

# Inspection of Catmose College

Huntsmans Drive, Oakham, Rutland LE15 6RP

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Inspection dates: 26 and 27 March 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Stuart Williams. This school is part of Rutland and District Schools' Federation, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Andrew Holt. The principal, Stuart Williams, is also executive principal of two other schools in the trust.

Ofsted has not previously inspected Catmose College under section 5 of the Education Act 2005. However, Ofsted previously judged Catmose College to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Catmose College provides a remarkable and broad education for all. Pupils are well supported by passionate and inspirational staff. Behaviour is exemplary. Bullying and discrimination are not tolerated. Pupils thrive and achieve very well.

At the heart of the school is the 'Hellerup'. This is an inspiring communal area. Here, pupils and staff eat and socialise together happily. Pupils demonstrate consistently respectful attitudes towards each other, staff, and the school environment. Pupils told inspectors that they appreciate the trust that is placed in them to use school facilities freely during their breaks and lunchtimes.

Beyond the academic curriculum, the school offers many fabulous opportunities for pupils to develop their talents and interests or learn new skills. The electives programme includes lessons in diverse options such as interior design, water sports, coding, and many more. Pupils can take part in a multitude of different sports or get involved in performing arts. The school offers a huge range of trips that include exchange visits and skiing in Europe. Many pupils take part in these memorable experiences. Disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), benefit from support and encouragement to take part in all activities alongside their peers.

## **What does the school do well and what does it need to do better?**

The curriculum is extremely ambitious. Pupils in key stage 3 study a wide range of subjects, covering the national curriculum and more. At key stage 4, pupils choose from a well-chosen variety of academic and vocational courses. All can choose to study the subjects that make up the English Baccalaureate. Pupils with SEND have access to the same ambitious curriculum as their peers. For those with more complex needs, including those in the designated specialist provision (DSP), curriculum plans are adapted to meet individual needs precisely. The curriculum prepares all pupils exceptionally well for their next stages in education.

Expert staff have collaborated effectively to design detailed curriculum plans for all subjects. They make sure that pupils will learn the knowledge, skills, and vocabulary they need to be successful. Staff have thought carefully about the order in which pupils learn new knowledge. This supports pupils to gain an ever deeper understanding as they progress through the curriculum.

In classrooms, staff explain concepts clearly. Opportunities for pupils to practise what they have learned are sharply focused so that pupils develop fluency. Staff routinely encourage pupils to connect new knowledge to what they have learned previously. Carefully planned questions challenge pupils to think deeply. As a result, pupils build knowledge over time and remember what they have learned.

Pupils try hard in lessons. They produce work of consistently high quality across the curriculum. Staff check pupils' learning often. They address any misconceptions quickly and provide pupils with feedback that helps them to develop their work.

Staff skilfully adapt lesson activities for pupils with SEND. They help these pupils to work independently to gain knowledge and skills while developing resilience. Pupils with SEND achieve very well. Weaker readers are very effectively supported to gain reading fluency so that they can access the curriculum in full.

The curriculum to support pupils' broader personal development is exceptional. Alongside the vast range of enrichment opportunities there is a well-planned tutorial and assembly programme. Pupils learn about British values, relationships, and personal finance. They celebrate diversity and equality. Pupils are tolerant of difference. They quickly develop mature attitudes and exude confidence. When they are worried, or struggling with their mental health, pupils benefit from excellent pastoral support.

The careers programme is expansive. It includes opportunities to meet employers as well as receiving personalised advice. Pupils value this. They are very well informed about their future choices in education and careers.

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.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 136530   |
| <b>Local authority</b>                     | Rutland Council  |
| <b>Inspection number</b>                   | 10298464   |
| <b>Type of school</b>                      | Secondary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 11 to 16   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 1095   |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair</b>                               | Andrew Holt  |
| <b>Principal</b>                           | Stuart Williams  |
| <b>Website</b>                             | <a href="http://www.catmosecollege.com">www.catmosecollege.com</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school converted to become an academy in February 2012.
- The school is part of Rutland and District Schools' Federation.
- The school has a designated specialist provision for pupils with severe learning difficulties which caters for 30 pupils.
- The school uses two unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, vice principals, and other school leaders.
- The lead inspector met with the chair and other representatives of the board of trustees and the local governing body.
- Inspectors carried out deep dives in these subjects: mathematics, science, history, design technology, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with pupils from a range of year groups, including pupils with SEND, to hear about their experiences at the school.
- Inspectors met with a range of teaching and non-teaching staff.
- Inspectors considered responses to the pupil and staff surveys as well as the online survey, Ofsted Parent View.

## **Inspection team**

|                             |                         |
|-----------------------------|-------------------------|
| John Spragg, lead inspector | His Majesty's Inspector |
| Paul Sweeney                | Ofsted Inspector        |
| Victoria Merrick            | Ofsted Inspector        |
| Caroline Barton             | Ofsted Inspector        |

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