Transformation Plan
2019/2020
Year 1 of 3

RUTLAND AND DISTRICT SCHOOLS' FEDERATION

Catmose Primary

HARINGTON SCHOOL

Catmose College
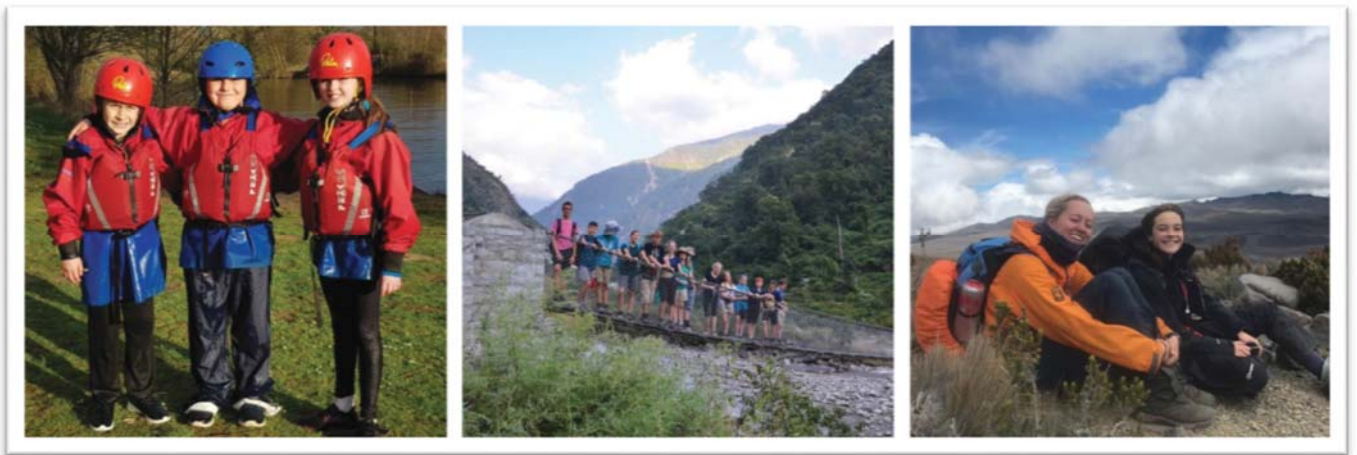
Contents

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 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.

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 DFE performance tables).
    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).
    o 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:

    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 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 three 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), and 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 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.
- 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.
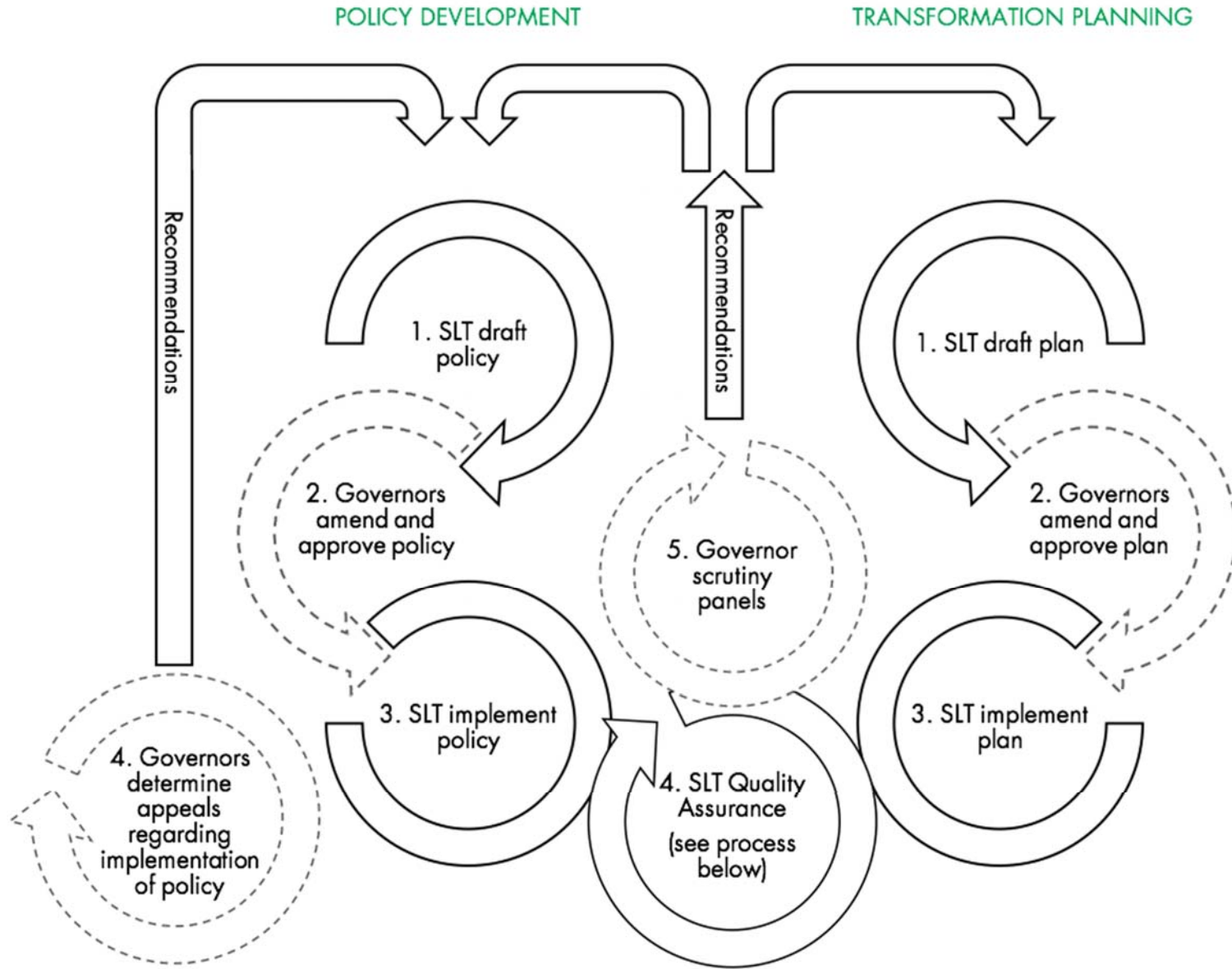
The SLT are education professionals with the expertise and leadership experience to draft, implement and review the effectiveness of policies throughout the Federation. The governors or trustees scrutinise, approve and ensure each policy is implemented effectively. In all cases there are mechanisms whereby 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 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 September 2017 and Harington was inspected in January of 2017. Unless there are concerns with Year 13 outcomes, Harington is unlikely to be inspected in the near future.

Academy standards – Student Admissions

Academy	PAN	Intake 2018	Intake 2019	NOR Sep 2019	Capacity
Catmose College	210	210	210	1019	1050
Catmose Primary	30	28	30	210	210
Harington	150	144	150	284	300

Catmose College's PAN (planned admission number) is now 210 following extensive remodelling and development of existing building space. The College has been oversubscribed for a number of years and will be again for the September 2020 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 2020. 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 and has gone from strength to strength during this period. Student numbers have grown quickly with a full intake for September 2019. An Outstanding Ofsted judgement in 2017 has been followed by three years of consistent academic results. Over ninety per cent of students leave the school to attend university with typically over forty per cent achieving places at Russell Group universities. In every year since opening, students have achieved competitive places at Oxbridge and Medical School. Alongside academic achievement students benefit from participating in a range of community and enrichment activities. For example, in 2020 over eighty students will be working towards completing the Gold Duke of Edinburgh's Award.

2019/20 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 = 51%	Transformation Planning Governor scrutiny (Y11 outcomes) Governor Scrutiny Safeguarding Subject Review History and Science	Governor Scrutiny Synergy Subject Review English Analyse School Performance publication Pupil Premium review Service Premium review	Governor Scrutiny Sport Subject Review Spanish and Art	Surveys Governor scrutiny SLT evaluation GCSE results Subject review Maths
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 >=71% (National)	Transformation Planning Safeguarding Review Pupil Premium report	Governor scrutiny Validated RAISE published: EYFS GLD, Phonics Screening Check, KS1 SATs and KS2 SATs	Governor scrutiny KS2 SATs Pupil Progress Meetings Reports to Parents	Parent, Pupil and Staff Surveys EYFS GLD Phonic Screening Check

YR 1/2 Phonics Check Attainment Year 1 Phonics => Nat (82%) Year 2 Phonics => Nat (92%) **KS1 SATS EXS GDS** Target => National Reading EXS =>76% Reading GDS => 26% Writing EXS =>70% Writing GDS =>16% Maths EXS => 76% Maths => 22% **KS2 SATS** Target Outcomes Reading EXS =>(N 73%) Reading GDS =>(N28%) Writing EXS =>(N78%) Writing GDS =>(N20%) Maths EXS =>(N79%) Maths =>(N24%) Target => RWM (+65%) Target => National APS for reading, writing, maths	Sports Premium Report EYFS GLD, Phonics Screening Check, KS1 SATs and KS2 SATs Moderation and Monitoring services confirmed Pupil Progress Meetings Reports to Parents KS2/KS3 Transition and Inclusion Programme Pupil termly survey – SG Reading Deep Dive Subject Leader Learning Walk	Governor scrutiny Pupil Progress Meetings Pupil termly survey - SG	Pupil termly survey – SG GDS Deep Dive	KS1 SATs Governor scrutiny SLT Evaluation Pupil Progress Handover Meetings Science Deep Dive End of Year Reports to Parents Pupil termly survey - SG

HARINGTON SCHOOL				
Ofsted: Outstanding Attendance >=97% Admissions =150 Y12 Outcomes: 25% AAB; ALPS 4 or better University: 70% first preference places, 40% in Russell group with at least 2 Oxbridge places.	Transformation Planning Economics Subject Review Biology Subject Review Recruitment focus	Mock Results analysis Sport Subject Review Application deadlines and interviews	Governor scrutiny Chemistry Subject Review Post 18 Process and Support	Stakeholder Surveys German Subject Review Maths Subject Review Governor scrutiny SLT evaluation

IT SERVICES

2019 focus for the New Technologies team has been developing the IT Service provided to Catmose Primary. During Terms 3 and 4, 75-inch 4K interactive boards were installed in every classroom. The new screens allowed teaching with the lights on and blinds open to become the new norm, along with a height adjustable mounting system, allowing both staff and students to use the large screens at a comfortable height.

During Term 5, the team rotated all Catmose Primary teaching staff laptops to install SSD hard drives to increase the speed of laptops and upgrade Wi-Fi cards to improve wireless stability of their ageing fleet of laptops.

In the summer break a completely new bespoke IT suite was installed alongside Dell All-in-One's and a 65-inch wireless teaching display allowing teachers to easily demo to students from anywhere in the room. To ensure all the above technology remains reliable, behind the scenes ageing infrastructure was replaced to improve capacity and reliability of the network. A new server was installed and services migrated.

Throughout the year, work continued at the main campus site to improve the service provided. All team members attended various internal training sessions and the team now has at least 2 members capable of completing day to day issues. This not only covers front line areas such as first line helpdesk and basic theatre setup, but areas requiring more expertise such as switch configuration and system deployment.

During Term 3 the New Technologies team deployed a new Wi-Fi system over 3 weeks with no downtime. Installation of 50 new Aruba access points increased the speed and capacity of the network. Unfortunately, not all College laptops/Cisco wireless phones support new standards, so the full benefits of the new system have yet to be fully exploited due to the older devices not supporting new standards.

Although small numbers of new laptops have been purchased for the past 3 years, the College is still running 62 HP 250's which will soon be 5 years old. Retired HP 250's devices were consumed for spare parts within weeks of taking them out of service helping to keep repair costs low. Unfortunately, spare parts are becoming more expensive as the age of laptops increase. As the College population grows, laptops for teachers have become vital with limited access to desktop PC's. To ensure the fleet of laptops remains serviceable in the next 2 years at least half should be replaced over the coming months.

Over the past 2 years threats to IT services have changed massively with ransomware attacks now able to take control of large organisations in minutes instead of hours with offline backups being the only defence. Our backups are currently a mix of legacy tape drives and on-site always online disk to disk backups. Due to the changing landscape of threats and support for current hardware

being dropped we decided to delay the expansion of the newest server cluster to ensure any solution is fit for purpose. A review of current technologies to replace our old file servers will be carried out with an up-to-date offline backup solution to better protect against "Ransomware" threats.

Another key aspect of keeping data safe is ensuring logins are kept safe. In 2019 we have had 3 security events where student credentials were being used to send spam emails. Upon investigation all accounts were on a leaked database for one specific website. Although staff are trained and continually reminded about not using account credentials on other systems a 2Factor solution should be investigated and deployed to staff to ensure key systems and data are protected.

In 2018 a review of the telephone system and research for a suitable replacement was carried out. The current phone system is now 8.5 years old, out of support and in 2021 BT will also stop supporting ISDN. Initial work has been carried out during the year allowing good understanding of costs involved with various suppliers. We are continuing to work alongside 3 suppliers to finalise designs and to firm up a 5-year cost of each solution.

The Federation relies on data to support key decisions, this data is stored across many systems that do not easily integrate with one another. The key system at the heart of the Federation is CMIS. CMIS has been a key system at the centre of operations for 16 years. Development of CMIS has now stopped with only government statutory requirements being implemented. In 2020 a working group needs to be setup to look at the selection and impact of migrating to a new system.

The IT support team continue to support and develop the IT provision at Oakham C of E Primary School. During this year we have developed OS and software deployment creating an SCCM server. Configured with their own self-help "app" store so they can install applications they need, build an automated operating system task sequence to install Windows 10 with a default set of applications and automated Windows/Office updates to ensure IT Systems require a light touch to maintain. As of October 2019, 57 machines that are Windows 10 capable have been upgraded, leaving a large number of old Windows 7 netbooks which cannot run Windows 10.

Throughout 2019 work has been carried out in the library to improve its usability. Both fiction and non-fiction books have been re-organised and signage updated to make it easier to locate non-fiction books. Work has also begun on clearing out-of-date books irrelevant to the current curriculum. The reorganisation of the library resources will set the foundation of redeveloping resources in 2020.

Top: Before   Bottom: After

Client Surveys

Staff Survey

The New Technologies Team continue to be highly rated as demonstrated by the recent survey. The following analysis into "If I have a problem with ICT it is fixed in a timely and professional manner" shows:

- 90% of staff agree or strongly agree.
- 40% of staff strongly agree up from 23%, target 33%.
- 98% of staff who do not class themselves as qualified teachers strongly agree or agree. Which equates to 1 person compared to 6 last year.
- 100% of Catmose Primary and Oakham C of E, but only 50% of Harington staff SA/A.
- 100% of sport (3 of 3), 20% of English/Drama (3 of 15), 11% of Science (2 of 18) and 10% of maths (1 of 10) Disagreed.

Further analysis into "I can use the ICT Facility to support my work" shows:

- 95% of staff agree/strongly agree up from 92% in 2018.
- 80% of CP Staff now A/SA up from 60% (80% Target). 20% now also strongly agree previously 0% and 0% strongly disagree, previously 10%.

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

Answered: 144   Skipped: 15
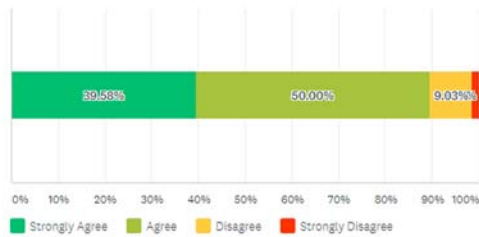
I can effectively use the ICT facilities to support my work.

Answered: 144   Skipped: 15
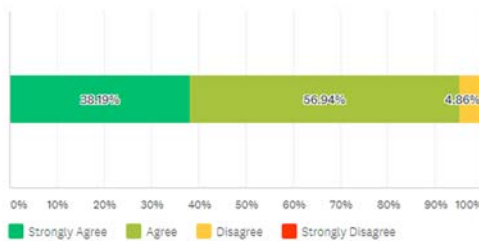
Student Survey

Students continue to rate the IT Support provision highly. Students at Harington have reacted more positively to a greater presence of IT staff around Harington as we have tried to be more proactive, more visible and seeking out students and staff with IT Issues. Although this has not had the same effect on Harington staff surveys responses.

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

Answered: 488   Skipped: 133

Strongly Agree   Agree   Disagree   Strongly Disagree

88.33% A/SA

83% 2018
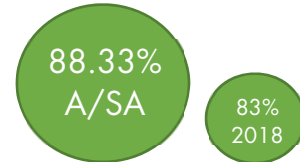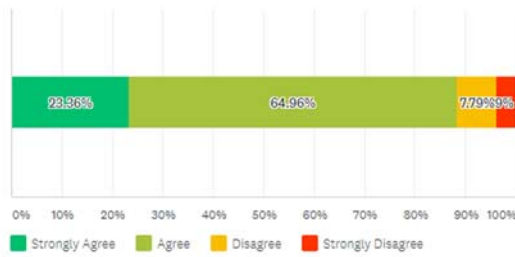
Harington Students

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

Answered: 149   Skipped: 20

Strongly Agree   Agree   Disagree   Strongly Disagree

84.56% A/SA

72% 2018

Budget for year

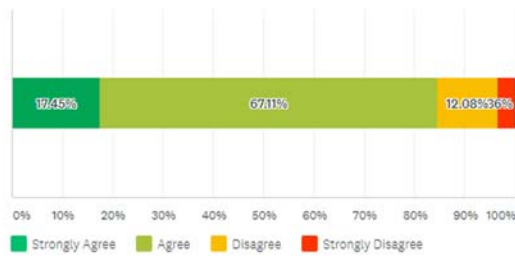|		18/19	19/20	20/21	21/22
	IT New Tech TP Budget	48000	80300	69500	163000
End Users Devices:	Desktops		22500	16000	66000
	Laptops	5000	16000	21000	22000
	Laptops Repairs	1000			
Infrastructure	Servers		19000		
	Storage/Backup Systems		17500		
	Network			8000	8000
	Teacher Screen			18000	
	Telephones		5300		
	Printing				45000
Catmose Primary					
	CP Development	42000			22000
	Wireless Network			6500	

Other Budget Items

		63131	50893	57280	61849
Infrastructure	Microsoft	8069	8069	8069	8069
	Veeam Backup 3yr	3213			3213
	IAM Cloud Auth Service	1620	1620	1620	1620
	Server support contracts	4812	4812	4812	
	Papercut 2yr support				
	Web filtering 3yr			12425	
Data Management Systems	CC, CP, HS Facility CMIS	22456	23456	24456	25456
	CC Sleuth 3 year	4190			4190
	Sisra Analytics	1495	1495	1495	1495
	SMHK 3yr for 2 Adv payment for 2019-2022	5460			8500
	TSG – Opera 3	3085	3085	3085	3085
	Parent Pay	1589	1589	1589	1589
	Easytrace Cashless Catering	3976	3976	3976	3976
	Group Call 3yr			6522	
	Mailchimp	450	135	0	0
	Survey Monkey	900	900	900	900
Other	SLT - Dropbox	1398	1398	1398	1398
	Adobe CC SPW/ENE	358	358	358	358

Recommendations

2019/2020 Plans and targets for this year:

- 32 Teacher Laptops Year 2 of 3 replacement plan
- 40 replacement teacher caddy desktops, old machines to English/Library resources areas.
- Server/Storage/backup improvements
- Replacement of Cisco telephone system
- Improvements to BYOD wireless network
- Feasibility working group CMIS replacement – 2 Year project
- Office 2019 deployment
- Investigate + implement solutions to secure data
  (2factor authentication, Digital Rights Management)

2018/2019: Plans and targets year

- Wolf Language Lab – No funding
- 3 year replacement plan of laptops
- Configuration and installation of new Aruba wireless network at Catmose College.
- Core network replacement
- Storage expansion
- 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 negatively to 2018 student survey.
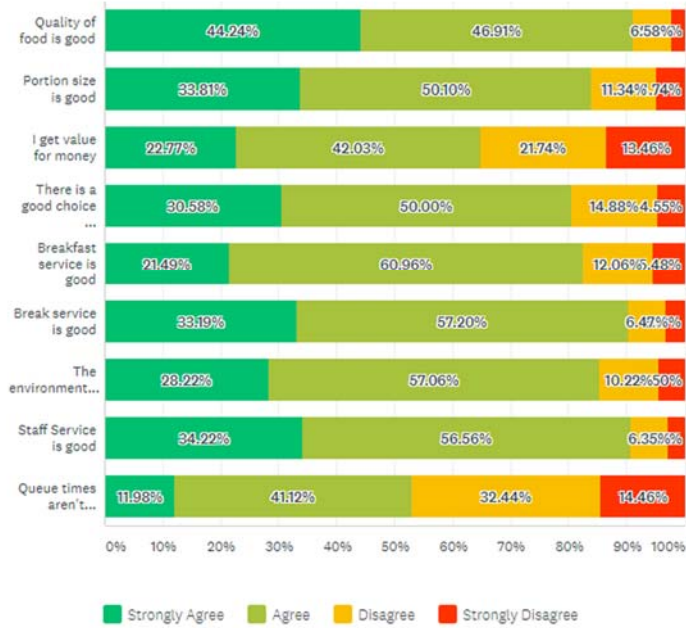
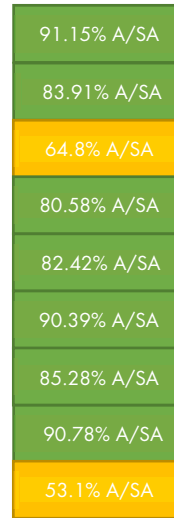| 2019/20 New Tech Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction New Technologies team to achieve 33% Strongly Agree and 90% SA/A rating in client surveys.	New student + staff onboarding Complete Observations	Complete Observations	Client Survey Complete Observations	Year End Process QA Review RDFS + Oakham C of E with EP
Network Ensure continued development of RDSF IT services.	Telephone replacement select supplier Develop Win10 "1910" + Office2019 image	Deploy Laptops to staff Develop in place upgrade process for Office 2019	Deploy new phone system Deploy Office 2019 to all devices Support Contracts	Desktop/server maintenance Fileserver/backup/storage improvements Deploy new desktops
AV A/V support is delivered to a high standard.	College Open Evening Harington Open Evening CC Christmas Shows KS1 Nativity	Options Evening Drama exams Dance Show	Mary Poppins Drama exams Lower KS2 CP Spring Show CP May Dance	Year 7 Lion King Year 6 Evening Sports Day Upper KS2 Show
Staff Development Maintain Team 100% Staff retention + Develop team expertise.	Complete Annual PR	Attend Bett Show Telephone System Training	Team PR Progress Review Develop data security expertise and solutions.	
Resources Ensure continued development of Federation wide IT services over the next three years within the constraints of a defined budget	Laptop quotes Orders to supplier	Summer requirements to Suppliers Formation of MIS Group	Place orders for TP	

CATERING

Client Surveys
Catmose College Students Survey

How do you rate the catering provision in the following areas?
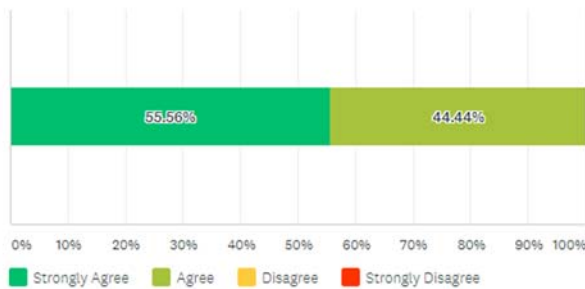
Answered: 492   Skipped: 129

2019

Area	Strongly Agree	Agree	Disagree	Strongly Disagree	2019 A/SA
Quality of food is good	44.24%	46.91%	6.58%		91.15% A/SA
Portion size is good	33.81%	50.10%	11.34%	4.74%	83.91% A/SA
I get value for money	22.77%	42.03%	21.74%	13.46%	64.8% A/SA
There is a good choice ...	30.58%	50.00%	14.88%	4.55%	80.58% A/SA
Breakfast service is good	21.49%	60.96%	12.06%	5.48%	82.42% A/SA
Break service is good	33.19%	57.20%	6.47%		90.39% A/SA
The environment...	28.22%	57.06%	10.22%	4.50%	85.28% A/SA
Staff Service is good	34.22%	56.56%	6.35%		90.78% A/SA
Queue times aren't...	11.98%	41.12%	32.44%	14.46%	53.1% A/SA

77%
2018

Strongly Agree   Agree   Disagree   Strongly Disagree

Staff Survey

Catering services of are of high standard.

Answered: 144   Skipped: 15

Strongly Agree	Agree
55.56%	44.44%

100% A/SA

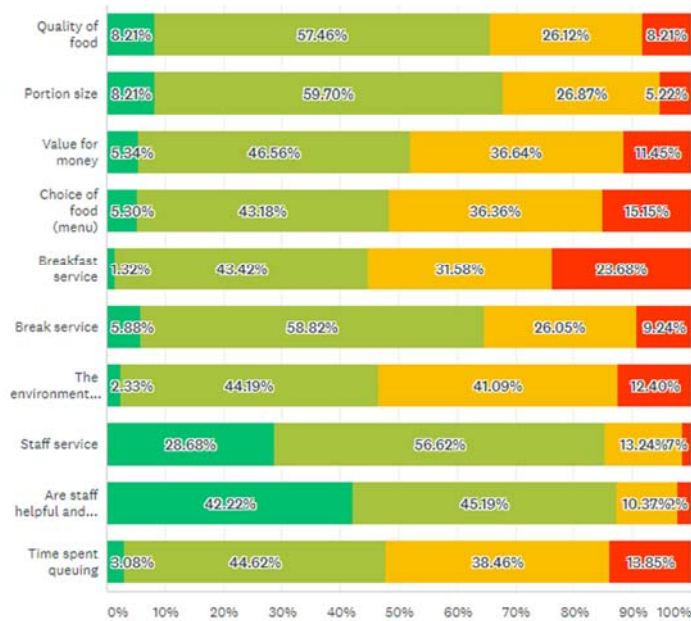97% 2018

Strongly Agree   Agree   Disagree   Strongly Disagree

bar every day snacks Salad bar every food gluten free healthy
wraps refectory salad pasta options cakes salad bar
menu choice Different use less

How do you rate the catering provision

Answered: 139   Skipped: 30

	2019	2018
Quality of food	65.67% A/SA	45.1% A/SA
Portion size	67.91% A/SA	59.41% A/SA
Value for money	51.9% A/SA	40.19% A/SA
Choice of food (menu)	48.48% A/SA	30.39% A/SA
Breakfast service	44.74% A/SA	44.62% A/SA
Break service	64.7% A/SA	51.06% A/SA
The environment	46.52% A/SA	39.39% A/SA
Staff service	85.3% A/SA	76.47% A/SA
Are staff helpful and...	90.38% A/SA	79.41% A/SA
Time spent queuing	48.42% A/SA	43.69% A/SA

Chart data (bar percentages):

Quality of food	8.21%	57.46%	26.12%	8.21%
Portion size	8.21%	59.70%	26.87%	5.22%
Value for money	5.34%	46.56%	36.64%	11.45%
Choice of food (menu)	5.30%	43.18%	36.36%	15.15%
Breakfast service	1.32%	43.42%	31.58%	23.68%
Break service	5.88%	58.82%	26.05%	9.24%
The environment...	2.33%	44.19%	41.09%	12.40%
Staff service	28.68%	56.62%	13.24% 7%	
Are staff helpful and...	42.22%	45.19%	10.37% 2%	
Time spent queuing	3.08%	44.62%	38.46%	13.85%

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

breakfast

fruit Crisps options Chocolate Chip mini muffins

food sandwiches pasta jacket potatoes options

Evaluation

The catering team offers fresh quality food at affordable prices for the benefit of students and staff.

Following feedback from students, and in an effort to reduce plastic waste, biodegradable sandwich wraps have been introduced and milkshakes now have paper straws. In areas where food can be taken away, the catering team have introduced wooden cutlery as opposed to plastic. Further plastic reduction has been achieved by removing cup drinks.

To further assist with the impact humans are making on the environment, it was requested that the catering team introduced vegetarian Monday. This has been met with mixed reactions from staff and students, daily takings and budgetary impact will need to be monitored.

The catering team take a serious view on allergen contents in the food we prepare and serve. Currently all allergens are listed on boards around the food areas and we are working to label all food in the future. To assist with allergen information in the catering facilities the following steps have been taken;

- The Primary School has been made aware of the seriousness of this issue.
- Allergen folders are available.
- Catering team ensure all food hygiene certificates are up to date.

The College catering team continues to 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 the Refectory. Following feedback, the catering team regularly change the menus depending on season, such as the new salad bar in the summer and warming casseroles and homemade soup in the winter.

To ensure students and staff have access to what they would like at lunch a pre-order system has been introduced where they can order and pay for lunches in advance. This has assisted the reduction of queuing times at the beginning of the lunch service and helped improve customer choice especially at the end of the lunch service when choice can be limited.

In June 2019 the catering team at the College and Primary sites have been awarded a five-star rating by the Local Authority for food hygiene.

Recommendations

1. To continue to reduce queuing times across the catering facilities.

2. Value for money. Continue to review our service and to negotiate with our suppliers to provide good quality products at reasonable cost. Review costings in 2020 to ensure our budget continues to break even.

3. Review and update menu choices termly taking our student and staff surveys into consideration.

4. Training of catering team to help implement the introduction of allergen labelling on all pre-packed on items made on site. This is in line with new legislation being introduced by the Government in the future.

5. An additional fryer would benefit the catering facilities to increase the volume of food during fish and chip Friday.

6. Continue to review staff CPD to ensure all team members attend hygiene and safeguarding courses on a regular basis.

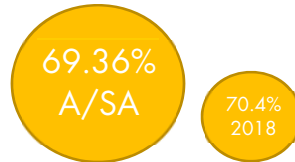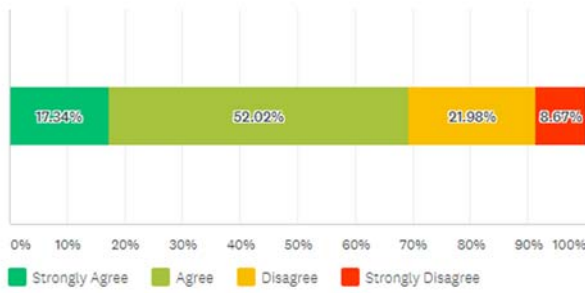| 2019/20 Catering Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client Satisfaction 80% + of clients A/SA that service offers good quality food. Observations each term demonstrate queue time at lunch is less than 5 minutes.	Review Student Survey, key areas for improvement are; 1. Queuing times 2. Value for money 3. Harington more choices available	Menu Planning Client Survey	Review queuing time following observations Meet student council to discuss any issues Service coffee machine (Refectory)	Review costings i.e. menu/supplier Observe queuing time at break and lunch
Team Development Observation checks show 80% of staff are performing in-line with expectations.	Safe guarding Open evening Presentation evening c/c Harington Presentation Evening	Performance reviews	Observations checks on staff to ensure PR targets are being met.	Interim PR. Staff training given as required as a result of interim PR results. New intake YR6 open evening.
Federation Development The catering service achieves a break-even financial position.	Observation checks	Transformation Plan An additional fryer is needed to keep up with high demand to keep queuing at a minimum.		Review offers in the Refectory, Orangery and Restaurant. (Salads)

SITE AND CAPITAL WORKS

Client Surveys

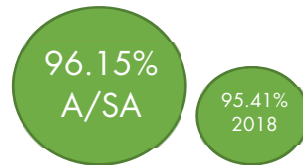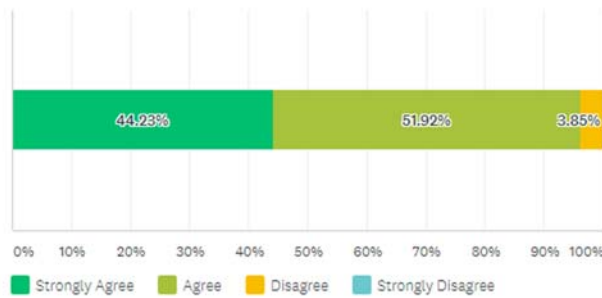### Catmose College Student Survey
The toilets are maintained well.

Answered: 496   Skipped: 125

17.34% 52.02% 21.98% 8.67%

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

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

69.36% A/SA

70.4% 2018

Harington School Student Survey
The toilets are maintained well.

Answered: 156   Skipped: 13

44.23% 51.92% 3.85%

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

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

96.15% A/SA

95.41% 2018
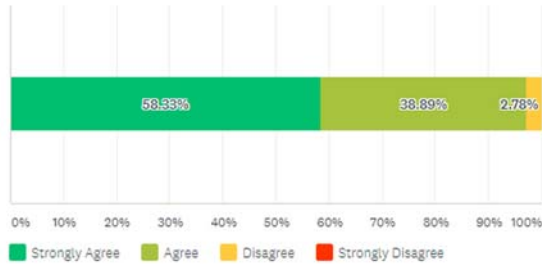
Staff Survey

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

Answered: 144   Skipped: 15

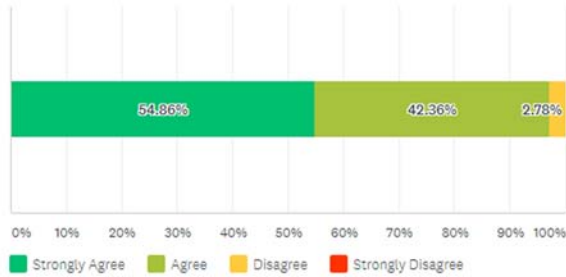|	
Strongly Agree 58.33%	Agree 38.89%	Disagree 2.78%

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

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

97.22% A/SA

93 % 2018

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

Answered: 144   Skipped: 15

Strongly Agree 54.86%	Agree 42.36%	Disagree 2.78%

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

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

97.22% A/SA

95 % 2018

Toilets are maintained to a high standard.

Answered: 144   Skipped: 15

Strongly Agree 46.53%	Agree 49.31%	Disagree 4.17%

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

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
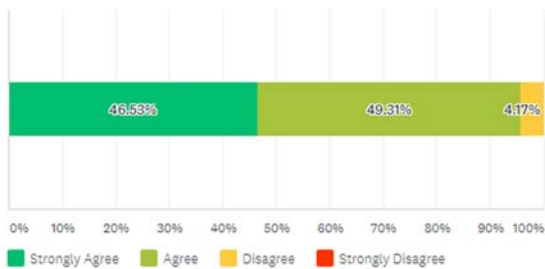
95.84% A/SA

92% 2018

Review of Work Completed

The last academic year saw the Federation engage in capital projects for Catmose Primary School. These are summarised in the table below.

Site	Work Planned/Completed during the year
Catmose Primary	Oak classroom was stripped and refurbished during the summer term break to provide a brand-new Science classroom and prep room. The library was reconfigured and radiators removed, the door to the cleaner's cupboard was relocated to reception to allow for the 28 seat IT suite. The site team prepped and painted the walls and deep cleaned the room.

Site	Work Planned/Completed during the year

The student and staff surveys of team area cleanliness and level of support requests remain very positive for the Facilities Management Team. Feedback from staff was very high, with 97.22% strongly agreeing or agreeing that site report requests had been dealt with promptly and effectively. This has seen an increase of 4.22% from last year. The QA rating for student toilets dropped 1.04% from last year and as a result we will introduce further cleaning hours in these areas and review cleaning standard operating procedures. Views from staff regarding team areas remains very strong with 97.22% strongly agreeing or agreeing that they are maintained to a high standard, a rise of 2.22% from last year.

Staff and student surveys also highlighted that the cleanliness remains very high for the College. Harington School feedback of cleaning, maintenance and support are similarly strong, with 96.15% of students strongly agreeing or agreeing that toilets were maintained to a high standard. We will build on our QA ratings by continuing to review and monitor our processes by carrying out a number of observations throughout the year, in order to ensure that the cleaning, maintenance and support remains strong within the Federation.

Comments and feedback from our health and safety auditors for the Federation buildings were very strong. The Health and Safety Policy will continue to be reviewed, which is an integral part of the culture, values and performance standards of the Federation.
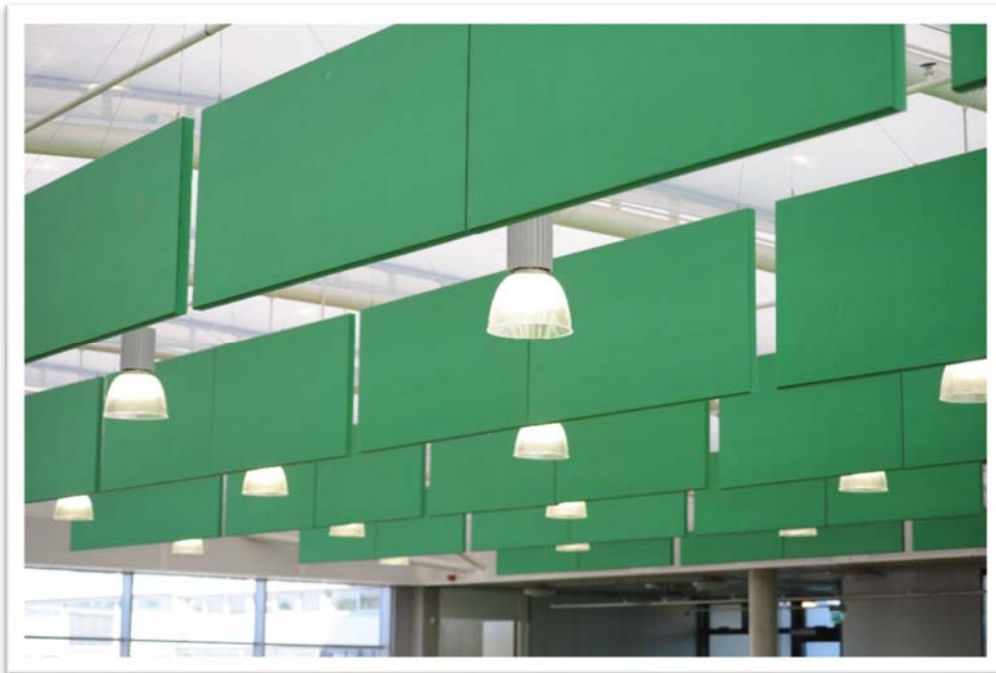
We continue to focus on compliance areas by prioritising our Planned Preventative Maintenance (PPM) in order to reduce repair call-outs, minimising disruptions to Federation users. These effective arrangements will manage the condition of our premises in order that they are safe, warm and weather tight and provide a suitable learning environment. We have a good understanding of the Federation premises which will help us make clear decisions regarding ongoing repairs and maintenance activities, capital spending and wider property issues. Good practice in managing buildings and planning for the future will avoid unnecessary investment, ensure the best use and maintenance of facilities over the long term and provide better value for money.

The waste management has also been reviewed and we continue to reduce our overall waste consumption. We will focus on decreasing the impacts of waste on our environment through the effective implementation of the waste hierarchy (reduce, reuse, recycle) within the Federation.

Reducing our overall energy consumption for our buildings is also important and the proportion of energy created from finite resources. We will investigate the possibility of utilising renewable sources such as Building-applied Photovoltaics. We will review and monitor our internal lighting and integrated control systems at the College, focusing on sustainability, with a view to reducing the impact on the environment and consumption.

Plans and Recommendations

- Prioritise PPM into 2019-20 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.
- Quotations to repair or replace areas of the vinyl flooring to the first-floor communal spaces, with a view to carrying this out in phases.
- Central Services car park – feasibility survey and planning.
- Review our waste and recycling across the Federation in order to enhance our waste management plan.
- Recycling and general purpose FEL skips, replacing REL, additional mixed recycling skip.
- Review fire and security contracts.
- Hellerup refurbishment to stairs, planned for Easter 2020.
- Growth to a 240 pan.
- Environmental review to include building lighting, external planting and a building-applied photovoltaics survey.

2019/20 Site and Capital Works Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction Targets represent good performance >(90% Staff, 80% Parental, 80% Student)	Review QA on CC student toilets <1.04% Observations	Review QA on staff/student toilets in Harington	Client Surveys QA review – to include Observations	Client Survey QA review site support requests
Team development Observation Checks during terms 1 and 4 showing 90% of staff are performing in line with standards	PAT – Training H&S Training Review BMS Training Safeguarding Observations 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 Observations carried out by SME and PD ensuring targets are being met Interim Performance Reviews
PPM Ensure that PPM is effective and 36inimizing36 – 36inimizing costs & repair call outs	PAT – FM Team Fire System L8 ACOP Plant Gas Tight EM Lighting Sprinkler/Pumps Major RA Review Ansul System Servicing Partition Walls Service Theatre Seating Service Fire Fighting Equipment Service Deep Clean/Refurb – FM Team	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

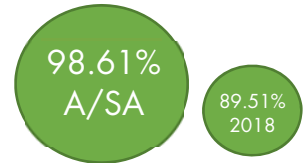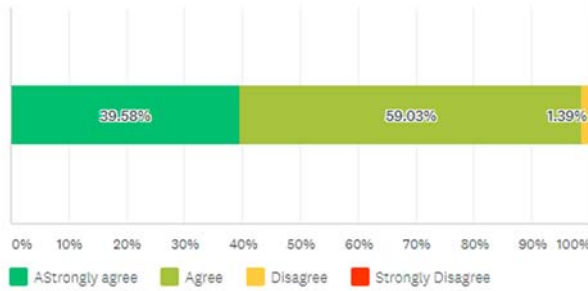| Federation Development				
Hellerup Stairs Vinyl Flooring refurb to 1st Floor Areas Growth to a 240 Pan Recycling & Waste review	New C/Services & Admin – Follow up on defects	H&S Audits CC/Har/CP CP 5 Year electrical DEC 1st floor area – Quotations for vinyl renovation or carpet tile replacement	Review H&S Audits CC/Har/CP Hellerup Stairs Works – Easter Break Photovoltaics survey/feasibility	Summer works Flooring 1st Floor areas
Staff Development				
Attendance is good or better (>=98% Outstanding, 96-97% Good, 94-95% RI, <=93% Inadequate) Observations 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 Observation 1 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 Observation 2 carried out by SME/PD of cleaning staff & FM Officers/Assistants

FINANCE

Client Surveys
Staff Survey

Any queries regarding finance (orders, payroll and trips or visits) are dealt with effectively and promptly.

Answered: 144   Skipped: 15

| 39.58% | 59.03% | 1.39% |

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

■ AStrongly agree   ■ Agree   ■ Disagree   ■ Strongly Disagree
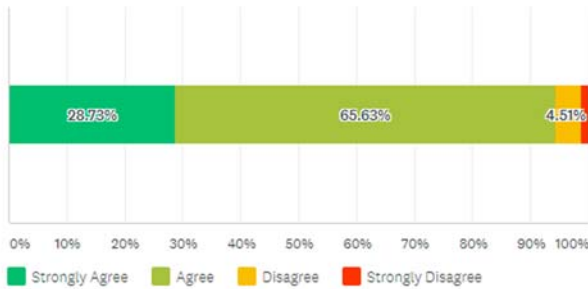
98.61% A/SA

89.51% 2018

Parent Survey

Parents were asked a question regarding trips for the first time this year.

Any queries regarding finance (including trips) are answered in a timely way that resolves the query.

Answered: 355   Skipped: 113

| 28.73% | 65.63% | 4.51% |

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

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

94.36% A/SA

Evaluation

We have completed all planned refurbishment work at the College and Primary School. The manipulation of the accommodation at the College now fits with the required 1,050 target number on roll. The work towards increasing the PAN from 210 to 240 with the longer-term target of a whole school 1200 figure is in abeyance at present as we need the support of the Local Authority in this regard. The Local Authority has a significant budget to support the project and we will look at having a feasibility study carried out to ensure our circulation spaces can be manipulated to fit the brief, ie increased theatre seating, increased number of toilets, corridor spaces. The study can advise on what is required in terms of additional and remodelled accommodation to support this growth.

We have met all ESFA targets for returns, and audit and scrutiny requirements.   The year-end position at 31st August 2019 is a cumulative surplus of £927,624, made up of £897,750 recurrent funding and £29,874 Capital Funding.

Our in-year positions, by school, were:

Catmose College	£9,978
Catmose Primary	£6,353
Harington School	£3,540

Total in-year surplus £19,871 which included a surplus in the catering operation and for the Rutland Teaching School. A successful financial year for all stakeholders. Our audit was similarly successful and a clean audit was achieved.

For the first time, parents were surveyed to ask if the agree that any queries they have regarding finance are answered in a timely way that resolves their query. I am pleased to report that the team performed really well in this target with 94% of parents strongly agreeing/agreeing.

2019/2020 Plans

There are financially challenging times ahead. The increased Teachers' Pension costs and the pay award settlement sum have impacted on school budgets. So much so nationally, that the government introduced grants to support and contribute to both of these. However, we are still expected to fund the first 2% of the pay award, and the grants are only guaranteed for this financial year. The outcome of the comprehensive spending review is difficult to predict given the current political uncertainty.

We need to use some of our surplus to sustain our current position – which of course is not sustainable longer term. Our current forecast is an in-year deficit to 31/08/2020 of in the region of (£170,000). We have also agreed targets for one-off investments which we will fund from our surplus in terms of ICT including telephony (© £80,000) and capitation planning around Easter 2020 (© £15,000).

HMRC has set a compliance target for the 'Making Tax Digital' initiative for April 2020.

We want to ensure there is more communication with parents regarding trips and visits. This will help them to plan. In turn, we will refine our data around participation to address any circumstances where a student has not been able to participate in any trips and visits.

2018/2019 Finance Improvement Plan	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 |

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		Agree funding availability with RCC for capital works. Identify other sources of funding.	Uplift PAN to 240 – associated consultation process locally	
Staff Development Write bespoke Academy Conditions of Service reference manual	Complete Performance reviews	Issue salary statement letters to all staff	Interim PRs	

2019/20 Finance Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction Ensure the Trips and Visits process is smooth and maintain overview – Access to trips: Student participation data – no year group at CP/CC to be lower than 80% participation (2019 Years 9 and 10); no year group at H to be lower than 70% participant (2019 Year 13) Watch viability of each trip whilst ensuring best value; challenge affordability	Refine data collection around trips and visits Collect proformas for residential proposals in 2020/21 to publish to parents	Prepare for Making Tax Digital. Data checking to target year groups falling short of participation targets	HMRC Year end – Returns due for IR, TSS, LGPF	Prepare Bupa offer for Senior and Middle leaders Data checking to target year groups falling short of participation targets

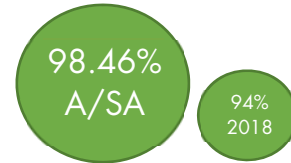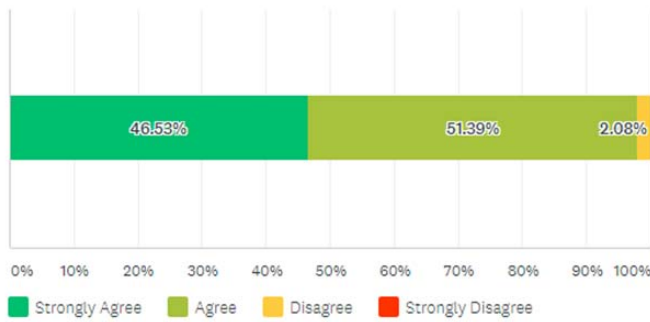|				
Team Development Audit – No significant weaknesses highlighted in the annual audit Budget Management – Maintain a planned Federation in-year outturn (< £170,000 deficit).	External auditors to present to Resources trustees with 31/08/2019 out turn Land & Buildings Tool to EFA by 1 October School Resource Management Tool to ESFA by 14 November Final Accounts to EFA by 31/12/19 and published on RADSF website. Staffing scrutiny for curriculum costing and assignment of staff costs to each School via reoccurring journals	AAR to EFA by January 2020 Annex G RTA to EFA by January 2020 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 season Audit Scrutiny Panel	Responsible Officer visit Budget Forecast Return Out turn (BFRO) due to EFA by May 2019 Recruitment AMAP tool returned (Asbestos Management)	Responsible Officer Visit Budget Forecast return (2020) due to EFA in July 2020
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		Agree funding availability with RCC for capital works.	Process Instruction for feasibility study	Analyse trip and visits participation data.
Staff Development Write bespoke Academy Conditions of Service reference manual	Complete Performance reviews	Issue salary statement letters to all staff Carry out staff observations	Interim PRs	Carry out staff observations

ADMINISTRATIVE SUPPORT

Client Surveys

Staff Survey

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

46.53%	51.39%	2.08%

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

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

98.46% A/SA

94% 2018

Parents' Survey

To what extent do you agree that you find the following ways in which we communicate with you useful? I can easily find information on the website is a new question for 2019.
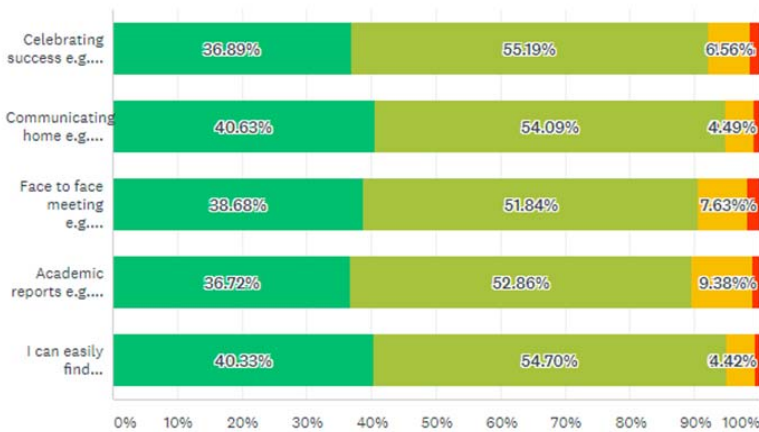
	2019	2018
Celebrating success e.g.... — 36.89% / 55.19% / 6.56%	92.08% A/SA	93.72% A/SA
Communicating home e.g.... — 40.63% / 54.09% / 4.49%	94.72% A/SA	92.63% A/SA
Face to face meeting e.g.... — 38.68% / 51.84% / 7.63%	90.52% A/SA	92.52% A/SA
Academic reports e.g.... — 36.72% / 52.86% / 9.38%	89.58% A/SA	91.26% A/SA
I can easily find... — 40.33% / 54.70% / 4.42%	95.03% A/SA	

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

2018/2019 was another fast-paced and fulfilling year for the admin team. The web presence of all three schools was given a make-over with new website designs which have been well received by parents, students and the wider community, as demonstrated by the parental survey question: 'I can easily find information on the website' result of 95%. Facebook and Instagram continue to focus on interesting news stories relating to trips and visits or success stories of our students, which have enabled our social media engagement figures to grow.

Working in conjunction with the Data Manager, we trialled for the first-time electronic forms to capture data for the new intake of students. Following the success of the trial, we will continue with this work for 2020 admissions which in turn contributes towards a smooth transition for pupils who are starting school, students who are moving from primary to secondary or 6th form entry students.

Following the successful integration of Groupcall in 2017, other teams within the Federation have adopted the electronic communication system into their areas of expertise for communicating with stakeholders. The finance team manage and communicate all messages relating to trips and visits, thus ensuring a seamless approach. The Performing Arts Administrator informs parents of details regarding music and drama exams and the SEN administrator uses the forms feature to inform parents of trips and up-to-date information from key workers. These are all in addition to the usual whole-school notifications, intervention, catch-ups and absence reporting provided by the admin team. An online ticket booking system has also been introduced for events such as the Principal's Presentation at Open Evening or for booking tickets to one of the Performing Arts productions, this has also been well received.

The distribution of students' attendance assessment and tutor reports are managed by the Admin team. It is intended that in the future, most reports will be sent electronically, as opposed to the current method of pupil post. Prior to being in a position of distributing reports in this way, work will need to be done in conjunction with the IT and Data Management teams.

Data taken from the Parents' Survey indicates 95% of parents either strongly agree or agree that the way in which we communicate home is useful, this figure has improved year on year which demonstrates our desire to seek ways in order to continually improve the service we provide.

Similarly, 98% of staff either strongly agree or agree that the admin team deals with requests (e.g. letters) in a timely and professional manner. In addition to the work of communicating between parents and the College or School on a daily basis, events such as Presentation Evenings, Progress Evenings and Open Evenings are planned by the Admin team who work hard behind the scenes to produce well thought out, informative and timely events.

Parental Survey Quotes

"Communication is strong and I like how Facebook is used to regularly celebrate what is happening at school. "

"Communication is excellent. If I need to speak to a person if I have a concern, they are easily and readily available. Responses to the Xpressions app are quick and replies to emails have always been received in a timely manner. "

Recommendations
Plans and targets for 2019/2020

- 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. Make use of different social media channels for target audience.
- Review questions on the Parental and Staff Surveys.
- Improve Harington School admissions processes.
- Support working group for feasibility of CMIS replacement.

2019/20 Admin Team Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
Client satisfaction > 90% of staff agree the admin team deal with requests (e.g. letters) in a timely and professional manner. >80% of parents agree that the way in which we communicate home is useful.	Review and share the results of the survey with the team.		Prepare stakeholder surveys, looking at wording of key questions.	Discuss survey within the team.
Team development Ensure smooth process of Harington Admissions, measured by: • Spot check of data recorded on CMIS • Survey to parents in Term 1 Review CPD sessions for support staff to ensure team members attend at least 2 sessions during the academic year.	Spot check data entered and Groupcall message to check for errors. Survey to parents of Year 12 students (2020).	Review statistics on Groupcall of parents' interaction. Action accordingly, e.g. check data is correct on dropped emails. Performance reviews, discuss individual CPD sessions.	Meet with Data Manager and Head of School to discuss the admissions process. Ensure CPD sessions are scheduled.	Agree plan with admin team for entering data and QA. Ensure sufficient staff are available on GCSE results day. CPD sessions for admin support staff.

|				
Federation development Ensure websites meet the statutory requirements of Ofsted.	Spot check termly of information held on the websites.		Update Communication policy.	Review survey results.

Increase Instagram Followers to:
    College 1900
    Primary 400
    Harington 900
 	
>85% of parents agree that the ways in which we celebrate success is useful.
 	
Ensure continued development of Federation wide admin services.
	Provide news stories and photographs on social media channels relevant to the audience.	Forward plan all trips/concerts/sporting events etc. and prompt leader for a news story.	Feasibility working group for CMIS replacement.	Plan for holidays regular news stories on social media/website and press releases.

HUMAN RESOURCES

Client Surveys

Colleagues felt supported by the HR team during the last academic year, with over 95% of staff stating that they either strongly agreed or agreed that 'HR questions are answered in a timely and effective manner'.

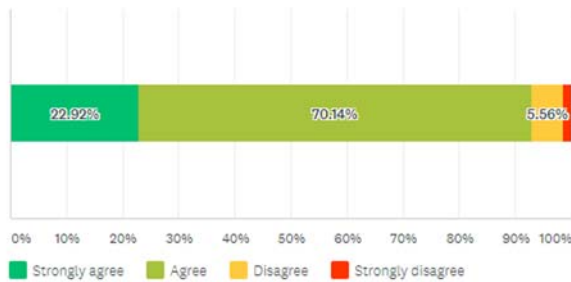### HR questions are answered in a timely and effective manner.

Answered: 144   Skipped: 15

Strongly agree	Agree	Disagree	Strongly disagree
29.17%	65.97%	4.17%	
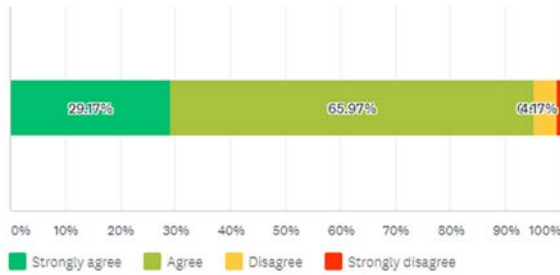
95.14% A/SA

HR policies are easy to understand and provide useful guidance on employment matters.

Answered: 144   Skipped: 15

Strongly agree	Agree	Disagree	Strongly disagree
22.92%	70.14%	5.56%	

93.06% A/SA

Evaluation

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 2020 is to continue to review all practices and policies currently in place to ensure strong recruitment and talent management.

Recruitment

Focussed recruitment campaigns ensured that the Federation was fully staffed for the beginning of the new academic year. In order to give potential candidates greater insight into the Federation, job adverts were bespoke to each position, included up-to-date information on team areas as well as a clear list of Federation benefits.

The HR team will continue to prioritise the recruitment of high quality appointments. Applications will be monitored to ensure that adverts are strategically placed, which, together with a review of the application and interview processes, will work towards securing an excellent field.

Probation and Appraisal

The Federation's probation and performance review procedures were a focus last year. The relevant policies were reviewed and amended in order to streamline the process for new starters. From 2019 onwards, all new colleagues have just one probation process led by a member of the Senior Leadership Team. Then, following a successful probation, colleagues migrate onto the normal performance review cycle.

It is important that staff joining the Federation have a smooth and supportive experience, therefore the probation process will continue to be a priority for the forthcoming year, with a focus on the experience of colleagues with a mid-term start.

Attendance

During 2018/19, the average overall attendance for staff at the Federation was 98% which is Outstanding, and above the national average for the same sector:

ABSENCE MANAGEMENT FROM SEPT 2018 TO AUGUST 2019 (includes sickness plus all other absence for staff currently at the Federation)	
National average attendance for education sector	97%
Average attendance for organisation	98%
Overall teaching staff attendance	99%
Overall support staff attendance	97%
Sickness management scores for PR purposes* 1 (Outstanding) >=98% 2 (Good) 96- 97% 3 (Requires Improvement) 94-95% 4 (Inadequate) <=93%	1 = 141 (75%) 2 = 38 (20.22%) 3 = 7 (3.72%) 4 = 2 (1.06%)

Plans and targets for 2019/2020

- Recruitment is targeted, resulting in high quality appointments.
- The induction and probation processes are effective, with >80% of new starters agreeing that they have experienced a smooth and supportive entry to the Federation.
- 95% of staff have Good or better attendance.
- Performance management 2019/20 – 95% of staff achieve Good or better for their overall target 1.
- Gender pay differences are analysed in line with legislation.

2019/20 HR Improvement Plan	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Recruitment >90% of recruitment processes result in successful appointments. >80% of new starters agree that the induction & probation process is effective, and they received a smooth and supportive entry to the Federation.	Probation forms reviewed & amended. Performance review forms reviewed & amended.	Review template for job adverts. Probation meeting 1 to take place with Link VP. Support programmes from probation 1. Review staff handbook. Review induction pack.	Monitor response to recruitment adverts/ platforms. HR team to QA induction of new starters. Review in-year induction. Review induction of internal promotions. QA: focus group/1:1 interviews with new starters.	Review application & interview process. Probation meeting 2. Support programmes from probation 2.	Review questions for staff survey. Review induction fortnight. Review of Induction & Probation Policy review.	Probation meeting 3. Staff survey to be circulated. Advise SLT on issues emerging from exit interview analysis. Review training day & plan for forthcoming year.
Client satisfaction Target 90% of staff say their HR questions are answered in a timely manner.					HR policy review. HR policy consultation (if necessary). Review questions for staff survey.	Advise SLT on issues emerging from exit interview analysis. Staff survey to be circulated.

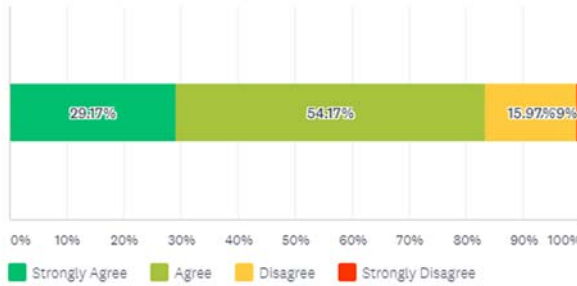|						
Gender pay differences are analysed in line with legislation			Conduct analysis on gender pay differences & produce Gender Pay Gap Report.		Review of Equality & Diversity Policy.	
Staff development 95% of staff have good or better attendance. 95% of staff have good or better overall target 1 PR grades.	Teachers' & TAs' PR guidance re-issued and staff briefing held. PR teacher letters issued.	Monthly review of attendance (ongoing) Review support staff PR process. Support staff PR guidance re-issued and staff briefing held. PR support staff letters issued. Maintain support staff PR database to mirror teaching staff.	Review and change attendance spreadsheet.		Review of Sickness Management Policy.	

CONTINUING PROFESSIONAL DEVELOPMENT

Client Surveys

The professional development opportunities offered have been relevant to my needs and allowed me to improve my practice.

Answered: 144   Skipped: 15

29.17%	54.17%	15.97%	69%

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

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

83.34% A/SA

students techniques CPD work effective classroom opportunity intervention teaching Behaviour management staff team sessions behaviour training Differentiation use mental health good Subject specific support difficult students teachers needs

CPD Improvement Plan 2019/20	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
>80% of staff agree that the CPD offer is relevant and helps to improve practice.	Identify staff and school CPD needs: Consult staff survey results and whole school Transformation Plan.	Book rooms for CPD sessions. Liaise with DA regarding admin tasks: CPD dates on Outlook calendar and Thursday reminders	QA CPD: DCU to drop into session for 15/20 mins to assess the pitch and content of sessions is appropriate and aligns with session aims as stated in offer booklet.	QA CPD	QA CPD SLT QA: Draw-up a timetable of sessions that members of SLT can drop into sessions to assess the pitch and content.	QA CPD Schedule hand-over meeting Team Leader to ensure continuity of the CPD process. Compose questions for staff survey that elicit feedback on the CPD offered.
>80% QA of CPD (EFs) determine that CPD is good or better.	Assess the CPD effectiveness from 2018-19 through looking at feedback. Ask experienced staff to lead sessions in areas of expertise. Plan and schedule the sessions across the academic year for both Catmose College	Schedule best-fit dates for packages to run according to those who have signed-up. Give reminder in briefing for staff to sign-up and extend deadline for those in process of completing PR. Deadline 21.11.19. Google doc locked for	SLT QA: Draw-up a timetable of sessions that members of SLT can drop in to sessions to assess the pitch and content. Interim PR: review staff totals in light of registers being updated to ensure staff are	Feedback: Collate feedback from sessions in a central location so that it can feed into planning for CPD offered 2020-21. Monitor if delegates' feedback aligns with DCU/SLT judgement. If there is a significant	Monitor if delegates' feedback aligns with SLT & CPD Lead judgement. If there is a significant difference in view, schedule a meeting with session facilitator for further context.	Feedback: Collate feedback from sessions in a central location so that it can feed into planning for CPD offered 2020-21.

	and Harington School. Sessions to be scheduled Mon-Fri to allow all staff equal opportunities to attend allocation as per feedback from staff survey. Create a Google doc to allow for staff to sign-up. Launch CPD offer at Core Training 18th September and ensure staff are aware of link with Performance Review process. Deadline for PR and CPD 31st October. Give tutorial of Google Doc to all staff and how to log in.	editing to safeguard attendance data. Ensure staff have signed up to the required number of hours CPD (pro rata for part-time staff) and discuss with those under allocation in order to ensure they fulfil their obligations. Monitor attendance through registers and update Google doc as tracker.	attending sessions they opted into. Pass onto TLs staff members under allocation to facilitate a conversation at interim PR meetings. Feedback: Collate feedback from sessions in a central location, to feed into planning for CPD offered 2020-21. Monitor if delegates' feedback aligns with DCU/SLT judgement. If significant difference in view, schedule meeting with facilitator for further context.	difference in view, schedule a meeting with session facilitator for further context. Ensure all staff are attending the CPD they elected – follow up with Team Leaders.		