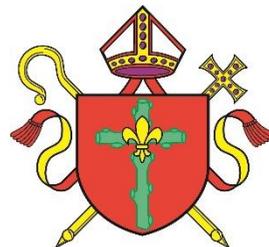




CMAT Strategic Plan

September 2019

2018-2022



'A communion of high achieving schools where everyone meets Jesus and grows uniquely in God's love'.

The St Thérèse of Lisieux Catholic Multi Academy Trust, Strategic Plan 2018-2021

Foreword

I am delighted to introduce the Strategic Plan for the St Thérèse of Lisieux Catholic Multi Academy Trust (STL CMAT). The CMAT was set up on the initiative of the Nottingham Roman Catholic Diocesan Education Service (NRCDES) in order to protect, secure and develop Catholic education in the Diocese of Nottingham so that each and every young person attending a diocesan school receives the very best educational opportunities and life-fulfilling experiences within authentically Catholic communities that are centred on the person of Jesus Christ.

The CMAT seeks to enable Catholic schools, located in the geographical area of Lincoln and Rutland to secure their future by strengthening their solidarity through effective collaboration. The CMAT will enable clear working relationships to be established between its schools to assist with school improvement, leadership recruitment and formation, governance and collaboration to achieve their common purpose and shared mission. Furthermore, it will ensure that in a national context of relative change and uncertainty no school is left isolated and unsupported.

Our support for schools aims to be comprehensive, inclusive and responsive to the individual and collective needs of our schools that will ensure they both deliver the mission of the Church and meet the challenges of the national accountability agenda through mutually supportive intervention and training.

We take responsibility for the financial and resource management of schools, thus freeing school leaders to concentrate on what matters: the spiritual formation and education of the young people in our schools.

The foundation stone of our CMAT is the person of Jesus Christ and we are committed to safeguarding the distinctive Catholic ethos of our schools by placing Christ and the teachings of the Catholic Church at the centre of all we do.

The character of the St Thérèse of Lisieux Catholic Multi Academy Trust is collaborative and participative. Each school is of equal value. We respect the unique identity of each school and value the diversity of experience and perspective they bring. Each school is given a voice, though the arrangements for local governance and their relationship with the CMAT Board of Directors.

Mr Jerzy Krawiec
Chair of the St Thérèse of Lisieux Catholic Multi Academy Trust

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Introduction

Vision Statement

'A communion of high achieving Catholic schools where every person meets Jesus and grows uniquely in God's love'

It is within the context of this vision statement that the strategic plan for the St Thérèse of Lisieux Catholic Multi Academy Trust is written, the aim of which is to ensure that each child and young person realises their full unique, God-given potential through the provision of a high quality and authentically Catholic education.

The Strategic Plan for the St Thérèse of Lisieux Catholic Multi Academy Trust is effective from the 1st September 2018. This plan sets out our initial 3-year strategic objectives from September 2018 until 31st August 2021.

Our Plan is built around the agreed vision, mission, goals and values of the St Thérèse of Lisieux Catholic Multi Academy Trust:

1. **Christ at the Centre:** We will provide a safe, stimulating and supportive school environment, a curriculum, policies and practices that are based on Gospel values
2. **Development of the whole-child:** We will enable all our young people to acquire the beliefs, values, knowledge, skills, practices and positive relationships that will enable them to develop a love of learning and enjoy the fullness of life
3. **Outstanding provision:** We will provide an outstanding, inclusive and authentically Catholic education for all our young people irrespective of background or prior attainment
4. **Community:** We will create positive, life-enhancing communities, both within and beyond the CMAT, built on trust and mutual respect, where everyone feels a sense of belonging and being valued for who they are
5. **Safety and well-being:** We will safeguard young people and promote the well-being of the whole-school community
6. **Culture of Excellence:** We will invest in the ongoing professional development and training for the whole school community and will recruit and retain high quality staff

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Our vision as a *'communion of high achieving Catholic schools'* informs our operating model as we move to a self-improving system and, our strategy for improvement, that is defined by the following performance indicators and applied to all CMAT academies irrespective of context and phase, in order to ensure that all leaders are provided with clear direction and a common purpose that results in outstanding outcomes for all children and young people:

- **Outcome of Diocesan Canonical Inspection to be at least good overall with Catholic Life and Collective Worship to be judged outstanding**
- **All pupil progress indicators to be above average compared to all schools nationally**
- **All pupil attainment indicators to be at least in line with national figures**
- **The overall quality of teaching and learning to be good or better**
- **Attendance indicators to be at least in line with national figures**
- **The number of Fixed Term Exclusions to be below the national figure**

Our strategic Aims:

- To protect, secure and develop further the distinctiveness of Catholic education in the Diocese of Nottingham
- To achieve an established culture of continuous school improvement which ensures the CMAT achieves its ambition as a *'communion of high achieving Catholic schools'* where pupil outcomes are above national figures
- To establish and embed an effective central service to ensure academy leaders are given the support and scope to focus on the core objectives of the Catholic Life and Standards of the academies and the secure the viability of the CMAT academies for the long term

Our Priorities - what we must do to achieve our aims:

Priority 1: Deepen the Catholic mission of our schools

Priority 2: Ensure that safeguarding in all our schools is effective and that they are all providing a Good or Outstanding quality of education

Priority 3: Secure financial sustainability for the CMAT and its schools

Priority 4: Increase pupil numbers in all CMAT schools to PAN

Priority 5: Strengthen the leadership and governance at all levels in the CMAT

Priority 6: Provide effective systems, policies and processes to support the work of the CMAT

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Benchmarking and Target Setting

As a 'communion of high achieving Catholic schools' we seek to deliver outcomes for pupils that are good and outstanding compared to all state-funded schools nationally. Our target setting strategy is based on FFT Aspire benchmarking data in the range 20 (FFT 20), taking in to account our strategic ambition to secure progress and attainment outcomes at least in-line with national figures, and the context of each academy.

Budget Setting Strategy

Our vision is set in the context of the budget setting strategy for the CMAT that has the following principles:

- **All academies must operate an in-year balanced budget**
- **Expenditure on staffing costs should be limited to 75% of total income before the 5% top slice**
- **Each academy should hold cash reserves equivalent to 60 days' operating expenditure**

Each academy will pay a 5% top slice to fund centrally provided services that include:

- | | |
|--|---|
| ▪ School Improvement Delivery | ▪ Internal and External audit |
| ▪ A full finance reporting and support service | ▪ Legal advice |
| ▪ Finance, Purchasing and Budget Management system | ▪ PR and crisis management |
| ▪ HR advice, career planning, training and support service | ▪ GDPR compliance |
| ▪ HR management system | ▪ Health and Safety advice and guidance |
| ▪ Payroll & Pensions service | ▪ Online governor platform |
| | ▪ The Diocesan Levy contribution |
| | ▪ Apprenticeship Levy |

The 5% top slice is calculated as follows:

Total GAG funding less Non Domestic Rates + Total Post 16 Funding less the Student Bursaries + Early Years Funding

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Louise Wilson
Chief Executive Officer

Context

The St Thérèse of Lisieux CMAT operates across a wide and diverse geographical area that covers North Lincolnshire, North East Lincolnshire, Lincolnshire and Rutland. It was established in September 2018 as one of four Catholic Multi Academy Trusts in the Diocese of Nottingham. It is a larger than average sized multi academy trust, compared to other multi academy trusts nationally, and is made up of sixteen schools, fourteen primary academies and two secondary. One of the primary academies is sponsored by the STL CMAT (formerly NOLCAT).

The St Thérèse of Lisieux CMAT serves a pupil population of approximately 4,300. It was formed by the amalgamation of two smaller Catholic academy trusts and three voluntary aided Catholic schools and has a total income of approximately £17,000, 000. All but one of its sixteen schools have been judged good or better in their most recent Diocesan Canonical and Ofsted inspections.

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STL CMAT Academies

St Bede's Catholic Voluntary Academy	Collum Avenue, Scunthorpe, DN16 2TF	Ryan Hibbard	North Lincolnshire
St Bernadette's Catholic Voluntary Academy	Anne's Crescent, Scunthorpe, DN16 2LW	Mark Strong	North Lincolnshire
St Augustine Webster Catholic Voluntary Academy	Baildon Road, Scunthorpe, DN15 8BU	Andrea Morrisroe	North Lincolnshire
St Norbert's Catholic Voluntary Academy	Fieldside, Crowle, Scunthorpe, DN17 4HL	Pam Tonge	North Lincolnshire
St Mary's Catholic Voluntary Academy	Grammar School Road, Brigg, DN20 8BB	David Sidaway	North Lincolnshire
St Joseph's Catholic Voluntary Academy	Philip Avenue, Cleethorpes, DN35 9DL	Sarah Pollard	North East Lincolnshire
St Mary's Catholic Voluntary Academy	Wellington Street, Grimsby, DN32 7JX	Teresa Rouse	North East Lincolnshire
St Peter and St Paul Catholic Voluntary Academy	Western Avenue, Lincoln, LN6 7SX	Rebecca Le Caplain	Lincolnshire
Our Lady of Lincoln Catholic Primary School	Laughton Way, Lincoln, LN2 2HE	Ann Desforges	Lincolnshire
St Hugh's Catholic Primary Voluntary Academy	Woodfield Avenue, Doddington Park, Lincoln, LN6 0SH	Greg Hughes	Lincolnshire
Boston, St Mary's R.C. Primary School	Ashlawn Drive, Boston, PE21 9PX	Lisa Gleed-Thornley	Lincolnshire
St Mary's Catholic Primary School	Sandon Road, Grantham, NG31 9AX	Rachel Wheatley	Lincolnshire
St Norbert's Catholic Primary School	Tollgate, Spalding, PE11 1NJ	Jenna Withers	Lincolnshire

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St Augustine's Catholic Voluntary Academy	Kesteven Road, Stamford, PE9 1SR	Rachel De Wet	Lincolnshire
Our Lady of Good Counsel Catholic Primary School	27 Jermyn Street, Sleaford NG34 7RU	Michelle Parker	Lincolnshire
English Martyrs' Catholic Primary School	Willow Crescent, Oakham, LE15 6EH	Alison Chambers	Rutland

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PRIORITIES FOR THE ST THERESE OF LISIEUX CMAT



Strategic Plan 2018-2022

VISION A communion of high achieving Catholic schools where every person meets Jesus and grows uniquely in God's love.		
CORE VALUES Love, Faith, Forgiveness, Compassion, Hope, Justice, Truth, Service		
STRATEGIC AIMS:		
1) To protect, secure and develop further the distinctiveness of Catholic education in the Diocese of Nottingham	2) To achieve an established culture of continuous school improvement which ensures the CMAT achieves its ambition as a 'communion of high achieving Catholic schools' where pupil outcomes are above national figures	3) To establish and embed an effective central service to ensure academy leaders are given the support and scope to focus on the core objectives of the Catholic Life and Standards of the academies and the secure the viability of the CMAT academies for the long term

Priority	Success Criteria	Measured by:
Priority I: Lead LW Deepen the Catholic mission of academies	a) The vision and values of the CMAT is reflected in the culture of our schools, and evidences how Catholic educational mission drives educational excellence	DCI and Ofsted inspections; school self-evaluation; CMAT and school QA outcomes

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	b)	All CMAT schools are compliant with directives from Bishops' Conference on RE (10% time) and leadership appointments to restricted posts	DCI inspections; feedback from DSC
	c)	All staff understand and support the Catholic mission of our schools	DCI inspection; D-SEF
	d)	School leaders, foundation directors and governors are confident in leading and developing our Catholic mission and its link to high standards as a result of effective formation and training	Minutes of Board and Local Governing Body meetings; DCI outcomes
	e)	Collective Worship is an integral part of the daily routine of each academy and promotes and embeds the diocesan vision of 'Encounter', 'Discipleship' and 'Missionary Discipleship'	QA of Collective Worship; DCI
	f)	Pupil leadership in chaplaincy is effective within each school	QA of Collective Worship; DCI
	g)	The spiritual well-being and formation of staff and pupils is prioritised and supported	DCI; stakeholder feedback

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	h) Strong links with home, school and parish are established so that the mission of the Church is lived out in its fullness	Feedback from Deans/parishes
Priority 2 LW/RdS Ensure that safeguarding in all our schools is effective and that all academies are providing a Good or Outstanding quality of education	a) The annual LSCB audit confirms safeguarding in all CMAT schools is at least good	CMAT termly monitoring reports, Ofsted reports
	b) Educational outcomes (attainment and progress) in all CMAT academies are at least in line with national averages with 50% above	Educational outcomes, performance tables
	c) Educational outcomes for discrete pupil groups, especially disadvantaged pupils including Pupil Premium, SEND, EAL and LAC are at least in line with national averages in all Trust schools	CMAT SEND reviews, Ofsted reports, pupil/parental voice
	d) The needs of pupils with SEND are met effectively due to Quality First Teaching.	CMAT reviews, School SEFs,
	e) SEND pupils have no or few exclusions in CMAT schools and outcomes for SEND pupils are in line with or improving strongly towards, national averages	Ofsted reports, stakeholder voice

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	f) All CMAT academies plan and deliver a high quality, broad and balanced knowledge-based curriculum that meets the needs of their pupils effectively	CMAT reviews, School SEFs, Ofsted reports, pupil voice
	g) Robust assessment processes across the curriculum, and the incisive use of assessment data, ensure that lessons meet pupils needs very well and they achieve to a high standard in all subjects	CMAT reviews, Ofsted reports, performance tables, pupil voice
Priority 3: Lead JM Secure financial sustainability for the CMAT and its academies	a) Viability Plan produced Advent Term 2019 that benchmarks the financial performance of each of the CMAT academies against trust-wide and national scales, is implemented effectively with positive outcome on CMAT's financial position	Accounts; audit
	b) Annual operating budget at school level shows KPIs are being met. Integrated curriculum and financial planning approach established for schools on agreed financial recovery plans	Accounts; audit
	c) CMAT operating effectively to ensure compliant, consistent and accurate	Accounts; audit

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	reporting across finance, HR, Health and Safety and premises and estates support	
	d) Trust maintains a positive cash position with a minimum of 60 reserves in-line with Budget Setting Strategy	Accounts ;audit
	e) Trust has reserves of no less than 60 days'	Accounts; audit
	f) The quality of education is improved through strategic capital planning and investment	Feedback from academies
Priority 4: Increase the pupil numbers in the CMAT	a) Pupil numbers have increased due to better Ofsted grades, improved educational outcomes and an effective marketing strategy in academies that are below PAN	School census data
	b) All school PANs have been reviewed with almost all schools (90%) in the CMAT within 90% of PAN	School census data
	c) Pupil numbers have increased to PAN in all CMAT schools due to the establishment of pre-school or nursery provision where none existed subject to local authority and RSC approval	School census data

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	d) Numbers of Catholic pupils across CMAT have increased as a result of effective recruitment strategy, partnership with the Diocese and the parishes	CES census data
Priority 4: Lead GK/LW Strengthen leadership and governance at all levels in the CMAT	a) The Board is highly effective in carrying out its three core functions: leading on vision and strategy, holding the Executive Team to account for educational and financial outcomes in schools and by making good use of timely and robust information and data	Board self-evaluation, external review
	b) Local Governing Bodies are working positively effectively as a committee of the CMAT Board, adding value to the work of schools in-line with the Scheme of Delegation	Minutes of LGB meetings
	c) The School Improvement Offer to academies results in high quality, effective professional development programmes for school leaders with the result that all headteachers are able to act as high performing, autonomous leaders	Headteacher feedback
	d) Clusters are established and working effectively to secure the educational	Inspection reports

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	benefits of collaborative working and school to school support	
	e) Leaders at all levels of the CMAT are high performing and autonomous, confident to innovate and contribute to CMAT-wide initiatives. The CMAT ensures that more teachers and leaders are making a contribution to school to school support beyond their own schools.	Ofsted reports, leadership reviews, Cluster action plans
	f) The CMAT has a talent management programme that supports and develops talented teachers and leaders and equips them to work effectively across the CMAT in different academies and roles. The CMAT has NLEs, NLGs and SLEs who provide support across the CMAT but also to schools beyond the Trust.	Ofsted reports, leadership reviews, Cluster action plans
Priority 6: Lead LW/MR Provide effective systems, policies and processes to support the work of the CMAT	a) The harmonisation of staff contracts across the CMAT, using CES model contracts where available, to achieve equality of pay and conditions and frictionless movement between schools	HR database/indicators
	b) The CMAT has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation	Audit committee minutes

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	c) A CMAT-wide Management Information System (pupil data/HR) is in place and provides timely, robust data on key indicators and is used effectively for intervention and best practice	Educational outcomes, Ofsted reports
	d) A central IT strategy for all schools, led by what is best in the classroom, provides excellent resources for pupils and improves outcomes	Ofsted reports, CMAT monitoring reports, educational outcomes
	e) A CMAT website, with web pages for schools, provides coherence, information and useful resources for the CMAT	User feedback, audits
	f) A CMAT-wide safeguarding policy and procedures result in outstanding safeguarding practice across the CMAT	Safeguarding reviews, reports to Board, Ofsted reports
	g) A CMAT-wide Health and Safety policy and procedures result in leaders being secure in their monitoring and schools being safe	Feedback from schools; Every system
	h) A CMAT-led approach to premises, estates management and procurement enhances the school estates and provides value for money	Feedback from schools, Link Director visits, SCA reporting
	i) A CMAT-wide recruitment and retention policy and procedures strengthens the CMAT's position as an employer of choice	HR database/indicators

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	and addresses issues of succession planning	
	j) A CMAT-wide employee assistance scheme reduces staff absence levels and increase staff satisfaction	HR database/indicators

Success Indicators		
✓ Christ is at the centre of all aspects of the life of the CMAT	✓ All pupils attend an academy that is ‘at least as academically distinguished as that of other schools’ nationally (<i>Evidence – Inspection outcomes/DfE performance tables</i>)	✓ All schools meet the requirements of the Budget Setting Strategy
✓ Every person has the opportunity to know the person of Jesus Christ and to grow uniquely in God’s love		✓ The financial integrity of the CMAT is robust
✓ The teachings and mission of the Church are upheld, professed and lived out in their fullness.	✓ Progress and attainment measures across a range of indicators are above average in-line with the CMAT’s ambition statement (<i>Evidence – DfE Performance Tables</i>)	✓ Business and financial support to schools from the central team delivers best value and efficiency savings where required

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<ul style="list-style-type: none"> ✓ All members of the CMAT family are supported spiritually as well as personally and professionally and enabled to participate actively in the Catholic Life of the CMAT 	<ul style="list-style-type: none"> ✓ S2S support strategies secure a collaborative culture that results in consistently good and outstanding teaching and learning and outcomes for pupils that are above national figures across a range of indicators (<i>Evidence – Pupil outcomes</i>) 	<ul style="list-style-type: none"> ✓ Academies meet their core objectives of delivering an outstanding Catholic education for all pupils
<ul style="list-style-type: none"> ✓ All pupils are enabled to take a lead in the Catholic Life of their school and the CMAT 		
<ul style="list-style-type: none"> ✓ All stakeholders contribute effectively to the common good of their school and wider CMAT family. 	<ul style="list-style-type: none"> ✓ The overall quality of teaching is at least good (<i>Evidence – SEFI inspection outcomes</i>) 	
	<ul style="list-style-type: none"> ✓ The accuracy of assessment is secure (<i>Evidence – SEF</i>) 	
	<ul style="list-style-type: none"> ✓ High quality curriculum design results in good and better rates of progress and attainment for all pupils (<i>Evidence – outcomes for pupils</i>) 	
	<ul style="list-style-type: none"> ✓ Under performance is identified and lost ground made up swiftly so that any gaps in the progress and attainment of underperforming groups are diminished (<i>Evidence – Pupil outcomes/DfE Performance Tables/ISDR</i>) 	
	<ul style="list-style-type: none"> ✓ Aspirational target setting establishes a culture of high expectation that results in good and outstanding achievement for all pupils (<i>Evidence - Pupil outcomes/DfE Performance Tables/ISDR</i>) 	
	<ul style="list-style-type: none"> ✓ Staff at all levels are held accountable for the role they play in securing outstanding 	

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	<p>outcomes for all pupils (<i>Evidence – pupil outcomes/appraisal</i>)</p>	
	<p>✓ School self–evaluation and improvement planning is incisive and leads to gains in the learning, progress and attainment of all pupils (<i>Evidence – SEF/School Improvement Planning</i>)</p>	

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