



Transformation Plan 2020/2021 Year 2 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 (16-19). Each school has its own Head of School and Local Governing Body (LGB) that sets 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 support services which encompass financial management, staffing, catering, IT, site and school improvement 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. 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.

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 work 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 maintains 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, the CFO 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 Executive Principal 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.

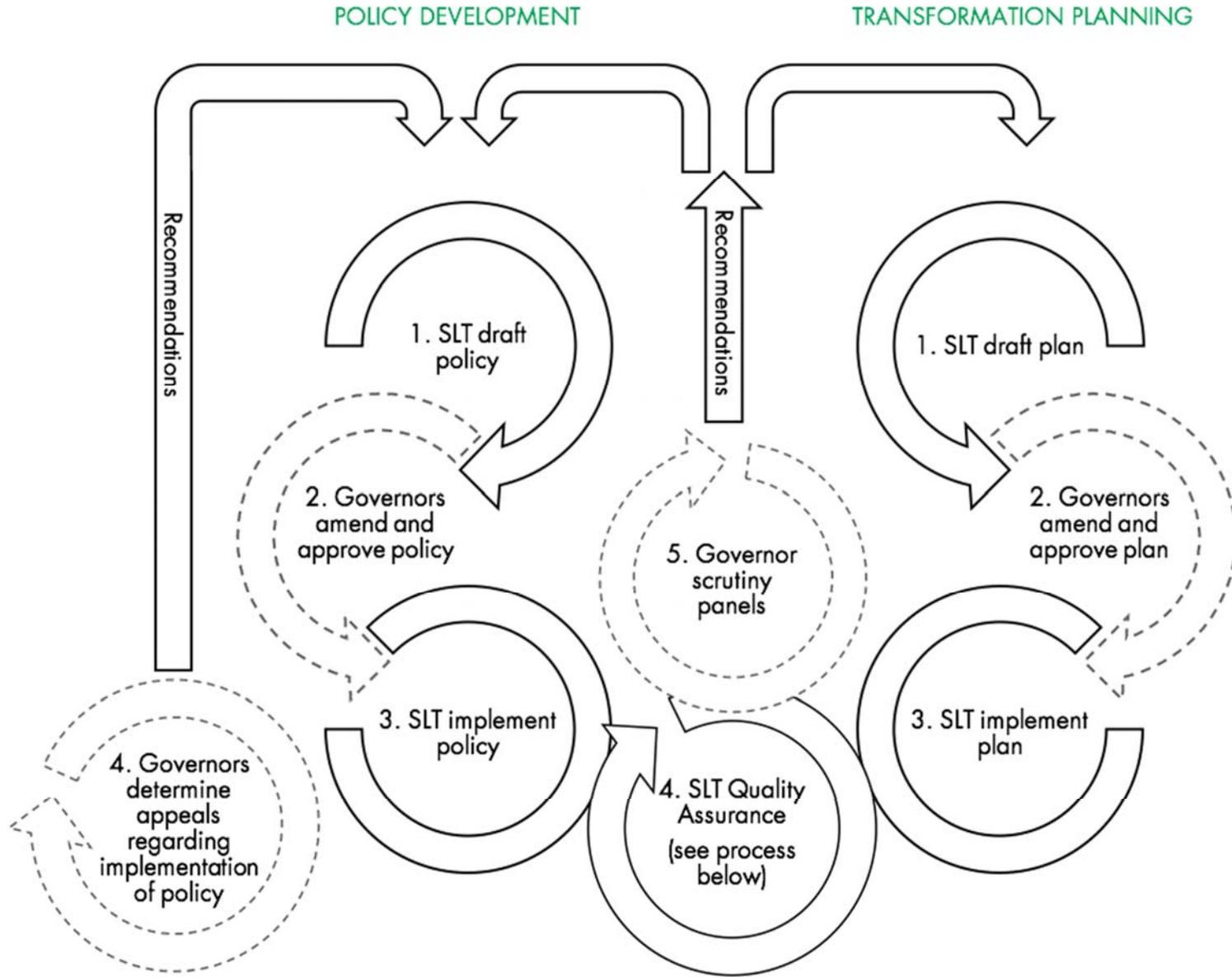
The SLT are education professionals with the expertise and leadership experience to draft, implement and review the effectiveness of policies throughout the Federation. The governors or trustees scrutinise, approve and ensure each policy is implemented effectively. In all cases there are mechanisms whereby 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.



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 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	Intake 2020	Capacity
Catmose College	210	210	210	210	1050
Catmose Primary	30	28	30	24	210
Harington	150	144	150	124	300

Academy Standards Summary

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 was 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; this work 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 a popular school in the local community with a stable intake. The primary's SATs remained in line with national average with attainment at KS2 improving across reading, writing and maths. In 2019 progress was not as high, which has been the focus of pupils' development in order to help secure an Outstanding judgement in its next inspection. Schools are not required to publish their exam and assessment results from 2019 to 2020 academic year as these have not been published as performance measures by the Secretary of State.

Harington School opened in September 2015 and has gone from strength to strength during this period. Until this year, student numbers had consistently grown reflecting its status as a high performing school. Covid-19 impacted on our ability to engage with our wide range of feeder schools which, as a result, impacted the Year 12 intake. 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 schools. Alongside academic achievement, students benefit from participating in a range of community and enrichment activities. For example, in 2020 over eighty students are working towards completing the Gold Duke of Edinburgh's Award.



2020/2021 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 1 st preference admissions for Year 7. Attendance >= 97% P8 >= 0.4 EBAC = 50%	Transformation Planning Governor scrutiny (Y11 outcomes) Governor Scrutiny Safeguarding Subject Review English KS3 & 4 A level Psychology	Governor Scrutiny Subject Review MFL, BTEC subjects, Chemistry A level Analyse School Performance publication Pupil Premium review Service Premium review Covid grant review	Governor Scrutiny Subject review Maths German A level Tutorial review	Surveys Governor Scrutiny SLT evaluation GCSE results
CATMOSE PRIMARY Ofsted: Good (September 2017) Attendance >97% 210 on roll in Sep 2019 2019 intake over-subscribed GLD	Transformation Planning Safeguarding Review	Governor scrutiny Validated RAISE published: EYFS GLD,	Governor scrutiny KS2 SATs	Parent, Pupil and Staff Surveys EYFS GLD

<p>Attainment Attainment in the GLD is >= National</p> <p>YR 1/2 Phonics Check Attainment Year 1 Phonics => Nat Year 2 Phonics => Nat</p> <p>KS1 SATS Target => National Reading, Writing, Maths and Science</p> <p>KS2 SATS Target => National Reading, Writing, Maths and Science Target => RWM National Target => National APS for Reading, Writing, Maths</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>Reports to Parents</p> <p>KS2/KS3 Transition and Inclusion Programme</p> <p>Pupil termly survey</p> <p>Subject Leader Learning Walk</p>	<p>Phonics Screening Check,</p> <p>KS1 SATs and KS2 SATs</p> <p>Pupil Progress Meetings</p> <p>Pupil termly survey</p> <p>Subject Leader Learning Walk</p>	<p>Pupil Progress Meetings</p> <p>Reports to Parents</p> <p>Pupil termly survey</p> <p>Subject Leader Learning Walk</p>	<p>Phonic Screening Check</p> <p>KS1 SATs</p> <p>Governor scrutiny</p> <p>SLT Evaluation</p> <p>Pupil Progress handover meetings</p> <p>Science Deep Dive</p> <p>End of Year Reports to Parents</p> <p>Subject Leader Learning Walk</p>
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<p>HARINGTON SCHOOL</p> <p>Ofsted: Outstanding Attendance >=97% Admissions =150 Year 12 Outcomes: 25% AAB; ALPS 4 or better University: 70% first preference places, 40% in Russell group with at least 2 Oxbridge places.</p>	<p>Transformation Planning</p> <p>Recruitment focus, Marketing, Curriculum Update</p> <p>Psychology Subject Review</p>	<p>Mock Results analysis and intervention</p> <p>Safeguarding Scrutiny Panel</p> <p>Chemistry A Level subject review</p> <p>Application deadlines and interviews</p>	<p>Post 18 Process and Support</p> <p>Resilient Rutland Mental Health</p> <p>German A Level subject review</p>	<p>Stakeholder Surveys</p> <p>Governor scrutiny</p> <p>SLT evaluation</p>
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IT SERVICES

Evaluation of 2019/2020

For the academic year 2019/2020 the focus for the New Technologies team was to support classroom learning and ensure teachers continue to have a reliable experience.

The team started the usual summer break working exceptionally early, taking advantage of the lower support levels that usually come around December/January to develop, build and deploy Windows 10 with Office 2019 to 32 new staff laptops. Throughout January and February this was coupled with new teaching desktops, which also allowed us to revamp a complete resource area. In total, 100 devices were deployed in 6 weeks during term time.



In January, the CMIS working group was created in preparation for demonstrations of both Cloud School - a web-based replacement for CMIS and SIMS with its tried and tested product that was at the end of its life. Following demonstrations and discussions, Cloud School was selected with a deadline of September 2020 for roll out across the Federation.

Microsoft Teams had been used for two years by the New Technologies team for communication as a tool to store documentation and track project work. At the end of January, as part of the CMIS working group, New Technologies worked with other teams to perfect deployment procedures on users with less system privileges and to learn training techniques.

By the end of February, Microsoft Teams moved from a 'nice to have' project tool for a small number of users to the possibility of being needed as a tool to support large parts of the organisation. The team worked efficiently to understand the underlying management tools, applied policies to Federation users to ensure safeguarding of students, and worked throughout March with a small group of teachers who piloted the use of MS Teams with their classes. With the threat of a lockdown looming, Microsoft Teams was deployed to all staff laptops a week prior to the national lockdown being announced.

In preparation for a national lockdown the team rolled out a number of strategies to support both teaching and administrative facilities:

- Configured and deployed a VPN system to the network to allow key staff to work from home, allowing key administrative tasks to be completed.
- Configured new policies on key groups of PCs to ensure they could be accessed remotely and trained staff how to use VPN/Remote Desktop.
- Researched and deployed remote desktop tool to laptops to ensure we had a method of remotely supporting staff devices while working from home.
- Prepared and re-deployed old teacher laptops to staff that wouldn't normally have access to a device.
- Deployed on loan desktop devices for home use to key members of staff.
- Re-issued parent logins for SMHK and supported students in ensuring they had access to apps they needed.
- Promoted free MS Office Suite to students.

During lockdown the team were redeployed to minimise contacts using each team member's strengths to best support the organisation's needs. A blended approach allowed the team to work safely. On-site technicians supported the needs of a small number of staff and students, escalating with team members who were then able to assist remotely. Team members were then rotated to allow a period of isolation while working from home.

During the initial stages of lockdown, New Technologies focused on supporting staff across the Federation completing adhoc support, training and producing guidance to the wider Federation. Leading up to Easter, the decision was made to donate library laptops to families identified by Client Services/DSP as requiring support. These were prepared with a custom install over Easter and delivered throughout the county during the first week of term 5.

During term 5, work started on the trust-wide migration to Cloud School. Working alongside the migration team, a trial migration was completed for each of the schools to identify any issues. Final data extraction was taken on 11 May and staff training commenced via Microsoft Teams for one week covering the main components of the management information system. Access was given at the start of term 6 to start a data checking exercise and to allow wider training to commence. An initial 'Getting Started' guide was created and login emails were sent to all staff so they could familiarise themselves with the new system before the end of the school year.

During term, the New Technologies team also completed the migration and deployment of a new cloud-based phone system to replace our ageing Cisco-based solution. The new solution will be more resilient and allow staff to use the phone system from anywhere should the need arise. Costs will also be fixed with calls included in the contract giving the Federation better financial understanding of future costs associated with the system.

At the start of term 6, one day before students were due to return, a power cut caused a failure in large parts of the network including the core network, power distribution and Harington School's wireless network. The power cut identified strengths of our current configuration and how any future developments should be resilient to failure, although these come at a cost. Harington network was reconfigured and before students returned additional Aruba access points were ordered and deployed to expand the College's wireless network to Harington.

During the summer break, the New Technologies team completed as much of the Windows 10 1909 and Office 2019 deployment that was possible and also completed our usual maintenance around the site, including migration of our management information system's integrations such as cashless catering, a new turnstile integration, Satchel:one, Groupcall and updated our processes for ParentPay. The New Technologies team completed the year end procedures ensuring students and staff were able to have a smooth start to the new academic year.

Client Surveys

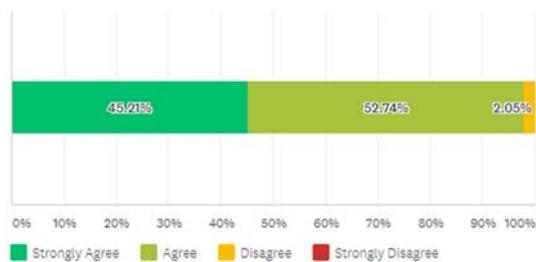
Staff Survey

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

- 98% of staff agree or strongly agree. This has increased from 90%, and for the first time no-one strongly disagreed.
- 45% of staff strongly agree, increase from 40%, (target 33%).
- Areas previously identified as requiring more support have responded well with sport, Harington and English having significant improvements.

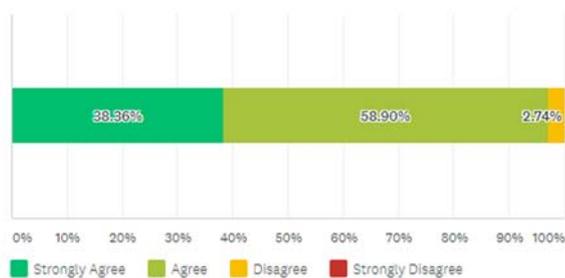
If I have a problem with ICT it is fixed in a timely and professional manner.

Answered: 146 Skipped: 11



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

Answered: 146 Skipped: 11

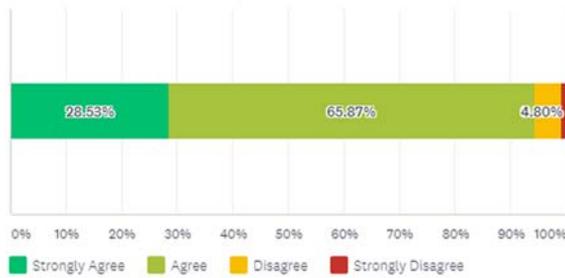


Student Survey

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 survey responses.

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

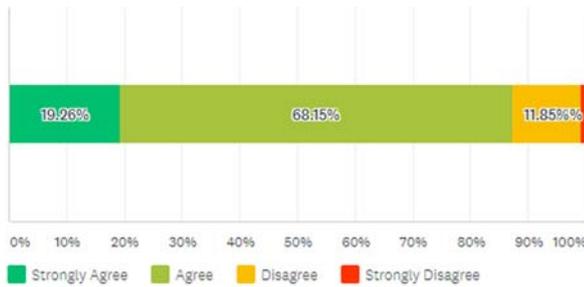
Answered: 375 Skipped: 76



Harington Students

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

Answered: 135 Skipped: 34



Budget for Year

		19/20	20/21	21/22	21/22
IT New Tech TP Budget		52989	106543	120000	75000
		22500	16000	32000	33000
End Users Devices:	Desktops	16000	14304	12000	16000
	Laptops	5784			
	SLT XPS 20/21		8989		
	Laptops 21/22		6250		
	Chrome Devices				
Infrastructure	Servers		19000		
	Storage/Backup Systems		17500		
	Network			20000	8000
	HS Wireless Network	3405			
	Teacher Screen		18000		18000
	Telephones	5300			
	Printing			45000	
Catmose Primary	CP Development			11000	
	Wireless Network		6500		

Other Budget Items

		51610	78352	65637	53924
Infrastructure	Microsoft	8069	11000	11000	11000
	Veeam Backup 3yr			3213	
	IAM Cloud Auth Service	1500	1500	1500	1500
	Server support contracts	5784	5784		
	Web filtering 4yr		11382		
Data Management Systems	CMIS CC, CP, HS Admin	23456	26423	26423	26423
	Sisra Analytics	1495	1495	1495	1495
	HS/CC SMHK 3yr			8500	
	TSG – Opera 3	3085	3825	3085	3085
	Parent Pay	1589	1589	1589	1589
	Easy trace Cashless Catering	3976	3976	3976	3976
	Group Call 3yr		6522		
	PluralSight NT CPD		2200	2200	2200
	Survey Monkey	900	900	900	900
Other	SLT – Dropbox	1398	1398	1398	1398
	Adobe CC SPW/ENE	358	358	358	358
Overall Total		104,599	184,895	185,637	128,924

Recommendations for 2020/2021

- Complete laptop 3-year replacement plan with a number of additional devices to ensure the service we provide is resilient and flexible to device failures, in a time when mobile working is a high priority (approx. 50 devices).
- Complete desktop replacement strategy by replacing maths/humanities resource areas (32 devices).
- Develop Chromebook/GSuite pilot project with SEN.
- Complete server and storage improvements to allow migration from old infrastructure originally budgeted for in 2019/2020.
- Review core network replacement project (5-year project from 2021).
- Continue to develop data security solutions.
- Continue to develop BYOD wireless network.
- CP wireless replacement.
- Migrate Catmose Primary email into Federation O365 Tenant.
- Migrate all Federation websites to single hosting provider.
- Online CPD for Technologies Team.

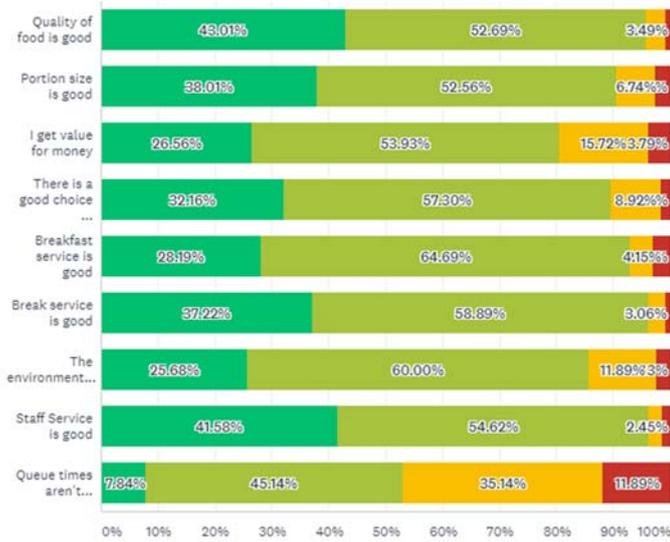
2019/2020 plans and targets:

- 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)

2020/2021 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 and staff onboarding	Complete team observations	Client Survey Complete team observations	Year End Process QA Review RDFS and Oakham CofE with EP
Network Ensure continued development of RDSF IT services.	Deploy new laptops to staff Migrate web hosting Investigate and develop Google for Edu service	Configure server infrastructure and start migration project Purchase and deploy chrome books CP email migration	Review support contracts Deploy new desktops CP wireless replacement	Desktop/server maintenance
AV AV support is delivered to a high standard.	Virtual Tour Video CP Virtual Open Evening CC Virtual Open Evening HS Staff Panto Virtual Progress Evenings	Options Evening Drama exams Dance Show	Lower KS2 CP Spring Show CP May Dance	Year 7 Show Year 6 Evening Sports Day Upper KS2 Show
Staff Development Maintain Team 100% Staff retention and develop team expertise.	Complete Annual PR	Investigate/purchase online training provider	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	Server quotes & orders to supplier CP wireless quotes and order	Network replacement plan (5 year)	Printing quotes for 2021/22 renewal

CATERING

Client Survey Catmose College Student Survey

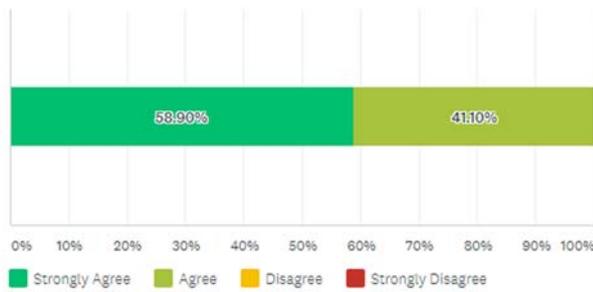


2020	2019
95.7% A/SA	91.15% A/SA
90.57% A/SA	83.91% A/SA
80.49% A/SA	64.8% A/SA
89.46% A/SA	80.58% A/SA
92.81% A/SA	82.42% A/SA
96.11% A/SA	90.39% A/SA
85.68% A/SA	85.28% A/SA
96.20% A/SA	90.78% A/SA
52.98% A/SA	53.1% A/SA

Staff Survey

Catering services of are of high standard.

Answered: 146 Skipped: 11

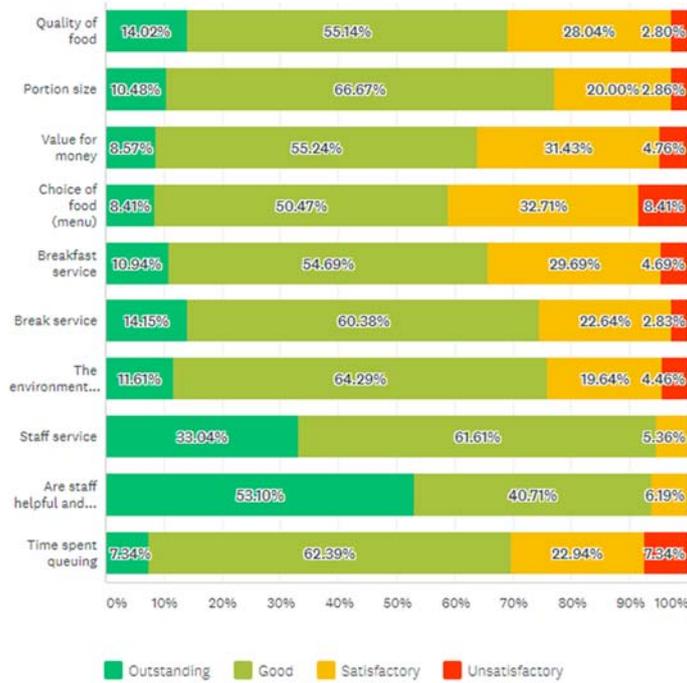


meals available **gluten free** pasta **salad** cheese **options**
refectory **salad bar** choice **Jacket potato** great **Less**

Harington School Student Survey

How do you rate the catering provision

Answered: 117 Skipped: 52



2020	2019
69.16% A/SA	65.67% A/SA
77.15% A/SA	67.91% A/SA
63.81% A/SA	51.9% A/SA
58.88% A/SA	48.48% A/SA
65.63% A/SA	44.74% A/SA
74.53% A/SA	64.7% A/SA
75.90% A/SA	46.52% A/SA
94.64% A/SA	85.3% A/SA
93.81% A/SA	90.38% A/SA
69.73% A/SA	48.42% A/SA

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

Breakfast	Lunch	Break time
eggs	more fish	pancakes
cereal		cereal
		Consistent sausage rolls and sausage baps
	salad bar, jacket potatoes (never any left for harington students)	tuna melt
porridge	When I was at Catmose I'd get the salad boxes a lot, but they're only in the refectory, so I'd like to be able to buy them.	
hash browns	hash browns	hash browns
Bring back the chocolate chip mini muffins!	Bring back the chocolate chip mini muffins!	Bring back the chocolate chip mini muffins!
	not vegetarian Monday as compulsory	
krave, that would make sure I turn up on time everyday	Hot baps	Apple turnovers, penggggg
	Make sure there are more buns on a Friday.	Pears?
	Pasta pots, Salad bar	sausage butty's, sausage rolls
	pasta	
	harington students don't get lunch, it is usually sold out by the time our lunch time starts.	Pancakes, sausage rolls
	Pasta and the day they do southern fried chicken if they can do that more often would be much appreciated everyone loves chicken day	
	Those tiny herb roast potatoes that you used to do with pizza slices	
	More jacket potatoes- you usually sell out quickly :)	
	Different vegetarian options	Sausage rolls (more of them)
	Dairy free options or labeling for dietary requirements	Dairy free options
	Cold pasta	Paninis with selection of fillings
	Better pizza than the current, very poor quality pizza	Donuts
	More plant based options	
	No, but I really want to know where you get the pizza twists from because they were amazing	

Evaluation of 2019/2020

Pricing

The catering team offers fresh quality food at affordable prices for the benefit of students and staff. This year we are introducing an exciting new range from Hambleton Bakery to include gluten free and whole grain rolls.

Packaging

Following feedback from students and staff, we aim to provide an appealing range of food and have flexible pre-ordering options with salads and baguettes.

Packaging is a concern to everyone and the team regularly review ways to improve our impact on the environment. To date, we have managed to change our sandwich packaging, milk cartons, stirrers and cutlery, in an effort to become more environmentally friendly.



Allergens

The catering team take a serious view on allergen contents in the food that is prepared and served. All allergens are listed on boards around the food areas and the team are working towards labelling all pre-packaged foods. Members of the team will complete allergen training courses to ensure everyone is up-to-date with any changes. Allergen folders are available for hot foods and pre-packaged foods have allergen labelling. The catering team ensures all food hygiene certificates are up-to-date.

After-school and menus

With regards to before and after-school catering facilities, the team aims to continue to offer this service. However, due to the current pandemic, this may be limited. Following feedback, the catering team regularly change the menus depending on the season, such as the new salad bar in the summer and warming casseroles and homemade soup in the winter.

Queue times

Staggered break and lunchtimes that have been introduced have reduced queuing times significantly, which in turn has made the environment in the restaurant and refectory much more relaxed and less hectic, meaning staff and students can enjoy their breaks. The pre-order system that has been introduced this year is working well.

Quality of Food

To ensure our staff and students get the freshest and tastiest foods, we have resourced a lot of products, such as rolls and a number of cooking ingredients to suit dietary requirements. We make all of our sandwiches, baguettes, rolls, fresh salads and pasta pots on site.

Lockdown

During the first lockdown when the College was open for students of key workers, the team offered a first-rate service on a daily basis.

Recommendations for 2020/2021

- **Pricing**
 - Ensure all items are value for money. Continue to review our service and to negotiate with our suppliers to provide good quality products at a reasonable cost. Monitor costings in 2020 to ensure our budget continues to break even.
- **Packaging**
 - Review all packaging with suppliers, with the aim of becoming more environmentally friendly.
- **Queue Times**
 - To continue to reduce queuing times across the catering facilities.
 - The pre-order system will be opened up to our Harington students and we will look to increase the range offered.
 - We hope to obtain a new till system which will run more quickly and make the service more efficient for customer satisfaction.
- **Training**
 - Training of the 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 introduced by the Government.
 - Continue to review staff CPD to ensure all team members attend hygiene and safeguarding courses on a regular basis.
- **Staff and Student Surveys**
 - In response to student surveys, we are looking to trial a 'breakfast box.' This would include sausage, egg, hash brown, etc. and various muffins and initially would be available to Harington students.
 - The introduction of a full salad bar for two days a week; in the spring and summer term.
 - Review and update menu choices termly taking our student and staff surveys into consideration.
- **Lockdown**
 - In the event of further restrictions, the catering team will continue to offer the best service possible, in line with government guidelines. In the event that this cannot be offered, we have a contingency plan in place; with a local sandwich supplier.



2020/2021 Catering 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.</p> <p>Observations each term demonstrate queue time at lunch is less than 5 minutes.</p>	<p>Review Student Survey. Key areas for improvement are:</p> <ol style="list-style-type: none"> 1. Value for money 2. Harington - more hot choices to be available 3. Research to restrict the use on polystyrene and plastic 4. Availability for Year 10 and 11 students 	<p>Menu planning update, to include more choices</p> <p>Client Survey</p> <p>Increase choice for pre-order and extend to Harington students</p>	<p>Follow up observations</p> <p>Service coffee machine (Refectory)</p> <p>Ensure current government guidelines are still being adhered to</p> <p>Progress evening</p>	<p>Review costings i.e. menu/supplier</p> <p>Observe queuing times at break and lunch. Possibly add a mobile till that can be used outside.</p>
<p>Team Development Observation checks show >80% of staff are performing in-line with expectations.</p>	<p>Safeguarding</p> <p>Ensure new Covid-19 procedures are being following to maintain safe working practices</p>	<p>Complete annual performance reviews</p> <p>Keep staff in primary and secondary bubbles to minimise risk</p> <p>Have procedure in place for absence of catering team</p>	<p>Observation checks on staff to ensure PR targets are being met.</p> <p>Updates on allergens training</p>	<p>Interim PR.</p> <p>Staff training given as required as a result of interim PR results.</p> <p>New intake Year 6 transition evening.</p>
<p>Federation Development The catering service achieves a break-even financial position.</p>	<p>Observation checks</p> <p>Coffee machine service</p> <p>Update risk assessment</p>	<p>Transformation Plan</p> <p>Research new till system, with possibility of a mobile till</p>	<p>Dishwasher service</p> <p>Hoping to be able to begin serving food after school to increase revenue</p>	<p>Review offers in the Refectory, Orangery and Restaurant. (Salads)</p> <p>Look to sell some drinks and ice creams outside</p>

Catering Staff Evaluation

Grades	1	2	3	4
No. of Staff	5	10	0	0



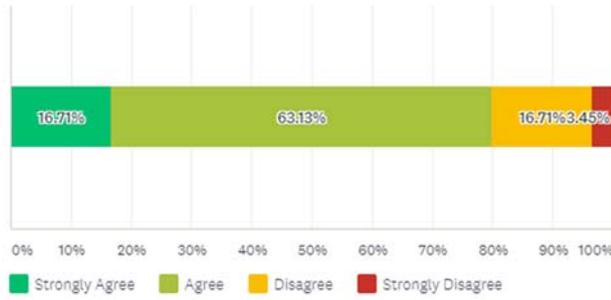
SITE AND CAPITAL WORKS

Client Surveys

Catmose College Student Survey

The toilets are maintained well.

Answered: 377 Skipped: 74



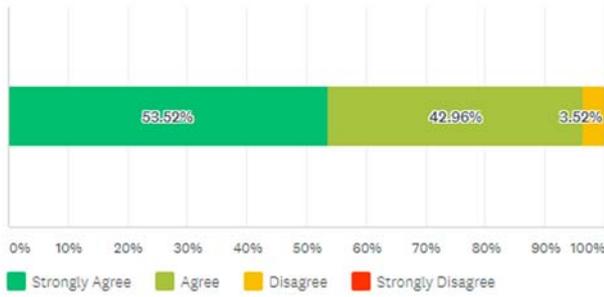
79.84%
A/SA

69%
2019

Harington School Student Survey

The toilets are maintained well.

Answered: 142 Skipped: 27



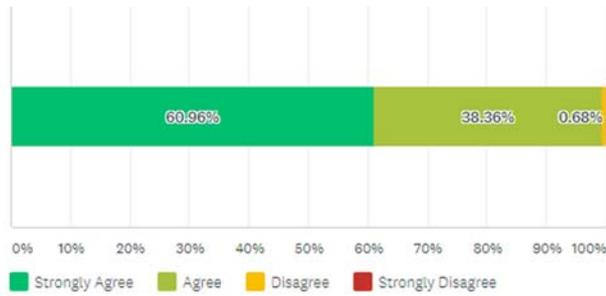
96.48%
A/SA

96%
2019

Staff Survey

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

Answered: 146 Skipped: 11

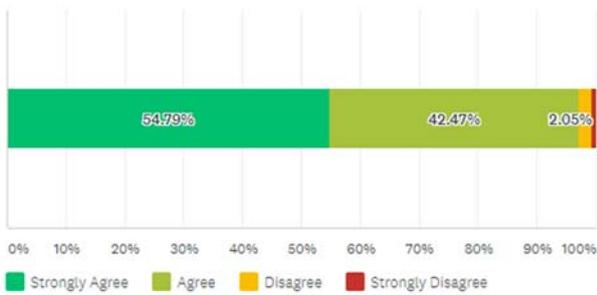


99.32%
A/SA

97%
2019

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

Answered: 146 Skipped: 11

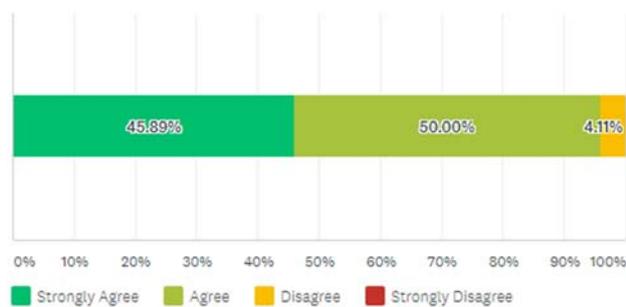


97.26%
A/SA

97%
2019

Toilets are maintained to a high standard.

Answered: 146 Skipped: 11

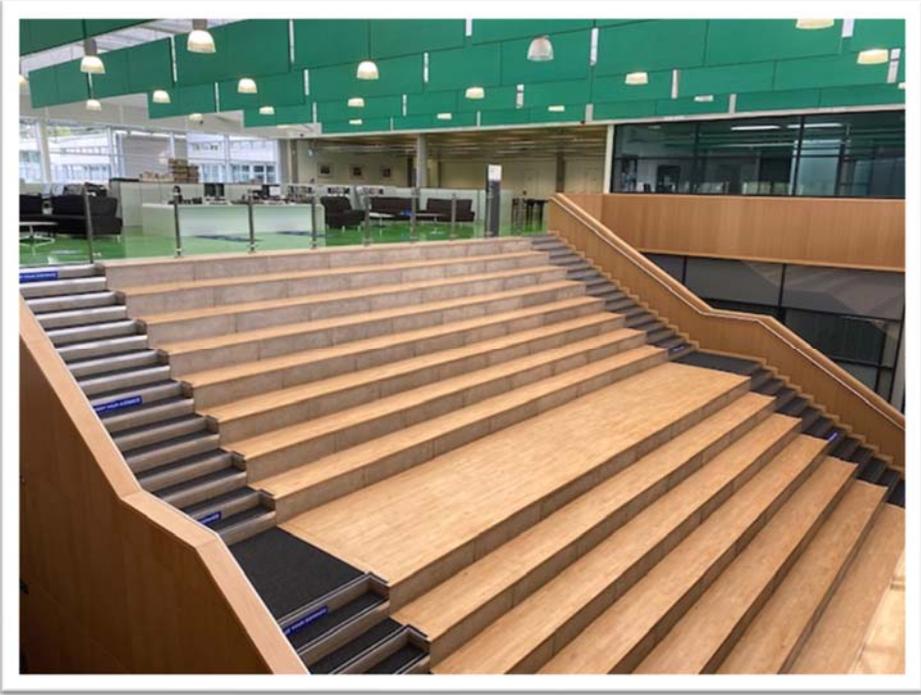


95.89%
A/SA

95%
2019

Review of Work Completed

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

Site	Work planned/completed during the year
Catmose College	<p data-bbox="331 392 1054 427">Hellerup stairs – New stair nosings and carpet tiles fitted</p>  <p data-bbox="331 1227 1334 1263">One-way systems and Covid-19 safety information introduced within buildings</p> 

Evaluation of 2019/2020

Staff and student surveys of team area cleanliness and level of support requests remain very strong again this year for the Facilities Management Team. The quality assurance rating from staff remains very high, with 99% strongly agreeing or agreeing that requests to the Site Team had been dealt with promptly and effectively. This was an increase of 2% from last year. 97% of staff also strongly agreed or agreed that their team area is maintained by the Facilities Management Team to a high standard. The survey rating for student toilets has risen to 79% which was very positive, this was up 10% from last year. We will continue to monitor and review all 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.

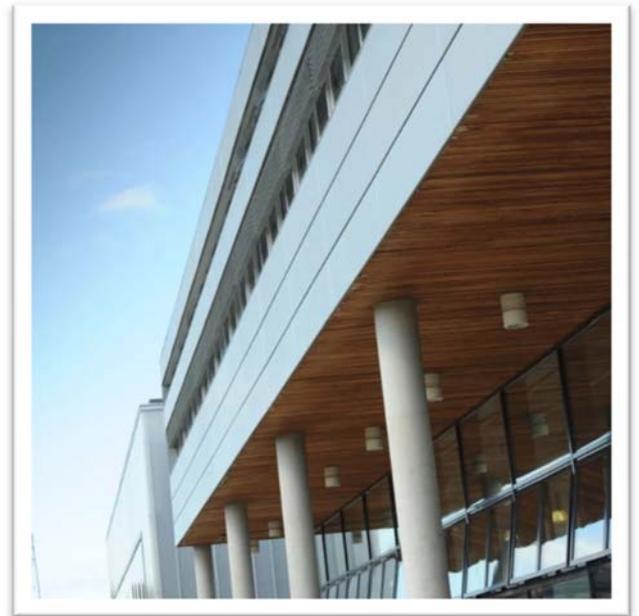


Health and safety audits were carried out across the Federation buildings, including Covid-19 secure audits. Comments and feedback from our health and safety auditors were very strong and positive. Both our Health and Safety Policy and Premises Management Policy continue to be reviewed regularly; these are an integral part of the culture, values and performance standards of the Federation.

The Health and Safety Executive (HSE) visited our primary school to inspect our procedures relating to Covid-19. This included our implementation of risk assessments and the controls we have in place to reduce current risks due to the pandemic. Again, feedback was very positive and we received a strong endorsement from the HSE inspector regarding our approach and also our consistency of sharing this vital information with our community.

During the pandemic and lockdown, the team carried out a significant amount of work to ensure that our buildings remained operational and secure. We improved aspects of our maintenance work across the Federation, focusing on the deep cleaning and re-decoration of all areas within our buildings. In order that our Federation buildings are Covid-19 secure, the team worked hard to introduce one-way systems, ensuring the safety of our students, staff and visitors. Enhanced cleaning, PPE and the provision of sanitising equipment promoting good hygiene was also introduced throughout our buildings. This has been really important, particularly on high touch surfaces such as IT equipment, sports equipment, tables, chairs, light switches and door handles etc. to control the spread of the virus.

Prioritising our Planned Preventative Maintenance (PPM) has also been our focus throughout the year in terms of compliance. We ensure that this is monitored and reviewed regularly so that our buildings conform to current and new regulations. Our PPM maintenance schedule has ensured that the condition and value of our buildings is preserved or enhanced and has also prevented expensive emergency repair work. 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. We will continue to plan for and maintain the Federation buildings so they are safe, warm, weatherproof and provide a suitable teaching and learning environment.



The team have been working with the local authority in terms of future Federation development and the growth of Catmose College to a 240 PAN. This has involved liaising with agencies, architects and building surveyors regarding our current M&E, plans, structural information and carrying out condition surveys.

We will continue to provide a range of staff training, from basic health and safety through to more specialist areas relating to plant and building management. This will include fire safety, manual handling, COSHH, risk assessments, electrical safety (portable appliance testing) and working at height.

Recommendations for 2020/2021

- Continue and prioritise PPM into 2020-21, reducing costs without having an impact on statutory requirements.
- Client Survey QA to all staff/students and continue to review and monitor the cleaning, maintenance and support, in order that they remain strong.
- Seek alternative quotations to repair or carpet tile 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.
- Growth to a 240 PAN – theatre raked seating, toilets, corridor spaces etc. Additional remodelling or accommodation.
- Liaise with the local authority and other agencies regarding the feasibility for expansion, building and remodelling.
- Survey and quotations for building-applied photovoltaics installation onto roof area.
- Display Energy Certificates (DEC) for all buildings to be updated – May 2021.
- 5-year electrical safety inspection and checks of Catmose College building.
- Quotations/Tender for outdoor play equipment – Ash Class Catmose Primary.
- FM Team basic H&S training, working at height, PAT Testing etc.

2020/2021 Site and Capital Works Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Client satisfaction Targets represent good performance >(90% Staff, 80% Parental, 80% Student)</p>	<p>Review staff/student QA Catmose College observations</p>	<p>Review staff/student QA Harington</p>	<p>Client Surveys QA review – to include Observations</p>	<p>Client Survey QA review site support requests</p>
<p>Team development Observation checks during terms 1 and 4 showing 90% of staff are performing in line with standards</p>	<p>PAT – Training H&S Training Review BMS Training Safeguarding Observations carried out by SME and PD ensuring targets are being met</p>	<p>Performance Reviews Monitor & Review QA for staff/students Competency Training & Review for FM Officers Genie Platform Lift Training H&S Audit</p>	<p>FM Team BMS Training COSHH Training RA Training Ladder Training Fire Marshall Training</p>	<p>H&S Audit Monitor & Review QA for staff/students Observations carried out by SME and PD ensuring targets are being met Interim Performance Reviews</p>
<p>PPM Ensure that PPM is effective – minimising costs and repair call outs</p>	<p>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</p>	<p>PAT – FM Team Fire System/Fire Curtains L8 ACOP EM Lighting Sprinkler/Pumps Minor AHU Major Passenger Lift (LOLER) Smoke/Fire Vents – SE Controls CC- 5 Year Electrical Testing</p>	<p>PAT – FM Team Fire System L8 ACOP Plant Gas Tight/Gas Guards EM Lighting Sprinkler/Pumps Major RA Review Ansul System</p>	<p>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</p>

<p>Federation Development Vinyl Flooring refurb to 1st Floor Areas</p> <p>Growth to 240 PAN</p> <p>Photovoltaics</p>	<p>Photovoltaics survey/feasibility & quotations</p> <p>Liaise with LA & agencies – External building and remodeling</p> <p>1st floor area – Quotations for vinyl renovation or carpet tile replacement</p>	<p>H&S Audits CC/Har/CP</p>	<p>DEC's – All Buildings</p> <p>Photovoltaics – Depending on costs/feasibility</p>	<p>Summer works Flooring 1st Floor areas</p>
<p>Staff Development Attendance is good or better (>=98% Outstanding, 96-97% Good, 94-95% RI, <=93% Inadequate)</p> <p>Observations 1 & 2 – Targets represent good performance >(90% Staff, 80% Parental, 80% Student)</p>	<p>Review & Evaluate H&S Training for FM Officers/Cleaning staff PAT Training BMS Training</p> <p>Observation 1 carried out by SME/PD of cleaning staff & FM Officers/Assistants</p>	<p>Annual Performance Reviews</p>	<p>H&S Awareness CSE's</p>	<p>Performance Review – Interim Progress</p> <p>Observation 2 carried out by SME/PD of cleaning staff & FM Officers/Assistants</p>

FINANCE

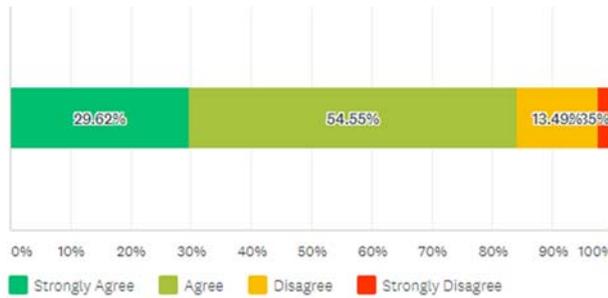
Client Surveys

Parent Survey

Parents were asked questions regarding the range of trips, and the effectiveness of the Finance team's response to queries, the latter being an excellent outcome of 96% (up from 94% last year).

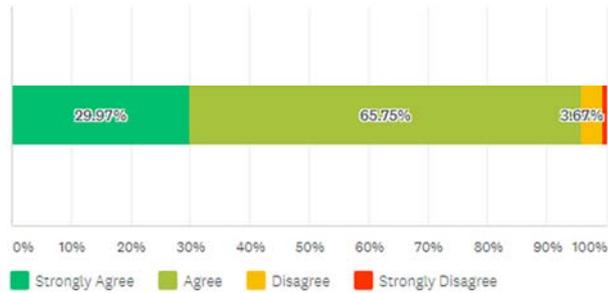
There is a sufficient range of extra-curricular activities and trips.

Answered: 341 Skipped: 57



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

Answered: 327 Skipped: 71

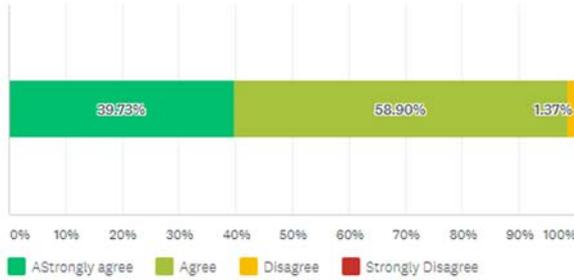


Staff Survey

A very pleasing outcome for the Finance team on the staff survey, with 99% of colleagues agreeing that all aspects of the Finance team's outcomes are dealt with well.

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

Answered: 146 Skipped: 11



98.63%
A/SA

94%
2019

Evaluation of 2019/2020

The Federation (and the rest of the world) was rocked this academic year by the Covid-19 pandemic. Some of our original targets on the grid have been unsuccessful – and are coded red with a (C) at the end, where the impact was due to COVID-19. The Education and Skills Funding Agency (ESFA) postponed some returns which were due during the initial lockdown period, which also affected our outcomes grid.

The most significant piece of work for the Finance team was around trips. It became clear very quickly in late February that trips would be affected and by mid-March we were cancelling all planned trips for terms 4 and 5. As time progressed this included term 6, and has now been extended to include all residential trips in terms 1 and 2 of the 2020/2021 academic year. In all, 36 trips required cancelling, of which 24 were residential trips, and 15 insurance claims were submitted to the ESFA. All costs were refunded in full to parents, along with refunds for other aspects such as excess Parent Pay uploads, and transport fees for the closure period – 408 refunds were required.

Operational challenges were overcome to ensure important administrative tasks could still be carried out; from the aforementioned refunds, to the execution of the Federation's payroll, and the ordering of resources to meet the needs of the building to make it COVID safe for students and staff to return to work safely. The government drive to issue vouchers for those students in receipt of free school meals had many teething problems which we had to navigate. Similarly, other schemes that were launched (Laptops and Routers, SSP Claims, COVID claims for excess costs), lacked clarity and struggled with the overwhelming number of applications in the short timeframe – which all presented their own challenges to the team. Students returning in term 6 were supported by the Federation's transport, but adhering to the government's social distancing requirement made this aspect of our operations very challenging.

This period also saw the launch of HMRC 'Making Tax Digital' which was executed seamlessly during these unprecedented times. We also met all ESFA target dates for submissions and the year-end submissions at 31 March for the Inland Revenue and our Pension Schemes.

Lockdown has allowed us to move forward with some plans that may have taken time to procure, implement and train – we have a new telephone system, and new software to support and track our safeguarding procedures. We are rolling out an overhaul of our Management Information Systems, and this will continue into next year.

Despite these challenges, the parent survey feedback when surveyed to ask if they 'agree that any queries they have regarding finance are answered in a timely way that resolves their query' actually increased to an impressive 96% who strongly agreed or agreed; and I am pleased to report that in the staff survey, a staggering 99% strongly agreed or agreed that 'any queries regarding finance (Orders, Payroll, and Trips or Visits) are dealt with effectively and promptly'.

The year-end position at 31 August 2020 is an in-year surplus of £5,276

The in-year breakdowns, by school, are:	Catmose College	(£26,897)
	Catmose Primary	£28,715
	Harington School	£3,459

The cumulative surplus for the Federation is £932,900.

We have submitted claims to the ESFA for additional costs borne out of the pandemic (extra cleaning regime, accommodation changes to enable social distancing, signage, sanitisers, free school meals costs, transport subsidies and the large catering deficit incurred during the period of closure). At this time, it is unknown how much of these applications will be supported by the ESFA.

The out turn for 31/08/2020 will be reported to Trustees in term 2 of the 2020/2021 academic year after we have received an external audit scrutiny.

Recommendations for 2020/2021

The Federation's financial position continues to be a challenge, with grants continuing for one year towards Teachers' pay costs and Employer Teachers' pension contribution costs. The pay award for teachers from September 2020 has been settled nationally at 3.1%. As yet, no information has been issued to suggest this excess will be funded by the Government beyond the current year.

We continue to incur additional costs to meet the need to keep our buildings as safe as possible during the ongoing pandemic in terms of accommodation changes and the cleaning regime. The 'Trips' portfolio is still a watching brief and we continue to cancel expeditions and residentials that we had planned for early 2020/21.

We are constantly updating our risk management profile and reacting to moving government guidance as the world learns more about the disease. We look at what our plans are to cope with a possible second wave, an outbreak locally, or even in one of our schools. Our operational risk register continues to be adapted to support the Identify, Measure, Manage risk strategy.

In the longer term, we are continuing our work with Rutland County Council on the feasibility of expanding our numbers at the College to 240 per year group, from 210, which would increase the College's total number on roll from 1050 to 1200 over time.

We forecast a break-even budget across all three schools in the Multi-Academy Trust for 2020/2021, notwithstanding the additional targeted capital expenditure as a result of the Transformation Plan objectives, e.g. IT services.

2019/2020 Finance Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>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)</p> <p>Watch viability of each trip whilst ensuring best value; challenge affordability</p>	<p>Refine data collection around trips and visits</p> <p>Collect proformas for residential proposals in 2020/21 to publish to parents</p>	<p>Prepare for Making Tax Digital.</p> <p>Data checking to target year groups falling short of participation targets</p>	<p>HMRC Year end – Returns due for IR, TSS, LGPF</p>	<p>Prepare BUPA offer for Senior and Middle leaders</p> <p>Data checking to target year groups falling short of participation targets (C)</p>
<p>Team Development Audit – No significant weaknesses highlighted in the annual audit</p> <p>Budget management – Maintain a planned Federation in-year outturn (< £170,000 deficit).</p>	<p>External auditors to present to Resources trustees with 31/08/2019 out-turn</p> <p>Land & Buildings Tool to EFA by 1 October</p> <p>School Resource Management Tool to ESFA by 14 November</p>	<p>AAR to EFA by January 2020</p> <p>Annex G RTA to EFA by January 2020</p> <p>Responsible Officer visit</p>	<p>Responsible Officer visit</p> <p>Budget Forecast Return out-turn (BFRO) due to EFA by May 2020 (C)</p> <p>Recruitment</p>	<p>Responsible Officer Visit</p> <p>Budget Forecast return (2020) due to EFA in July 2020 (C-deferred to September 2020)</p>

	<p>Final Accounts to ESFA by 31/12/19 and published on RADSf website.</p> <p>Staffing scrutiny for curriculum costing and assignment of staff costs to each school via reoccurring journals</p>	<p>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</p> <p>Recruitment season</p> <p>Audit Scrutiny Panel</p>	<p>AMAP tool returned (Asbestos Management)</p>	
<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.</p>	<p>Process Instruction for feasibility study</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>Carry out staff observations</p>	<p>Interim PRs</p>	<p>Carry out staff observations</p>

2020/2021 Finance Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Client satisfaction Ensure the Trips and Visits process is smooth and maintain overview – Refunds must be 100% accurate to parents</p> <p>Risk assess every trip for safety and COVID care compliance</p>	<p>Instigate claims and refunds: Bay of Naples Malaysia 1 Malaysia 2</p>	<p>Amend published Trips & Visits portfolio to parents</p>	<p>Watching brief – Ski trip</p> <p>HMRC Year end – Returns due for IR, TSS, LGPF</p>	<p>Data checking to target year groups falling short of participation targets Watching brief – Malaysia (H)</p> <p>Prepare BUPA offer for Senior and Middle leaders</p>
<p>Team Development Audit – No significant weaknesses highlighted in the annual audit</p> <p>Budget Management – Maintain a planned Federation in-year outturn</p> <p>All deadline dates to be met – for ESFA, HMRC, LGPF, TSS and other bodies as required.</p>	<p>External auditors to present to Resources trustees with 31/08/2020 out turn</p> <p>BFR3Y to ESFA by 29/9/2020</p> <p>Revenue Funding Data Collection by 23/10/20</p> <p>Final Accounts to ESFA by 31/12/20 and published on RADSf website. Must include Internal Scrutiny & Energy Data returns.</p>	<p>AAR to EFA by January 2021</p> <p>Annex G RTA to EFA by January 2021</p> <p>Land & Buildings Tool to EFA by 28 January 2021</p> <p>Responsible Officer visit</p> <p>Scrutiny of curriculum costing; parity among staff for teaching and</p>	<p>Responsible Officer visit</p> <p>Budget Forecast Return Out turn (BFRO) due to ESFA by May 2021</p> <p>Recruitment</p> <p>AMAP tool returned (Asbestos Management)</p> <p>SRMSAT due March 2021 (School Resource Management Self-assessment tool)</p>	<p>Responsible Officer Visit</p> <p>BFR3Y (Budget Forecast return) due to EFA in July 2021</p>

	Staffing scrutiny for curriculum costing and assignment of staff costs to each School via reoccurring journals	management time; gaps and surplus time to plan for shortfalls and natural wastage across 11-19 Recruitment season Audit Scrutiny Panel	NNDR rates claims April 2021 16-19 Bursary fund guidance issued April 2021	
Federation Development Feasibility study continues to assess increasing College facilities by +30 students per year group taking the PAN to 240 Assist RCC in securing renewal of a Sport Contractor partner	Renew Terms of Reference with RCC and their Sport contractor; Revise Joint Use agreement with RCC		Process Instruction for feasibility study part 2	Agree funding availability with RCC for capital works
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

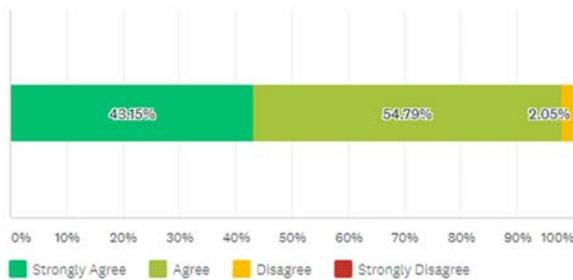
ADMINISTRATIVE SUPPORT

Client Surveys

Staff Survey

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

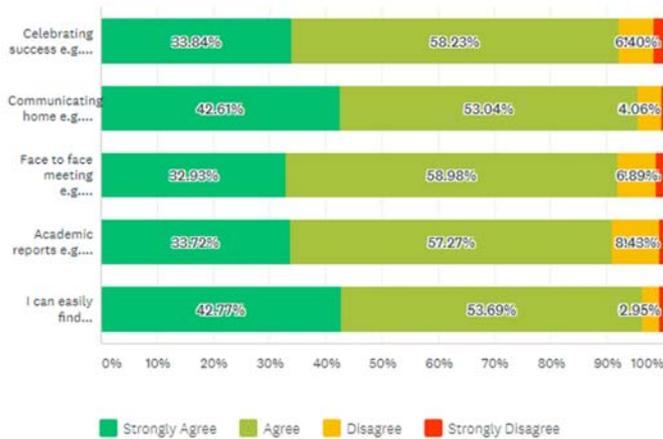
Answered: 146 Skipped: 11



Parent Survey

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

Answered: 351 Skipped: 47



2020

2019

92.07% A/SA	92.08% A/SA
95.65% A/SA	94.72% A/SA
91.91% A/SA	90.52% A/SA
90.99% A/SA	89.58% A/SA
96.46% A/SA	95.03% A/SA

Evaluation of 2019/2020

The Federation switched to a Cloud-based Management Information System over the summer. This was always going to be challenging but lockdown meant that all planning, training and implementation had to be managed remotely, not to mention a period of two systems needing to be run simultaneously. Training and development is ongoing as we explore the capabilities of the system, including the option of a Parental Portal which will allow us to further reduce postage and printing costs whilst parents will be able to access and view a range of their child's information and amend their own contact details. This will strengthen our ability to communicate more effectively with parents.



At the same time, the Federation installed a new telephone system which enabled the Admin Team to reduce the number of systems they need to log in to. Call waiting times reduced and call diversions are in place between the Harington and College Reception areas during unmanned times.

The Rutland Teaching Alliance (RTA) website was rebuilt which allowed greater flexibility for the members to be able to view events, account details, etc. The period of lockdown allowed all three schools' websites to be refreshed and updated with relevant material.

The Admin team returned to capacity with our newest member joining us just weeks before the national lockdown. There was a period of re-adaptation after the challenge of being a person short for several months, and the training continued remotely. The team worked well from home during lockdown, where they managed incoming and outgoing communications, in an ever-changing environment. Never before has informative, accurate communication been so important for all stakeholders.

Behind the scenes, the Admin team support events such as Open Evenings, Presentation Evenings, and Performing Arts performances. As these would have ordinarily been face-to-face, we have explored ways to present these events virtually, alongside other teams within the Federation. The Creative Editor and Senior AV Technician have produced some exceptional videos to showcase the ethos and values of the schools within the Federation.

A new page was created on the College website entitled 'Starting College', which included a welcome from the Principal, videos from each of the form tutors and head students, a virtual tour of the College and information from the SEN team and Client Services team. Many teams contributed and whilst everyone was mindful that a virtual presentation was by no means a substitution for a student visiting the College on Induction Day in term 6, the videos did represent a real flavour of life at the College and detailed what students could expect when they started. This work then continued into a Federation-wide commitment of producing online prospectuses, which incorporated many aspects, such as extracurricular activities, information from subject leaders and the curriculum, the Duke of Edinburgh's Award, and trips and visits. The quality and detail of the finished product was exceptional and one of the highlights of the year.

As students at the College were unable to perform *Mary Poppins* to a live audience, video clips of scenes were produced for social media which captured the essence of the production. The administrator for Performing Arts has also liaised closely with the peripatetic teachers in order to support remote music lessons using Microsoft Teams.

Ever mindful of our carbon footprint, communication regarding admissions is now sent by email to parents of reception children and new Year 7 students, with links to policies on the website and online forms for parents to complete. In the past we have produced printed copies of the letters, policies, Home-College agreement, Confidential Student Information form and requests for transport; this has been both timely and costly. The new system benefits everyone involved and has ensured that we have been able to obtain student contact information well in advance of the start of the academic year. One of the targets for the 2019/2020 Transformation Plan was to improve the admissions process at Harington School. Detailed planning ensured that prospective students were regularly kept informed of the next stages and with strong Admin support on GCSE Results Day, students could easily find a member of staff to help with any queries. Once students had confirmed their place at Harington, the team worked together to ensure data was inputted onto the management information system as quickly as possible, which in turn prompted the efficiency of Parent Pay logins for parents and correspondence to be sent out at the earliest opportunity.

The staff and parent surveys both present extremely positive figures of how communication is managed across the Federation, with 97.94% of staff either strongly agreeing or agreeing that the Admin Team deal with requests in a timely and professional manner. Similarly, 95.65% of parents either strongly agree or agree that the ways in which we communicate home is useful. Whilst this has been a challenging year for everyone, the team are proud of their achievements and recognise that every day is a 'school day'. This year has provided an opportunity for us all to develop new methods of working and presenting.

Recommendations for 2020/2021

- The Admin team will support all stakeholders to ensure key events such as Open Evenings and Presentation Evenings (that would have ordinarily been held face-to-face), are delivered successfully virtually.
- The Admin team will provide regular press releases and news stories on social media channels to promote the schools within the Federation. The measure of success of the marketing approach will be that the intake for each school within the Federation is a full year group.
- Review questions on the parent and staff surveys.
- Admin team to work with other support teams to deliver student reports such as key assessments and checkpoints electronically, as opposed to pupil post.

2020/2021 Admin Improvement Plan	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Client satisfaction >90% 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>>80% of parents either strongly agree or agree that the way in which they find the following ways in which we communicate home useful:</p>	<p>Review and share the results of the 2020/2021 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 The Admin team will support all virtual events (that would ordinarily have been face-to-face), ensuring they are of a high quality.</p> <p>>85% of parents agree that events that have been held virtually have been informative, easy to understand, and of high quality. (For example, Induction, Open Evening, Performing Arts).</p>	<p>Virtual Open Evenings and Presentation Evenings.</p>	<p>Virtual Christmas Concert.</p> <p>Performance reviews.</p>	<p>Add question to parent survey.</p>	<p>Potential Virtual Induction Days.</p> <p>Review survey results.</p>

<p>Federation development Ensure websites meet the statutory requirements of Ofsted and hold relevant information for all stakeholders.</p> <p>>80% of parents agree that they can easily find what they are looking for on the websites.</p> <p>Federation-wide target to ensure intake for all 3 schools in 2021 is a full year group.</p>	<p>Spot check termly information held on the websites.</p> <p>Provide regular news stories across website/social media and press releases. (Average one per week).</p>	<p>Update site to remove any bugs.</p> <p>Ensure all relevant information is published on the websites. (In line with DfE update, 20.11.20).</p> <p>Forward plan extracurricular events and prompt leader for a news story.</p>	<p>Update Communication Policy.</p>	<p>Review survey results.</p> <p>Plan for holidays regular news stories on social media.</p>
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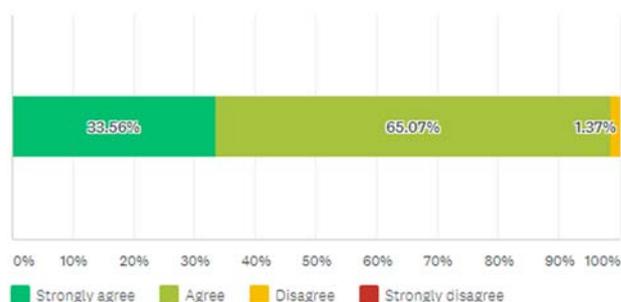
HUMAN RESOURCES

Client Surveys

Effective communication is key in developing credibility and trust, and can have a substantial impact on employee engagement. The HR team prioritise being approachable, and respond to colleagues promptly. Feedback from the annual staff survey was extremely positive, with 99% of staff either strongly agreeing or agreeing that HR questions are answered in a timely and effective manner, an increase from 95% the previous year. The team has benefitted from having a newly-appointed HR Manager who is able to assist with enquiries from staff and has brought additional expertise.

HR questions are answered in a timely and effective manner.

Answered: 146 Skipped: 11

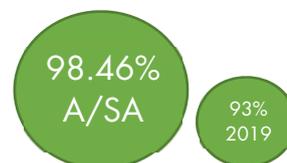
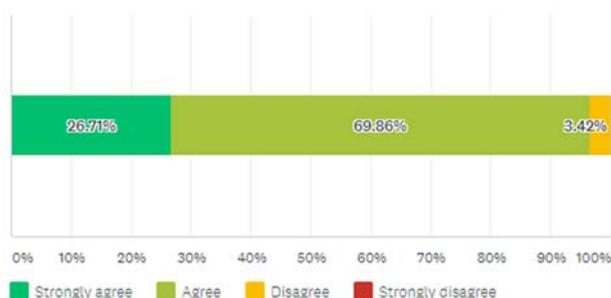


Policies

Considerable work went into updating the HR-focussed policies this year, to ensure they are up-to-date and reflect not only statutory requirements, but also best practise. We were pleased to see results from the staff survey which show that 97% of staff either agreed or strongly agreed that HR policies are easy to understand and provide useful guidance on employment matters. This is an increase from 93% the previous year.

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

Answered: 146 Skipped: 11



During term 1 of 2020/2021, staff will be signposted to the updated policies, with specific focus on key changes as well as any necessary reminders. Questions will be encouraged in order to open up dialogue about HR policies and practice; this will also feed into the policy update process in term 5 of this academic year.

Evaluation of 2019/2020

Recruitment

In 2019/2020, we were pleased that 96% of recruitment processes resulted in successful appointments. This strong performance was a result of efficient recruitment processes. Last year we developed our existing strategy by including bespoke job adverts for each subject area and role, which also clearly list the many benefits of working at the Federation, helping attract candidates to our roles. We also fostered strong links with universities through the School Direct programme, in order to recruit newly-qualified teachers to positions within our schools. As a result of a pro-active policy of recruitment we only had two unsecured posts, which were ultimately resolved by utilising teachers from across the Federation, as well as staff returning from maternity leave.

Furthermore, the ongoing project of updating our contract templates for new staff will mean that the Federation has greater notice from teaching staff who intend to leave at the end of term 6, thus giving us the opportunity to advertise and appoint roles prior to the majority of other schools, giving us a wider pool of potential candidates.

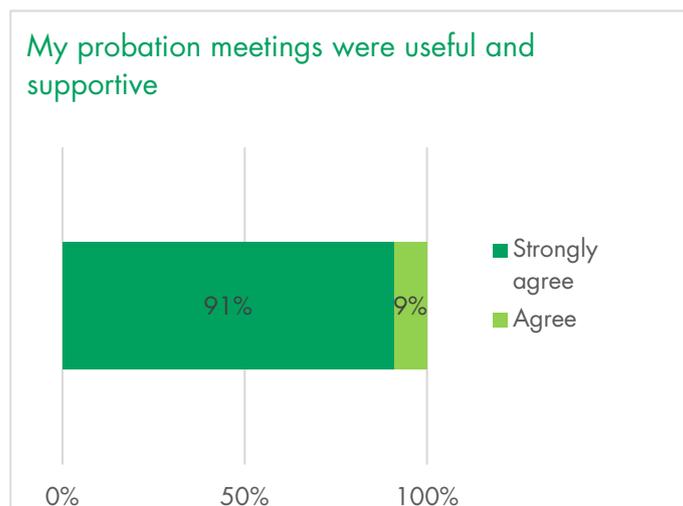
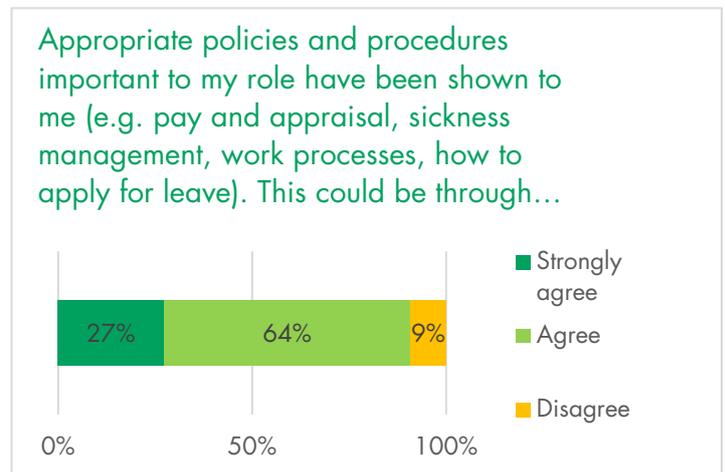
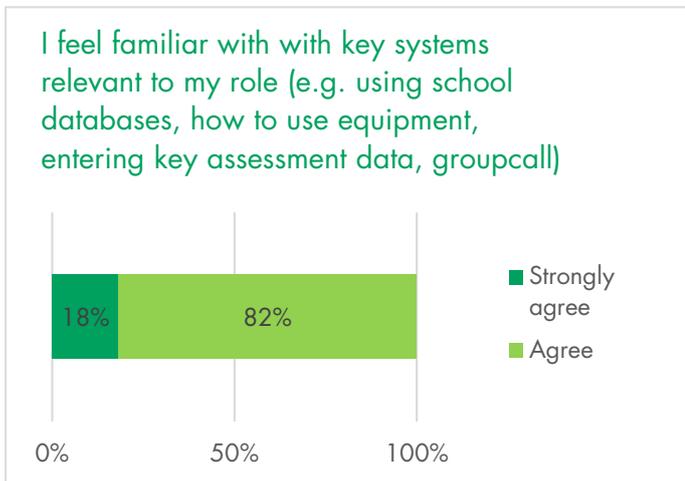
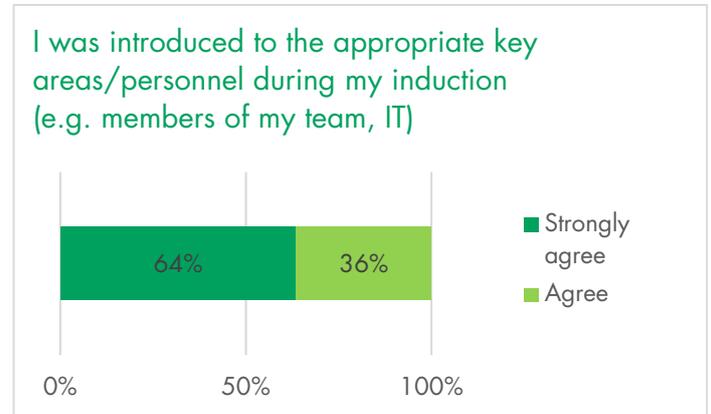
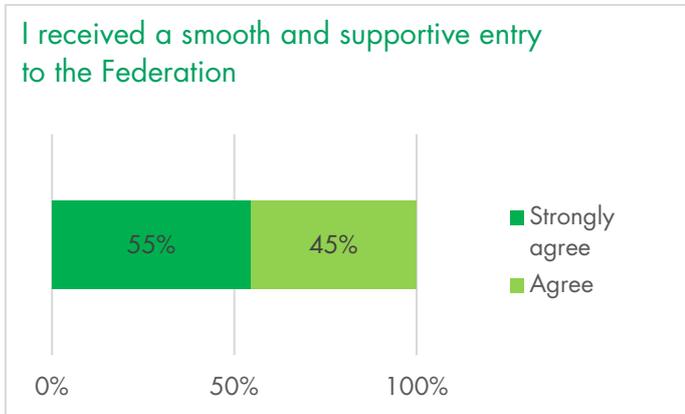
Induction

It is a key priority for the Federation to provide a smooth, informative and supportive induction for new colleagues. Despite the challenges due to Covid-19, we organised and held an Induction Day for the 5 new teachers who started in August 2020. This included an introduction to the Federation with the Executive Principal, meeting key people such as the Pastoral Manager, having an introduction to HR, policies and procedures, and spending valuable time with their team leaders. Prior to this we kept channels of communication open with the new starters, and invited them to speak with their new team leaders over Microsoft Teams.

At the beginning of term, the three new Teaching Assistants had a two-week induction period where they shadowed current colleagues, spent time looking at paperwork for the students they will be keyworker for, spent time looking at their curriculum area schemes, supporting in lessons and tutorial and completing joint small group and 1:1 sessions. Throughout this period, they covered all aspects of their role.

Induction/Probation Survey Results

A survey was circulated to staff members who were part of the induction and probation programme in 2019/2020. The feedback was overwhelmingly positive, as evidenced within the graphs below. We received a range of suggestions which will feed into our 2020/2021 key priorities, including increasing training on key IT systems during the induction period.



Probation

Through our probation system, all new colleagues benefit from a one-to-one meeting with a senior member of staff, three times a year. This added a layer of support and provided an opportunity for colleagues' successes to be directly recognised by a senior manager.

Our probation and performance review processes were streamlined in 2019/2020, reducing the amount of paperwork for new employees to complete, and helping them to focus on one set of targets. Early on in the academic year, probation forms were reviewed and updated in order to ensure they are useful documents for staff to refer to.

Following a reflection on the probation process, the Induction and Probation Policy was updated to state that employees who work 10 hours or less per week can opt to follow the performance review process with their line manager, rather than attending the three probation meetings. Regular communication with their line manager should still be encouraged in order to provide opportunities for feedback from both sides.

During 2019/20, we had 27 new members of staff start their probation year. We were disappointed that 9 of these new starters resigned during their probation period, however it was reassuring that their reasons for leaving were not connected to their experience of working at the Federation (see table below). The remaining 18 staff members have either passed or are on track to pass their probation year.

Probation Staff Leavers 2019/2020

TEACHING/SUPPORT STAFF	REASON FOR LEAVING
Teacher	Return to industry
Teacher	Return to previous role
Teacher	Change of career
Support Staff	Return to previous role
Support Staff	Change of career
Support Staff – cleaning team	Unknown
Support Staff – cleaning team	Return to previous role
Support Staff – cleaning team	Personal reasons
Support Staff – cleaning team	Change of career

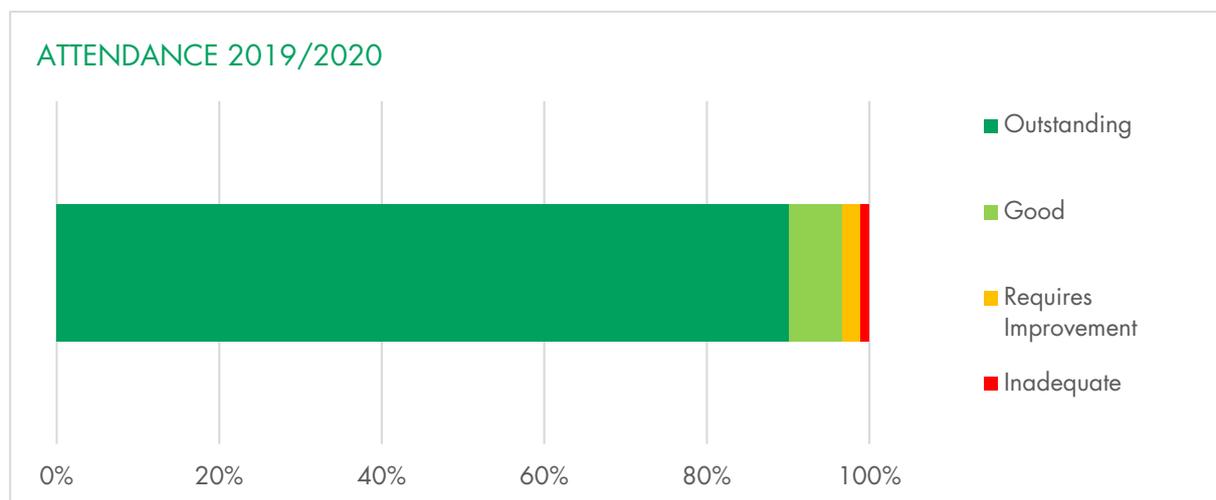
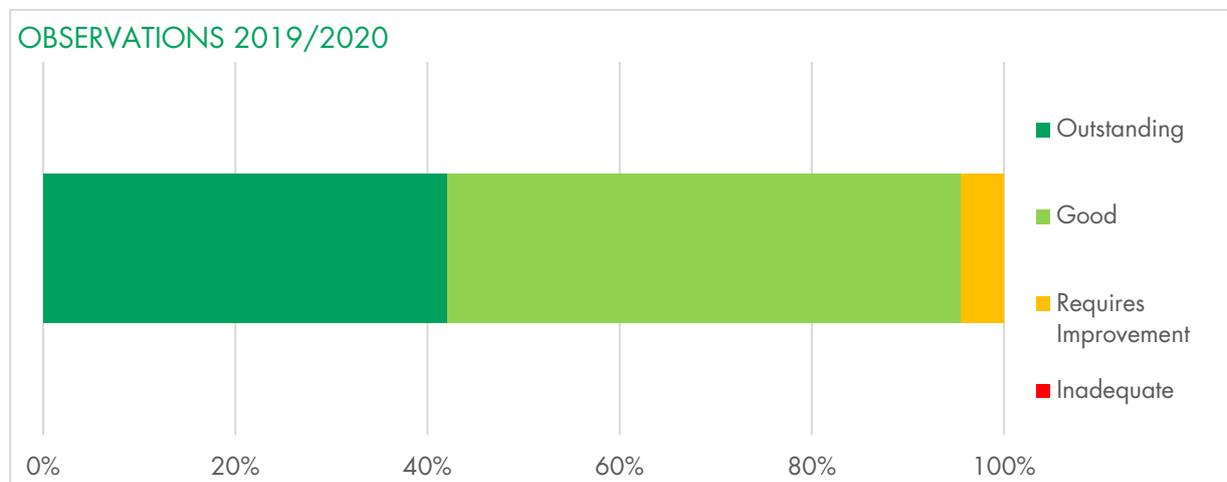
A focus for the upcoming year will be to analyse staff turnover figures for cleaning staff and assess whether these can be improved.

Staff Appraisal

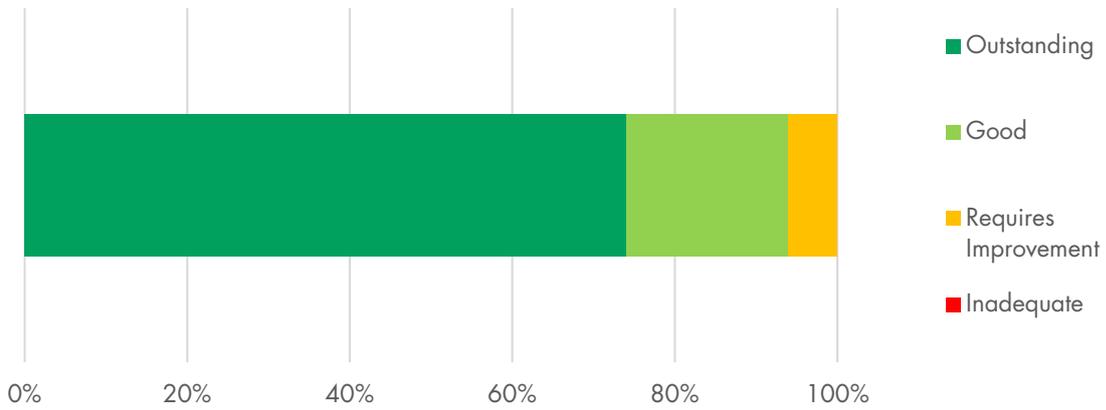
Despite the challenges of Covid-19, we were able to maintain a robust teacher appraisal system where overall outcomes were broadly in line with 2018-19 outcomes (see table). Team leaders were consulted on the appraisal process, their feedback fed into the new (temporary) PR and Lesson Observation Protocols which were circulated to teaching staff during lockdown. In addition, a new (temporary) PR protocol was sent to support staff after consultation with line managers.

Teaching and support staff were encouraged to complete their interim performance reviews, looking at their targets and discussing with their line managers which aspects may not be achievable or should be amended. This is an annual process which was particularly pertinent due to the Covid-19 lockdown.

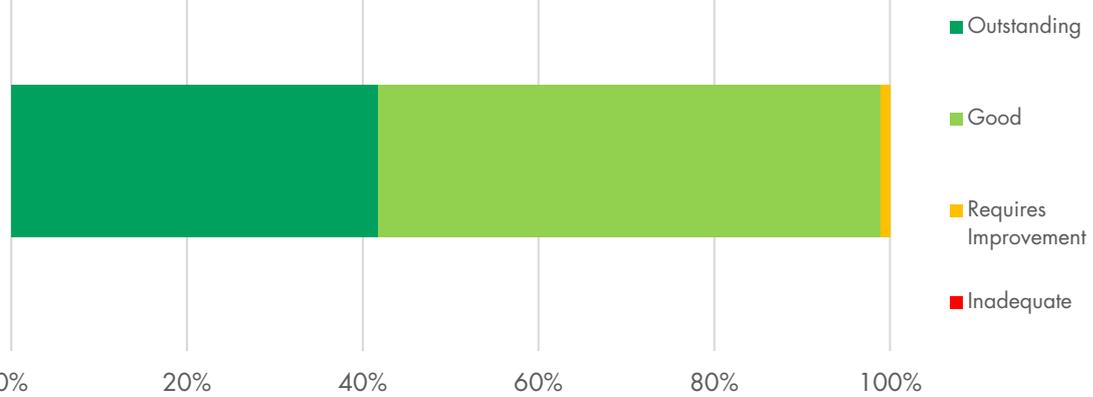
Teacher PR Target 1 Outcomes



STUDENT OUTCOMES 2019/2020



OVERALL PR GRADE 2019/2020



Final PR grade	2019/20	2018/19
1	42%	42%
2	57%	53%
3	1%	5%
4	0%	0%

Staff Attendance

Staff absence is monitored on a monthly basis, with regular contact and support being offered to colleagues when necessary. The method of monitoring attendance was refined in January 2020; the new system offers increased functionality and allows quick and reliable analysis.

Strong staff attendance is a crucial aspect of providing an outstanding service to our students. We set an annual target for 95% of staff to have good or better attendance and are very proud that 97% of PR grades across the Federation were good or better in 2019/20.

Absence Management Including sickness plus all other absence	2019/2020	2018/2019
Average attendance for organisation	99%	98%
Overall teaching staff attendance	99%	99%
Overall support staff attendance	99%	97%

Recommendations for 2020/2021

- >90% of recruitment processes result in a successful appointment.
- The induction and probation processes are effective, with >80% of new starters agreeing that they have received a smooth and supportive entry into the Federation.
- 95% of staff have Good or better attendance.
- Performance management 2020/21 – 95% of staff achieve Good or better for their overall target 1.
- The completion of a Federation gender, ethnicity and disability staff equality report.
- 90% of staff strongly agree or agree that HR policies are easy to understand and provide useful guidance on employment matters.

2019/2020 HR Plans and Targets	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Recruitment >90% of recruitment processes result in successful appointments.</p> <p>>80% of new starters agree that the induction & probation process is effective, and they received a smooth and supportive entry to the Federation.</p>	<p>Probation forms reviewed & amended.</p> <p>Performance review forms reviewed & amended.</p>	<p>Review template for job adverts.</p> <p>Probation meeting 1 to take place with Link VP.</p> <p>Support programmes from probation 1.</p> <p>Review staff handbook.</p> <p>Review induction pack.</p>	<p>Monitor response to recruitment adverts/ platforms.</p> <p>HR team to QA induction of new starters.</p> <p>Review in-year induction.</p> <p>Review induction of internal promotions.</p> <p>QA: focus group/1:1 interviews with new starters.</p>	<p>Review application & interview process.</p> <p>Probation meeting 2.</p> <p>Support programmes from probation 2.</p>	<p>Review questions for staff survey.</p> <p>Review induction fortnight.</p> <p>Review of Induction & Probation Policy review.</p>	<p>Probation meeting 3.</p> <p>Staff survey to be circulated.</p> <p>SLT to review staff survey feedback from leavers.</p> <p>Review training day & plan for forthcoming year.</p>
<p>Client satisfaction Target 90% of staff say their HR questions are answered in a timely manner.</p>					<p>HR policy review.</p> <p>HR policy consultation (if necessary).</p>	<p>Staff survey to be circulated.</p>

					Review questions for staff survey.	
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.	

2020/2021 HR Improvement Plan	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Recruitment >90% of recruitment processes result in successful appointments.</p> <p>>80% of new starters agree that the induction & probation process is effective, and they received a smooth and supportive entry to the Federation.</p>	<p>Review IT systems & research HR education software.</p> <p>Probation forms reviewed & amended.</p> <p>Performance review forms reviewed & amended.</p>	<p>Review template for job adverts.</p> <p>Review staff turnover for cleaning positions.</p> <p>Probation meeting 1 to take place with Link VP.</p> <p>Support programmes from probation 1.</p>	<p>Monitor response to recruitment adverts/ platforms.</p> <p>Implement HR software.</p> <p>Review in-year induction.</p> <p>Review induction of internal promotions.</p> <p>Review induction process, focus upon training and making contacts.</p>	<p>Review application & interview process.</p> <p>Probation meeting 2.</p> <p>Support programmes from probation 2.</p>	<p>Review questions for staff survey.</p> <p>Review induction fortnight.</p> <p>Review of Induction & Probation Policy review.</p> <p>Review Induction booklets.</p> <p>HR team to QA induction of new starters.</p>	<p>Probation meeting 3.</p> <p>Staff survey to be circulated.</p> <p>Staff survey to be circulated.</p> <p>Review training day & plan for forthcoming year.</p> <p>Induction/probation survey circulated.</p>
<p>Client satisfaction Target 90% of staff say their HR questions are answered in a timely manner.</p>						<p>Staff survey to be circulated.</p>

<p>90% of staff strongly agree or agree that HR policies are easy to understand and provide useful guidance on employment matters.</p>	<p>Circulate pertinent policies to staff, keeping them informed.</p>		<p>Invite feedback from staff on HR policies.</p>	<p>HR policy review.</p>	<p>HR policy consultation (if necessary). Review questions for staff survey.</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>Teachers' & TAs' PR guidance re-issued and staff briefing held.</p> <p>PR teacher letters issued.</p>	<p>Monthly review of attendance (ongoing)</p> <p>Review support staff PR process.</p> <p>Support staff PR guidance re-issued and staff briefing held.</p> <p>PR support staff letters issued.</p> <p>Maintain support staff PR database</p>	<p>Teacher interim PRs.</p>		<p>Review of Sickness Management Policy.</p> <p>Support staff interim PRs.</p>	

		to mirror teaching staff.				
<p>Equality An analysis is conducted in gender, ethnicity and disability pay differences.</p>		Conduct research with appropriate bodies.	Analyse job descriptions and pay information across the Federation.		Review Equality & Diversity Policy and Recruitment Policy.	

