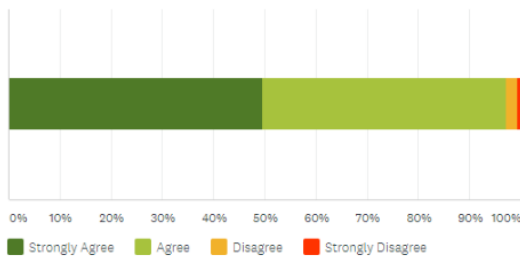
Answered: 477 Skipped: 97



Staff Survey

Catering services of are of high standard.

Answered: 145 Skipped: 13



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

Answered: 34 Skipped: 124

RESPONSES (34) WORD CLOUD TAGS (0)

Cloud View List View

Search responses

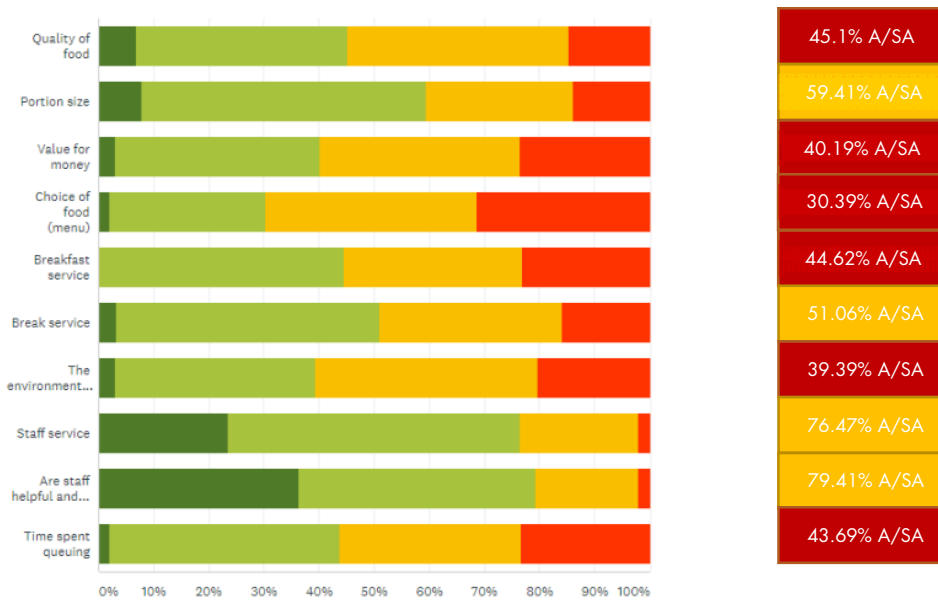
Jacket Potato Break Items Choice Options Lunch Salad
Refectory Fruit Pots Healthy Staff Food

Harington School Students survey

Harington Students were surveyed for the first time this year.

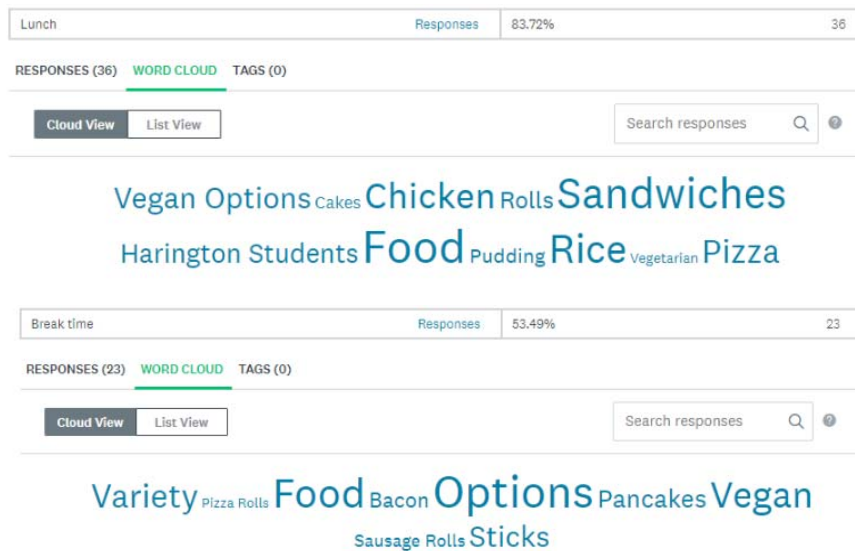
How do you rate the catering provision in college?

Answered: 105 Skipped: 23



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

Answered: 43 Skipped: 85



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 in our refectory.

All our main meals are freshly cooked across the Federation. We have a wide range of products to suit all our client's needs available in the orangery, refectory and the restaurant. 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

1. To reduce queuing times across the catering facilities we are introducing additional services. Example; pre ordered and paid in advance sandwiches, baguettes and freshly made salad/pasta pots from the Refectory or Restaurant.
2. Value for money. We strive to give our clients a nutritionally 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 the quality of our 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 pre-order service for sandwiches, wraps, baguettes. Advertising to customers the wide choices available throughout the catering facilities on a regular basis.
- Review costing due to price increase on all products, to ensure that our budget continues to break even.
- Due to there being no seating in the refectory, the salad bar will be available in the Orangery.

The following areas are also identified:

- The tills require updating due to running extremely slowly, which in turn creates queuing.
- All equipment needs service contracts due to wear and tear.
- Staffing will need to be reviewed due to long term absence. Apprenticeship ending in June 2019
- We continue to review staff that need to attend hygiene and safeguarding courses on a regular basis.



2018/2019 Improvement plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Client satisfaction 80% + of clients A/SA that service offers good quality food. Observations each term demonstrate queue time at lunch is less than 5 minutes.</p>	<p>Review Client Survey, key areas for improvement are;</p> <ol style="list-style-type: none"> 1. Queuing times (break) 2. Value for money 3. Choice of food 	<p>Review options available in the Orangery making sure the queuing time is reduced and increase choice. Hot choices on a Friday ie hot filled rolls.</p> <p>Meet Student Council in Catmose and Senate in Harington to discuss catering provision.</p>	<p>Review queuing time following observations</p>	<p>Review costings ie. menu/supplier</p> <p>Observe queuing time at break and lunch</p>
<p>Team development Observation checks show 80% of staff are performing in-line with expectations.</p>	<p>Introduce pre order sandwiches, wraps, baguettes</p> <p>Open evening</p>	<p>Performance reviews</p> <p>Staffing absence</p> <p>Presentation evenings Catmose and Harington</p>	<p>Observations carried out by NR and JM on staff to ensure PR targets are being met.</p> <p>Safeguarding and hygiene courses</p>	<p>Interim PR.</p> <p>Staff training given as required as a result of interim PR results.</p>
<p>Federation development</p> <p>The catering service achieves a break-even financial position.</p>		<p>Review of all menu items to ensure they represent good value for money and pricing is appropriate.</p>	<p>Review offers in the Refectory, Orangery and Restaurant</p>	<p>Review contracts needed for equipment.</p> <p>Review menu prices to ensure impact on budget is achieved, change as necessary.</p>

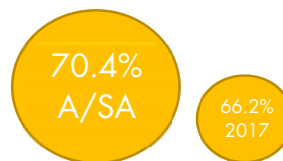
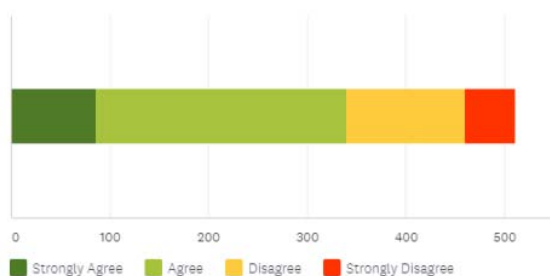
SITE AND CAPITAL WORKS

Surveys

Catmose College student survey

The toilets are maintained well.

Answered: 483 Skipped: 91



What do you think we are particularly good at?

Answered: 331 Skipped: 243

RESPONSES (331) WORD CLOUD TAGS (0)

Apply to Selected Filter by tag

Search responses

Showing 5 responses for **clean** Clear

keeping the college **clean** and some social time
6/11/2018 3:25 PM

[View respondent's answers](#) [Add tags](#)

keeping the site **clean**
6/21/2018 12:44 PM

[View respondent's answers](#) [Add tags](#)

How **clean** and well-kept the school grounds are.
6/13/2018 8:19 PM

[View respondent's answers](#) [Add tags](#)

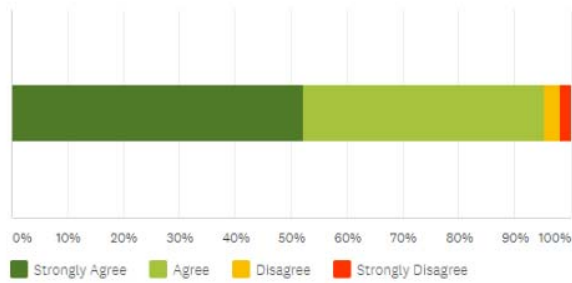
Keeping everywhere **clean**
6/19/2018 5:47 PM

[View respondent's answers](#) [Add tags](#)

Harington School student survey

The toilets are maintained well.

Answered: 109 Skipped: 19



95.41%
A/SA

What do you think we are particularly good at?

Answered: 68 Skipped: 60

RESPONSES (68) WORD CLOUD TAGS (0)

Apply to Selected Filter by tag

clean

Showing 2 responses for clean Clear

School cleanliness - outstanding cleaning staff.

7/6/2018 4:45 PM

[View respondent's answers](#) [Add tags](#)

Ensuring the building is constantly clean . Constant academic assistant. Opportunities always offered and advertised. Smart and professional ethos.

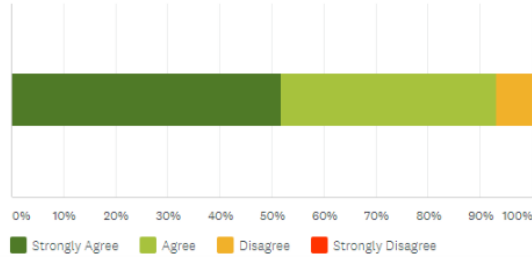
7/6/2018 3:08 PM

[View respondent's answers](#) [Add tags](#)

Staff survey

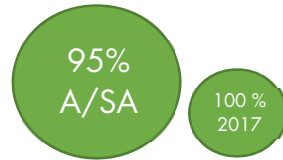
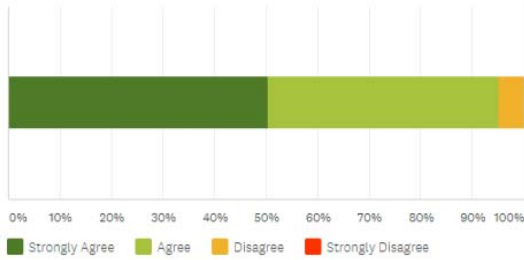
Any site support requests have been dealt with promptly and effectively.

Answered: 145 Skipped: 13



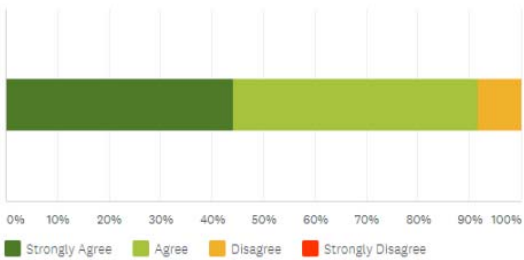
My team area is maintained by the site team to a high standard.

Answered: 145 Skipped: 13



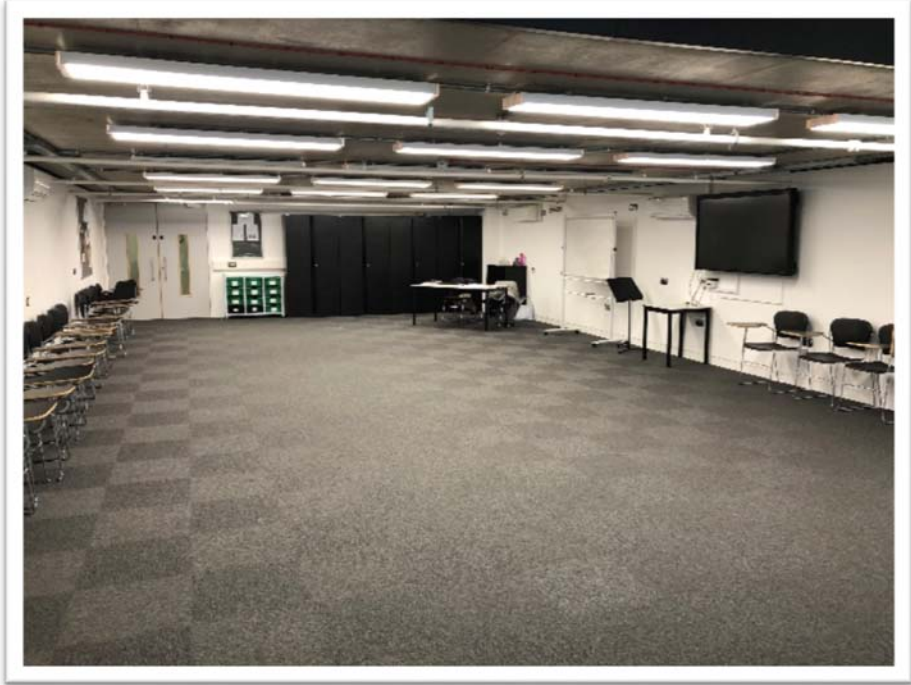
Toilets are maintained to a high standard.



Answered: 145 Skipped: 13



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	<p>The old 'Visions' space was refurbished during the summer term break to provide additional classroom facilities and office suite to complete the first phase of the College's growth to a PAN of 210.</p> <p>The main Visions space has been converted to a flexible use Drama classroom/studio.</p> <div data-bbox="384 786 1299 1469" data-label="Image"></div>

Site	Work Planned/Completed during year
	<p data-bbox="331 398 1310 465">The Visions office space has been converted into an admin area for our Client Services team and Administration team.</p> <div data-bbox="344 483 1342 1234">  </div> <p data-bbox="331 1357 1326 1424">The old Client Services Area has been converted into a classroom and resource area for modern foreign languages.</p> <div data-bbox="520 1447 1161 1921">  </div>

Site



Work Planned/Completed during year

The old IT Office was created into a new MFL Resource area.



New external and internal signage



Site	Work Planned/Completed during year
	<p data-bbox="331 506 783 539">Traffic calming to the main car park</p>  <p data-bbox="331 1099 1302 1167">The external space outside of the Orangery has been converted to create an outdoor seating area for students and staff.</p> 

Site	Work Planned/Completed during year
Catmose Primary	<p>No major works completed this year. Ash class moved to the old Preschool building. The Library moved to the external learning building and a new resources classroom was created.</p>
Harington School	<p>The refurbishment of Oxford was completed and is now a study and library facility for students.</p> <div data-bbox="550 633 1139 1070" data-label="Image"></div> <p>The old Finance area was refurbished and converted into a new classroom.</p> <div data-bbox="550 1328 1139 1765" data-label="Image"></div>

Evaluation

Staff surveys of team area cleanliness and level of support requests remain very positive for the FM team. Staff feedback relating to the toilets were also positive with 91.73% strongly agreeing or agreeing that they were maintained to a high standard. The FM team has reviewed and monitored the cleaning regime of student toilets within the College, which included regular and frequent spot checks and learning walks. As a result of this we have introduced a number of cleaning standard operating procedures, which has now seen the QA rating for student toilets rise from 67% to 71%.

Staff and student comments highlighted that the cleanliness continues to be a strength of the College. We have also built on these surveys by also seeking the views of students from Harington School to ensure that their views of cleaning, maintenance and support are similarly strong. Feedback from Harington School relating to toilets highlighted that 95.37% of students strongly agreed or agreed that they were maintained to a high standard. Site support also continues to be a strength with 93.1% of staff strongly agreeing or agreeing that they are dealt with promptly and efficiently. Views from staff regarding team areas remains strong with 95.17% strongly agreeing or agreeing that they are maintained to a high standard. We will build on our QA ratings by continuing to review and monitor our processes and by carrying out a number of spot checks, in order that the maintenance and support remain strong within the Federation.

Our focus remains on compliance areas of planned and reactive maintenance, prioritising them and continuing to reduce the amount of desirable maintenance by scheduling less frequently, committing to a reactive call out contract rather than comprehensive. Annual Planned Preventative Maintenance (PPM) has continued to reduce repair call-outs, minimising disruptions to our federation users.

We will also review our waste management and continue to identify how we eliminate, reduce, reuse, recycle and dispose of federation waste effectively.

Plans and Recommendations

- Prioritise PPM into 2018-19 and reduce costs without impacting on statutory inspections.
- Client survey QA to all staff/students and continue to review and monitor the cleaning, maintenance and support, in order that they remain strong.
- Continue to build on competency training for FM staff.
- Formulate General Duties and Monitoring check list for FM Officers for all Federation buildings.
- Hellerup quotations for works to renew, replace wood flooring to steps.
- Quotations to repair or replace areas of the vinyl flooring to the first floor communal spaces
- Central services car park.
- Tender new contracts for all sites and also the front of the campus grounds. Explore the viability of in house grounds maintenance with costs.
- Tender costs for all Fire & Security Systems.
- Tender costs for all general & recycling waste across the federation in order to enhance our waste management plan.

2018/19 Improvement Plan Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction Staff Toilets <8.28% Disagree Site Support Requests <6.90% disagree Team Areas <4.83% disagree	Review QA on Staff/student toilets (Spot Checks)	Review QA on staff/student toilets in Harington	Client Surveys QA review – to include (Spot Checks)	Client Survey QA review site support requests
Team development Spot Checks during terms 4 and 1 showing 90% of staff are performing in line with standards	PAT - Training H&S Training Review Working at height/Genie review Ladder Training Safeguarding Spot Checks carried out by SME and PD ensuring targets are being met	Performance Reviews Monitor & Review QA for staff/students Competency Training & Review for FM Officers Genie Platform Lift Training H&S Audit	FM Team BMS Training	H&S Audit Monitor & Review QA for staff/students Spot Checks carried out by SME and PD ensuring targets are being met Interim Performance Reviews
PPM Ensure that PPM is prioritised - minimising costs & repair call outs	PAT – FM Team Fire System L8 ACOP Plant Gas Tight EM Lighting Sprinkler/Pumps Major RA Review Ansul System Servicing	PAT – FM Team Fire System/Fire Curtains L8 ACOP EM Lighting Sprinkler/Pumps Minor AHU Major Passenger Lift (LOLER)	PAT – FM Team Fire System L8 ACOP Plant Gas Tight/Gas Guards EM Lighting Sprinkler/Pumps Major RA Review	PAT FM Team Fire System/Fire Curtains L8 ACOP EM Lighting Security System – Access control/Intruder/CCTV Sprinkler/Pumps Minor AHU Minor

	Fire Fighting Equipment Service Deep Clean/Refurb – FM Team	Smoke/Fire Vents – SE Controls	Ansul System Grounds work – front of College	Air conditioning Passenger Lift (LOLER) Smoke/Fire Vents – SE Controls
Federation Development Science Classroom completed Hellerup Stairs completed Flooring to 1 st Floor Completed Theatre Seating - 210	New C/Services & Admin – Follow up on defects Hellerup – Quotations	H&S Audits CC/Har/CP CP 5 Year electrical DEC 1 st floor area – Quotations for renovation or carpet tile replacement Quotations for new science Classroom Quotes – Theatre Seating	Review H&S Audits CC/Har/CP Dining furniture quote for outdoor area to Orangery Grounds Tender – Front Areas	Summer works commence Hellerup/1 st Floor/Science Classroom/Theatre Seating
Staff Development Attendance is good or better (>=98% Outstanding, 96- 97% Good, 94-95% RI, <=93% Inadequate) Spot Checks 1 & 2 – Targets represent good performance >(90% Staff, 80% Parental, 80% Student)	Review & Evaluate H&S Training for FM Officers/Cleaning staff PAT Training BMS Training Spot Check1 carried out by SME/PD of Cleaning Staff & FM Officers/Assistants	Annual Performance Reviews	H&S Awareness CSEs – COSHH/Manual handling/Ladder Training PAT Cse BMS Training	Performance Review – Interim Progress Spot Check 2 carried out by SME/PD of Cleaning Staff & FM Officers/Asst

FINANCE

Cost pressures

- The New National Funding Formula, has still not been introduced.
- Teachers' Pay settlement for Sept 2018 up to 3.5% with promised 'shortfall grant' mechanism unknown.
- 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.
- Staff retention.

Strategies

- Increase NOR each Year 7 cohort by +30.
- Review curriculum offer.
- Curriculum and option reassessment, which will allow 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 if necessary until able to confirm funding is available.

Finance 2018 2019

- 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 £2783 to £2747 per pupil (a reduction for the third year in a row); and at secondary level from £4138 per pupil to a new funding mechanism which splits KS3 – now £3,863 (significant reduction) and KS4 – now £4,386.

We are broadly forecasting an in-year Federation recurrent breakeven budget

We are fortunate to have reserves in the region of £907,753 to supplement our investments into ICT and other TP priorities.

2017/2018 Evaluation out turn: Area & 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-year deficit which itself should not exceed (£210,000)	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

<p>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.</p> <p>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.</p>	<p>Agree a plan to use space freed up by Visions</p>	<p>Organise and manage building and refurbishment processes (dependent upon outcome of required work)</p> <p>Agree parameters with local authority for expansion – budget for capital and budget for recurrent growth.</p>	<p>Consultation process</p>	<p>Potentially more intrusive works carried out to support College expansion</p> <p>Significant change form to EFSA to increase PAN to 240</p>
<p>Staff Development</p>	<p>Complete Performance reviews</p>	<p>Issue all salary statement letters</p>	<p>Interim PRs</p>	

2018/2019 Improvement plan Area and Targets	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction	Complete the refurbishment work resulting in the creation of Languages classroom (Wolf) and Drama classroom (Hepburn); and the relocation of Admin & Client Services teams	Source a contributory, optional, healthcare scheme available for all staff	HMRC Year end – Returns due for IR, TSS, LGPF	Prepare Bupa offer for Senior and Middle leaders
Team development Audit – No significant weaknesses highlighted in the annual audit Budget Management – Maintain a planned Federation in-year breakeven outturn.	External auditors to present to Resources trustees with 31/08/2018 out turn Land & Buildings Tool to EFA by 1 October Final Accounts to EFA by 31/12/18 and published on RADSf website. Submit business case to have Harington funding for 2018 2019 re-based due to census error resulting in reduced income per learner.	AAR to EFA by January 2019 Annex G RTA to EFA by January 2019 Responsible Officer visit Scrutiny of curriculum costing; parity among staff for teaching and management time; gaps and surplus time to plan for shortfalls and natural wastage across 11-19 Recruitment	Responsible Officer visit Budget Forecast Return Out turn (BFRO) due to EFA by May 2019 Recruitment AMAP tool returned (Asbestos Management)	Responsible Officer audit Budget Forecast return (2019) due to EFA in July 2019

<p>Federation development Feasibility study to assess how we could extend the College facilities to accept +30 students per year group taking the PAN to 240</p>		<p>Agree funding availability with RCC for capital works. Identify other sources of funding.</p>	<p>ESFA Significant Change form to uplift PAN to 240 – associated consultation process locally</p>	
<p>Staff Development Write bespoke Academy Conditions of Service reference manual</p>	<p>Complete Performance reviews</p>	<p>Issue salary statement letters to all staff</p>	<p>Interim PRs</p>	

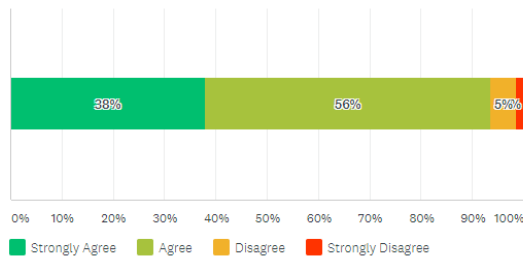
ADMINISTRATIVE SUPPORT

Surveys

Staff Survey

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

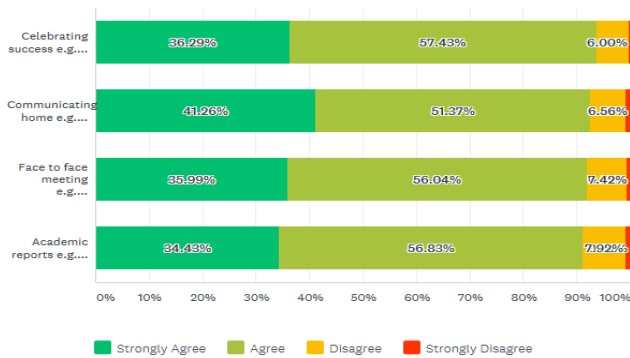
Answered: 142 Skipped: 16



Parents' Survey

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

Answered: 372 Skipped: 73



2018

2017

93.72% A/SA	83.1% A/SA
92.63% A/SA	83% A/SA
92.03% A/SA	85.86% A/SA
91.26% A/SA	89.85% A/SA

EVALUATION

2017/2018 has seen a marked improvement in how we communicate with parents, primarily through the introduction of our electronic communications system Groupcall Xpressions. Parents are now able to receive information such as notifications regarding trips, whole-school notifications and letters either via email or app notification. Student absences can be reported quickly and parents are able to book parents' evening appointments simply and efficiently. The Admin team are able to ensure information is sent in a timely manner and is specific to individual students, giving parents quick and easy options to respond. An added benefit to the new system is that the Federation has seen a reduction in postage and stationery costs.

Data taken from the Parents' Survey indicates 92.63% of parents either strongly agree or agree that the way in which we communicate home is useful, compared to 86% of parents from Catmose College and Catmose Primary in 2016/2017.



The Staff Survey also demonstrates a significant improvement on last year, where 94% of staff either agree or strongly agree that the Admin team deal with requests in a timely and professional manner, compared to 87.5% in 2016/17.

The Creative Editor and Communications Manager have worked hard during the course of the year to provide regular news stories, which have celebrated the successes and achievements of our students, both in the local press and on social media. In September, the College was delighted to launch our newly designed website, offering up-to-date and easy to find information displayed on a refreshed and revived platform. The Instagram feed has also been a welcome addition to our communication strand, where in particular we have seen strong engagement from our students.

We have welcomed Stephanie Crowe to the team and Lucy Jackson-Neal is covering the position of Administration Manager whilst Sophie Dawson is on maternity leave. The post of Senior Administrator at Harington School was filled by Sara Kane in January. The Admin team are now located in a brand new office, which was finished during the course of the summer break. The office provides a perfect light and spacious working environment.

Recommendations

Plans and targets for 2018/2019

- Ensure a robust system is in place for data to be recorded accurately and timely for the new intake of students.
- New website design for Harington School and Catmose Primary.
- Improve the quality of information on the Events Calendar on the website.
- Continue to provide regular press releases and news stories on social media channels in order to promote the three schools within the Federation. Ensure there is a plan in place during holiday time.
- Review questions on the Parental and Staff Surveys.



2018/2019 Improvement plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Client satisfaction</p> <p>2017/2018 results - 94% of staff either strongly agree or agree that; The Admin Team deal with requests (e.g. Letters) in a timely and professional manner.</p> <p>Target of 90% in 2018/2019</p> <p>Parents' Survey:- To what extent do you agree that you find the following ways in which we communicate home useful? 2017/2018 92.63%</p> <p>Target of 80% in 2018/2019</p>	<p>Review and share the results of the 2017/2018 survey with the team.</p>		<p>Prepare stakeholder surveys, looking at wording of key questions.</p>	<p>Discuss survey within the team.</p>
<p>Team development</p> <p>Ensure accurate recording of data for</p>	<p>Agree a plan with Admin Team.</p>	<p>Review statistics on Groupcall of parents'</p>	<p>Meet with Data Manager and Transition Leader to</p>	

<p>new students and in-year admissions.</p> <p>Measured by a Groupcall message to parents in T1.</p> <p>All members of the admin team to attend at least one trip in the year.</p>	<p>Autumn 2019 – spot check data entered and Groupcall message to check for errors.</p>	<p>interaction. Action accordingly, e.g. check data is correct on dropped emails.</p> <p>Performance reviews.</p> <p>Liaise with NR re dates of trips to plan ahead.</p>	<p>discuss process – consider electronic forms for parents to complete.</p>	<p>Agree plan with Admin team for entering data and QA.</p> <p>Check statistics on Groupcall eg. dropped emails.</p>
<p>Federation development</p> <p>Harington School & Catmose Primary website redesign ensuring they meet all the statutory requirements of Ofsted and parents can easily find what they are looking for.</p> <p>(Assessed by parental survey). 80% of parents agree that they can easily find what they are looking for on the new website design.</p>	<p>Improve the quality of information on the Events Calendar. Spot check monthly by Admin Manager</p>	<p>Update site to remove any bugs.</p> <p>New front page with new photographs and text.</p>	<p>New website to be completed, monitor statistics for ongoing improvements.</p> <p>Update Communication policy.</p> <p>Add new question to parental survey.</p>	<p>Quality Assure – ensure information on website is compliant. Spot check on a monthly basis.</p> <p>Review survey results.</p>

<p>Increase social engagement on Facebook to the following; College 65% Primary 45% Harington 20% Federation 3%</p> <p>Deliver data protection training</p>	<p>Provide regular news stories across website/social media and press releases. (Average one per week).</p>	<p>Forward plan all trips/concerts/sporting events etc and prompt leader for a news story.</p> <p>Write and deliver a training presentation/staff briefing on standards for communication and disclosing sensitive information.</p>		<p>Plan for holidays regular news stories on social media/website and press releases.</p>
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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 2019 is to continue to review all practices and policies currently in place to drive efficiencies and ensure that they are aligned with best practice.

RECOMMENDATIONS

Plans and targets for 2018/2019

- 95% of staff have good or better attendance and attendance is above the National Average.
- Performance Management 2018/19 – Support Staff PR mirrors Teachers’ providing opportunities for regular feedback, professional development, interim review and underperformance to be addressed.
- 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.
- General Data Protection Regulations (GDPR) are fully implemented within the Federation’s payroll and HR practice.
- Gender pay differences are analysed in line with legislation
- Benchmarking is undertaken to ensure Federation roles are comparable across the organisation.

2018/19 Improvement Plan	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Client satisfaction Target 80% of staff say their HR question was answered in a timely manner.</p> <p>80% of staff say the HR policies are easy to understand and provide useful guidance on employment matters.</p>			New HR Manager to build working relationships across the Federation	<p>Review existing Induction programme/ Employee Handbook</p> <p>Update existing recruitment pack</p>	<p>Policies Review</p> <ul style="list-style-type: none"> - Sickness Management Policy - Academy Staff Pay Policy - Appraisal & Capability Policy - Grievance Policy 	Advise SLT on issues emerging from exit interview analysis.
<p>Team development Support staff PR mirrors teachers, providing opportunities for regular feedback, professional development, interim review and underperformance to be addressed</p>	<p>QA PRs completed previously for support staff.</p> <p>Advise training for reviewers</p>	<p>Support staff PR guidance re-issued. Staff briefing held</p> <p>Maintain support staff PR database to mirror teaching staff</p>	<p>Support staff support programmes issued where required</p> <p>Support staff pay amends complete following PR processes</p>	<p>Support staff QA point 1</p> <p>Provide PR data</p> <p>Review & update PR form to reflect target</p>		<p>Support staff QA point 2</p> <p>Interim support staff PR</p>

<p>Federation development The Federation complies with GDPR. Breaches of the legislation do not occur</p> <p>Gender pay differences are analysed in line with legislation</p>		<p>Pay amends complete following PR processes</p> <p>Attend training to understand impact of Gender Bias and implement recommendations as appropriate</p>	<p>Job description review</p>	<p>Job description amends and consultation</p> <p>Conduct analysis on gender pay differences & produce Gender Pay Gap Report</p>	<p>Policies review</p> <p>All employee files are cleansed and scanned onto HR drive</p>	<p>Policies amends and consultation</p> <p>Retention system in place for archiving of old employee files</p>
<p>Staff development 95% of staff have good or better attendance</p> <p>95% of staff have good or better overall target 1 PR grades</p> <p>Staff support programmes are deployed where necessary to ensure good or better student outcomes.</p>	<p>Staff emailed when their PR grade will be affected by non-attendance</p> <p>PR teacher letters issued.</p> <p>PR guidance re-issued and staff briefing held</p> <p>Robust Induction for new starters</p>	<p>Probation point 1 – assuming September start</p>	<p>Support programmes from probation point 1</p>	<p>Probation point 2</p> <p>Provide HR data</p>	<p>Support programmes from probation point 2</p>	<p>Probation point 3.</p> <p>Contractual review meetings documentation prepared</p>

