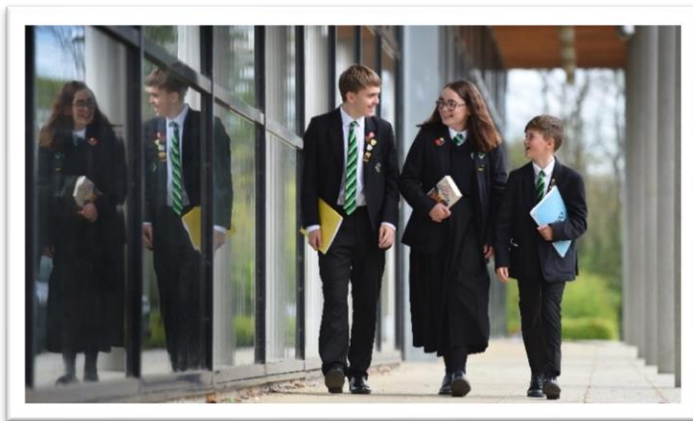




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INTRODUCTION TO THE FEDERATION

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 local governing body 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 at least 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

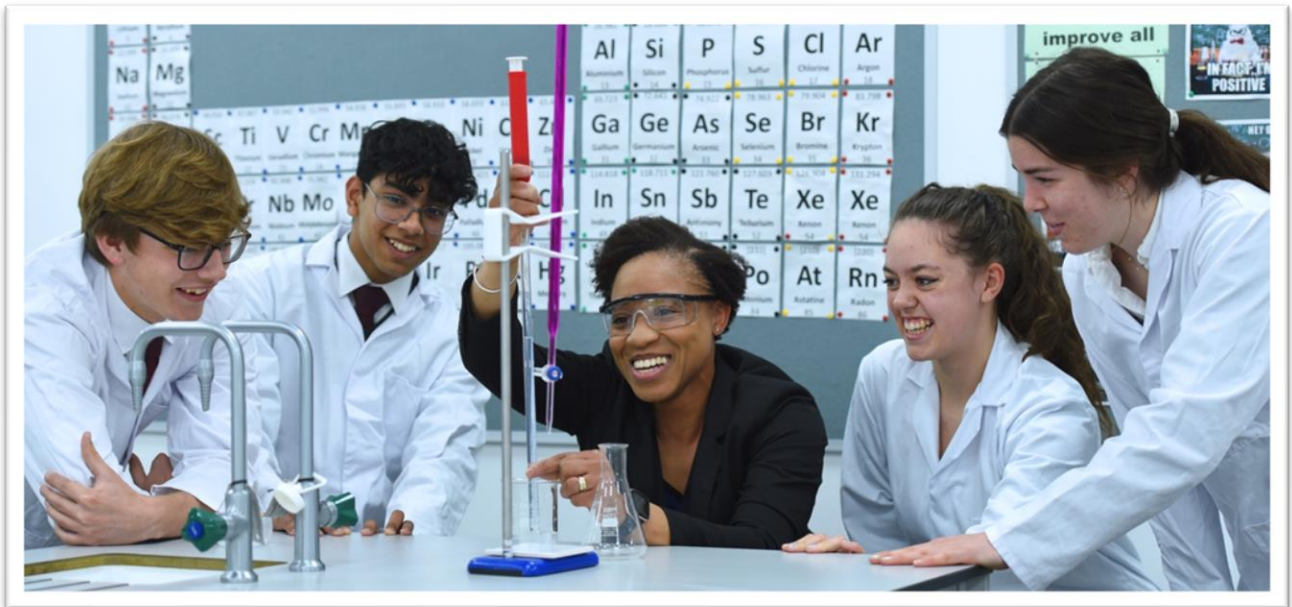
The composition of the LGB can be varied to best suit the needs of the individual academy, for example to reflect its religious ethos or specific stakeholder groups.

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)

Vice Principals 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.

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.

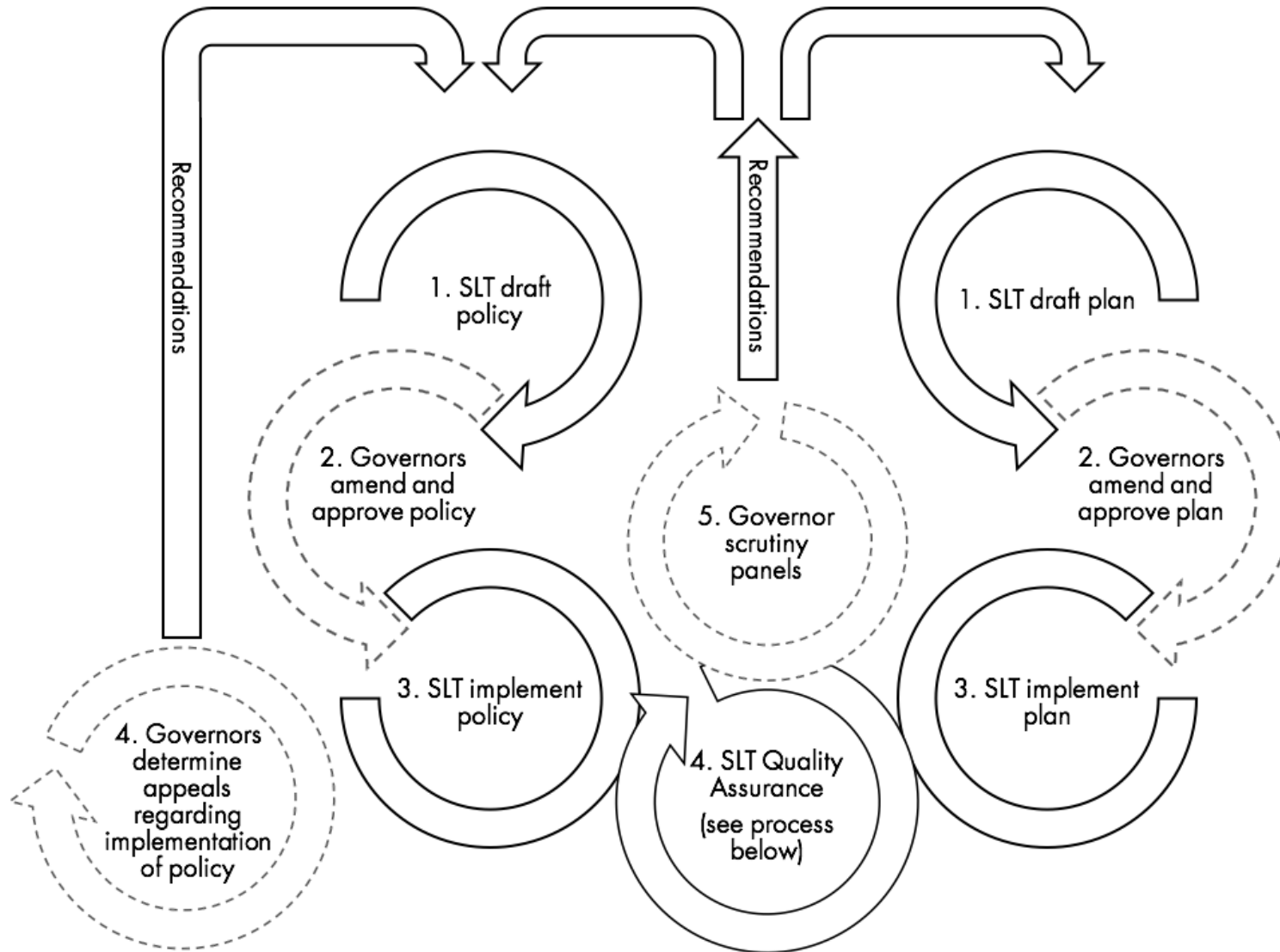
The SLT will also use 'score cards' at each governing body meeting (6 times per year), that provide an overview of the performance of each academy for outcomes, behaviour and welfare, teaching and learning. They offer an overview of the impact of the implementation of these plans. Governor scrutiny panels 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 local governing body 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 local governing body. The Federation's Transformation Plan (this document) focuses on policies regarding finance, staff, site and central services. This will be drafted by the Executive Principal, amended and approved by the Federation Directors and scrutinised in the same way as those for each academy.

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

POLICY DEVELOPMENT

TRANSFORMATION PLANNING



SERVICE EVALUATION AND IMPROVEMENT PLAN

Academy Improvement

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

Academy Standards – Ofsted Judgements

Academy	Overall	Leadership	Teaching	Behaviour	Outcomes	Programme of study
Catmose College (2012)	1	1	1	1	1	
Catmose Primary (2017)	2	2	2	2	2	
Harington (2017)	1	1	1	1	1	1

All academies in the Trust are currently judged good or outstanding. Catmose Primary was inspected in September 2017 and Harington was inspected in January 2017.

Academy Standards – Student Admissions

Academy	PAN	Intake 2020	Intake 2021	Intake 2022	Capacity
Catmose College	210	210	209	237	1050
Catmose Primary	30	24	30	30	210
Harington	150	124	183	170	300

Academy Standards Summary

Catmose College, following a period of being consistently over-subscribed is working in partnership with Rutland County Council to provide additional student places for children local to the school. The College has the agreement of the government, the necessary funding and space to grow from its current PAN of 210 to 240 over the next five years. The additional student numbers will provide additional opportunities across the College through more specialist staffing, a broader curriculum and capital resources to sustain our outstanding provision. The pandemic has proven our resilience; we have sustained high attendance, strong academic progress whilst keeping our community safe which has put the College in a strong position to manage this growth effectively without undue impact on our existing students or staff.

Catmose Primary is an oversubscribed popular school in the local community. The primary's SATs remained in line with national average with attainment and progress at Key Stage 2 improving in writing and maths. Schools are not required to publish their exam and assessment results for the academic years 2020-2021 and 2021-2022 as these have not been published as performance measures by the Secretary of State, however, in-house data can be reviewed in the school's Transformation Plan.

Harington School opened in September 2015 and has gone from strength to strength during this period. An Outstanding Ofsted judgement in 2017 has been followed by five years of consistently strong academic results. Around eighty per cent of students leave the school to attend university, with 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. The school has a strong reputation within Rutland and surrounding area and there are currently over 340 students on roll.



2022/2023 Improvement Plan	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>FEDERATION 80% of teaching good or better.</p> <p>>80% of staff/students and parents agree that the quality of service is high.</p>	<p>Performance Reviews</p> <p>New staff coaching observations</p> <p>Transformation Plan</p> <p>New Build Catmose College</p>	<p>Lesson observations</p> <p>New Build Catmose College</p> <p>Trust Scrutiny – Responsible Officer</p> <p>Trust Scrutiny - Financial Resilience</p>	<p>Lesson observations</p> <p>Federation Staff Survey</p> <p>New Build Catmose College</p> <p>Trust Scrutiny – Capital Build</p>
<p>CATMOSE COLLEGE</p> <p>Ofsted: Outstanding</p> <p>Admissions: 240 1st preference admissions for Year 7.</p> <p>Attendance >= 96%</p> <p>P8 >= 0.4</p> <p>EBAC = 50%</p> <p>Pupil premium progress = > 0.1</p>	<p>Transformation Planning</p> <p>Governor Scrutiny Safeguarding</p> <p>Spanish Review</p> <p>Pupil Premium Strategy</p> <p>Analyse School Performance publication</p> <p>Governors' Day</p> <p>Careers Stage CPD Programme</p>	<p>SEN Review</p> <p>Behaviour Scrutiny Review</p> <p>Governor Scrutiny</p>	<p>Federation Surveys</p> <p>SLT Evaluation</p> <p>GCSE Results</p> <p>Technology Subject Review</p> <p>Governor Scrutiny</p>

CATMOSE PRIMARY	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Ofsted: Good (September 2017)</p> <p>Attendance >97% 210 on roll in Sep 2022 2023 intake over-subscribed</p> <p>GLD 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 => RWM National Target => National progress for Reading, Writing, Maths</p> <p>ENRICHMENT All Year 5 and Year 6 pupils achieve at least Bronze</p>	<p>Transformation Planning</p> <p>Safeguarding Review</p> <p>Pupil Premium report</p> <p>Sports Premium Report</p> <p>EYFS GLD, Phonics Screening Check, KS1 SATs and KS2 SATs Moderation and Monitoring services confirmed</p> <p>Pupil Progress Meetings</p> <p>Reports to Parents</p> <p>KS2/KS3 Transition and Inclusion Programme</p> <p>Pupil termly survey</p> <p>Subject Leader Learning Walk</p> <p>Activity passports per year group</p> <p>School to school sporting calendar</p>	<p>Governor scrutiny</p> <p>Pupil Progress Meetings</p> <p>Pupil termly survey</p> <p>Subject Leader Learning Walk</p> <p>School Review Day</p> <p>Tracking children on Activity Passport, support in place during Enrichment time</p> <p>Sporting events tracker</p> <p>Reports to Parents</p>	<p>Parent, Pupil and Staff Surveys</p> <p>KS2 SATs</p> <p>EYFS GLD</p> <p>Phonic Screening Check</p> <p>Year 4 Multiplication Check</p> <p>KS1 SATs</p> <p>Governor scrutiny</p> <p>SLT Evaluation</p> <p>Pupil Progress handover meetings</p> <p>End of Year Reports to Parents</p> <p>Subject Leader Learning Walk</p> <p>Percentage of Activity Awards given reported</p> <p>Percentage of sporting events attended per pupil reported</p>

<p>Activity passport, supported by daily enrichment time.</p> <p>All pupils have represented the school in a sporting event by the end of the academic year</p>			
HARINGTON SCHOOL	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Ofsted: Outstanding Attendance >=96% Admissions =150 Year 12 Outcomes: 25% AAB; SISRA Value Added Score 0 or better. University: 70% first preference places, 40% in Russell Group with at least 2 Oxbridge and 2 Medic places.</p>	<p>Transformation Planning</p> <p>Year 12 and 13 Assessment Point 1</p> <p>Introduction of the Disadvantaged 1st Strategy</p> <p>Subject Mini – Review -Business Studies</p> <p>Curriculum intent statements updated</p> <p>Pledge Passport Launched</p> <p>Recruitment focus</p> <p>Review of middle management structure to build capacity within the senior team</p>	<p>Year 12 and 13 data review and intervention</p> <p>Subject Review - History</p> <p>Year 12 Careers Interviews Attendance Scrutiny Panel</p> <p>Application deadlines and interviews</p>	<p>Examination Season</p> <p>Year 12 Induction Days and Preparation for enrolment day</p> <p>Post 18 Process and Support</p> <p>Safeguarding Scrutiny Panel</p> <p>Stakeholder Surveys</p>

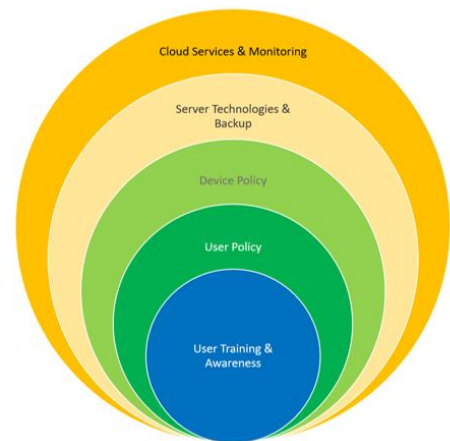
IT SERVICES

Evaluation of 2021/2022

For the academic year 2021/2022 the focus of the New Technologies team has been to improve cyber resilience across the Federation. This was a project that looked at everything from technology to ensuring policies and staff training was in place. An assessment exercise was completed which assisted with outcomes and following this, a Trust scrutiny panel was held on cybersecurity. Subsequently, further work was required following additional RPA (Risk Protection Arrangement) guidance in February.

A number of outcomes were identified through the process.

- Servers and storage were to be upgraded, all backups should be offline and legacy systems needed to be upgraded.
- Internal penetration testing should continue and incremental improvements made.
- Continue to implement new security technologies especially where they are included in the operating system.
- Migrate systems away from 'legacy' authentication.
- Deploy 2Factor Authentication (2FA) solutions.
- Staff training and awareness.
- Develop Incident Recovery Plan/Cyber Response Plan.



New server infrastructure was procured, however, due to supply constraints the project is now due for completion in early 2023.

Migration away from legacy authentication on Microsoft 365 was completed during 2022 which resulted in a number of new services being deployed. Due to compatibility issues, a completely new IT helpdesk was required to support modern authentication. Migrating away from and disabling legacy authentication methods was also a prerequisite to completely securing 2FA, therefore allowing services to be resilient against brute force attacks.

2FA was trialled with the senior leadership team and team leaders across the Federation before rolling out to teachers and support staff. As part of the rollout, a training session was given to staff on cyber resilience.

The New Technologies team started its next phase of desktop replacements focusing on the two core computing labs. Usually we would recycle equipment but the old devices were still serviceable and the majority has gone into storage. This will ensure we have sufficient spares as the older parts of our desktop fleet need repairing.

As part of the wider Federation growth, the team have been busy supporting IT requirements in the new languages building project. The team deployed additional wireless access points, installed new 75inch Promeatheon screens with new teacher PCs. The team has also been involved with moving the office areas of the DSP, Intervention, Client Services, Reprographics, Site, Data and IT

to new offices during the summer break, with the new spaces that were created as a result of the new languages area.

The theatre has been upgraded with LED lighting on the back floods due to the phasing out of tungsten lights. The new lights have the benefit of being brighter, remotely configurable mid-show and more cost effective.

The team are acutely aware of cost pressures since the pandemic. Initially, increased pricing has been affecting the service we provide mostly due to supply issues which has increased the prices. 2022 has seen the sterling weaker against the dollar which has resulted in month on month price increases. We are now expected to pay £100 per PC more than we did at the start of 2022 with our base spec PC now costing £650 (up from £550). Quotes which were normally reliable for 2-3 months are now disregarded after 30 days and therefore the entire process has to be completed within the same calendar month. Our last large order in April increased by an additional 10% in one month over the previous 5% the month before. We should therefore plan for software licencing increases in 2022/23 of at least 25% on US based companies such as Microsoft, Survey Monkey and Dropbox. UK Software companies that have limited exposure to dollar fluctuations would be expected to increase by at least 10%.

In March 2022 due to increases in energy prices, the team worked on strategies to reduce power consumption of devices. Our response to the current energy crisis has been:

- Increase desktop power management to ensure monitors are turned off when not needed.
- Reduce the 'peak' hours as much as possible; during off peak times computers have aggressive power saving settings.
- Reduce screen brightness from 100% where possible to a level that does not affect use. Saving up to 40%.
- Review power settings on printers, especially larger power-hungry printers, so they now go to sleep during the day after 3 minutes.
- Ensure devices are no longer waking up at specific times, usually 7am or 8am.

The New Technologies team will continue to monitor and report on energy use to ensure settings remain consistent.



Client Surveys

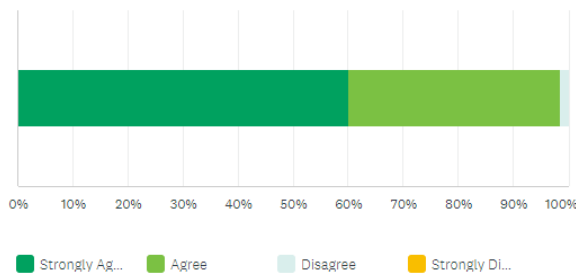
Staff Survey

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:

- 98.5% of staff agree or strongly agree.
- 60% of staff strongly agree +1% (target 33%).

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

Answered: 133 Skipped: 14

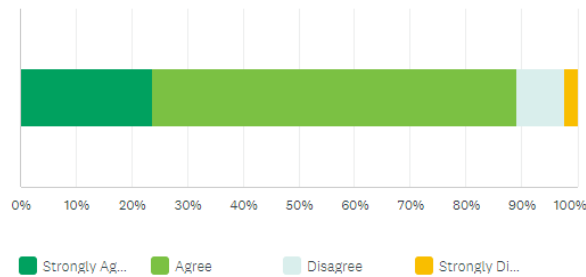


Student Survey

College students continue to rate the IT Support provision highly with 89.2% either agree or strongly agree. Harington students now rate IT Support to the same levels as College students as accessing IT Support became easier after Covid rules were relaxed.

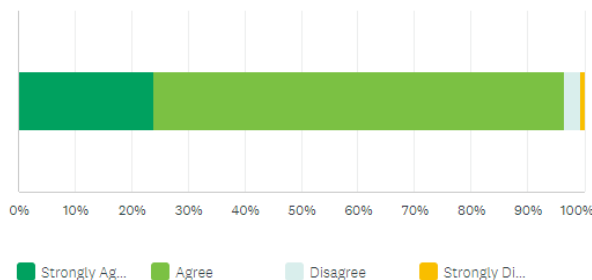
If I have a problem with ICT it is fixed in a timely and professional manner.

Answered: 139 Skipped: 69



Harington Students

Answered: 142 Skipped: 29



Budget for Year

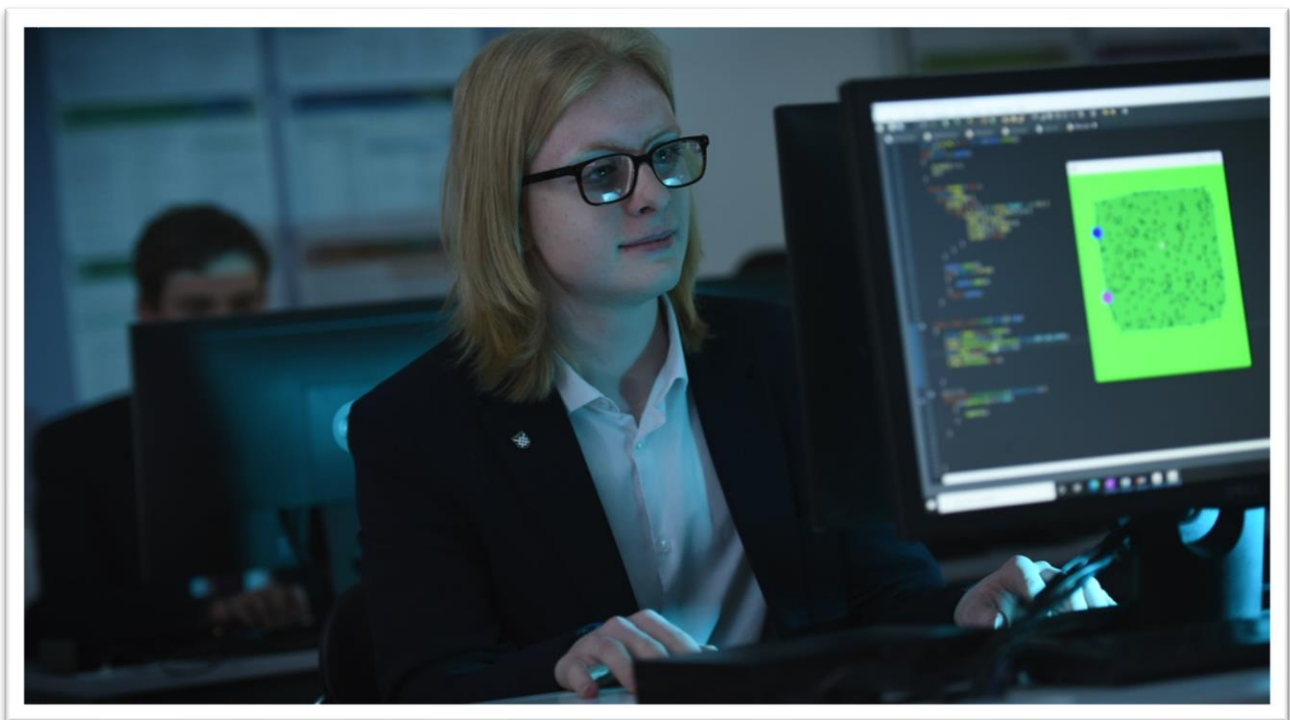
		21/22	22/23	23/24	24/25
IT New Tech TP Budget			43000	59000	72250
End Users Devices:	Desktops			20000	
Infrastructure	Servers				10000
	Network		25000	8000	8000
	Teacher Screen		18000	18000	18000
Harington	Teacher Desktops			13000	
	IT Suite Desktops				16250
Catmose Primary	Desktops				20000

Other Budget Items

		65915	61902	79521	72479
Infrastructure	Microsoft	11717	15000	15000	15000
	Veeam Backup 3yr		3000		
	IAM Cloud Auth Service	1500	1750	1750	1750
	Web filtering 4yr			12520	
Data Management Systems	CMIS CC, CP, HS Admin	26423	26423	28000	28000
	CC + CP FFT	839	839	839	839
	Sisra Analytics	1495	2535	2535	2535
	HS/CC SMHK 3yr	10068			12000
	TSG – Opera 3	3085	3085	3085	3085
	Parent Pay	1589	1589	1589	1589
	Easytrace Cashless Catering	3976	3976	3976	3976
	LiveRegister Turnstile	300	300	300	300
Other	Group Call 3yr			6522	
	SLT – Dropbox	1398	1750	1750	1750
	Adobe CC SPW/NL/3rd	425	530	530	530
	PluralSight NT CPD	2200			
	Survey Monkey	900	1125	1125	1125

Recommendations for 2022/2023

- Complete server/storage 2022 project.
- Continue to develop cyber resilience across the Federation.
- Continue to develop a theatre and wider AV replacement plan.
- Monitor and maintain energy use and reduce where possible.
- Investigate and simplify turnstile registration system.
- Migrate to Microsoft365 Education CSP Licensing.
- Develop Windows 11 deployment strategy.
- Develop migration from Office 2019 to Office365.
- Develop core network replacement project.
- Develop New Build IT Deployment.



2022/2023 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 Staff and Student onboarding	Complete team observations	Client Survey Complete team observations	Year End Process QA Review RDFS with EP
Network Ensure continued development of RDSF IT services.	Configure server infrastructure and start migration project.	Develop Windows 11/O365 Strategy Server Migration User Data	Review support contracts	Desktop/server maintenance
AV A/V support is delivered to a high standard.	Open Evening CC Open Evening HS Macbeth Christmas Concert	Options Evening Drama exams Dance Show	Lower KS2 CP Spring Show CP May Dance Legally Blonde	Year 7 Show Year 6 Evening Sports Day Upper KS2 Show
Staff Development Develop team expertise	Complete Annual PRs	Focus on Team CPD	Focus on Team CPD Team PR Progress Review	
Resources Ensure continued development of Federation wide IT services over the next three years within the constraints of a defined budget	Power Management Review	Network replacement plan (5 year) Develop New build IT	Server quotes & orders to supplier Microsoft CSP M365 Licensing	

CATERING

Evaluation of 2021/2022

Pricing

This year has been very challenging but we have managed to keep the pricing structure the same, although this has been reviewed for the coming year.

Packaging

All of the packaging we use is either recyclable or biodegradable. We sourced some disposable cups which were oil based and compostable. Unfortunately, these products did have an effect on our prices. The catering team takes pride in the fact that we recycle the majority of our cardboard, tins and plastic used in the kitchens across the Federation.

Allergens

All the allergy labels are printed in-house so this means that the catering staff only order what is required which helps to keep costs down. Students and staff are able to liaise with the catering team about any allergy requirements they may have.

After-school and menus

The After-College offer returned this year, therefore students and staff are able to purchase refreshments at the end of the day.

Queue times

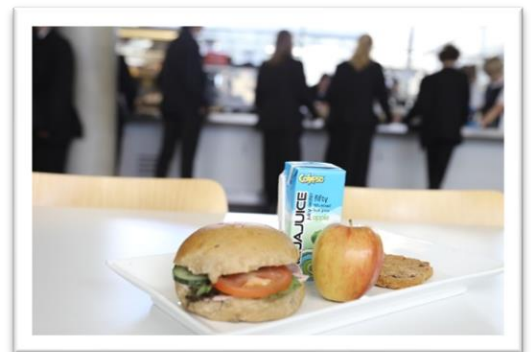
With the introduction of the new more efficient tills and staggered break and lunchtimes, the queues are kept to a minimum. The pre-order system has become very popular and the numbers using this system continue to increase.

Quality of food

We continue to strive to source good quality local ingredients and are constantly looking for new suppliers across all items.

This year we have resourced all of our rolls from Hambleton Bakery.

Our vegetarian Monday seems to be a hit and encourages students to try other foods.

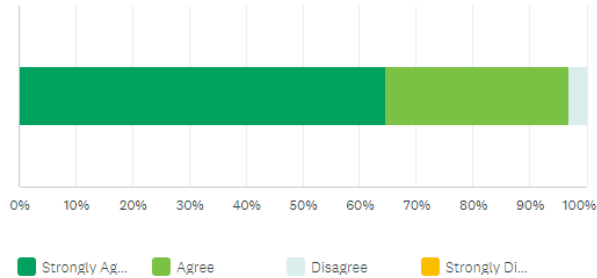


Client Surveys

Staff Survey

Catering services of are of high standard.

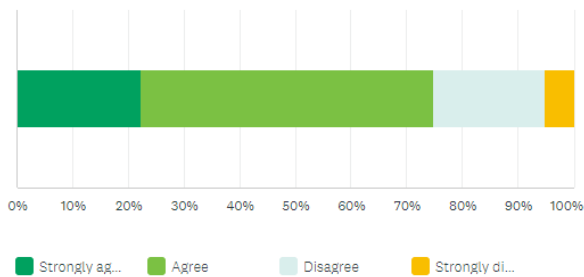
Answered: 133 Skipped: 14



College Student Survey

If I buy food from our catering services I am satisfied with the quality and range on offer.

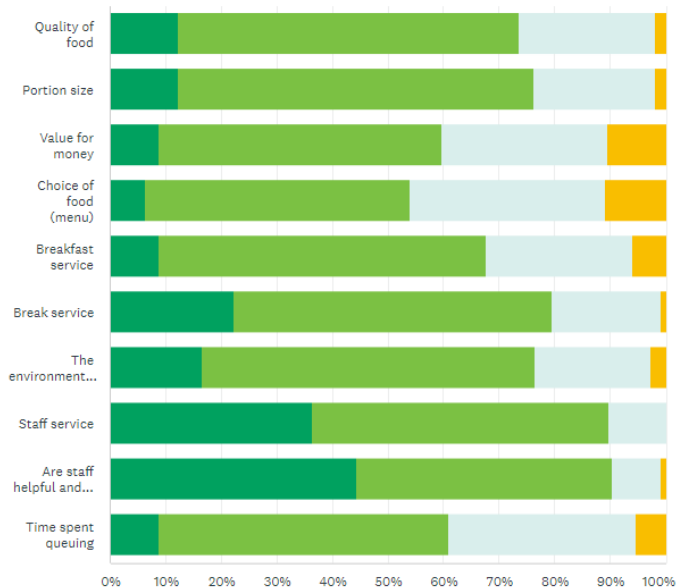
Answered: 139 Skipped: 69



Harington Student Survey

How do you rate the catering provision

Answered: 128 Skipped: 43



Recommendations for 2022/2023

Pricing

Unfortunately, our prices have had to increase due to the rise in the cost of living, we have, however, tried to keep this to a minimum where possible and have been working with suppliers to find alternatives. We have introduced a new meal deal system to help students and staff with the increase. For example, a cold meal deal is £2.50 and a hot main or hot snack meal deal is £3.00. We will provide new signage and labels to simplify and promote the meal deals.

Queue Times

The products and prices on the tills have been condensed to fewer buttons. This will make it quicker to find items and reduce the time staff and students need to spend at the tills. The Orangery will only sell grab and go items on a Friday, so will only require one member of staff to work in there. This will mean the other member of staff can be used in the restaurant to help with serving.

We were unable to accommodate a pre-order app this year due to the mobile phone rules, although we are still able to take orders at the tills. The catering team will be liaising with Year 7 tutors to help students with lunchtime procedures, such as card limits, pricing and where they are able to eat.

Training

All of the catering team receive ongoing training on allergens and their contents. Some members of our team received First Aid training last year, we are hoping to continue this to enable us to have at least one person in each area first aid trained. We will continue to review staff CPD by attending any relevant courses such as hygiene and safeguarding courses to keep up to date with current advice and legislation.

Staff and Student Surveys

- More choice for Harington students

To improve our budget figures, we will be looking at:

- Being more vigilant with portion control
- Minimising waste
- Maintain high standards across the Federation
- Price increases across some items and increasing the primary school lunch by 20p.
- Liaising with students and parents for any allergies or dietary requirements they may have.

2022/2023 Catering Improvement Plan	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Client Satisfaction 80%+ of clients A/SA that the 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> <ul style="list-style-type: none"> • Pre-order offers • Harington Surveys • Review costings 	<ul style="list-style-type: none"> • Follow up observations • Service Contracts on machinery • Update menu • Progress evening 	<ul style="list-style-type: none"> • Taster day Year 6 2023 • Continue reviewing costings and menus
<p>Team Development Observation checks show 80% of staff are performing in line with expectations.</p>	<ul style="list-style-type: none"> • Safeguarding training • Annual reviews • Portion control • Rotation of staff to ensure the smooth running of the team. 	<ul style="list-style-type: none"> • Observations checks on staff to ensure PR targets are being met. • Staff assist each other across all areas • Continue to check on current legislation 	<ul style="list-style-type: none"> • Staff training given as required as a result of interim PR results. • New intake Year 6 Open Evening
<p>Federation Development The catering service achieves a breakeven financial position.</p>	<ul style="list-style-type: none"> • Observation checks • Presentation Evening at the College • Harington Open Evening • Open Day at the Primary • Year 7 familiarisation with lunchtime procedures 	<ul style="list-style-type: none"> • Liaise with IT to update any issues occurring for menus on screen displays around the College • Transformation Plan update 	<ul style="list-style-type: none"> • Continue to review offers in the Refectory, Orangery and Restaurant after surveys have been completed.

FM SERVICES AND CAPITAL WORKS

Evaluation of 2021/2022

The Facilities Management (FM) services across the Federation has remained strong throughout the year. This was especially highlighted within the client satisfaction surveys with 96% staff strongly agreeing or agreeing that the toilet facilities are maintained to a high standard. 100% of staff also strongly agreed or agreed that site support requests had been dealt with promptly and effectively. The FM team will continue to conduct a number of observations throughout the year to ensure that our surveys remain strong.

The implementation of audits highlighted that our legal responsibilities for managing and maintaining our school buildings and land remained strong, ensuring compliance with statutory and regulatory standards. Health and safety across the Federation has been managed to ensure the safety of pupils, staff and visitors. Clearly defining and designating responsibilities for health and safety issues, identifying all property related issues and taking appropriate actions to minimise any avoidable risks.

Over the last 12 months our maintenance regime and works have been planned and prioritised to ensure the learning environment is safe, warm and weatherproof. Having these maintenance regimes and clear stewardship ensure that the value of our assets remain protected. Our land and buildings have been categorised as either planned preventative maintenance (PPM) or reactive maintenance. The FM team has considered the balance between these and recognised good practice by allocating budgets in the region of a 70:30 ratio. Planned and prioritised maintenance is a vitally important part of strategic estate management. To support this the team have ensured an overall maintenance plan for our estates and a plan for day-to-day planned maintenance have been managed. These will help the team develop a new estate strategy and asset management plan.



Our maintenance plan has covered a 3-year period and has scheduled a list of works to be undertaken each year. This has been based on the current condition of the buildings identified from condition surveys. With these, we have identified the main priorities including regular planned preventative maintenance works and any planned capital investment projects such as the remodelling of the former Brightways block into a new languages area. The team had a clear plan for managing these works which helped to minimise risk and disruption to the running of the premises.

At the College, phase 1 of the remodelling and refurbishment of the building area formerly occupied by Brightways was completed in time for September. This project converted the area into a new languages block. This has provided five classrooms, two offices, six toilets and a locker area, with an external dining facility in the courtyard area. This has allowed subsequent location moves for our Intervention team, Client Services team, IT team and FM Team.

The strip out of the College theatre raked seating was successful and the installation of new seating was subsequently completed over the Easter break. The new seating can accommodate 260 students and has integral fascia panels with low voltage LED aisle lighting.

Over the summer break two new offices were also created, one within the new Client Services area on the mezzanine floor and one within our finance building.

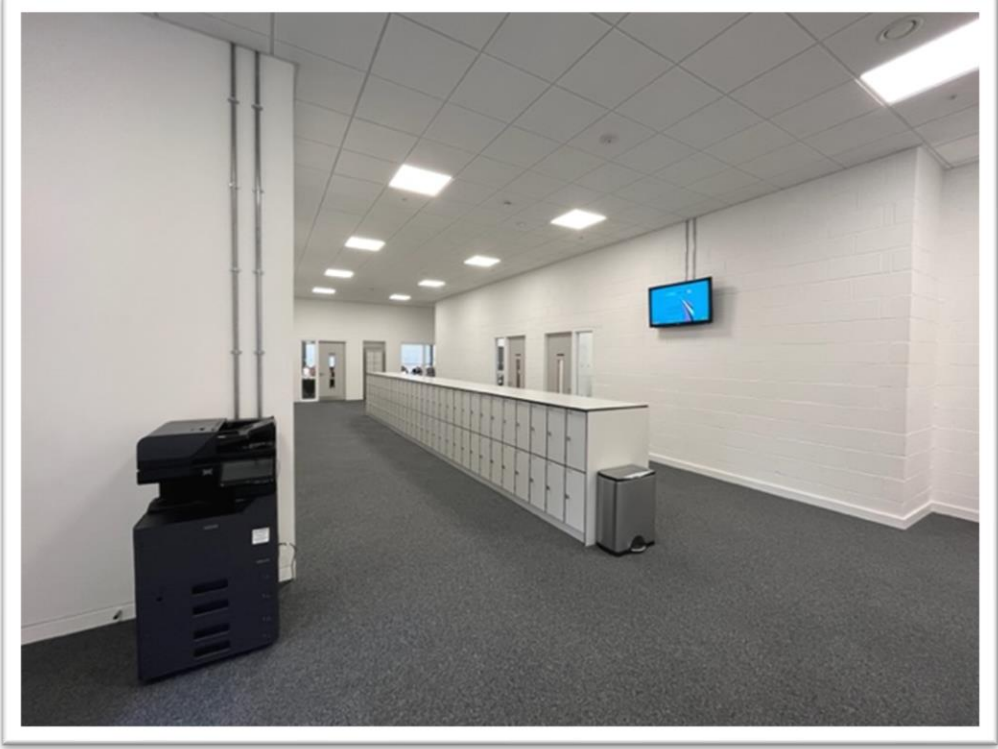

The FM Team continues to work alongside the local authority and building contractors to develop the growth of the College. All building plans, furniture and equipment and surveys for the new two storey extension block plans have been completed, and we have also received planning permission. The new two storey extension block, which will be built behind the Sports Centre, will see a new self-contained teaching block to support our expansion. The extension will provide additional space for three science labs, one prep room, two Design Technology classrooms with storage, one ICT classroom and two offices. Also provided will be provision for sufficient WCs, lockers and breakout spaces.



The demolition of the swimming pool is now complete which will make way for an additional sports pitch facility within the College campus. A new 2.4m high security fence with an entrance gate was also installed around the area of the old sports hall, ensuring our secure boundary was not compromised. The next phase will begin shortly, to completely refurbish internal and external areas within the old sports hall and link block. This will include new showers, changing rooms, toilets, offices to the ground floor and first floor elevations. The main sports hall and conservatory areas will also be redecorated.

Review of Work Completed

Over the past year the Federation engaged in capital projects for Catmose College. These are summarised below.

Site	Work Planned/Completed during the year
Catmose College	<p data-bbox="320 392 1034 427">Old Brightways building area remodel – new MFL area</p>  <p data-bbox="320 1265 858 1301">Demolition of old swimming pool building</p> 

Site

Work Planned/Completed during the year

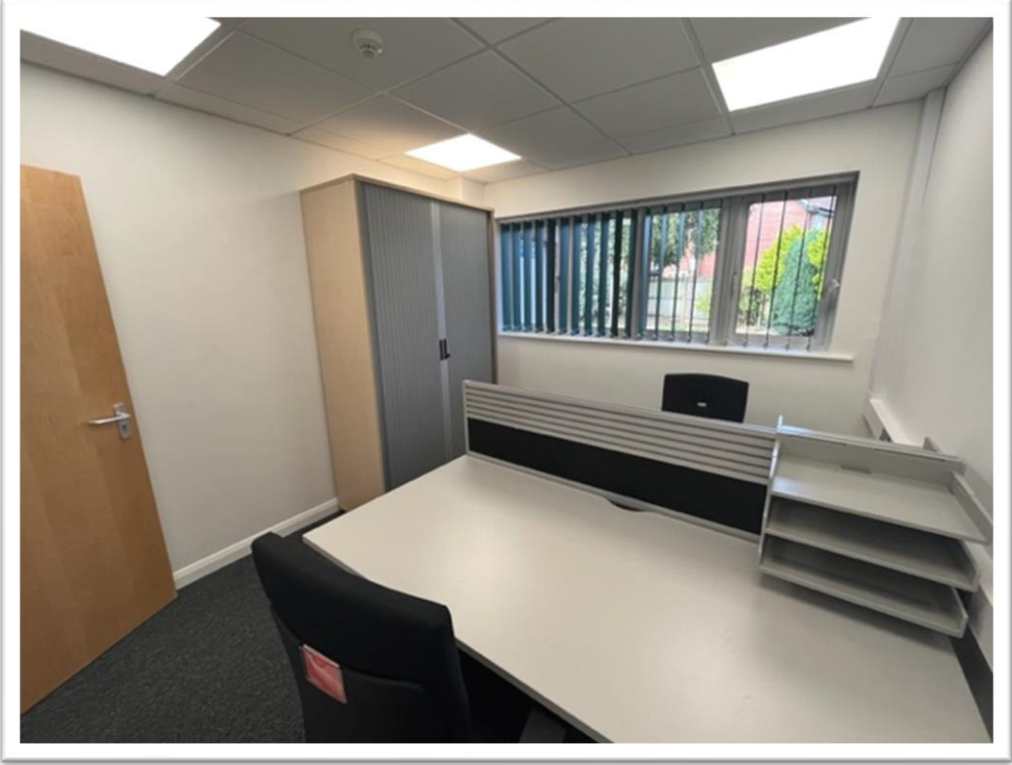
Catmose
College

New security fencing



Theatre raked seating

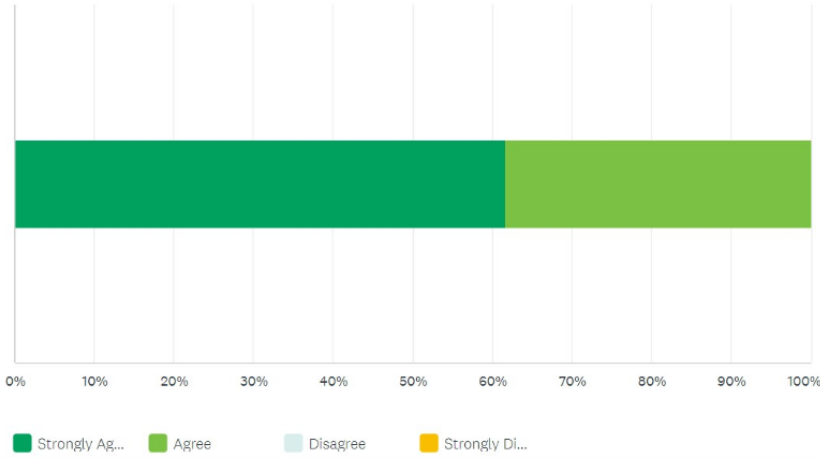


Site	Work Planned/Completed during the year
Catmose College	Finance Building – new office 

Client Surveys

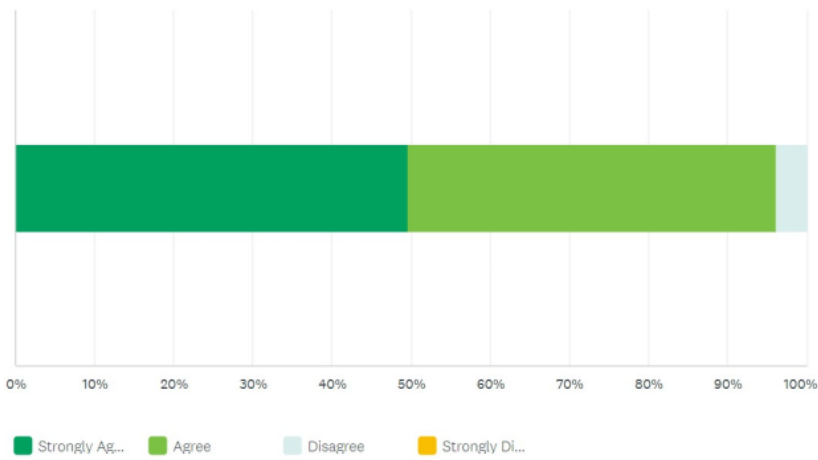
Staff Survey

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



100%
A/SA

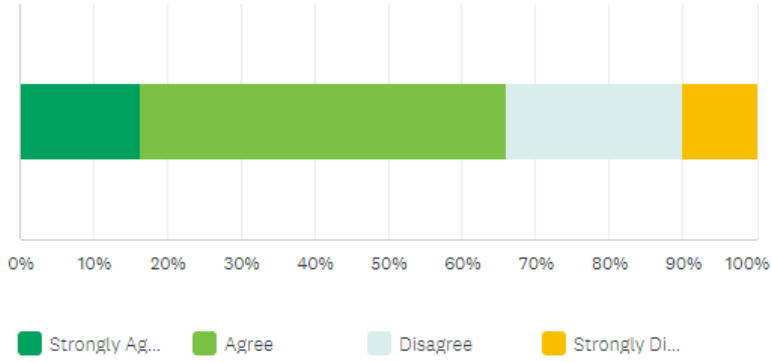
The toilets are maintained to a high standard.



96%
A/SA

Catmose College Student Survey

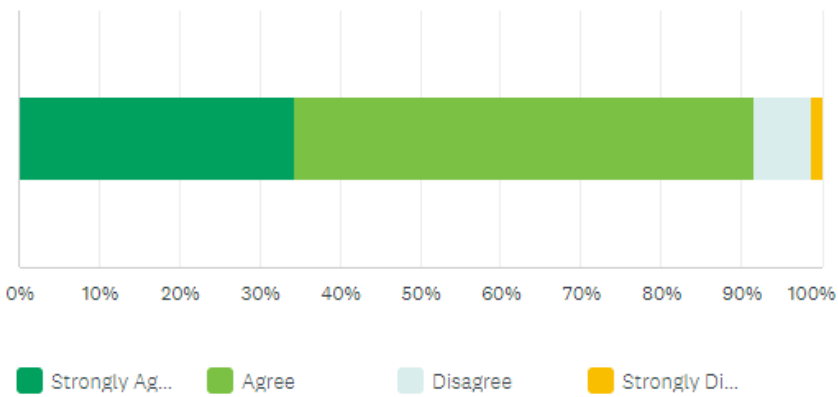
The toilets are maintained well.



67%
A/SA

Harington School Student Survey

The toilets are maintained well.



92%
A/SA

Recommendations for 2022/2023

- Review of building management system and software – quotes for replacement.
- External specialist deep cleaning quotations for first floor north elevation concrete slabs and ground floor east courtyard area.
- Re-establish costs for maintenance and servicing of Biomass boiler, to include wood pellet fuel costs.
- Internal and external lighting and energy survey at Catmose College and Catmose Primary – quotations for LED lighting conversion.
- Electric car charging points (EVC) to car parking area – government grant schemes for infrastructure, workplace charging scheme.
- Prioritise PPM into 2023, reducing costs without having an impact on statutory requirements.
- Review client surveys – FM Team cleaning, maintenance and support.
- Survey and quotations for building-applied photovoltaics – installation onto north east roof elevation.
- Quotations for an alternative solution to the external raised beds to the front elevation – grounds contractors.
- New flooring to Orangery – Altro safety floor quotations to enhance cleaning.
- Continue with capital projects to grow to a 240 PAN – new extension, Sports Multi Use Gaming Area (MUGA) pitch and remodelling/decoration of old sports hall and link block.



2022/2023 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, 75% Parental, 75% Student)</p>	Review staff/student QA - CC Observations	Review staff/student QA - Harington	Client Surveys QA review – to include observations	Client Survey QA review site support requests
<p>Team development Observation checks during terms 1 and 4 showing 90% of staff are performing in line with standards</p>	PAT – Training H&S Training Review BMS Training Safeguarding Observations carried out by SME and PD - targets H&S Audit	Performance Reviews TP Review & Evaluation Monitor & Review QA for staff/students Competency training & review for FM Officers Genie Platform Lift Training	FM Team BMS Training COSHH Training RA Training Ladder Training Fire Marshall Training	H&S Audit Monitor & Review QA for staff/students Observations carried out by SME and PD ensuring targets are being met Interim Performance Reviews
<p>PPM Ensure that PPM is effective – minimising costs and repair call outs</p> <p>Compliance Tracker & Workplan (GEMS)</p>	L8 ACOP EM Lighting checks Ansul System Servicing Partition Walls Service Deep Clean/Refurb – FM Team PAT Testing Auto Doors	PAT Testing Fire System/Fire Curtains L8 ACOP Sprinkler/Pumps Minor AHU's - Major Passenger Lifts (LOLER) Smoke/Fire Vents Plant/Boilers/Gas Guards - Gas Tightness Checks Yearly Fire Fighting Equipment Service External Grounds – Tree work	PAT Testing Fire System L8 ACOP Plant Gas Tight/Gas Guards EM Lighting Sprinkler/Pumps Major RA Review Ansul System	LEV Inspection Asbestos Management Plan Review – CP PAT Testing Fire System/Fire Curtains L8 ACOP EM Lighting Security System – Access control/Intruder/CCTV Sprinkler/Pumps Minor AHU Minor Air conditioning Smoke/Fire Vents

<p>Federation Development</p> <p>New two-storey extension building</p> <p>Old sports hall remodeling</p>	<p>H&S Audits CC/Har/CP</p> <p>Engage with building contractors & RCC</p>	<p>Photovoltaics survey/feasibility</p> <p>CC/CP Lighting survey – LED conversion</p> <p>External specialist clean to courtyard & 1st floor north elevation</p>	<p>DEC's – all buildings</p> <p>Old sports hall remodeling completion</p> <p>Electric Car Charging Points (EVC)</p>	<p>Photovoltaics Install</p> <p>Lighting system - CC</p>
<p>Staff Development</p> <p>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</p> <p>PAT Training</p> <p>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 - IOSH</p> <p>COSHH Training</p>	<p>Manual Handling & Ladder Training</p> <p>General H&S - RA</p> <p>Fire Marshall Training</p>	<p>Performance Review – Interim Progress</p> <p>Observation 2 carried out by SME/PD</p>

FINANCE

Evaluation of 2021/2022

Trips and visits returned to all schools in the Federation as part of our recovery theme, although these were mainly day trips. Residentials returned towards the end of the academic year, but in the UK as overseas travel was still subject to many restrictions and insurance provisos.

Financial outturn

The annual audit in September 2022 was successful with no significant weaknesses highlighted.

The year-end position at 31 August 2022 is an in-year deficit of (£3,524) and the breakdown by each school is:

College	£62,093
Primary	£21,685
Harington	+£80,255

We had estimated an in-year deficit of © £100,000 for 2021/2022, but received a welcome 'Supplementary Grant' in the summer, backdated to April 2022 to cover additional employer national insurance costs, the sum we received across the Federation for the period April – August was £84,294.

The in-year outturn brings the Federation's overall surplus to carry forward to £1,377,198. These figures will be amended slightly by the final outcome of the external audit and their year-end adjustments.

All ESFA published returns have been submitted on time.

Capital

Refurbishment work has been completed to remodel the space formerly occupied by Brightways, (Adult Learning Centre) into a suite of classrooms for the languages team. The DSP team have relocated to their original space in the College (replacing languages); the Intervention team have moved up into the mezzanine space and the Central Services team of Repro, Data, IT and FM are now in the former Client Services area. The satellite block is now Finance only (for now). Replacement raked seating has been fitted to the theatre which can now accommodate a full year group and has improved motors and lighting.

We have a target of September 2023 to open our new block accommodating three science labs, Food, DT and IT. Rutland County Council have contributed a large grant to support this expansion project.

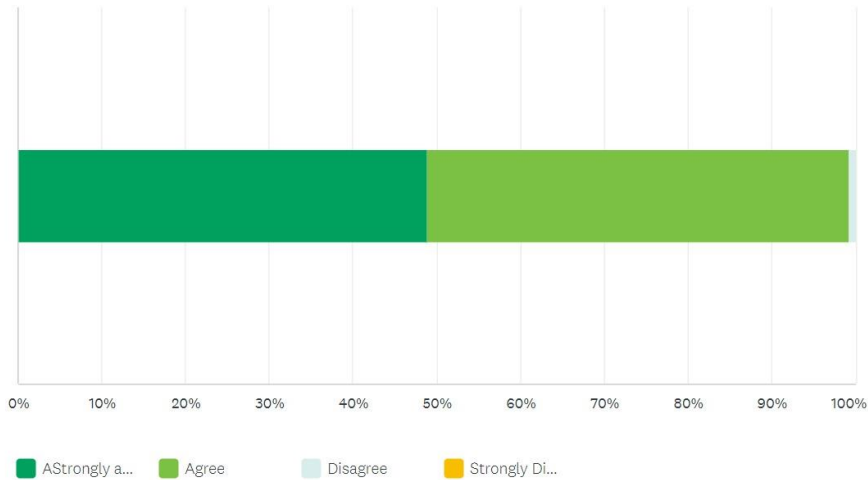
Rutland County Council have surrendered their lease to occupy the old sports centre and we are looking at modifying the joint use agreement for the new sports centre going forward.

Client Surveys

Staff Survey

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

Answered: 133 Skipped: 14



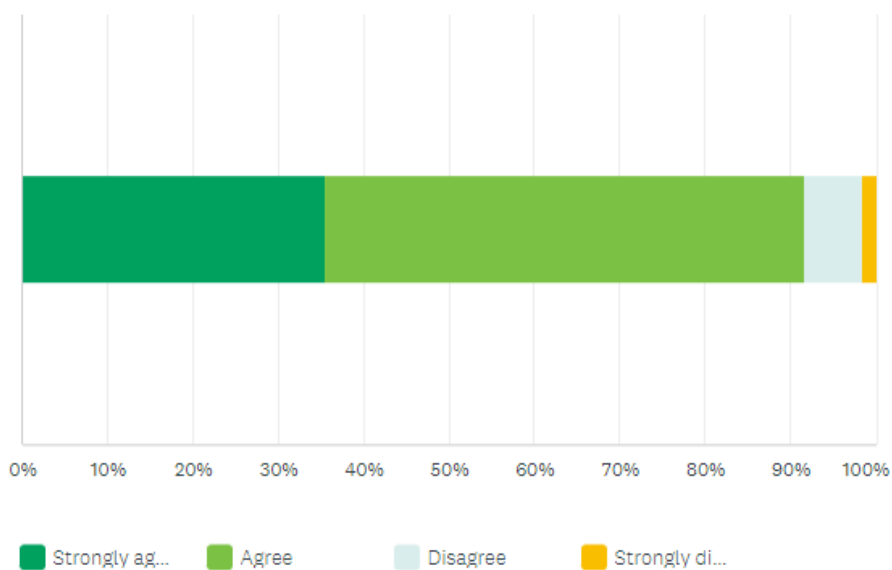
Any queries regarding finance (orders, payroll and trips or visits) are dealt with effectively and promptly. This is up from 98% last year to 99% of staff who agree or strongly agree.

Parent Survey

The parental survey asked whether communication was dealt with effectively and any questions resolved. This was not in the 2021 survey so no benchmark, but 90% of parents agree/strongly agree.

Communication regarding buses, parent pay and trips and visits is eff...

Answered: 479 Skipped: 72



Recommendations for 2022/2023

The 'Recovery' strand impact for the Finance team is around extracurricular opportunities. A comprehensive Trips and Visits portfolio will be published to parents in Term 1 to enable them to plan and cost up residential opportunities in the planning stages over the next academic year and beyond.

We will implement the Evolve Trips package which should simplify the trips paperwork processes for leaders whilst satisfying the guidance around H&S and risk assessments during off site opportunities.

We will ensure financial hardship is not a barrier for student participation. We will strive to capture gaps and target those students who have not engaged with an enrichment opportunity.

The budget forecast for 2022/23 has an in-year deficit forecast of © £700,000, due to a huge increase in utilities costs and a 5% pay award settlement, versus the National Funding Formula (NFF) income uplift of only 1.9%. Chief Finance Officers and unions are lobbying government to provide financial support to schools.

The Catmose expansion programme will feature heavily in 2022/2023. The building requires a new funding agreement, planning permission, and a D&B Contract to be agreed before we can proceed. We will then manage the £5m new block build project.

2021/2022 Finance Improvement Plan - Outcomes	Autumn (T1&2)	Winter (T3)	Spring (T4&5)	Summer (T6/holiday)
<p>Client satisfaction Assess impact around extra-curricular trips and visit opportunities. Examine participation data throughout the year.</p> <p>Ensure financial hardship is not a barrier for student participation – capture gaps and target students who have not engaged with an enrichment opportunity.</p> <ul style="list-style-type: none"> • % who have attended at least one trip: CP – 90% 99.2% Year 7 – 90% 91% Year 8 – 80% 92% Year 9 – 60% 68% Year 10 – 60% 71% • Participation targets for PPG students of 70% (lower this year due to COVID recovery and hesitancy). 73% <ul style="list-style-type: none"> • Whole school participation target of 70% 78% 	<p>Publish annual trips and visits summary to all parents – now ready to publish for 22/23</p> <p>Training programme for CB: Groupcall ParentPay Risk Assessment OVC Evolve</p> <p>Capture data and sharing methods</p>	<p>Watching brief – ski trip</p> <p>Maintain datasets and participation</p>	<p>Organisation of summer trips programme, RA & upload to Evolve</p>	<p>Data checking to target year groups falling short of participation targets</p>

<p>Team development Audit outcome should be – no significant weaknesses highlighted in the annual audit by External Auditors.</p> <p>Budget management – maintain a planned Federation in-year outturn. The target is for each school to break even with the recurrent funding in year: - Breakeven for all 3 schools = 1; Recurrent in year total less than £20,000 deficit or 2 of 3 schools breakeven = 2; Recurrent in year total less than £60,000 deficit = 3; any worse = 4</p> <p>All deadline dates to be met – ESFA, HMRC, LGPF, TSS and other bodies as required.</p> <p>Staff PRs and observations fulfilled and tracked to payroll outcome</p>	<p>External auditors to present to Resources trustees with 31/08/2021 outturn Revenue Funding Data Collection by Oct 2021</p> <p>Final Accounts to ESFA by 31/12/21 and published on RADSf website. Must include Internal Scrutiny & Energy Data returns.</p> <p>Staffing scrutiny for curriculum costing and assignment of staff costs to each School via reoccurring journals</p> <p>Conduct PRs</p> <p>Update payroll data sheet in HR</p> <p>Capture all ad-hoc conditions of service, e.g. overtime into pay</p> <p>Policy and other discretionary policies</p>	<p>AAR to EFA by January 2022</p> <p>Finance annex G RTA to EFA by January 2022 (for April-Aug 21)</p> <p>Land & buildings tool to EFA by January 2022</p> <p>Responsible Officer visit</p> <p>Recruitment season</p> <p>Audit scrutiny panel</p> <p>Staff observations</p> <p>Staff salary statement letters issued</p>	<p>HMRC year end – returns due for IR, TSS, LGPF</p> <p>Responsible Officer visit (Audit & Risk scrutiny panel in lieu of)</p> <p>Budget Forecast Return Outturn (BFRO) due to ESFA by May 2022</p> <p>AMAP tool returned (Asbestos Management)</p> <p>SRMSAT due March 2022 (School Resource Management Self-assessment tool)</p> <p>Revised 16-19 bursary fund guidance issued April 2022</p>	<p>Prepare BUPA offer for senior and middle leaders (RP12 and above)</p> <p>BFR3Y (Budget Forecast return) due to EFA in July 2022</p> <p>NNDR rates claims April 2022</p>
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<p>Federation development Estates Strategy & Vision</p> <p>Oversight of remodelling of Brightways' former space Budget £750,000</p> <p>Capital expansion project – new build block Budget £4,362,000</p>	<p>Develop compliance tracker to be maintained by SME. Include aspects delegated to SLL.</p> <p>Kick-off meeting with successful contractors</p> <p>Consultation ends 8/10/21</p> <p>Submit Significant Change request to Regional School Commissioner – need Equality Impact Assessment and Consultation outcomes</p> <p>RIBA Stages 1 & 2</p>	<p>Broad AMP for each Federation school</p> <p>Project completion by Christmas 2021 – Final sign off July 2022</p> <p>Engage building contractor Planning permission Logistics solution</p> <p>RIBA Stage 3</p>	<p>GEMS – ESFA tool for good estate management</p> <p>Impact of refurb work</p> <ul style="list-style-type: none"> • move MFL team • move DSP team • move Client Services and Intervention teams • office relocations (HB, SC, SME) <p>Project management</p> <p>Wider College plans to accommodate increased numbers</p> <ul style="list-style-type: none"> • Theatre assembly space • Catering • Sport 	<p>Maintain oversight of asset register & plan</p> <p>Outdoor landscaping and furniture to offer additional dining</p> <p>Project management</p> <p>Curriculum costings</p>
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FINANCE Improvement Plan 2022/2023	AUTUMN Terms 1-2 (Sep – Dec)	SPRING Terms 3-4 (Jan – Mar)	SUMMER Terms 5-6+Summer (April-August)
<p>Trips and Visits Assess impact around extracurricular trips and visit opportunities. Examine participation data throughout the year (Identify groups – FSM, Gender, SEN)</p> <p>Budget management The in-year budget for 2022/23 has a significant overall deficit of (£693,107) and careful financial management will be required to ensure this does not worsen with the unsettled utilities forecasts. College -£599,625 Primary -£143,188 Harington +£49,706</p> <p>Capital Expansion Project Close Project Management of the CEP as the grant income is overspent, and up to £600,000 of the College’s surplus has been allocated to support the building. The cost plan cannot become even more expensive as to increase the College’s investment is not viable due to current budget pressures and other investment projects.</p>	<p>Data analysis complete with details of every student who did not participate in 2021/22 to ensure they are prioritised.</p> <p>Launch Trips Planner</p> <p>Audit team in for 31/08/2022 final Accounts</p> <p>D&B Contract</p> <p>Planning Permission</p>	<p>Launch EVOLVE trips software and deliver training to potential trip leaders</p> <p>Watching brief. Staffing developments - recruitment. Timetable changes.</p> <p>Watch Cost Plan & Gantt chart to keep budget and build on track</p> <p>Consider additional catering facility on languages piazza</p>	<p>Check for gaps in delivery & opportunity</p> <p>Work towards target completion of September 2023.</p>

<p>Sport</p> <p>End Lease with RCC for old sports centre. Revise JUA for new Sports centre.</p> <p>Remodel changing rooms attached to old SC.</p> <p>External operator renewal wef April 2023.</p> <p>Pool demolition and designation of space.</p>	<p>Demolition of swimming pool building; safety fencing.</p> <p>Replace fencing</p> <p>Create MUGA</p> <p>Plans for link block refurb</p>	<p>JUA in place with RCC; and new sport contractor takes up contract April 2023.</p> <p>College retains Old SC from April 2023.</p>	<p>New MUGA area for sport complete.</p> <p>Refurb of changing rooms complete.</p>
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ADMINISTRATIVE SUPPORT

Evaluation of 2021/2022

As a Federation we breathed a collective sigh of relief that the important and yet hugely demanding work of Covid-testing had finished. The gradual return to normal services means that our office and Reception spaces resemble their old selves once more; screens are absent which allows for smoother methods of communication, both client-facing and with one another.

This has been a phenomenally busy time for the Admin team as we have seen an almost complete change of staff inside two years; three new Senior Administrators and a new Communications Manager have joined the team since Christmas and another team member has joined the HR team. We were sad to say goodbye to respected colleagues but welcome our new team members with their own skills and experiences to complement the team. Responsibility for SEN Administration has also been brought under the responsibility of the Admin team. A priority for this year will be resilience across the three schools. The Reprographics office has now moved which is closer to the rest of the team which is welcomed. With so many changes, a period of consolidation is required for the team this year.

The planned move to adopt Parent Portal will resume this year and should streamline the issuing of all reports, therefore saving time and money on printing and paper resources. These are always important considerations and are not to be underestimated, especially due to the rising costs in a number of areas. This system will also allow parents to update the details that the Federation holds for them and their child, subject of course to checking at a senior level. Feedback from the Parent Survey highlighted several requests for improved access to the reporting system, therefore, it is hoped that we can meet this need.

Events-wise, Open Evening was well attended and 2022 is anticipated to be our busiest yet. Presentation Evenings at Harington and the College were very successful and we look forward to welcoming our ex-Year 11 and Year 13 students back again. The College Prom and Harington's Formal were triumphs of organisation. Transition Day for new Year 7 students returned and was welcomed by both students and parents.

The College has, at the time of writing, so far welcomed fifteen students from the Ukraine. This has raised some challenges with language and communication which we are tackling with the aid of translation apps. It is hugely important to us that all students and their families feel welcomed. The Parent Survey was particularly positive regarding communications; our aim is to exceed expectations in this area.

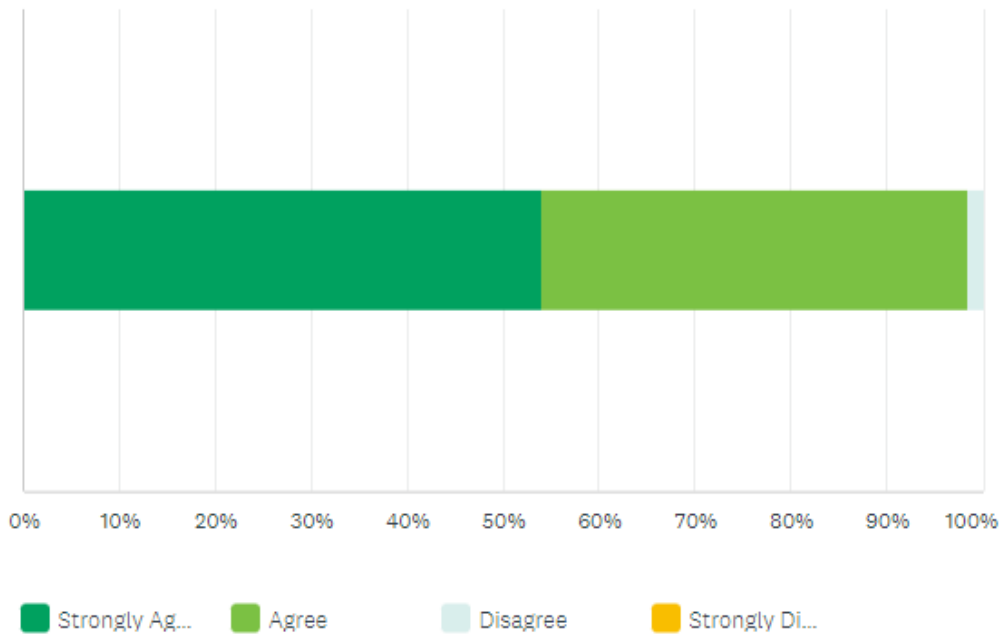
Staff wellbeing remains very high on the agenda; in May the Positive Mental Health week saw a raft of activities such as the ever-popular staff bake-off, yoga, informal meet and greet (with a great deal of cake) which blended with the ongoing staff buddy schemes that mesh us so well as a community. Looking ahead, the highly popular wreath making and staff bake-offs will continue, as will the hotly

anticipated Christmas party! A calendar of events will be accessible to all staff and will include staff led sessions in board games, photography, painting, badminton and rounders.

Client Surveys

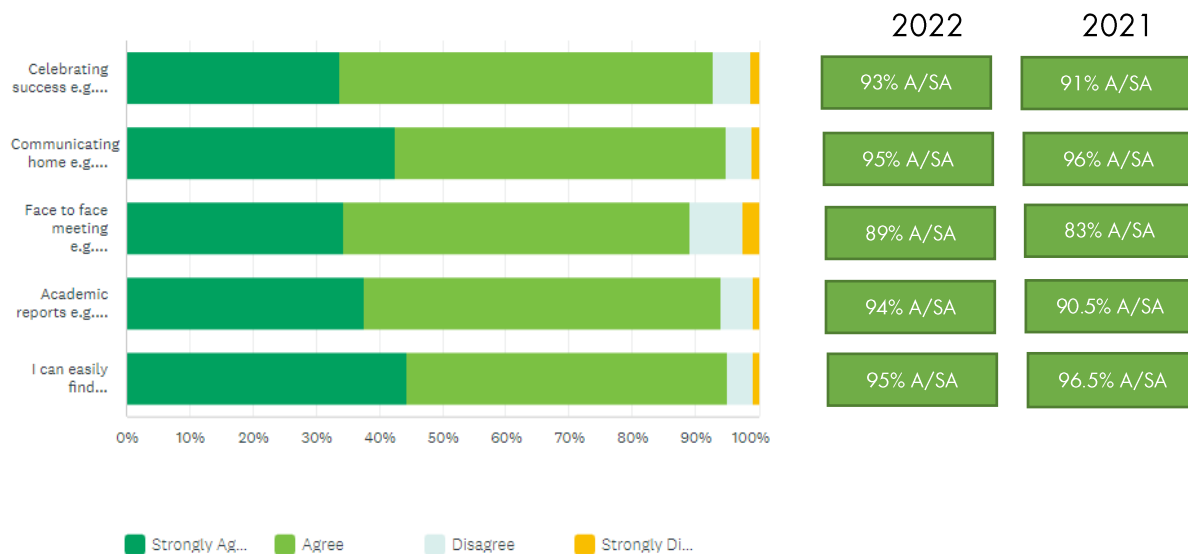
Staff Survey

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



Parents' Survey

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



Recommendations for 2022/2023

The working group established to introduce 'Parent Portal' (which will work alongside our Cloud School MIS) will reconvene and will be trialed on Year 8 families. This will allow parents to manage the details held on the system e.g. address, contact details, etc. It will also allow reports to be issued electronically which will save time, money and the positive environmental impact of less printing and paper use will be significant.

Further resilience training across all three sites will be targeted to begin in term 2.

The parent survey indicated a desire to see even more celebration of successes across the settings.

2022/2023 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 2021/2022 surveys with the team.</p>		<p>Prepare stakeholder surveys, looking at wording of key questions.</p>	<p>Discuss surveys within the team.</p>
<p>Team development Team Leadership: Management of Admin team – 80% of colleagues within Admin team agree that:</p> <ul style="list-style-type: none"> a) My line manager seems to care about me as a person b) There is someone who encourages my development c) I am able to manage my workload d) Last year there were opportunities at work to learn and grow. <p>(>=90% Outstanding, 85- 90% Good, 80-85% RI, <=80% Inadequate)</p>	<p>Performance reviews. Observations Resilience training</p>	<p>Resilience training</p>	<p>Observations</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 2023 is a full year group.</p>	<p>Spot check termly information held on the websites.</p> <p>Update Communication Policy.</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.</p> <p>Forward plan extracurricular events and prompt leader for a news story.</p>		<p>Review survey results.</p> <p>Plan for holidays regular news stories on social media. Marketing strategy for Open Evening 2023</p>
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HUMAN RESOURCES

Evaluation of 2021/2022

Staff Retention and Recruitment

Whilst national figures were demonstrating an increase in teaching vacancies during 2021/22, the Federation benefitted from strong teacher retention of 93%. There was greater movement within support staff roles, with 14% turnover; this reflects the national picture, as data from all business sectors across the UK has indicated that there was a record amount of vacancies last academic year, with 2021-2022 being dubbed 'The Great Resignation'. As a result, the Chief Finance Officer conducted an in-depth benchmarking and retention project, identifying and regrading key roles within the organisation, implementing a Federation support staff scale that streamlines the previous APT&C scale, omitting the overlapping scales and including a more appropriate number of progression spinal points.

The Federation's strong recruitment process saw 97% of recruitment processes result in successful appointments in 2021/22. Seven of these were current teaching and support staff colleagues who benefitted from opportunities for development and/or promotion, including positions for: team leader, assistant team leaders, academic excellence leads, premises officer and IT officer.

Four colleagues (both teaching and support staff) who had previously left the Federation returned to new roles here, demonstrating that having the right organisational culture and practices will tempt talent back.

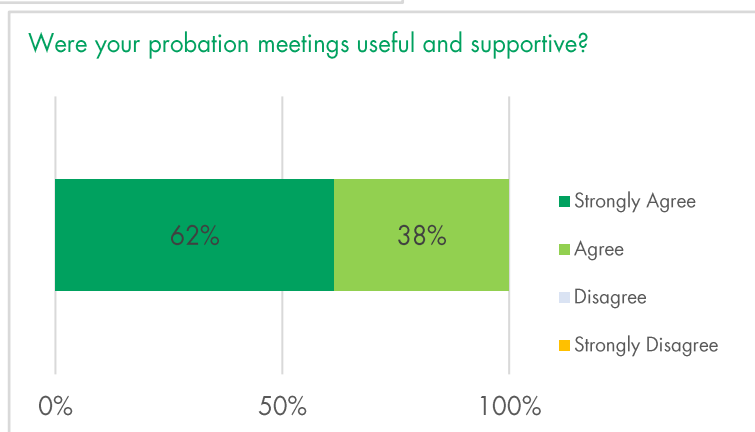
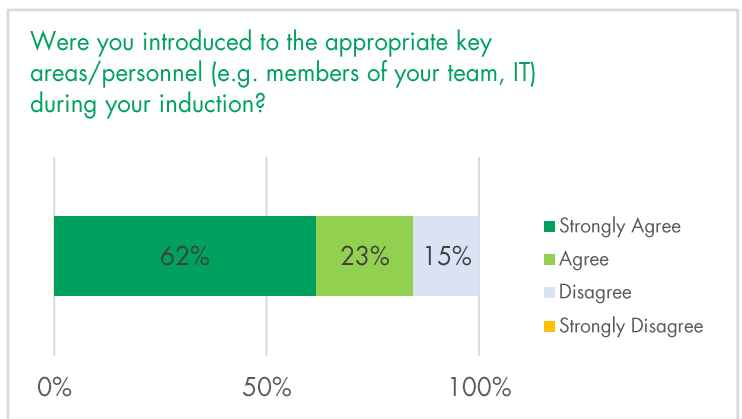
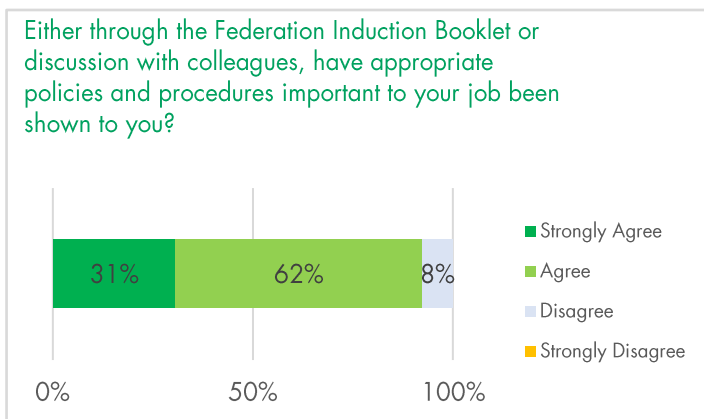
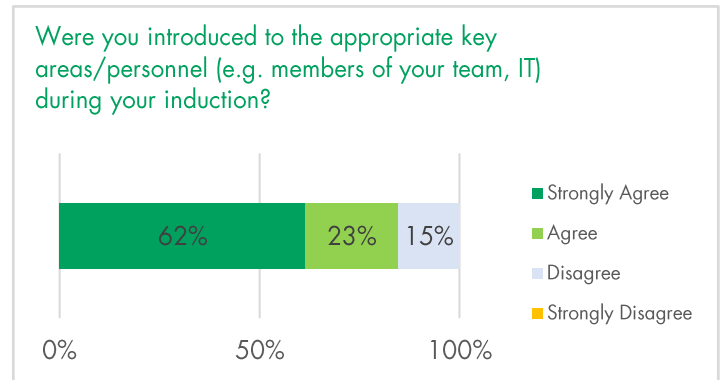
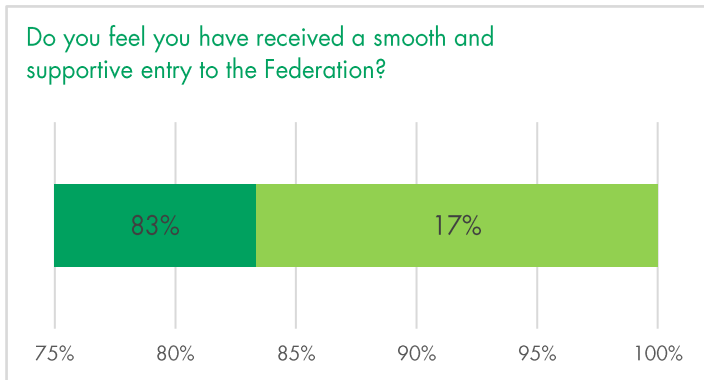
The HR team benefit from the invaluable support from a dedicated HR Senior Administrator who, bringing resilience to the team, supports with a range of duties, including assisting with conducting pre-employment checks, managing the probation process, collating data, and responding to enquiries from staff. They have also recently completed Safer Recruitment Training.



Induction and probation

Results from Induction/Probation survey

Feedback was positive overall, with it being particularly encouraging that 100% of respondents feel that they received a smooth and successful entry to the Federation and that their probation meetings were useful and supportive.



Induction

A successful induction programme is key to making new colleagues feel welcome, supported and well-informed. This will benefit the Federation by maximising staff retention and engagement. In term 6 we ran a successful paid induction week for staff joining the Federation in August 2022. This saw new starters receive their laptops, log-in details, timetables and ID cards. They met key members of staff and spent time with the teams they were joining. It was also an opportunity to familiarise themselves with the plans and systems necessary for them to feel confident about starting their new role.

Over the next year it would be beneficial to develop a guidance for team leaders on the best ways to provide a successful induction, particularly for colleagues who start their role mid-way through the academic year. This would help ensure that new starters receive a standardised induction, irrespective of when they join. This could be shared with team leaders and wider staff, so everyone is aware of the role they play in ensuring new staff receive a smooth and supportive entry to the Federation.

Probation

The probation system was reviewed in time for the forthcoming academic year, streamlining the processes involved whilst retaining integrity. Some feedback from those who completed their probation in 2021/22 was that the process was lengthy and the form bulky, therefore, the form has been reduced and digitised in order to encourage meaningful dialogue over form-filling. Furthermore, the amount of probation meetings has been reduced from 3 to 2, which will reduce workload. However, it is likely that further meetings will be held if there are concerns or support is required.

Staff Appraisal

The Federation's annual Transformation Plans identify strategic objectives and metrics which cascade through to the day-to-day work of all employees. These objectives are identified at the beginning of each academic year, presented to staff during our annual training day and team meetings, and thread through to everyone's annual Performance Review targets. Team leaders regularly monitor progress towards these objectives, staff are encouraged to review their targets regularly and invited to request an interim performance review during term 4 if they feel that their targets should be adjusted.

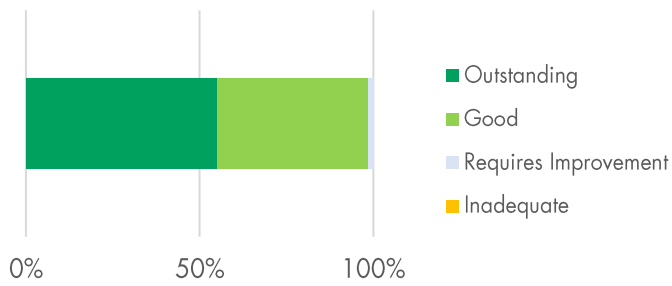
The Performance Review form has been reviewed and updated in order to reduce staff workload and shift focus towards colleagues holding meaningful discussions regarding their performance and professional development.

All staff target 1 outcomes

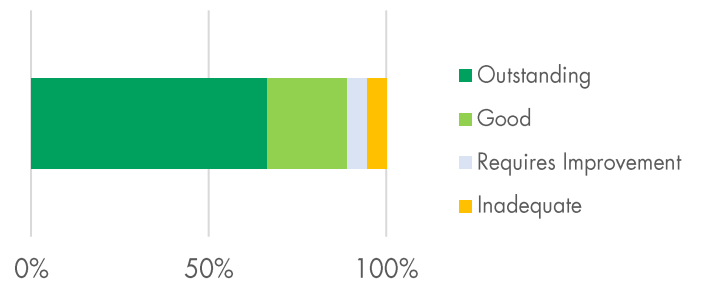
Results from last year's target 1 outcomes was again strong, with 100% of staff passing this part of their performance review which encompasses data from attendance, observation and, only for teaching staff, student outcomes. Team leaders' targets differ slightly; their objectives are focused more upon the performance of the team they manage.

As with previous years, all of the data obtained is checked and cross-referenced, with the methodology for grading student outcomes taking into account contextual information, such as class size and attendance rates.

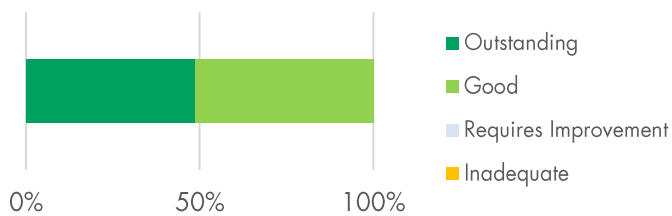
All staff observations 2021 - 2022



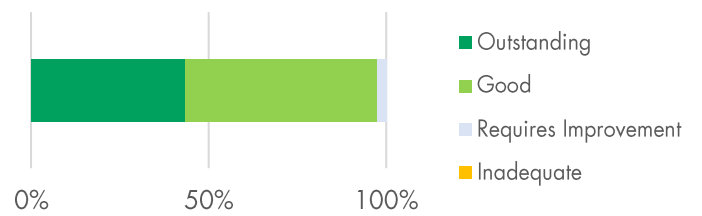
All staff attendance grades 2021 - 2022



All staff objective target 1 PR grade 2021 - 2022



Teachers only: student outcomes 2021 - 2022



Final PR grade	2021/22	2020/21	2019/20
1	49%	61%	42%
2	51%	39%	57%
3	0%	0%	1%
4	0%	0%	0%

Staff attendance

Staff attendance remains strong across the Federation, with an average of 98% (including sickness absence plus all other PR-affecting absences).

Whilst it was previously a legal requirement for people to self-isolate after testing positive for Covid-19, the law changed in March 2022, with the government instead recommending that those testing positive stay at home and reduce contact with others. The Federation's sickness absence coding procedure changed to reflect this; with colleagues being asked to self-isolate at home for 5 days after testing positive. Those who would be well enough to attend work are invited to request to work from home, otherwise their absence is coded in the usual way for

sickness absence. Despite this change partway through the year, the target (95%) for staff to have Good or better attendance was again exceeded (98%).

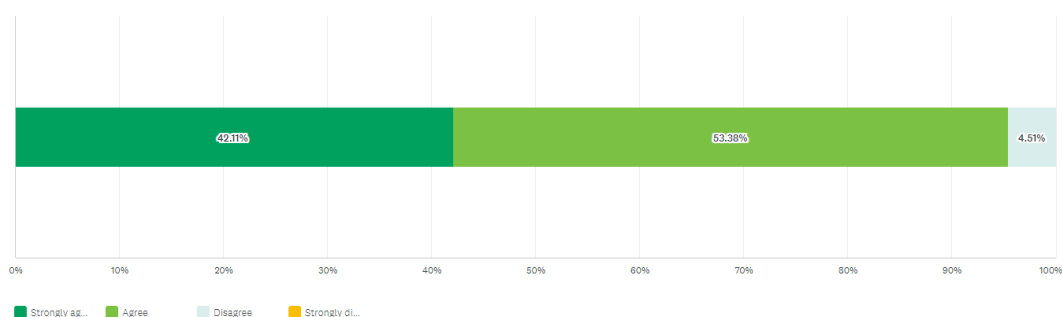
Staff attendance is monitored on a regular basis: those who are nearing a sickness management trigger are emailed in order to make them aware, and invited to request a meeting if they feel a discussion is necessary. Those who have triggered the sickness management policy are invited to attend meetings to discuss their absences. If staff have been absent due to illness, reasonable adjustments are explored and put in place where possible, for example, phased returns, counselling, temporary adjustments to rooming, storage additions to classrooms and permanent alterations to working hours.

Absence Management Including sickness plus all other PR- affecting absence	2021/2022	2020/21	2019/20
Average attendance across the Federation	98%	99%	99%

Client Surveys

Effective communication is key to building trust as well as increasing staff engagement and retention. The HR team assist with enquiries from colleagues across the Federation regarding a wide range of topics. This year's staff survey demonstrates that 95% of staff either strongly agree or agree that the HR team provide professional and timely support.

The HR team provides professional and timely support



Recommendations for 2022/2023

- >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 2022/23: 95% of staff achieve Good or better for their overall target 1.
- The completion of a Federation gender, ethnicity and disability staff equality report.

2022/2023 HR Improvement Plan	Autumn term	Spring term	Summer term
<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>Research changes to KCSIE, updating Recruitment Policy & associated forms/practices.</p> <p>Solely use CPOMS for SCR.</p> <p>Probation forms reviewed & amended.</p> <p>Review/update Induction & Probation policy.</p> <p>Performance review forms reviewed & amended.</p> <p>Probation meeting 1 to take place with Link VP.</p> <p>Induction/probation survey circulated.</p>	<p>Review/update job adverts and recruitment procedure.</p> <p>Monitor response to recruitment adverts/ platforms.</p> <p>Review in-year induction process & produce guidance for team leaders. To include existing staff who change roles.</p>	<p>Research and update DBS policy.</p> <p>Review questions for staff survey.</p> <p>Research and plan thorough induction fortnight.</p> <p>Update 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>Review training day & plan for forthcoming year.</p>

<p>Client satisfaction 90% of staff say their HR questions are answered in a timely manner.</p>	<p>Review internal HR processes with team. Regular meetings throughout year.</p>		<p>Staff survey to be circulated.</p>
<p>Staff development 95% of staff have good or better attendance. 95% of staff have good or better overall target 1 PR grades.</p>	<p>Regular review of attendance (ongoing). PR guidance updated/staff briefing held. PR letters issued.</p>	<p>Create report regarding current HR processes, research HR software/staff attendance management software, costs and benefits. If implemented, plan roll-out. Interim PRs.</p>	<p>Review Sickness Management Policy.</p>
<p>Equality An analysis is conducted in gender, ethnicity and disability pay differences.</p>		<p>Conduct research with appropriate bodies. Analyse job descriptions and pay information across the Federation.</p>	<p>Review Equality & Diversity Policy.</p>