

# Transformation Plan 2024/2025 Year 3 of 3



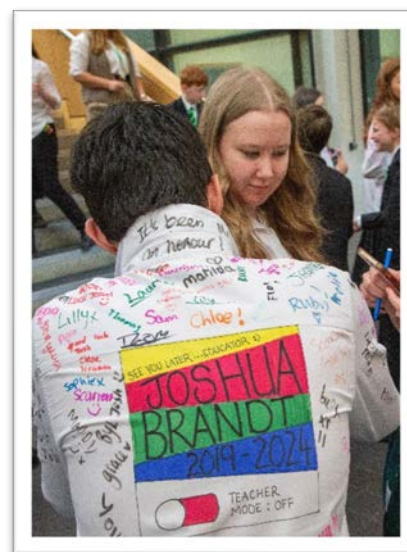
# CONTENTS

|   |           |
|---|-----------|
| <b>INTRODUCTION TO THE FEDERATION .....</b>             | <b>3</b>  |
| Key Priorities .....                                    | 3         |
| Trust Services .....                                    | 4         |
| <b>GOVERNANCE STRUCTURE .....</b>                       | <b>5</b>  |
| The Trust .....   | 5         |
| Resources Trust Committee .....                         | 5         |
| Members of the Trust .....                              | 5         |
| Local Governing Bodies (LGB) .....                      | 6         |
| <b>SENIOR STAFF STRUCTURE .....</b>                     | <b>7</b>  |
| The Executive Principal (EP) .....                      | 7         |
| The Chief Finance Officer (CFO) .....                   | 7         |
| Heads of School (HoS) .....                             | 7         |
| Federation Vice Principals (VPs) .....                  | 8         |
| <b>ACADEMY IMPROVEMENT .....</b>                        | <b>8</b>  |
| Quality Assurance .....                                 | 8         |
| <b>SERVICE EVALUATION AND IMPROVEMENT PLAN .....</b>    | <b>11</b> |
| <b>IT SERVICES .....</b>                                | <b>13</b> |
| Evaluation of 2023/2024 .....                           | 13        |
| Client Surveys .....                                    | 15        |
| Recommendations for 2024/2025 .....                     | 16        |
| 2024/2025 New Tech Improvement Plan .....               | 17        |
| <b>CATERING .....</b>                                   | <b>18</b> |
| Evaluation of 2023/2024 .....                           | 18        |
| Client Surveys .....                                    | 19        |
| Recommendations for 2024/2025 .....                     | 20        |
| 2024/2025 Catering Improvement Plan .....               | 21        |
| <b>FACILITIES MANAGEMENT SERVICES .....</b>             | <b>22</b> |
| Evaluation of 2023/2024 .....                           | 22        |
| Client Surveys .....                                    | 24        |
| Recommendations for 2024/2025 .....                     | 25        |
| 2024/2025 Site and Capital Works Improvement Plan ..... | 26        |
| <b>GOVERNANCE .....</b>                                 | <b>28</b> |
| Evaluation of 2023/2024 .....                           | 28        |
| Recommendations for 2024/2025 .....                     | 32        |
| <b>FINANCE .....</b>                                    | <b>33</b> |
| Evaluation of 2023/2024 .....                           | 33        |
| Client Surveys .....                                    | 34        |
| Recommendations for 2024/2025 .....                     | 35        |
| <b>ADMINISTRATIVE SUPPORT .....</b>                     | <b>38</b> |
| Evaluation of 2023-2024 .....                           | 38        |
| Client Surveys .....                                    | 40        |
| Recommendations for 2024/2025 .....                     | 41        |
| 2024/2025 Admin Improvement Plan .....                  | 42        |
| <b>HUMAN RESOURCES .....</b>                            | <b>44</b> |
| Evaluation of 2023/2024 .....                           | 44        |
| Client Surveys .....                                    | 47        |
| Recommendations for 2024/2025 .....                     | 49        |
| 2024/2025 HR Improvement Plan .....                     | 50        |

## 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](http://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 Department for Education 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. 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 of music lessons to offer tuition from reception through to post-16 students. There is also an extensive range of trips and visits for students locally and internationally.



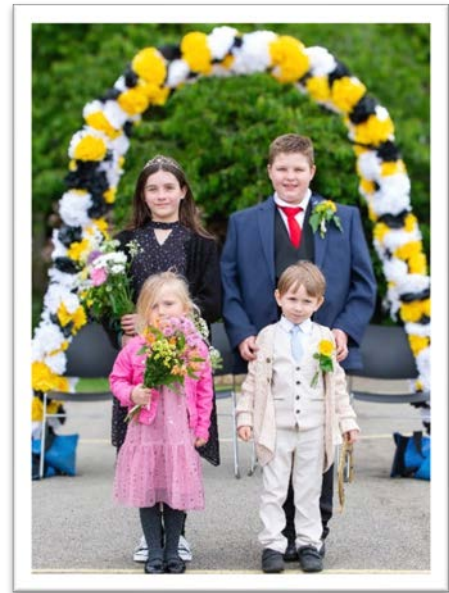
Our site team manages a number of sites, bringing resilience in case of absence and expertise to ensure that facilities are clean, well-managed and well maintained in order to best facilitate learning, as well as complying with all the expectations of current health and safety legislation. The IT team 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 students.

# 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 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 Members' 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 (LGB)

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. 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 vice principal 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.



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.



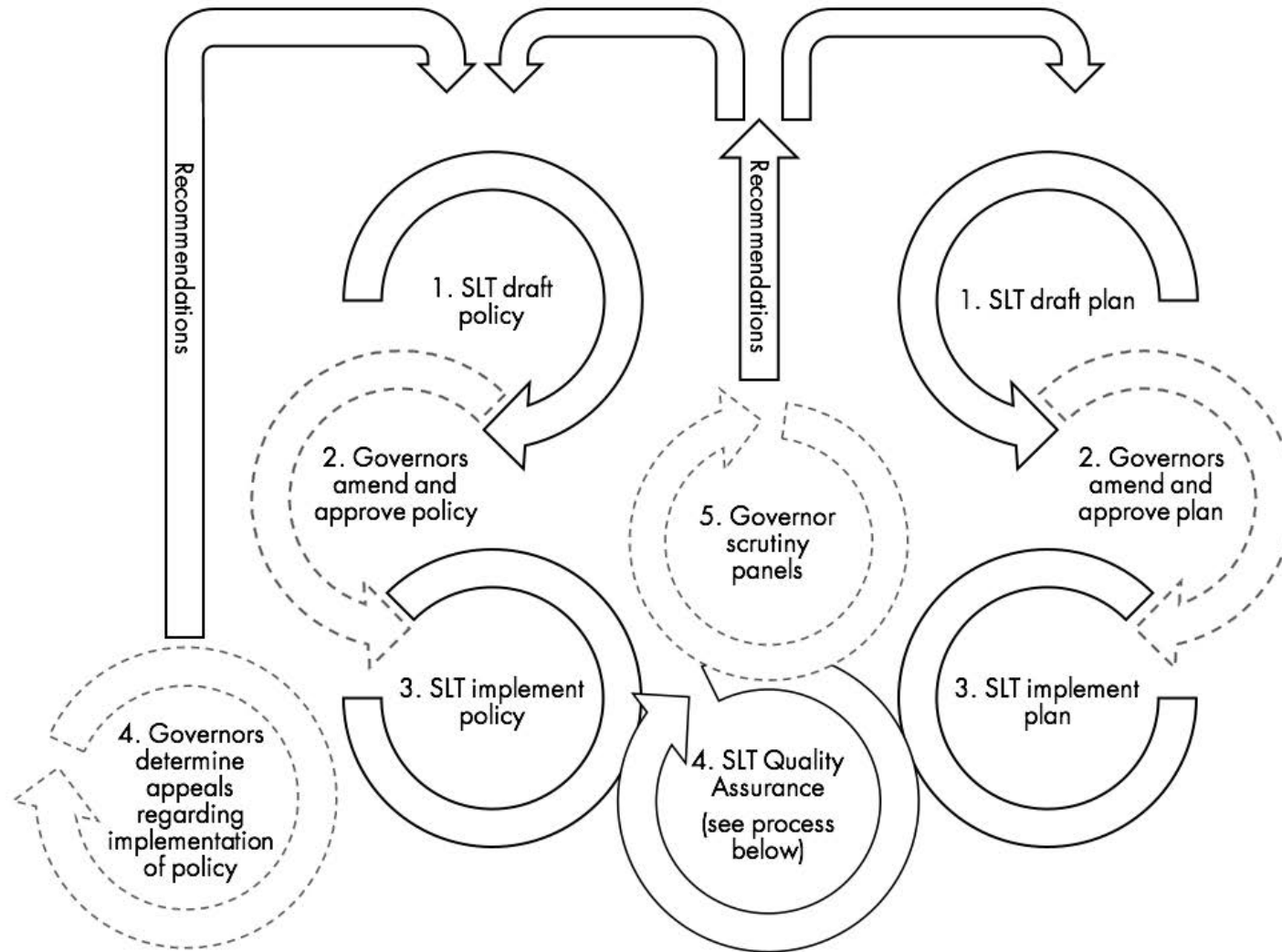
The SLT will also use 'scorecards' at each governing body meeting (6 times per year), that provide an overview of the performance of each academy for outcomes, behaviour and welfare, teaching and learning. They offer an overview of the impact of the implementation of these plans. Governor scrutiny panels may choose to focus their work on an aspect of the scorecards 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 scorecards, 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     |
|------------------------|-------------|
| Catmose College (2024) | Outstanding |
| Catmose Primary (2023) | Good        |
| Harington (2017)       | Outstanding |

All academies in the Trust are currently judged good or outstanding.

### Academy Standards – Student Admissions

| Academy         | PAN | Intake<br>2022                            | Intake<br>2023                               | Intake<br>2024 |
|-----------------|-----|---|--|----------------|
| Catmose College | 240 | 237<br>(PAN 210) (Bulge<br>year admitted) | 237<br>(PAN 210)<br>(Bulge year<br>admitted) | 240            |
| Catmose Primary | 30  | 30  | 29   | 30             |
| Harington       | 150 | 170                                       | 162  | 172            |

### Academy Standards Summary

Catmose College, following a period of being consistently over-subscribed has worked in partnership with Rutland County Council to provide additional student places for children local to the school. Building works were completed in September 2023 and the new building (The Barlow Building) houses an additional three science labs, two design technology classrooms and one ICT suite. The College had the agreement from the Government and the Published Admissions Number increased to 240 in Year 7 with effect from September 2024. 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.

Catmose Primary continues to be a popular school in the local community. The primary's assessment measures at GLD, Phonic Screening Check, KS1 SATs and KS2 SATs are in line with national and show good progress from starting points. The school continues to provide an inclusive, exciting and enriching educational offer for all children. The focus for this year is to gain the Nurture School accreditation which reflects the inclusive and supportive ethos of the school, meaning our pupils are secondary ready by the time they leave the primary.

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 seven years of consistently strong academic results. Around eighty per cent of students leave the school to attend university, with over forty-five per cent achieving places at Russell Group universities. In every year since opening, students have achieved places on some of the UK's top courses including engineering, law and medicine. 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 330 students.



## IT SERVICES

### Evaluation of 2023/2024

The New Technologies team have focused on the following core areas: Embedding Edulink into the College, preparing for Windows 11 deployment, upgrading our ageing laptop/desktop fleet and replacing the core network.

Following the migration to SIMS, in the summer of 2023, the implementation of EdulinkOne introduced additional functionality. A trial conducted in term 1 demonstrated that Edulink offered a streamlined web platform suitable for use as a portal by staff, students, and parents. Edulink was swiftly deployed to both College and Harington staff and students. Subsequent trials during term 2 led to the gradual rollout to Year 9 parents, enabling them to book appointments for the progress evening in term 3. Each progress evening/report cycle then became an opportunity to roll out to each year group. By the end of the year 848 parents, 885 students and 153 staff were using Edulink. In comparison, SatchelOne which has been used by the College for 9 years had 672 parents, 1093 students and for Xpressions, 633 parents use the app.



During term 2, a staff laptop condition survey was completed with 110 members of staff responding which identified that the fleet was generally in good condition and most staff with laptops were happy with the performance/condition of them. The survey found that laptops in poor condition were identified and repaired by the team. Trackpad, hinges and charging ports were the largest cause for concern and the decision was made to bolster the fleet with 20 new staff laptops which were deployed during term 4/5. In total, the team serviced and deployed over 60 new or repaired staff laptops.

Last year it was identified that we needed to replace over 400 devices by October 2025 to ensure devices support Windows 11 due to Windows 10 going to end of life. To help reach this target, 118 refurbished personal computers that support Windows 11 were ordered and 57 new computers to update the music lab, primary and Harington School teaching computers were installed. The team also redeployed machines that had been replaced to other areas of the College, such as Sinclair to ensure they had more up to date PCs even though they still did not support Windows 11. The New Technologies team deployed 215 desktop devices in total between March and June.

A significant number of devices still require replacing by October 2025 and should be replaced using a similar new/refurbishment strategy as last year.

Primary: 25 Dell 9020

College: 33 Dell 3050, 34 Dell 3040, 135 Dell 9020

Harington: 46 Dell 3040, 6 Dell 9020



In preparation for Windows 11 some software packages have been highlighted as incompatible. Work has been carried out on finding alternatives for the Adobe suite, especially Photoshop, Acrobat and Techsoft 2D Design. Serif have announced that they are going to launch free access to their products and a trial of their software packages is well underway with the art team. A small budget will need to be allocated for upgrades, Techsoft 2D Design and an alternative to replace Adobe acrobat for PDF editing.

The effectiveness of our network's resilience in the face of potential failures relies heavily on the core network infrastructure supporting it. During the last 12 months we have replaced the fibres to English after this failed and a temporary alternative route was implemented. Further work should be carried out to replace other fibres due to internal grade fibres being installed outside in the ducts.

The technologies team have also replaced the ageing network core which integrates all the fibres around the building into the network. Due to budget constraints, the copper element that feeds servers still needs replacing but this is less critical as we have multiple backup switches available.

In the recent transformation plan, it was identified that our current method of proxy filtering is no longer sustainable due to evolving standards that prevent us from inspecting content on web pages. To address this, we integrated a new solution from Smoothwall into our existing Smoothwall license, transitioning to cloud-based filtering. This integration enabled the deployment of client-side web filtering, restoring our ability to filter encrypted web pages.

Adopting a hybrid web filtering approach has also enhanced filtering capabilities on devices such as DSP Chromebooks, which are used by students both at school and home, ensuring continuous filtering regardless of location. Looking ahead, during the next 12 months, we anticipate replacing the aging Smoothwall server. Despite leveraging client-side web filtering, increased demands on web filtering have begun to impact the server's performance and reliability, necessitating an upgrade to sustain the quality of service we provide.

We have started work on the replacement of several systems that were in desperate need of upgrading due to age or the phasing out of replacement parts. This includes a small portion of the CCTV system, which was replaced and installed in-house.

The Onelan screen message system was replaced with a unified Xibo system, allowing centralised management across all three schools. The New Technologies team reused and retired desktop personal computers to implement the new system at zero cost.

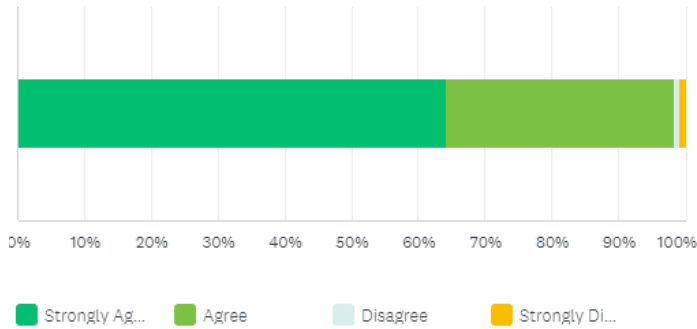
Unfortunately, due to a significant number of screen failures throughout the year in the maths area, we were unable to replace these ageing display screens. These failing screens were also installed at Harington School and therefore, this will involve unplanned expenditure in the near future. There are still currently 32 utouch screens that need replacing at a minimum cost of £1500 each.

## Client Surveys

### Staff Survey

The New Technologies Team continues 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:

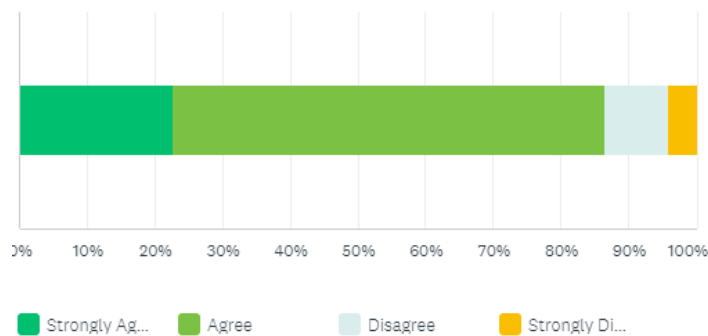
- 98.4% of staff agree or strongly agree.
- 64.23% of staff strongly agree +10% over previous year.



98.4%  
A/SA

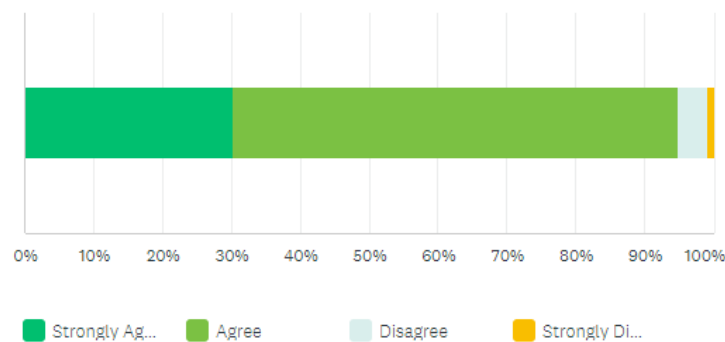
### Student Survey

College students continue to rate the IT Support provision highly with 86.58% A/SA. Harington students' satisfaction improved over last year.



86.58%  
A/SA

### Harington Students



94.33%  
A/SA

## Recommendations for 2024/2025

- Windows 11 compatible Desktop replacements Year 2 of 3-year project.
- IT Suite Replacement.
- Adobe suite replacement.
- Smoothwall web filtering hardware replacement
- Copper "Core" network replacement
- Develop fibre optic replacement strategy.
- Continue to develop cyber resilience across the Federation.
- Continue to develop Windows 11 deployment project.
- Support redevelopment of sports.
- Review NCSC Services and implement when available.

## Budget for Year

|                       |                              | 24/25 | 25/26 | 26/27  |
|-----------------------|------------------------------|-------|-------|--------|
| IT New Tech TP Budget |                              | 98000 | 94000 | 107000 |
| Infrastructure        | Server/Misc. Infrust         | 5000  | 15000 | 5000   |
|                       | Network Replacement          | 8000  | 8000  | 8000   |
|                       | Teacher Screens              | 6000  | 9000  | 9000   |
|                       | Federation Papercut/Printers |       |       | 55000  |
| College               | PC Replacement               | 40000 | 40000 |        |
|                       | Laptops                      | 12000 | 10000 | 15000  |
| Harington             | PC Replacement               | 10000 | 12000 |        |
|                       | Laptops                      | 5000  |       |        |
| Catmose Primary       | PC Replacement               | 7000  |       | 15000  |
|                       | Laptops                      | 5000  |       |        |

| 2024/2025 New Tech Improvement Plan  | Autumn (Term 1&2)  | Spring (Term 3&4)  | Summer (Term 5&6)  |
|--|--|--|--|
| <b>Client satisfaction</b><br>New Technologies team to achieve 33% Strongly Agree and 90% SA/A rating in client surveys.   | <ul style="list-style-type: none"> <li>• New staff and student onboarding</li> <li>• Laptop survey</li> <li>• Laptop repairs</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Year-end process</li> <li>• Client surveys</li> <li>• QA Review RDSF with EP</li> <li>• Complete team observations</li> </ul>   |
| <b>IT &amp; AV Services</b><br>Delivered to a high standard ensuring Helpdesk support, completion within defined timescales and are of high standard<br><i>(timescales: 95% 7 day, 80% 24 hrs, 70% 8 hrs).</i> | <ul style="list-style-type: none"> <li>• Deploy Affinity 2 suite</li> <li>• Support exams</li> <li>• Sports Centre IT/AV</li> <li>• Open Evening HS/CC</li> <li>• Presentation Evening HS/CC</li> <li>• Romeo and Juliet</li> <li>• Christmas Concerts + Nativities</li> <li>• Lower KS2 Christmas Show</li> </ul> | <ul style="list-style-type: none"> <li>• Deploy new web filtering server</li> <li>• Laptop replacement</li> <li>• 2D Design v3 deployment</li> <li>• Windows 11 roll out</li> <li>• KS1 Spring Show</li> <li>• RDSF Dance Shows</li> <li>• Options Evening</li> <li>• Drama exams</li> </ul> | <ul style="list-style-type: none"> <li>• Desktop/server maintenance</li> <li>• Review support contracts</li> <li>• Support exams</li> <li>• Desktop replacement</li> <li>• Copper core replacement</li> <li>• Upper KS2 CP summer show</li> <li>• Year 7 show</li> <li>• Year 6 evening</li> <li>• Sports day</li> <li>• Upper KS2 show</li> <li>• CP May dance</li> <li>• We Will Rock You</li> </ul> |
| <b>Staff Development</b><br>80% of team members agree that: There is someone who encourages my development and last year there were opportunities at work to learn and grow.                                   | <ul style="list-style-type: none"> <li>• Complete annual PRs</li> <li>• Theatre AV training and documentation</li> <li>• Develop Windows 11 deployment expertise within team</li> </ul>  | <ul style="list-style-type: none"> <li>• PR Progress Review</li> <li>• Theatre AV training and documentation</li> <li>• Unifi Development</li> </ul>   | <ul style="list-style-type: none"> <li>• Theatre AV training and documentation</li> <li>• Aruba development</li> </ul>   |
| <b>Resources</b><br>Continued development of Federation wide IT services over the next three years within the constraints of a budget <=100% or Less Outstanding, <=105% Good.                                 | <ul style="list-style-type: none"> <li>• Complete TP</li> <li>• Confirmation of TP budget</li> <li>• Quotes from suppliers</li> </ul>  | <ul style="list-style-type: none"> <li>• Review support contracts</li> <li>• Licensing</li> <li>• Place orders for TP</li> </ul>   |  |

# CATERING

## Evaluation of 2023/2024

### Pricing

In January 2024 a small price rise was implemented across both catering establishments, this has helped increase the surplus position from £2k at the end of the 2022/2023 academic year to £8k at the end of 2023/2024 which included the purchase of a new cooker and mixer for the primary and a refrigerator unit and water boiler at the College.

### Packaging

The catering team play their part in a greener environment by using biodegradable products for all take away food items purchased across the Federation, and they recycle cardboard and tin waste products. Drinks are not sold in plastic containers and boxed cartons of water have been sourced and are sold in the outlets.

### Allergens

The team continue to ensure that all pre-packaged products produced on site are clearly labelled with allergen information in order to comply with Natasha's Law. The team continue to liaise with parents of new students who have specific dietary requirements, to ensure that their needs are met and that the students enjoy the dining experience.

### After-school and menus

The Refectory is open after school for refreshments to accommodate students and staff that are on site outside of school hours, therefore, providing a service from 8am - 4.15pm. In addition, the volume of students has increased across the Federation as well as the demands for catering requirements for meetings outside of school hours.

### Queue times

The number of sales remain consistent with over 1700 transactions made on a given day generating around £2,700 per day. The orangery is now back in operation which has helped to reduce queue times giving students a variety of establishments to purchase food.

### Quality of food

Where possible, food is sourced locally from a local butcher and bakery. This allows the Federation to support the local community and reduce our carbon footprint. Meals are prepared on-site together with a wide range of sandwiches, rolls and cakes.



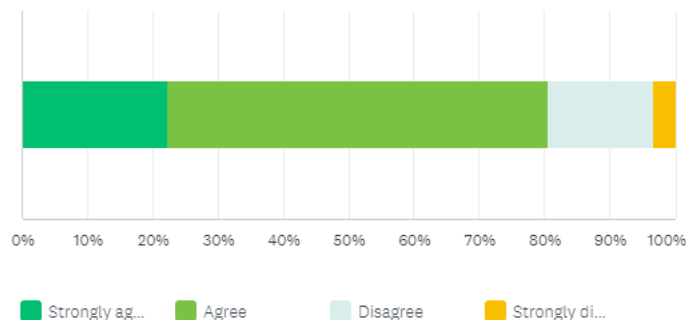


Client Surveys

Student Survey

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

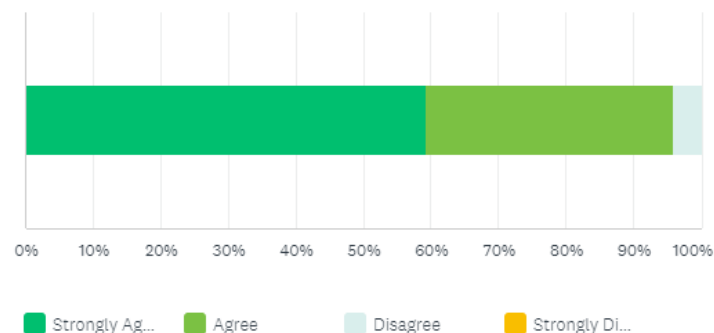
Answered: 247   Skipped: 43



Staff Survey

Catering services of are of high standard.

Answered: 123   Skipped: 15



### Recommendations for 2024/2025

The catering team plans to spend a significant proportion of their budget in repairing old equipment. New equipment is to be purchased to maintain the high-quality of food and achieve efficient food production.

### Pricing

Catering prices will be reviewed during term 2 in order to allow sufficient time to implement any price rises if needed for the start of term 3. The suggestions below are a 4% price increase.

- Cold Meal Deal (£2.75 from January 2025 £2.85)
- Hot main or hot snack meal deal (£3.25 from January 2025 £3.40)
- Primary School Lunch (£2.50 from January 2025 £2.60)

### Training

Catering 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. In addition, the catering team will continue with their programme of rotation of roles for a minimum of 3 weeks to provide resilience within the team. This will be spread across all catering outlets.

### Staff and Student Surveys

The responses for the range and quality of our food available was a high number of students disagree. Balancing food wastage with the range of food available is difficult and remains at the forefront of the catering teams priorities.

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

- Portion control.
- Food wastage.
- Regular monitoring of supplier prices.
- Price increases across all items of 4%.



| 2024/2025 Catering Improvement Plan  | Terms 1 & 2  | Terms 3 & 4  | Terms 5 & 6  |
|--|--|--|--|
| <p><b>Client Satisfaction</b><br/>80%+ of clients A/SA that the service offers good quality food.</p> <p>Observations each term demonstrate queue times at lunch is less than 5 minutes.</p> | <p>Review Student Survey: key areas for improvement are:</p> <ul style="list-style-type: none"> <li>• Harington</li> <li>• College students and staff</li> <li>• Review costings</li> </ul>  | <p>Update menu to reflect seasonal changes.</p>  | <ul style="list-style-type: none"> <li>• Taster day Year 6 2025 (Provide set meals in order to provide a cashless service)</li> <li>• Continue reviewing costings and menus.</li> </ul>  |
| <p><b>Team Development</b><br/>Observation checks show 80% of staff are performing in line with expectations.</p>  | <ul style="list-style-type: none"> <li>• Safeguarding training</li> <li>• Annual reviews</li> <li>• Transformation Plan update</li> <li>• Implement termly menu changes and increased promotion at the primary to increase uptake at KS2.</li> </ul> | <ul style="list-style-type: none"> <li>• Observations checks on staff to ensure PR targets are being met.</li> <li>• Rotation of staff in accordance with the TP to provide resilience within the team.</li> <li>• Check legislation to ensure the Federation is compliant.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff training given as required as a result of interim PR results.</li> <li>• Produce an inventory of equipment replacement in order to purchase prior to the start of the next academic year if budgets allow.</li> </ul> |
| <p><b>Federation Development</b><br/>The catering service achieves a break-even financial position.</p>  | <ul style="list-style-type: none"> <li>• Observation checks</li> <li>• Presentation Evening at the College</li> <li>• Harington Presentation Evening</li> <li>• New intake Year 6 Open Evening</li> </ul>  | <ul style="list-style-type: none"> <li>• Review menu ready for new intake.</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to review menus in the Refectory, Orangery and Restaurant.</li> </ul>  |

# FACILITIES MANAGEMENT SERVICES

## Evaluation of 2023/2024

### Maintenance

During the year 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 continue to be categorised as either planned preventative maintenance (PPM) or reactive maintenance. The facilities management team has considered the balance between these and recognised good practice by allocating budgets in the region of a 70:30 ratio.

PPM remains a vitally important part of our strategic estate management. To support this the team have ensured an overall maintenance plan for our buildings and a plan for day-to-day planned maintenance have been managed. These will help the team develop an estate strategy and asset management plan into 2025.

The Federation buildings have the potential to enhance the delivery of education, but can also provide a significant distraction for staff and students when things go wrong. We will continue to follow The School Premises (England) Regulations 2012 and to meet compliance standards as outlined by the Department for Education (DfE). Safeguarding students is also very important, making the need for safe and secure buildings a high priority for the FM Team. Our focus will be to ensure that our staff and students are safe and that we achieve our educational vision.

### Client Surveys

The Facilities Management (FM) services across the Federation has remained strong throughout the year. This was especially highlighted within the client satisfaction surveys with 94% staff either strongly agreeing or agreeing that the toilet facilities are maintained to a high standard. 97% 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. We will continue to strive for high standards within our cleaning routines which will maintain the overall appearance of our buildings, striking a great first impression for all stakeholders.

### Health and Safety

Health and Safety (H&S) audits highlighted that our legal responsibilities for managing and maintaining our school buildings remained strong, ensuring compliance with statutory and regulatory standards. Our H&S has been managed to ensure the safety of pupils, staff, visitors and contractors. These have defined and designated responsibilities for H&S issues, identifying all property related issues and taking appropriate actions to minimise any avoidable risks.

We will review our FM team staff training and liaise with our health and safety advisors to refresh on areas such as fire safety, manual handling, ladder training and general H&S awareness. This will ensure good practice is implemented, therefore reducing risks.

### Federation Development

We have had a consistent approach to planning and delivering our projects. These have been planned and prioritised to ensure that the right external agencies and contractors help our desired outcome and within budget. This included a programme of LED lighting conversion to our main College building and dilapidations works to our Sports Centre.

Over the last year we have focused on upgrading and converting our lighting from fluorescent to LED. We will continue to maintain a programme for lighting conversion in order that it does not affect academic performance. It has been important to keep an effective facilities management strategy to help the Federation optimise all of these factors and in turn, create a comfortable learning environment for our students and staff.



Audits and assessments of our energy usage and needs of our buildings will also be programmed into this academic year. This will help us understand and prioritise energy efficiency works and highlight areas where we can make improvements. We will develop an action plan, which will highlight practices and interventions we need to take in order to reduce our energy consumption. Our building management system (BMS) has been upgraded and a new IQ Vision supervisor software package installed. This will help us analyse energy data and predict energy use, assessing how different ways to improve our building's energy efficiency affect usage.

The FM team have been working alongside maintenance and building contractors, managing and supervising our dilapidation project works in the Sports Centre. They have been instrumental in bringing about completion of this, in order to develop growth at the College and ensure our academies have the resources and facilities to deliver a high-quality education.

More recently, work around our vehicular access to the site out of hours has been updated. This included changes to security, and the installation of a number of barriers and bollards to our car parking area as a result of the ceasing of community access. As the site has grown, with the introduction of the Old Sports Hall, Sports Centre and The Barlow Building, the team has adapted and worked hard to ensure they are seamlessly incorporated into the management routine.

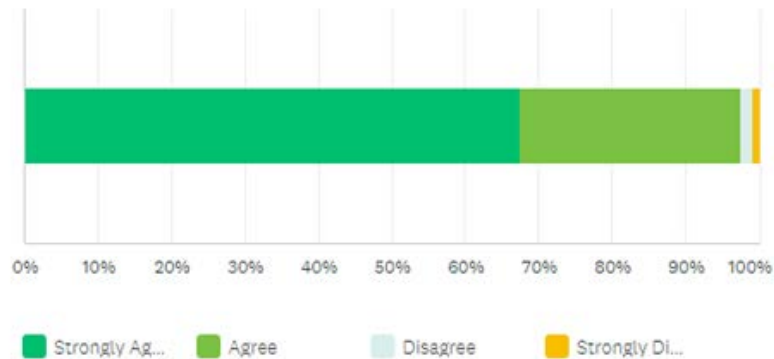
Looking forward into 2025 we will explore a number of recommendations to improve facilities across our academies. This will include projects such as updating our external signage and the development and growth of our Post 16 facilities at Harington School. We will also explore the feasibility of installing EV charging points to our car parking areas and also building-applied photovoltaics at some of our sites.



Client Surveys

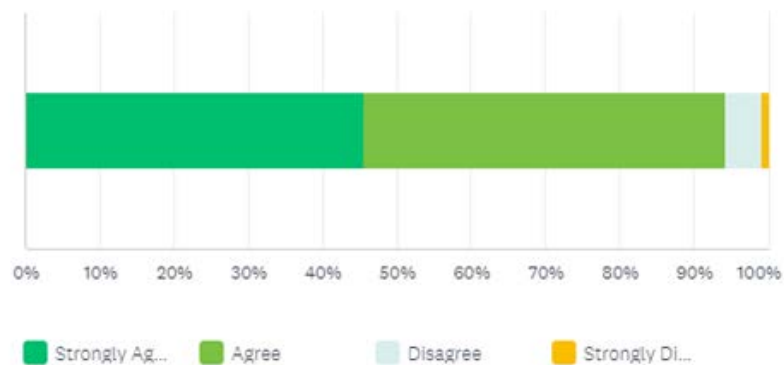
Staff Survey

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



97%  
A/SA

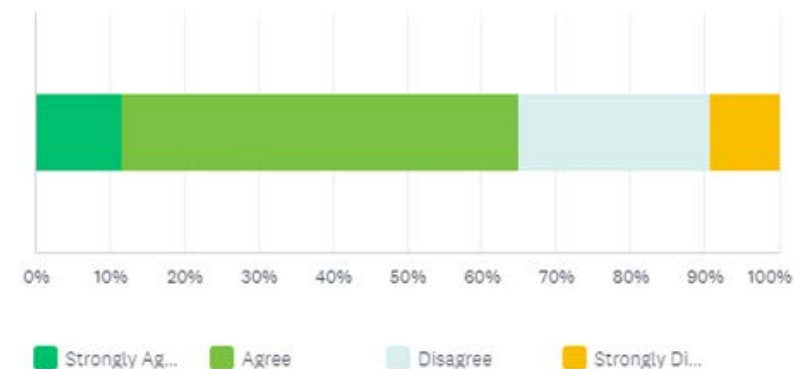
The toilets are maintained to a high standard.



94%  
A/SA

Catmose College Student Survey

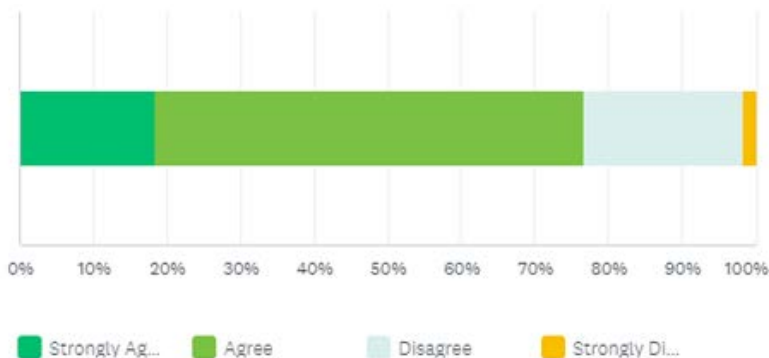
The toilets are maintained well.



65%  
A/SA

## Harington School Student Survey

The toilets are maintained well.



77%  
A/SA

## Recommendations for 2024/2025

- Develop a plan for growth and expansion of Post 16 facilities at Harington School.
- Review and prioritise any recommended work/replacements required, i.e., Catmose Primary heating/boilers.
- Maintain a programme for internal and external lighting conversion to LED - Catmose College and Catmose Primary.
- Continue to review energy usage - explore further options for installation of PV, EVC for Federation buildings.
- Set and maintain Annual Planned Preventative Maintenance (PPM) so that all our sites are fully compliant with health and safety so that there are no significant breakdowns or incidents.
- Review and monitor client surveys for FM team cleaning, maintenance and support.
- Continue with quotations for an additional multi-use sports gaming area (MUGA) pitch.
- Seek quotations to supply and install additional outdoor canopies to KS1 classrooms at Catmose Primary.
- Complete the Sports Centre dilapidations and remodelling.
- Work with BAM aftercare management team to complete all remaining latent defects to the William Henry Barlow building.
- Update external Federation signage parking and pedestrian areas.



| 2024/2025 Site and Capital Works Improvement Plan   | Autumn (T1&2)  | Winter (T3)   | Spring (T4&5)   | Summer (T6/holiday)   |
|---|--|---|---|---|
| <b>Client satisfaction</b><br>Targets represent good performance > (90% Staff, 75% Parental, 75% Student)               | 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   |
| <b>Team development</b><br>Observation checks during showing 90% of staff are performing in line with standards         | PAT – Training<br>H&S Training Review<br>BMS Training<br>Safeguarding<br>Observations carried out by SME and PD - targets<br>H&S Audit   | Performance Reviews<br>TP Review & Evaluation<br>Monitor & Review QA for staff/students<br>Competency training & review for FM Officers<br>Genie Platform Lift Training   | FM Team BMS Training<br>COSHH Training<br>RA Training<br>Ladder Training<br>Fire Marshall Training  | H&S Audit<br>Monitor & Review QA for staff/students<br>Observations carried out by SME and PD ensuring targets are being met<br>Interim Performance Reviews   |
| <b>PPM</b><br>Ensure that PPM is effective – minimising costs and repair call outs<br><br>Compliance Tracker & Workplan | L8 ACOP<br>EM Lighting checks<br>Ansul System Servicing<br>Partition Walls Service<br>Deep Clean/Refurb – FM Team<br>PAT Testing<br>Auto Doors<br><br>Review Contracts all FM servicing & maintenance contracts<br><br>Review compliance | PAT Testing<br>Fire System/Fire Curtains<br>L8 ACOP<br>Sprinkler/Pumps Minor<br>AHU's - Major<br>Passenger Lifts (LOLER)<br>Smoke/Fire Vents<br>Plant/Boilers/Gas Guards -<br>Gas Tightness Checks<br>Yearly Fire Fighting<br>Equipment Service<br>External grounds – Trees | Theatre Seating<br>PAT Testing<br>Fire System<br>L8 ACOP<br>Plant Gas Tight/Gas<br>Guards servicing<br>EM Lighting<br>Sprinkler/Pumps Major<br>RA Review<br>Ansul System<br>LEAP Inspection | LEV Inspection<br>Asbestos Management Plan Review – CC/CP<br>PAT Testing<br>Fire System/Fire Curtains<br>L8 ACOP<br>EM Lighting<br>Security System – Access control/Intruder/CCTV<br>Sprinkler/Pumps Minor<br>AHU Minor<br>Air conditioning<br>Smoke/Fire Vents<br>External Pumping Station |

|  |  |   |  |   |
|--|--|---|--|---|
| <p><b>Federation Development</b><br/>Conversion to LED Lighting CC/CP</p> <p>Remodeling - Sports Centre reception</p> <p>Review condition Survey Reports<br/>Replacement Boilers &amp; Lighting</p>  | <p>Federation H&amp;S Audits</p> <p>Lighting surveys and quotations LED conversion</p>   | <p>LED Lighting Installation</p> <p>Quotations – Heating Boilers CP</p> <p>Canopy Quotes - CC</p> <p>Remodeling and decoration to Sports Centre</p> | <p>DEC's – all buildings</p> <p>Electric Car Charging Points (EVC)</p> <p>LED Lighting Installation</p> <p>Canopy Installation</p> | <p>LED Lighting Installation</p>  |
| <p><b>Staff Development</b><br/>Attendance is good or better (<math>\geq 98\%</math> Outstanding, 96- 97% Good, 94-95% RI, <math>\leq 93\%</math> Inadequate)</p> <p>Observations – Targets represent good performance &gt; (90% Staff, 80% Parental, 80% Student)</p> | <p>Review &amp; Evaluate H&amp;S Training for FM Officers/Cleaning staff<br/>PAT Training<br/>BMS Training</p> <p>Observations of FM Team carried out by SME/PD of cleaning staff &amp; FM Officers/Assistants</p> <p>Annual Performance Reviews</p> | <p>H&amp;S - IOSH<br/>COSHH Training</p>  | <p>Manual Handling &amp; Ladder Training</p> <p>General H&amp;S - RA</p> <p>Fire Marshall Training</p>                             | <p>Performance Review – Interim Progress</p> <p>Observations of FM Team carried out by SME/PD</p> |

# GOVERNANCE

## Evaluation of 2023/2024

### CATMOSE PRIMARY LOCAL GOVERNING BODY

In December 2023, governors were welcomed to the school for a governors' day where they spent time with pupils in classes, watching the school in action, they then joined pupils and staff for the Christmas lunch. In term 2 a safeguarding scrutiny panel was held, with no follow-up actions and in term 4 scrutiny was held following the reading review. The use of FRED's Whole Class Reading (WCR) planning has ensured that the teaching of reading is correct in challenge and pace and meets the demand of the National Curriculum. There is evidence in children's books of using Reading across the curriculum and pupils reflect that reading is seen as important and held in high regard. Actions following the review were to increase curriculum focus time for grammar, enhance pace of lessons, purchase dictionaries for each class and embed the use of Grammar, Punctuation and Spelling in the academic year 2024-2025. In term 6, the focus was the response to actions from Ofsted, this involved the development of foundation subject planning. A music review will be held in the next academic year.



One new governor joined the local governing body and they will begin their tenure at the beginning of the new academic year.

### HARINGTON SCHOOL LOCAL GOVERNING BODY

#### Governors' Day in School

Governors were invited to our annual governors' morning which included a welcome from the Head of School focusing on culture and ethos. They met with head students, had a tour of the school and visited lessons. Student panels were held with a specific focus on the wider curriculum and enrichment. Governors discussed the key priorities for the year and provided feedback from the day to the head of school. They were positive about the morning, stating that what they had seen and heard during the morning activities complemented well with how the school is portrayed in local governing body meetings. Governors were complimentary of the standard of teaching observed and overall, they are proud of the school and its continued success as it grows.

#### Summary of the Year

Throughout the year governors are invited to attend other events such as Open Evening, the Christmas Reunion, the Federation Christmas Concert and musicals. At the local governing body meetings students are also invited to share their experiences and successes. A number of governors also use their expertise to assist with extracurricular enrichment, for example, supporting the Greenpower Team and Young Enterprise group.

Scrutiny panels have been held on PHSE and the tutorial programme where 80% of students believe that the content is well delivered and meets their needs. In the Academic Enrichment scrutiny panel governors were informed that 80% of students believe that they have the opportunity to participate in a range of activities. Each year, a safeguarding scrutiny panel is held and in addition this year, an external safeguarding audit was undertaken where the School was commended for exemplary practice. The safeguarding lead governor visited the School and spent time with the Designated



Safeguarding Lead, Head of School and HR Manager to ensure that the school has robust safeguarding practices.

The governing body welcomed a new parent governor along with a governor appointed by the local governing body, the skills in which these governors bring to the role further strengthens the expertise of a capable and functional governing body.

### CATMOSE COLLEGE LOCAL GOVERNING BODY

#### Ofsted Visit – March 2024

When Ofsted visited the College in March 2024, the majority of members of the local governing body met with the Lead Inspector. They were able to answer questions comprehensively and could discuss in detail their governor visits to the College, the transformation plan, scorecards presented in meetings and reference to policies.

*'Trustees and governors provide strong support and challenge to school leaders. They value the staff and prioritise their well-being. Staff are very well supported to develop expertise and manage their workload. They are proud to work at this school'. Ofsted March 2024*

#### Governors' Day in College

In November 2024 governors were invited into the College to experience a day in the life of a student or member of staff at the College. During the morning session, governors met with members of staff with responsibility for: SEN, behaviour, careers, finance, extracurricular, electives and sport. The schedule included a safeguarding scrutiny panel, time with a cross section of students, lunch in the restaurant, shadowing the senior leadership team on lunch duty and dropping into lessons. Stuart Williams also delivered an assembly on the topic of 'fun' and governors also had the opportunity of experiencing Year 7 tutorial with the English team. Governors unanimously agreed that what they had seen during the course of the day was universally positive. The quality of the teaching was exemplary alongside the diversity of extracurricular activities on offer for students. There was a lovely atmosphere and in the tutorial session students' questions demonstrated a high level of maturity, with incisive comments and good debating within pairs.



Behaviour was observed as being very good and teachers seemed happy. Overall, governors felt very proud of the College and students have great respect for their school. It was noted that a raised voice was not heard and Year 11 students entered the assembly in a calm and orderly manner. There is notably more noise in the College over lunch, (chatter amongst students), than the last governor visit, although this is seen as a positive as it indicates that students are not on their phones and talking with one another. (Phones are banned in College).

Stuart Williams acknowledged all of the aforementioned and explained that during Covid and the subsequent years, it was a particularly difficult time. Students are returning to a more normal and when Ofsted visited in March 2024 the College was nearly back to where it was pre Covid. A positive step change has been experienced in this academic year. This is an ongoing journey but it helps that the average length of service for a senior member of the leadership team is 8 years and for the majority of the middle team leaders, average length of service is 10 years, this offers stability and a consistent approach with the ethos of the College.

Following the governors' day, Andrew Holt, Chair of Governors emailed the below which was shared with all staff.

*I just wanted to take a few minutes to say what a pleasure it was yesterday. It was truly a wonderful experience, and without doubt, it was a lovely and perfect day in every respect. All the young people I spoke to were polite, enthusiastic, and full of praise for the College and the staff working within. I observed no negative behaviour, and the atmosphere was incredibly positive and inspiring.*

*I didn't get time to thank Jan for the lunch and catering, but as always, it was first class. Please pass on my heartfelt thanks, on behalf of the Governing Body, to all. PS.... The assembly got a 10 out of 10 from me 😊*

Followed by Stuart Williams' email to staff:

*Morning everyone,*

*Thank you for your support again yesterday with facilitating governors visiting the College. I know it adds to the workload when we are already busy at the beginning of term. Governors are key in supporting our ethos, without them it would be difficult to sustain high expectations around behaviour, the culture of a broad range of other opportunities and the expansive curriculum we offer. It is important therefore that they see the impact of their decisions around policy and complaints in action. Yesterday, they left uniformly impressed by everything they had seen, particularly how positive staff and students were about their experiences at the College.*

*Andrew, the chair, wrote an email which I have included below which better conveys their enthusiasm for their experience. It certainly helps me sometimes, to hear from people who do not experience the College every day, just how impressive they perceive what we do.*

*Regards,*

*Stuart Williams*

### Summary of the year

Throughout the year, governors are also invited to attend other events, such as Open Evening, Presentation Evening, the Christmas Concert, College performances (this year it was The Addams Family), the dance show and 'Music on a Spring Evening'.

At the local governing body meetings student voice was also heard with science scholars and student council members joining to share their experiences. Students were able to convey well 'What is great about Catmose' with governors having the opportunity to ask students questions. Governors were also consulted on work undertaken on the College uniform. The College liaised with new and existing suppliers to tweak aspects of the uniform, including the addition of green braiding on the blazers. The outcome being that parents now have more choice as to where they purchase uniform, including a pop-up shop, and suppliers now offer best value for money, with fewer branded items.



Scrutiny panels are an opportunity for a longer conversation and exploration of a particular area which links back to the transformation plan priorities for the year. Areas of scrutiny were safeguarding and attendance which included presentations from senior staff and governors were able to ask questions. The scrutiny panel on attendance found that whilst the attendance figure at the College is better than national, student attendance has declined since Covid. A vice principal presented the strategies the College uses to support students and their families and how attendance is monitored. Governors acknowledged how challenging this work is and that staff are trying their best to support students and their families with limited resources. The safeguarding scrutiny panel included feedback from the external review. Governors concluded that overall, the external safeguarding report was positive and safeguarding within the College is strong with embedded practice. Staff are well supported by a committed senior leadership team when things do not go as planned. This is further reinforced by Ofsted during their visit in March 2024 and subsequent report: 'The arrangements for safeguarding are effective'.

The governing body currently benefit from long serving committed members with a broad range of skills and experience which complement one another. One new governor joined the local governing body in May 2024 whereby a full induction programme was undertaken and assigned to a governor mentor.

A recent press interview was conducted with Stuart Williams which can be read here:

<https://www.lincsonline.co.uk/rutland/news/stability-in-a-school-matters-but-it-s-not-all-down-to-the-9388402/>

### TRUST

Trustees met 5 times during the year. Regular agenda items included; Federation policies, the Catmose Sports Centre and updates from heads of school.

The Audit and Risk Assessment Committee is a sub-committee of the Resources committee. The Accounting Officer and Chief Finance Officer are able to attend the meetings along with anyone that is invited to contribute, evaluate and participate on an ad hoc basis. The committee meets three times a year and the Trustees suggest agenda items for scrutiny. In the year 2023-2024 the areas of scrutiny were; 1) The Risk Register 2) Budget Setting and 3) The Sports Centre.

### Governance reviews

The Board of Trustees has driven significant development in the Trust this year, and these are grouped under the six key features of effective governance as set out in the DfE Governance Handbook.

#### Strategic Leadership:

- Development of the Trust Transformation Plan 2023/2024.
- Scrutiny of the sports centre
- Discussions on the varying budget forecast.

#### Accountability:

- Review and challenge of school educational performance and improvement information, including scrutiny of data.
- Review and challenge of financial performance, including approval of budget, monitoring of Trust budget and oversight of outcomes of financial audits.
- Scrutiny of pay recommendations of Trust senior leaders' salaries.
- Consideration of the impact the Trust has had on its schools.

#### People:

- All new governors and trustees complete the induction process.
- Trustees complete ongoing Equality, Diversity and Inclusion training along with annual Safeguarding and Prevent training.
- Each of the schools within the Trust hold a 'Governors' Day' which includes spending time with students and staff and undertaking training sessions, such as an Ofsted briefing.

#### Structures:

- The Trust Board, Resources Committee, Audit and Risk Assessment Committee effectively fulfilled their roles together with the work of the local governing bodies.

#### Compliance:

- Review of the Academy Trust Handbook 2024 and updating of practices and relevant policies to bring them in line.
- A comprehensive quality assurance system is carried out with reviews and audits, including financial audits, Safeguarding reviews and website reviews.

#### Evaluation:

- Ofsted visited Catmose College in March 2024 with an Outstanding judgement in every area.

### Recommendations for 2024/2025

- Ensure that scrutiny panels are scheduled three times a year for the local governing bodies with topics relating to the academy's transformation plan.
- The audit and risk assessment committee will meet 3 times per year with topics relating to the trust transformation plan.
- Ensure Harington governors are prepared for an Ofsted inspection, have undertaken necessary training, question and answer sessions and have access to up to date data and relevant material, e.g. transformation plan, policies, scorecards.

## FINANCE

### Evaluation of 2023/2024

#### Financial outturn

The annual audit in September 2024 was successful with no significant weaknesses highlighted.

The year-end position as at 31 August 2024 is an in-year surplus of £69,691. We had estimated an in-year deficit of ©£250,000 for 2023/2024, due to unfunded pay rises at the time of the budget forecast. However, we did receive Government grants to support pay and pension increases. We also saw a rise in SEN funding during the year.

The in-year outturn brings the Federation's overall surplus to carry forward to £1,221,750. These figures will be amended slightly by the final outcome of the external audit and their year-end adjustments.

All Education and Skills Funding Agency (ESFA) published returns have been submitted on time.

#### Trips and Visits

Over 70 trips and visits were completed over the academic year, across all year groups, including residential trips, which were all very popular. We continue to encourage all students to take part in at least one trip per year.

#### Capital

We have now completed all works on the Science, Technology and Engineering block (The Barlow Building) which opened in September 2023. The block accommodates three science labs, Food, DT and IT. Rutland County Council contributed a large grant to support this expansion project.

Rutland County Council surrendered their lease of the main sports hall during the year, and we are in the process of repairing, redecorating and repurposing part of the sports hall to increase office space for the Federation.

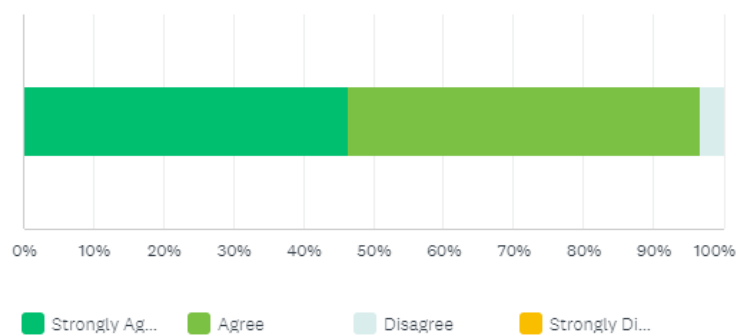
#### Salary Sacrifice

We introduced a salary sacrifice scheme for staff to acquire new electric or hybrid cars in a tax efficient way, although the ESFA have now advised that any vehicles requested will need to be approved directly by them.

Client Surveys

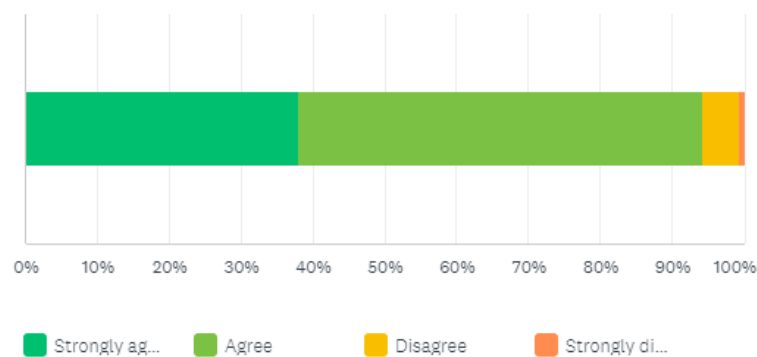
Staff Survey

Any queries regarding finance (orders, payroll and trips or visits) are dealt with effectively and promptly with 97% of staff who agree or strongly agree.



Parent Survey

The parental survey asked whether communication regarding buses, parent pay, trips and visits is dealt effectively and any questions appropriately. Over 94% of parents agree or strongly agree.



### Recommendations for 2024/2025

The Finance team are currently in the process of adopting the Chart of Accounts nominal codes, which will enable us to consider other payroll and finance packages to ensure that the systems we use are robust, and provide improved functionality. Our current financial system can be upgraded through our current provider, and a modern financial accounting system would be easier to maintain, more secure and would link in with the Chart of Account Codes so that the Academies Accounts Return and many other reports can be mostly automated. The new system offered will allow budgets to be included so that reports can be exported directly from the accounts package.

Any new package could also enable us to introduce an online ordering system to make our processes more efficient, save paper and ink and use much less staff time. This will result in financial benefits for the Federation.

Once we have embedded the finance package, we will look to see if more sophisticated budgeting software is cost effective, or if the suggested upgrade is sufficient for our needs.

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 2024/2025 has an in-year deficit forecast of © £137,000, due to a 5.5% pay award settlement for teachers, and a pay rise of £1,290 or 5.5% (whichever is greater) per pay scale for support staff. However, we have now been advised of the Core Schools Budget Grant which will fund these pay rises, and we now expect to be close to break even for the year.

We are also investigating if we can provide community sports access to some of our facilities in a cost-effective way.





| 2024/2025 Finance Improvement Plan   | Autumn (T1 & 2)  | Spring (T3 & 4)  | Summer (T5 & 6)   |
|--|--|--|---|
| <p><b>Trips and Visits</b><br/>Assess impact around extracurricular trips and visit opportunities. Examine participation data throughout the year (Identify groups – FSM, Gender, SEN)</p> <p><b>TARGETS:</b></p> <ol style="list-style-type: none"> <li>% Students attending at least 1 trip:<br/>&gt;85% = outstanding,<br/>&gt;75% = good,<br/>&gt;60% RI,<br/>under 60% inadequate</li> <li>% FSM students attending at least 1 trip:<br/>&gt; 75% = outstanding<br/>&gt;65% = good<br/>&gt;60% = RI<br/>Under 60% inadequate</li> </ol> | <p>Data analysis complete with details of every student who did not participate in 2023/2024 to ensure they are prioritised.</p> | <p>Check trips statistics to identify children who have not attended/booked onto a trip, and discuss with SLT, form tutor and trip organisers to encourage those not participating to join a trip.</p> | <p>Check for gaps in delivery &amp; opportunity</p>                                   |
| <p><b>Budget management</b><br/>The in-year budget for 2024/2025 has a significant overall deficit of (£137,789) and careful financial management will be required.</p> <p><b>TARGETS:</b><br/>Break-even = outstanding<br/>Deficit up to £100k = good<br/>Deficit up to £200k = RI<br/>Deficit up to £300k = inadequate</p>   | <p>Audit team in for 31/08/2024 final Accounts</p> <p>Complete adoption of chart of accounts nominal codes</p>                   | <p>Arrange training to enable finance team to input budgets so that we can download budget information through xrl</p>   | <p>Embed financial software into the Federation and launch online ordering system</p> |

|  |   |   |  |
|--|---|---|--|
| <p><b>Investment Management</b><br/>Our deposits are split between a small number of banks currently, leaving us exposed should a financial crash occur.</p> <p><b>TARGETS:</b><br/>Funds to be invested in institutions with an investment grade of 'good' or better. These include:<br/>Moody's - Baa3/P-3<br/>S&amp;P BBB-/A3 or better<br/>Fitch BBB/F3 or better or<br/>an implied rating of BBB- or better</p> <p><b>Interest Earned Target</b><br/>&gt;£40,000 = outstanding<br/>&gt;£25,000 = good<br/>&gt;£15,000 = RI<br/>&gt;£15,000 = Inadequate</p> <p><b>Stakeholder Surveys</b></p> <p><b>Staff</b> - &lt; 80% of staff agree or strongly agree that the support they receive from the catering and finance team is of a high standard.</p> <p><b>Parents</b> - &lt; 80% of parents agree that their finance queries are answered in a timely and professional way.</p> | <p>Investigate how we are able to maximise the return earned whilst keeping funds secure.</p> <p>CFO and Finance Director to investigate investment platforms and options to maximise security and return.</p> <p>If agreed arrange to open the account and begin investments</p> | <p>Recommend solution to Trust and if accepted action new deposit strategy.</p> <p>If agreed arrange to open the account and begin investments</p> <p>Monitor and adjust investments as necessary</p> |  |
|--|---|---|--|

## ADMINISTRATIVE SUPPORT

### Evaluation of 2023-2024

It was a challenging start to 2023-2024 which saw SIMS and Groupcall simultaneously experience sporadic and protracted problems. Despite the drawback of attempting to train new starters on such systems and all other aspects of the role, unavoidable staffing issues in terms 2 and 3, the admin team showed its absolute best 'can-do' approach and tackled all challenges with aplomb. A shared rota for Reprographics means that the office is covered for more hours across the working week, as well as the holidays.

The surveys were incredibly strong and reflect how hard the team work not just as support staff but in supporting one another. No surprise then, that when Ofsted visited in March 2024 the admin team were in a great place to welcome inspectors and support colleagues.

Working alongside the New Technologies team, Edulink was strategically rolled out to all year groups at the College as a replacement for Parent Portal and the Parents' Evening Booking System (PEBS). This is an intuitive and easily navigated system for both parents and staff and has saved significant time, printing and financial resources. Over two-thirds of parents at the College use Edulink. The system was rolled out to Harington in terms 1 and 2 of this year and is already being used by approximately half of parents. This leaves attendance reports as the only report that needs printing for College families (x3 times a year).

During the year the College liaised with new and existing suppliers of school uniform to tweak aspects of the uniform, including the addition of green braiding on the blazers. The process involved research into suppliers, cost and quality comparisons and consultation with the local governing body, parents and students. Parents now have more choice as to where they purchase uniform, including a pop-up shop and suppliers now offer best value for money, with fewer branded items.

It was an amazing turnaround for Harington and admin staff after onboarding the largest intake of students yet, especially given that the start of term was only two working days after GCSE results day. This is testament to the dedication and hard work of the admin team to get all data onto the system efficiently and accurately.

SEN administration has now returned to the SEN fold, a move which reflects more accurately the specialist nature of this role. Strong links between SEN and admin remain as we continue to try to work smartly together.

Following the retirement of our Admissions Manager at the end of the academic year, Admissions now sits under the Admin team. This has already led to robust reviews of processes and documentation which will ensure a seamless process. Further



reviews will be carried out as we work through the annual cycle of admissions, including in-year and Year 6 transition. A termly scorecard to governors has also been rejuvenated which features current admissions trends.

A great deal of work was undertaken by the Director of Music to enable music and LAMDA timetables to transition to an electronic basis, with the assistance of our Performing Arts Administrators. The timetables can now be accessed via a link by teachers, parents, and students which is a much easier system to maintain. It is anticipated that report writing and the issuing of reports to parents will also be part of this system. This in its entirety will also be rolled out to Catmose Primary.

Open Evening 2024 once again surpassed expectations, in terms of numbers attending it was as high as 2023 and positive feedback was greatly received. The communications manager has really fine-tuned our marketing approach with information that is sent to primary schools, the prospectus or website and social media content.

We continue to review ways in which we can save resources as printing and postage costs continue to rise. At the time of writing, the costs of Presentation Evening 2024 for both Harington and the College are projected to be lower, simply by issuing the majority of invitations electronically. This is not without teething issues though so we will continue to refine these processes and seek feedback from attendees. By regularly reviewing the work we complete, this brings about efficiencies, such as staff time and lowering costs.

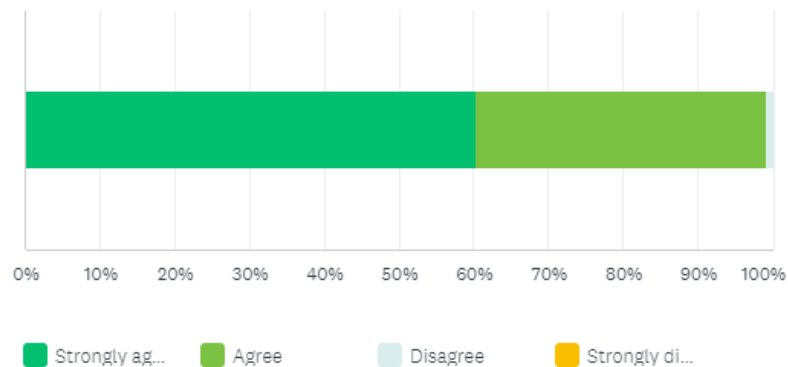
The two newest members of the team are fully embedded, the team as a whole are very settled and they are able to work effectively across the Federation covering for absence when necessary, demonstrating resilience. We do not believe just by doing something last year we should do it the same this year, there is no complacency and overall, this makes for a better experience for our stakeholders.



Client Surveys

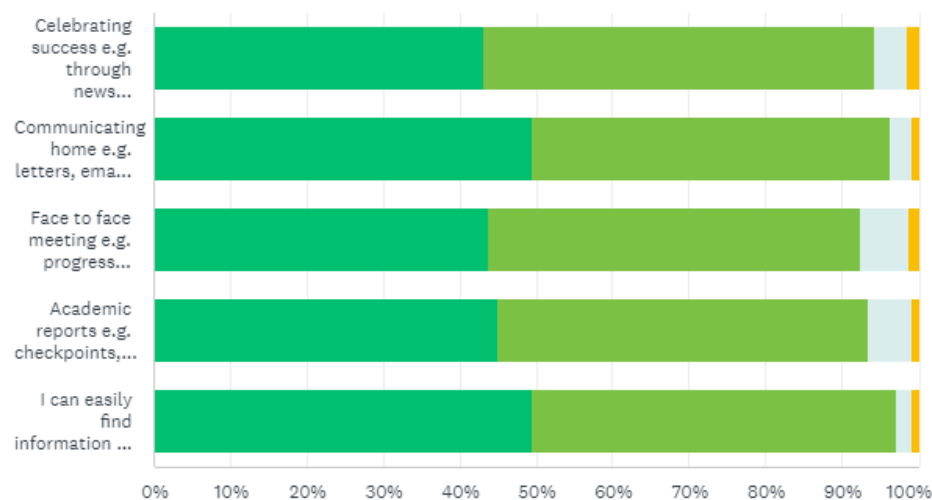
Staff Survey

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 2024/2025

- To complete the roll out of student reports electronically for Catmose Primary and Harington School, thus saving on staff time and printing and postage costs.
- To review admissions communication to prospective parents for in-year applications and normal round admissions. Update the termly admissions scorecard to governors.
- Create a new bank of photographs for Harington School/Catmose Primary for the purpose of marketing material.
- Embed and review the new LAMDA and music lessons online timetables, ensuring there is ease of use for all stakeholders.



| 2024/2025 Admin Improvement Plan   | Autumn (T1&2)  | Winter (T3)  | Spring (T4&5)   | Summer (T6/holiday)                     |
|--|--|--|---|---|
| <p><b>Client satisfaction</b><br/>           &gt;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>&gt;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 2023/2024 surveys with the team.</p> <p>Open Evening</p> <p>Presentation Evening</p> <p>Update termly admissions scorecard for governors, ensuring that data is relevant.</p> <p>Review new online timetable for music lessons, ensuring efficiency for all stakeholders.</p> | <p>Liaise with the New Technologies team to rollout student reports for Harington School and Catmose Primary via Edulink</p> <p>Review admissions (in-year) communication.</p> | <p>Prepare stakeholder surveys, looking at wording of key questions.</p> <p>Review admissions communication for normal round, including details of uniform pop-up shop.</p> | <p>Discuss surveys within the team.</p> |
| <p><b>Team development</b><br/>           Team Leadership: Management of Admin team – 80% of colleagues within Admin team agree that:</p> <ul style="list-style-type: none"> <li>a) My line manager seems to care about me as a person</li> <li>b) There is someone who encourages my development</li> <li>c) I am able to manage my workload</li> </ul> | <p>Performance reviews</p>   |  | <p>Observations</p>   | <p>Review survey results</p>            |



|  |  |  |  |  |
|--|--|--|--|--|
| <p>d) Last year there were opportunities at work to learn and grow.</p> <p>(&gt;=90% Outstanding, 85- 90% Good, 80-85% RI, &lt;=80% Inadequate)</p>  |  |  |  |  |
| <p><b>Federation development</b><br/>Ensure websites meet the statutory requirements of Ofsted and hold relevant information for all stakeholders.</p> <p>&gt;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 2025 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.</p> <p>Marketing strategy for Open Evening 2025</p> |

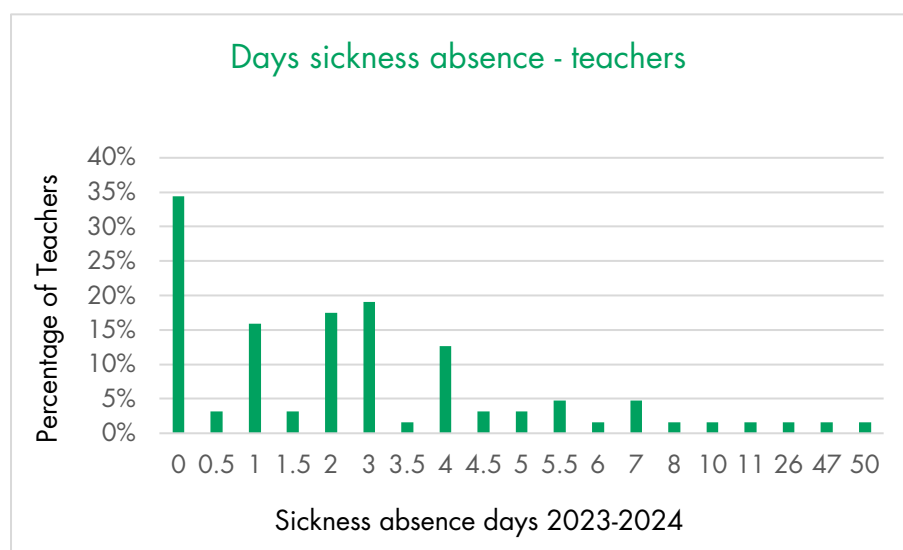
# HUMAN RESOURCES

## Evaluation of 2023/2024

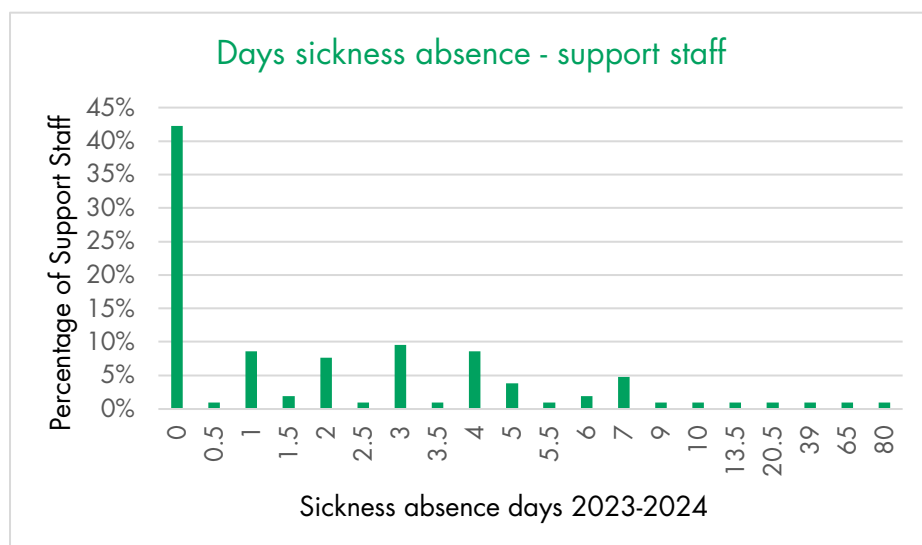
### Attendance

Staff attendance across the Federation is strong, with an overall attendance rate of 98%; this figure includes all absences that aren't disability-related, for example, sickness absence and dependants' leave.

Data from the Department for Education's school workforce census shows that, nationally, 66.2% of teachers took sickness absence in 2022-23; of those, the average days absent is 8 across the year. In comparison, in 2023-2024, 65.6% of Federation teachers took sickness absence, with the average amount of days absent being 5.1 across the year.



Last year, a small number of colleagues' attendance triggered sickness management procedures. The HR Manager held informal and supportive attendance review meetings with them, which led to a significant improvement in their attendance.



57.7% of support staff took sickness absence last academic year, with the average amount of days absent being 6.8 days, including long-term sickness absence, i.e operations.

### Staff Retention and Recruitment

According to national data, vacancies for both part-time and full-time teaching positions doubled in the two years to November 2022, and then increased again by 20% to November 2023.

The staff retention rate of teaching and support staff combined is 91.9%, with 17 staff leavers in 2023-24: 10 teachers and 7 support staff. The retention rate for teaching staff at the Federation is 90.2%, significantly higher than the national average of 83.1%.

| Federation Teacher Retention |           |           |           |
|------------------------------|-----------|-----------|-----------|
| Academic year                | 2023-2024 | 2022-2023 | 2021-2022 |
| All staff                    | 90.2%     | 89%       | 93%       |

The Federation continues to demonstrate outstanding retention of Early Career Teachers (ECTs), with all Year 1 and Year 2 ECTs continuing in their roles. Over the past five years (from 2020 to 2024), we have appointed 21 ECTs to permanent contracts, and 19 (95%) are still in post, with one having left due to relocation. This achievement reflects our supportive systems, working environment and professional development opportunities.

There were a number of new appointments, 4 of which were internal promotions:

|  |          |                          |
|--|----------|--------------------------|
| Teachers                                       | Teaching | 11                       |
| Assistant Principals                           | Teaching | 3 (2 internal promotion) |
| Deputy Head of School                          | Teaching | 1 (internal)             |
| Teaching Assistants/Senior Teaching Assistants | Support  | 5                        |
| Administrators                                 | Support  | 2                        |
| Catering Assistants                            | Support  | 2                        |
| Cleaners                                       | Support  | 4                        |
| IT Technician                                  | Support  | 1 (internal)             |
| Casual Examinations Invigilators               | Support  | 11                       |
| Apprentice                                     | Support  | 2                        |
| Designated Safeguarding Lead                   | Support  | 1                        |
| <b>TOTAL</b>                                   |          | <b>43 (4 internal)</b>   |

### Safer Recruitment

Federation safer recruitment practices remain thorough and robust. As part of their College inspection, Ofsted scrutinised our safer recruitment procedures and the Single Central Record (SCR) in March, with the inspector noting no areas for improvement.

The HR Manager held a training session for reception staff to ensure they understand the requirements around the SCR, safer recruitment checks, and visitor protocols.

The session was very helpful and further demonstrated their diligence in ensuring that only properly vetted individuals have access to the site.



The HR Manager updated their safer recruitment training in May 2024, and the Payroll Manager completed it in December 2023. There were no significant updates to Keeping Children Safe in Education (KCSIE), however more substantive amendments are anticipated in September 2025. We will review the 2025 KCSIE draft when released, to stay updated on expected changes and ensure we are prepared for implementation in September.

### Staff Appraisal

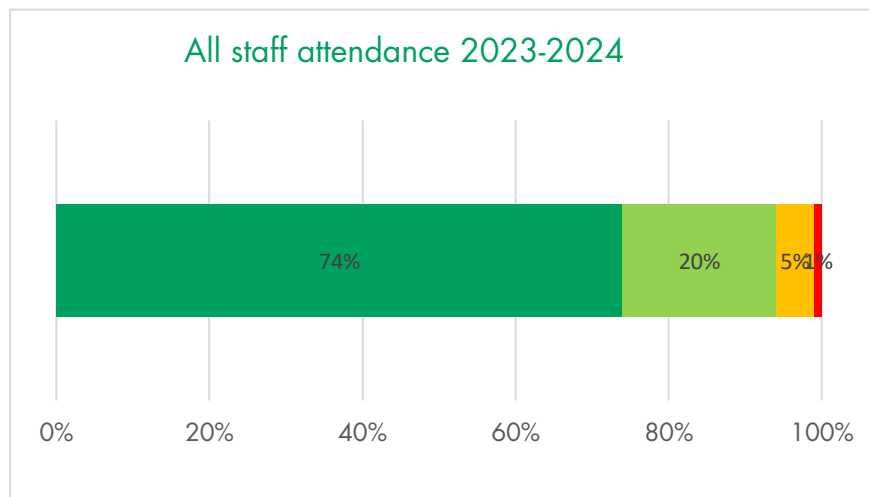
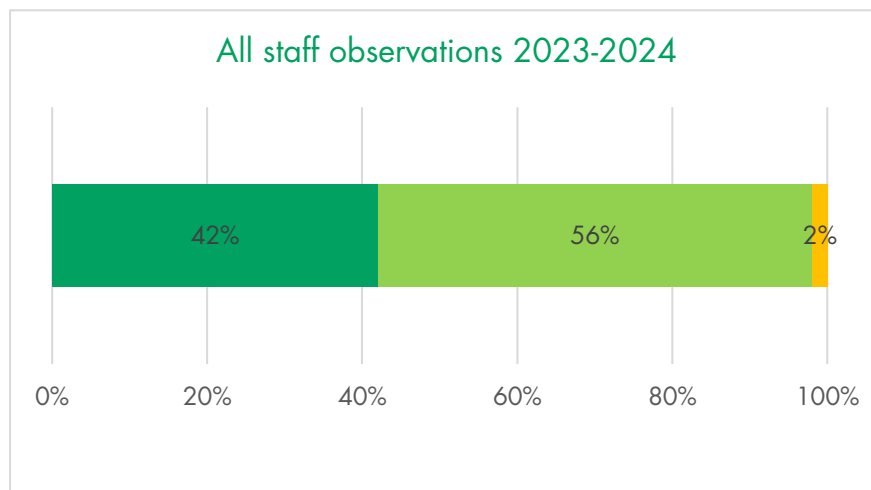
Every colleague at the Federation has an annual performance review which provides an opportunity to celebrate achievements, reflect on growth, and set meaningful goals for the coming year.

Strategic targets from the Federation's Transformation Plans are established at the start of each academic year, shared with staff during our annual training day and team meetings, and are integrated into each person's Performance Review targets.

Team leaders monitor progress towards these objectives, staff are encouraged to review their targets and invited to request an interim performance review during term 4 if they feel that their targets should be adjusted.

We have had a full year of completing an electronic PR form, via Googledocs, which has simplified the sharing and sign-off process and minimised admin. Moving forward, a further option to consider will be whether to move to digital PRs with our new HR software, SAM People.

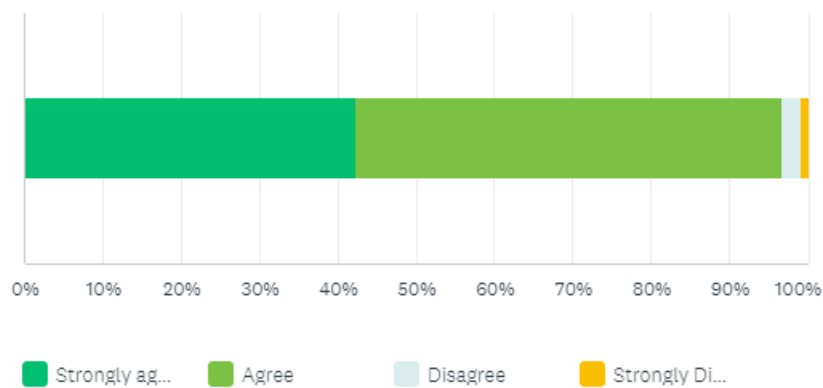
## Appraisal Data



## Client Surveys

The HR team receive enquiries from colleagues on a wide variety of topics. This year's staff survey shows that 97% of employees either strongly agree or agree that the HR team provides professional and timely support.

*The HR team provides professional and timely support*



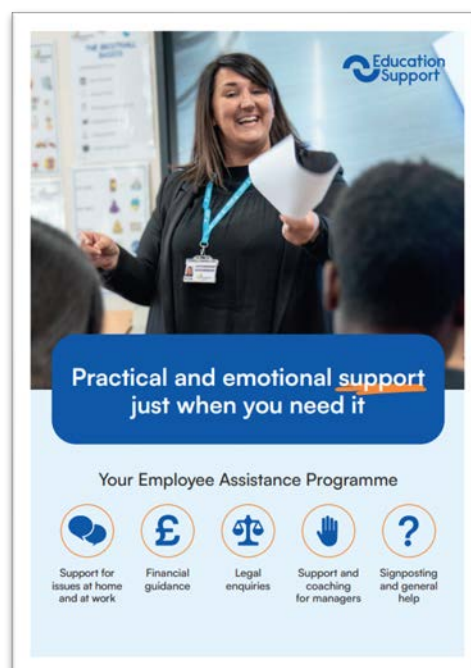
### Staff Support and Wellbeing

In 2024, the Federation took key steps in strengthening employee wellbeing and enriching our workplace culture. We introduced a menopause policy to foster an inclusive and supportive environment for affected colleagues.

Additionally, we reviewed overtime and salary deduction calculations, consulted with staff and subsequently updated the pay policy. This change provides clarity and fairness to staff regarding their pay.

We researched and launched Employee Assistance Program (EAP), providing staff with confidential and direct access to traditional counselling sessions and wider support and resources available, including:

- Support for issues at home and work.
- Financial guidance.
- Legal enquiries.
- Signposting & general help.
- Access to online health & wellbeing resources.
- Specialist support for managers/team leaders.
- Life coaching – for progress towards any goal, including those related to careers, parenting, relationships, time-management.
- Computerised cognitive behavioural therapy (cCBT).
- Mindfulness programme.



### HR Software: Sampeople

Mainly manual, and in some instances, paper-based, methods are used for HR processes such as absence requests, attendance monitoring, and drawing up contracts and contract variation letters. Research was conducted into software providers, with SAMpeople by Fusion Education being chosen. A roll-out plan is in place, which will eventually see the new system used for:



- Absence requests.
- Absence monitoring.
- Contract entitlement tracking, e.g. annual leave, term-time-plus contracts.
- Self-service portal for staff to access attendance information and request absences, overtime, TOIL, make expenses and mileage claims & log CPD.
- Contract builder, approval and sign-off process.
- Personnel letters – approval and sign-off process.
- HR & payroll metrics.
- Probation & performance review.
- Single central record.
- School workforce census.

Once staff and managers are trained in using the portal, it will allow an enhanced employee experience that is much quicker, more secure/confidential and efficient than the current method.

#### Recommendations for 2024/2025:

- Develop roll-out and training plan for SAMpeople.
- Consult upon and develop an IVF policy.
- Consider and stay abreast of upcoming employment law changes, update policies/procedures and conduct training where required.
- 95% of staff have good or better attendance.
- Performance management 2023/24: 95% of staff achieve Good or better for their overall target 1.
- The completion of a Federation gender, ethnicity and disability staff equality report.





| 2024/2025 HR Improvement Plan   | Autumn (1 & 2)  | Spring term (3 & 4)  | Summer term (5 & 6)   |
|---|---|--|---|
| <p><b>Recruitment</b></p> <p>Safer recruitment processes viewed as good or better by internal/external audit.</p>   | <p>Research changes to KCSIE, updating Recruitment Policy &amp; associated forms/practices.</p> <p>Governor audit x 2.</p> <p>Review/update job adverts and recruitment procedure.</p>  | <p>Check by senior leader.</p>   | <p>Research and update DBS policy.</p> <p>Research KCSIE draft, updating Recruitment Policy &amp; associated forms/practices.</p>   |
| <p><b>Client satisfaction</b></p> <p>90% of staff say their HR questions are answered in a timely manner.</p> <p>&gt;80% of staff strongly agree/agree that 'Since SAMPeople and MySam software was implemented, my experience in managing HR tasks (e.g., leave requests, signing contracts/paperwork) has improved'</p> | <p>Review internal HR processes with team &amp; regular meetings throughout year.</p> <p>Create roll-out and training plan.</p> <p>Communication with staff.</p> <p>Staff training.</p> <p>Present to TLs.</p> <p>Use SAMPeople for absence management reminders and emails.</p> <p>Upload HR letter templates.</p> | <p>Deliver training.</p> <p>Consider whether SAMPeople can be used for performance reviews &amp; probation.</p> <p>Launch portal for absence requests.</p> <p>Use SAMPeople to run off standard contracts and variation letters.</p> | <p>Staff surveys to be circulated.</p> <p>Roll out PR/probation format.</p> <p>Launch portal for TOIL/overtime/mileage claims.</p> <p>Use portal for sending standard HR letters directly to staff.</p> <p>HR &amp; Payroll metrics to be used to filter into next year's TP.</p> <p>Look into SCR/SWFC module and whether data can be uploaded during summer break to start using SAM for this aspect.</p> |

|  |  |   |  |
|--|--|---|--|
| <p><b>Staff development</b></p> <p>95% of staff have good or better attendance.</p>  | <p>Regular review of attendance (ongoing).</p> <p>Begin to use SAMPeople to monitor attendance.</p> <p>Attendance meetings with staff as required.</p> | <p>Interim PRs.</p>   | <p>Review Sickness Management Policy.</p>      |
| <p><b>Policy</b></p> <p>An analysis is conducted in gender, ethnicity and disability pay differences.</p> <p>Develop an IVF menopause policy.</p> <p>Ensure Federation HR policies are robust, up-to-date, reflect best practice and align with changes to employment law.</p> | <p>Conduct risk assessment regarding any planned changes to employment law.</p> <p>Prioritise policies to update based on organisational risk.</p>     | <p>Conduct research with appropriate bodies.</p> <p>Analyse job descriptions and pay information across the Federation.</p> <p>Consult with staff, seek advice and develop policy.</p> <p>Update policies, deliver/sign up to training.</p> <p>Plan for any future changes.</p> | <p>Review Equality &amp; Diversity Policy.</p> |