

Diocese of Westminster

## Education Commission

# ACADEMY STRATEGY AND POLICY

December 2016

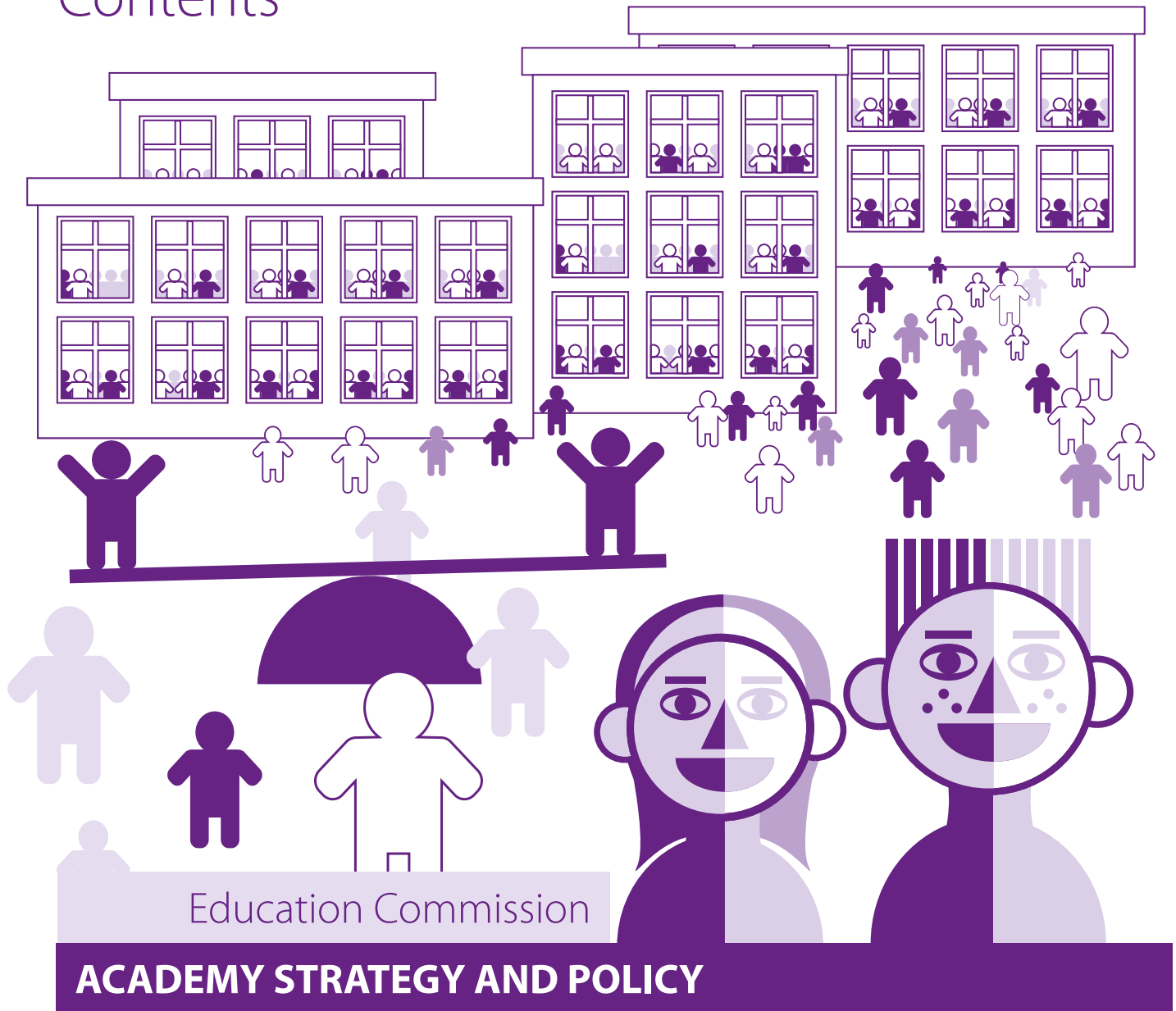
# The Diocese of Westminster



## Diocese of Westminster

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Education Commission

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## EXECUTIVE SUMMARY

### 1. Introduction

**1.1** We believe that children and young people in our Catholic schools and colleges deserve the very best educational opportunities and life-fulfilling experiences, within communities which have the teaching of Christ and his Church at the centre.

**1.2** To this end, in October 2016, the Trustees of the Diocese of Westminster approved the expansion and development of Catholic Academy Trusts (CATs) across the diocese through the introduction of sets of clusters of local schools coming together to protect, secure and develop the Church's mission in education. These are in the spirit of 'families of local schools' within the wider diocesan education family. We anticipate the programme will take three to four years to implement.

**1.3** This important step forward for Catholic education in our diocese seeks to ensure that every school and college sits within a network of collaboration such that each institution both gives and receives support.

### 2. The Mission of Catholic Education

**2.1** The commitment to working together through CATs will help to realise further the aim of Catholic education as set out by the Church:

Education must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young people are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and the right use of freedom, and be formed to take an active part in social life. *Canon 795.*<sup>1</sup>

**2.2** Every Catholic school and college is an equally-valued member of the diocesan family of schools. The Archbishop is, by virtue of the authority given to him in canon law, the head and father of that family.

The diocesan Bishop has the right to watch over and inspect the Catholic schools in his territory ... and has the right to issue directives concerning the general regulation of Catholic schools ... Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the instruction given in them, in its academic standards, are at least as outstanding as that in other schools in the area. *Canon 806.*

**2.3** The Archbishop, together with the Trustees of the diocese, will set out a Memorandum of Understanding that ensures each CAT is conducted in accordance with canon law and the teaching of the Catholic Church, and in compliance with the Trust Deed of the Diocese of Westminster. In this way every Catholic Academy Trust will

be at the service of the Church's mission in education. At all stages we will collaborate with the statutory education mechanisms.

### 3. Why the Move to Academies?

**3.1** It is government policy that the majority of schools in this country should become academies in forthcoming years. While recent statements have withdrawn the mandatory nature of this, all the legislative elements necessary are in place for schools to become academies. There are some divergent political voices, but it would seem that most schools will move towards academy status. This is because:

- The direct funding of academies has reduced the capacity of local authorities to provide adequate resources to support schools. This may have implications in the future for Catholic schools if an Academy Order (mandating academisation) is issued to all maintained schools in any local authority;
- There are increased powers of intervention in struggling schools that receive a warning notice about their performance. These powers mean that schools need proactive, robust action that will bring change at a rapid pace. We need to place secure structures around vulnerable schools in order to help them flourish;
- Financing schools and services is increasingly demanding. Budget management and changes to national funding formulae are causing significant challenges for many schools. Schools will need to be able to operate with slimmer services as well as working with other schools to create economies of scale.

### 4. Establishing Catholic Academy Trusts

**4.1** The move to establish a network of Catholic Academy Trusts in the diocese seeks to ensure that Catholic schools and colleges will be better able to work together. Isolation and fragmentation compromise the Church's mission in education. The academisation process allows clear working relationships to be established between local Catholic schools, to assist with school improvement, leadership recruitment and formation, governance and co-operation to strengthen Catholic mission. This development moves beyond the existing partnerships between schools to enable a new spirit of collaboration so that the present success of Catholic schools and colleges in our diocese may be harnessed more effectively by working collectively in transparency and dialogue.

**4.2** Within a changing landscape of national education policy and provision we need to reinforce and develop the relationships between our schools. We are at our best when we work together, for each other, and in service of the dignity of the individual and the common good,

<sup>1</sup> Canon law is the codified system of laws and legal principles promulgated by the authority of the Catholic Church to regulate and organise the Church's life and mission.

embracing both solidarity and subsidiarity. This is essential to all decisions and actions undertaken by Catholic schools and colleges in our diocese.

**4.3** Utilising our previous experience of forming CATs, and drawing upon that of the Catholic Education Service (CES) and other dioceses, we will assist schools and colleges to establish a network of CATs through a gradual programme of implementation. The realisation of these CATs will evolve across our diocese as we work initially with those schools and colleges that are best placed and desirous to make a more immediate transition.

**4.4** In the formation of each new CAT, or in consultation about how existing academies form part of this new structure, a new Project Board will support the process of transition and will be available to assist with the process. Within our current Academy Trusts there is a wide range of expertise that can help to support the evolution that needs to take place. We will seek to draw upon this as the new pattern emerges.

**4.5** One of the significant advantages of academisation is that the delivery of services to schools and colleges will be improved through partnership with key providers, for example in the areas of school improvement and succession planning and training. There will also be opportunities for more effective centralised services, such as in HR, and legal and financial support.

## 5. The Structure of CATs

**5.1** The structure of each CAT is built upon the Catholic principle of 'communion', of working together in a 'common union'. It is not simply a communion amongst member schools, but also, and importantly, a communion, an interdependence, among those who lead and manage CATs at every level.

**5.2** At the level of the Academy Trust there is a Board of Directors which oversees the whole group of schools. At the level of each school there is a Local Academy Council (formerly the governing body) which relates to a particular school. The Academy Trust Directors and Local Academy Council representatives (previously governors) need to know what each other's roles and responsibilities are in order to ensure that these are fulfilled. As we move toward a new expression of our diocesan family of schools and colleges, this area of oversight and support is critical and requires a process of recruitment for Directors and representatives.

**5.3** The Local Academy Council will carry out some duties and functions on behalf of the CAT, such as the monitoring of standards and the Catholic Life of a school. In this it reports to the main Board of Directors.

## 6. Grouping of Schools

**6.1** The planned clustering of schools into new CATs is designed to translate the collective vision of the diocese into a workable and durable reality that secures and enables the development of all schools and colleges.

**6.2** Regarding financial viability and sustainability the Department for Education (DfE) indicates that each Academy Trust will need 5,000-plus students. The due diligence undertaken by the diocese shows that we are best served by each cluster of schools having 6,000 students across 12 different geographically located CATs.

**6.3** In this:

- Clusters of schools and colleges across the diocese have been planned. They bring schools together within their local authority area or local deaneries;
- The planned clusters seek to allow close proximity in order to facilitate collaboration, cooperation and mutual benefit;
- The clusters will allow local parishes to maintain a direct link to a local network of schools which reflect the local identity and community in partnership and cooperation;
- The clustering of schools enables tangible, durable and sustainable partnerships to improve security for the future.

**6.4** The clusters of schools have been designed to:

- a. Contain both primary and secondary schools, wherever possible, ensuring opportunities for closer ties between the two sectors with mutual benefits;
- b. Prevent isolation or fragmentation between schools;
- c. Ensure that, should a CAT encounter any unforeseen trouble, another CAT will have the responsibility to help steer a course to recovery by working closely to address and resolve any obstacles to improvement.

**6.5** The future relationship between the clusters and the existing five Academy Trusts will need to be explored without undermining or usurping their proven expertise and experience. Furthermore, an argued case from any school or college as to why it should join a neighbouring family of schools rather than the one designated will be considered by the Project Board.

## 7. Next Steps

**7.1** Further explanatory documentation is available from the diocesan Education Service and this will be forwarded to schools and colleges.

**7.2** The Director of Education will be communicating to schools and colleges details of meetings which will provide the opportunity for more detailed consideration and information to be given. This process began in November 2016 and will continue into the new year.

*“Children in our Catholic schools deserve the very best educational opportunities.”*

## CORE PRINCIPLES OF CATHOLIC EDUCATION

There are some core principles that underpin our diocesan Catholic academies and schools. The following are excerpts from *Schools of Discipleship*, and their meaning in the context of Catholic Academy Trusts (CATs) needs to be discerned in a local context.

### 1. Catholic schools have the child at the centre

Our schools are designed and run to ensure that the very best educational opportunities and life-fulfilling experiences, within communities which have the teachings of Christ and his Church at the centre.

### 2. Catholic schools have Christ at their heart

Our schools are places where everyone is valued as a child of God, where every individual is enabled to mature towards their full growth in Christ and achieve their rightful potential. It is the Spirit of Christ who brings life to Catholic schools; giving strength and hope; promoting harmony and enabling reconciliation; ensuring that, with enthusiasm and celebration, the things of God always take first place.

### 3. Catholic schools are distinctive

The school community will be anchored in the principles which flow from the gospel by which we live. The school through its clear and visual Catholic identity will be for many people the place where Christ and his Church are encountered. As such Catholic schools are evangelising communities.

### 4. Catholic schools have a liturgical, sacramental and spiritual life

Every Catholic school is also a worshipping community. The Eucharist is the Church's central act of worship and is the nucleus of the school's life of faith. Classroom prayer, year and whole-school liturgies and assemblies are key to the distinctive spiritual identity of Catholic schools.

### 5. Catholic schools are centres of excellence for Religious Education and the wider curriculum

In a Catholic school, the entire curriculum is underpinned by and expresses Catholic beliefs and values. It is vital that an understanding and knowledge of the Catholic faith permeates all aspects of school life. Religious Education is a core subject in Catholic schools as demonstrated by the priority given to it within the school timetable. Promoting excellence in the quality of teaching and learning in Religious Education is of paramount importance.

### 6. Catholic schools are collaborative

Catholic schools actively promote strong and positive links with the wider community, involving the diocese, deaneries, parishes, local authorities, families and other schools. Given that parents, or those who act in their place, are the primary educators of their children,

links between the home, the school, and the parish are especially significant. Good communication is fostered so that all relationships in the school community and beyond are based on mutual respect and honesty.

### 7. Catholic schools are essential

Catholic schools are places where every child matters and where safety, well-being, enjoyment, tolerance, respect and dignity are reflected in all aspects of school life. Pupils are cherished for who they are as much as for what they achieve, and all achievement is recognised and celebrated.

‘Catholic schools are places where every child matters.’

## CATHOLIC PURPOSE

In October 2016 the Trustees of the Diocese of Westminster agreed to the expansion and development of CATs through the introduction of local families of schools coming together to protect, secure and develop Catholic education for the foreseeable future. Children and young people in Catholic schools in the diocese deserve the very best educational opportunities and life-fulfilling experiences within Catholic communities imbued with gospel values and where Christ is at the centre. We seek to ensure that every school and college is seen as a giver and receiver of support.

This commitment to working together will help realise the aim of Catholic schools as set out in canon law:

Education must pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. Children and young people are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and the right use of freedom, and be formed to take an active part in social life. *Canon §795.*

The Archbishop together with the Trustees will adopt the Memorandum of Understanding devised by the CES that ensures each CAT is conducted in accordance with canon law and teachings of the Catholic Church and in accordance with the Trust Deed of the Diocese of Westminster so that at all times the academy may serve witness to the Catholic faith in Our Lord Jesus Christ.

All Catholic schools are equally valued members of the diocesan family of schools. The Archbishop is, by virtue of the authority given to him in canon law, the head of that family.

The diocesan Bishop has the right to watch over and inspect the Catholic schools in his territory ... and has the right to issue directives concerning the general regulation of Catholic schools ... Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the instruction given in them, in its academic standards, are at least as outstanding as that in other schools in the area. *Canon §806.*

No Catholic school or college in the diocese should be seen as working in isolation. There must be clear working relationships established with local Catholic schools to assist with school improvement, leadership recruitment and formation, governance of schools and working together to strengthen our Catholic mission. We seek to go further than the existing partnerships between schools that have flourished over many years to establish and secure a new spirit of transparency and being open to dialogue and working collectively and cooperatively together. As the future unfolds it brings with it uncertainty and financial austerity, and as a diocese we need on-going formation and development of relationships between schools. We are at our best when we work together for each other and the core principles of Catholic social teaching, namely, the dignity of the individual, the common good, and solidarity and subsidiarity, are integral to all decision making and actions undertaken by a Catholic school.

The diocese has a wide range of experience and expertise in the formation of multi-academy companies. It is our intention to assist schools in the project management in establishing CATs.

For each new CAT being formed, or consultation on existing academies coming together, we would envisage that a newly appointed Project Board would support you through the transition, be available to help you with the process, and assist with your queries. Within our current Academy Trusts there is now a wide range of expertise that can help to support the transition work that needs to be undertaken. Some of these services will be familiar and at work in our schools; others may well be new. There may be greater opportunities in the future for the diocese to provide centralised services around key areas such as HR, legal and financial advice. These are areas of support that we are actively pursuing. A proposed diocesan Company will be introduced as this programme develops and will require consultancy and collective local agreement as how best to broker the services which schools and colleges will require.

The structure of every CAT is built upon the Catholic principle of 'communion'. It is not simply a communion amongst member schools, but it is also a communion amongst those who lead and manage CATs at every level. Directors and Local Academy Council

representatives need to know what each other's roles and responsibilities are, and ensure that they fulfill them. As we move forward as a diocesan family, the diocese sees this area of support as being critical to success in the future. It is also going to require a commitment to a recruitment drive for Directors and governors.

We seek to ensure every school is part of a formal collaboration that develops 'next' practice and research potential. We seek to improve our system of management of schools strategically.

The agenda of the government is clear: the majority of schools in this country will become academies over the forthcoming years. Whilst the political wrangling of past months has reached a level of compromise for some, the academy solution for most schools is unlikely to disappear. Why?

- The increasing inability of local authorities to provide adequate resources to support schools and any underperformance by local authorities in raising the standards of education: We know that this may well have implications in the future for our schools if an Academy Order is issued on all maintained schools in any local authority. We know that in the area that our diocese serves, we have a number of vulnerable authorities;
- The powers of the Secretary of State to issue an Academy Order on any school have been strengthened by the new Education and Adoption Bill;
- Increased powers of intervention in struggling schools that receive a warning notice about their performance. These powers effectively mean that schools need proactive, robust intervention that will bring change at a rapid pace. Whilst we have tremendous school improvement tools to hand, the Regional Schools Commissioner and the diocese will want to see that our improving schools have secure structures around them enabling this work to flourish;
- There is no doubt that current budgetary issues and changes to the national funding formulae are causing grave challenges for many schools. Schools in financial decline will need to be able to operate with slimmer services as well as working with other schools to create the necessary economies of scale.

The planned grouping of the families of schools is designed to translate the collective vision of the diocese into a workable and durable reality that protects, secures, and allows development of all schools regardless of their OfSTED rating or financial situation. The key principles of solidarity and subsidiarity underpin the reasoning, action taken and rationale for moving forward.



- All schools have been matched and grouped with other schools within their local authority area or local deaneries;
- The purpose of the CATs is to help protect, develop and extend our mission to the Church;
- The planned grouping is based on allowing close proximity to allow for collaboration, cooperation and mutual benefit;
- The proposed grouping will allow local Catholic parishes to see a direct link to a local network of schools that can reflect the local identity and community in partnership and cooperation;
- The latest directive from the DfE regarding financial viability and sustainability in terms of numbers for Academy Trusts is 5,000-plus students. The due diligence undertaken by the Education Service has grouped schools to reflect 6,000 students in each of the 12 different families of schools;
- By using locally understood boundaries to become opportunities to develop far more tangible, durable and sustainable partnerships that outlive current incumbents is both necessary and prudent;
- The families of schools have been designed to contain both primary and secondary schools, where possible, to ensure that the opportunities for closer ties between the two sectors offer mutual benefits and prevent isolation or fragmentation;
- The families of schools have been designed to ensure that, if a CAT encounters any unforeseen trouble, then another CAT will have the responsibility to help steer a course out of trouble by working closely with the Trust to address and resolve any identified obstacles to improvement;
- The families of schools will need to incorporate the current five Academy Trusts without undermining or usurping their proven expertise and experience. Each one of these Trusts has particular circumstances that need to be addressed. However, there will be no changes undertaken that are to the detriment either financially or operationally of each school. In the case of two of these Trusts, there is no reason to change in the immediate future;
- All potential families of schools should be open to scrutiny, and where an argued case can be made to join a neighbouring grouping it should be considered by the Project Board. The Project Board has the final decision on groupings;
- There will be no forced academisation. Each school will be encouraged to consider seriously this proposal with a view to join when the time is ready;
- We will continue to have open and constructive dialogue with all the professional associations to ensure there is clarity of purpose.

## WHY DOES THE CHURCH PROVIDE CATHOLIC ACADEMIES AND SCHOOLS?

The Church provides Catholic academies and schools to:

- Assist in its mission of making Christ known to all people;
- Assist parents, who are the primary educators of their children, in the education and religious formation of their children;
- Be at the service of the local Church: the diocese, the parish and the Christian home;
- Be a service to society.

The vision for the education of children in Catholic academies and schools is based on answering the fundamental question, posed by Pope Benedict XVI: 'What kind of person would you really like to be?' Education in the diocesan family of schools is about enabling children and young people to grow as human persons. Working together, the aim is to provide a rounded education for the whole person.

Catholic education is inspired by a vision of life seen as a whole, embracing the fullness of human experience and its expression in the life of the individual, in the family, in the local community and in society at large. We are created for goodness; we want to help children and young people fulfil that promise and enrich the world as they grow from childhood to mature citizenship.

Governors, headteachers, senior leaders and all staff must reflect the image of Christ and go about their work with children, families, parishes and local communities in a manner that gives witness to the Catholic faith in our Lord Jesus Christ and gospel values in action.

## THE BENEFITS OF COLLABORATION

There is an increasing body of evidence for the benefits of close collaboration between schools. These include the following:

- Strong collaboration with shared accountability can lead to better progress and attainment for pupils, and help schools meet rising expectations;
- School leaders and teachers can share thinking and planning to spread expertise and tackle challenges together;
- Governors can come together to share strategic thinking, to combine skills and to support each other during challenging times;

- School leaders, teachers and other staff can be shared across more than one school, enabling schools to find different solutions to recruitment challenges, to retain staff by providing new opportunities within the group and to plan succession more effectively;
- Groups of schools can find it easier to find and fund specialist expertise (specialist teachers and specialists in areas such as data analysis, finance, health and safety) and provide richer curricular and extra-curricular activities;
- Shared professional development can more easily be arranged, whether led by staff from one of the partner schools or an outside body;
- The economies of scale and collective purchasing made possible within larger groups can help schools cope better with shrinking budgets.

### Opportunities for Staff Development

Forming a CAT will mean that additional opportunities for staff development in teaching and learning, and leadership and management are possible. For example:

- Shared subject leader roles in primary schools, e.g., Mathematics and literacy coordinators and other specialist teachers, possibly enabling these specialists to be free from class teaching responsibilities in order to share their knowledge and experience across a Trust. They may be involved in coaching and mentoring staff across trust schools, team teaching, demonstration lessons, monitoring and evaluation teaching and learning, leading staff meetings on subject knowledge, curriculum and policy, and so on;
- Lay chaplaincy teams to work across the CAT;
- Enabling secondary subject specialists to support work of primary colleagues, e.g., languages, music, and such, in a strategic and on-going way;
- Special educational needs provision;
- Family and social work support;
- Educational welfare support;
- Secondment opportunities.

## SETTING THE STRATEGY

How can organisational structure really change? A brand new culture cannot be created from thin air. However, there are some really effective ways to begin to understand and shift some of the cultural patterns in a positive direction. Here are some ideas which, when used together, give the basis for an approach to cultural change.

### 1. Understand existing patterns:

For any culture to shift, first existing patterns or normative truths that exist have to be understood. Our existing five Academy Trusts have a proven track record of success. Protecting what has been achieved is crucial, and before any changes take place for these schools a risk assessment will be undertaken, and a proposed strategy will be developed to allow each one to move at the right time in order to minimise disruption and address each school's individual risk. Each Academy Trust will be helped in this change under the management of the Project Board in accordance to the wishes of the Trustees.

### 2. Engage senior leaders and governors with the current reality:

Change is the reality in education. By working with our outstanding practitioners in leadership and governance we hope to shape ownership for what is to be created and allow them to help move it forward by embodying the change they wish to see.

### 3. Vision starts now:

It is easy to set out a vision but it will not change anybody's behaviour if it is seen as too abstract. However, if existing patterns are understood and the need to protect, secure and develop our schools is accepted, there is far more chance of people engaging and making changes for the common good. The Trustees wish to see the setting up and engagement of 12 families of schools to help shape Catholic education for many years to come.

### 4. Catholic education culture cannot be imposed, although it can be co-created:

A danger for any organisation can be falling into the trap of believing that, if it spends ages defining the new culture and values it wishes to see, then, somehow, it will miraculously come to pass. It won't. There is an inherent resistance within the human system to change. The human system's first job is to protect itself and so will resist change. Catholic education does not need to be like that. We acknowledge our many successes and we know what makes a great school. This is about together securing a far more effective leadership of our schools that allows us to make the decisions that need to be made by the Catholic community for the Catholic community. There needs to be co-authorship to a mutually beneficial state of change.

### 5. Purpose is important:

We all have a duty to embrace the purpose for this organisational change. It is important for everyone connected with our schools to work towards an ambitious, engaging and exciting common goal for the common good. There are many proven opportunities that come about as a result of this change. If we all aim to understand why there is a need to change, it will have a fundamental effect on culture and therefore engagement.

## 6. Catholic education culture is not a linear pattern; it's more like a web:

In working with schools and colleges it is not surprising to face many multi-layered and inter-connected issues. All sorts of things form part of this web, including areas such as organisational structure, control systems, rituals and routines, etc. When we look to understand and shift cultural patterns we work with the whole web, recognising the inter-dependent nature of each of the factors we observe and the constant need to reflect on the principles of solidarity and subsidiarity. Our schools need to develop further the culture of giving and receiving support.

## 7. Change organisational structures to shift the culture

We acknowledge that ingrained current structures and certain cultural elements often form blockages that require clearing in order for our schools to grow and develop. Empowering our own school community working locally and collaboratively in a way not undertaken before is both a challenge and an opportunity. Catholic education has always been able to adapt to change in the past from a position of strength. This is another opportunity to seize the initiative and not wait for decisions to be made for us.

## 8. Existing Diocesan Academy Trusts

All Headteachers and Academy Boards will be convened to meet with the Project Board to go through the next steps as they lead the way to expand their experience and proven track records with new groups of schools. This will happen before the convening of the new 12 families of schools takes place to ensure mitigation of risk.

## 9. St Charles and St Dominic's Sixth Form Colleges

As part of the diocesan plans for academisation, it has been proposed that the two Sixth Form colleges, St Charles and St Dominic's, should be established as stand-alone Sixth Form Academies.

It has been proposed that whilst both institutions would be stand-alone, each college would be affiliated to the local Catholic Academy Trust and be permitted to sit within that partnership of neighbouring secondary and primary schools. Each college could and should benefit from the economies of scale that the local CAT establishes but would not sit within the financial arrangements of the local Academy Trust. This would ensure that every Catholic school and college is an equally-valued member of the family of schools.

We believe that collaboration could include, but would not be limited to:

- Developing the spiritual lives of children and young people in Catholic education;
- Sharing of specialist and other excellent teaching expertise, resources and practice between the college

and partner schools to improve standards and educational outcomes across the partnership as a whole;

- Better financial resilience, lower costs and better value for money within the partnership, for instance through economies of scale, sharing or pooling of administrative services and other costs and facilities;
- Development of Continuing and Professional Development (CPD) by sharing good practice in areas such as management and leadership across the partnership.

## 10. Duty to be academy-ready

All schools have a duty to work with the diocese to be academy-ready. No school is to be forced into becoming an academy but rather enabled to see the opportunities and benefits of local collaboration and the establishment of CATs.

## Diocesan Service Company

The diocese seeks to establish a service company to help procure services for all CATs on a wide range of issues such as HR, legal advice and financial assistance. This would involve a new strategy for the diocese and would not attempt to replicate a local authority but rather be a broker of the best services for all Trusts and identify and review outstanding services for schools to adopt. This Company will require further consultation and will need to incorporate local need and local partnerships that work.

Initial consultation has indicated the Company should adopt small service provision first in order for capacity and credibility to grow over time.

It is vital that local consultation is undertaken in developing potential service provision. The headteachers' working party on academies felt that the diocese should begin with three key areas of this proposed model, with a view to building up capacity and delivery over time and based on needs prioritised by the Trusts. These three areas are school improvement, financial systems and processes, and HR. Overleaf is a proposed model of where it could eventually lead.

## The business plan has the following strategic priorities:

- Ensure unrelenting focus on school improvement and development in our schools and colleges, through leadership and challenge;
- Transform the leadership and governance arrangements in our schools, ensuring staff have access to high-quality support, advice and challenge;
- Maximize the use of new technology to develop and sustain a stimulating curriculum and learning environment;

- Unlock the potential to highlight and share excellent practice through professional collaboration;
- Support school leaders through the provision of high quality advice and well targeted staff CPD;
- Ensure budgetary control is strong and budget planning for the longer term is secure.

School improvement	Finance strategy	Staffing & governance	Buildings & services
Curriculum development	Financial systems & processes	Recruitment	ICT
School improvement support	Budget setting & reporting	Professional development	Catering
Operating procedures	Audit and compliance	Occupational health	Statutory compliance
Data management	Procurement	Payroll	Maintenance
Admissions	Energy contracts	HR advisory	Project management
Safeguarding	Third party agreements	Statutory and non-statutory policies	Estates strategy

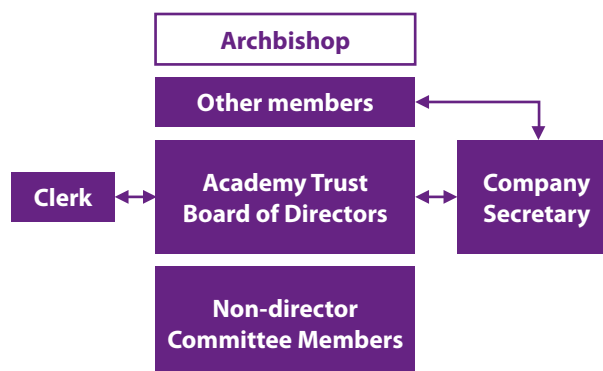
*Proposed model of how the Diocesan Service Company could evolve.*

## PROPOSED GOVERNANCE

On behalf of the Bishops' Conference of England and Wales, the Catholic Education Service has developed and approved a set of model Articles of Association (and other legal documents) for use in the Catholic school sector; these Articles have clearly defined objects<sup>2</sup> and they have also been agreed by the DfE. The Articles have been designed to protect the legal rights of dioceses in relation to their schools and the rights of the schools to operate as Catholic schools in the same way as Voluntary-Aided schools have done. Once approved by the Archbishop and diocesan Trustees for use by converting schools in the diocese, the Articles of Association may not be altered or changed in any way without the written permission and approval of the Archbishop.

### Model of Governance

A CAT has members, Foundation and other Directors, local committee members and some staff who facilitate its operation such as a Clerk and Company Secretary.



<sup>2</sup> The Company's objects are specifically restricted to the advancement of the Catholic religion in the diocese by such means as the diocesan Bishop may think fit and proper by, but without prejudice to the generality of the foregoing:

- (i) the establishing, maintaining, carrying on, managing and developing of Catholic schools in the United Kingdom conducted in accordance with the principles, and subject to the regulations and discipline of the Catholic Church; and
- (ii) subject to the approval of the diocesan Bishop [and Religious Superior], and as purely ancillary to (a) (i) above, the establishing, maintaining, carrying on, managing and developing of other schools in the United Kingdom.

b. [refers] to community use

Source: [CES model] Academy Articles of Association for use by Catholic Schools



### Members of the CAT

The members are akin to the shareholders of a company; they have ultimate control over the Academy Trust. The Archbishop, who will be a member, has the right to appoint the majority of Foundation Directors, and the Trust's Articles of Association can only be amended with his written consent. It is the members who found the Company; thereafter, the function of the members is to hold the Directors to account if the objects of the Company are not being observed. In general, the members are not hands-on in terms of governance. The members may call general meetings in accordance with the Companies Act and they will receive the Annual Report from each CAT. The diocesan Archbishop [and Religious Superior] is always a member of each Academy Trust as are any of the following: any person to be appointed by the Archbishop [and Religious Superior]; an Auxiliary Bishop and/or Vicar General; a diocesan Trustee; the Director of Education and Financial Secretary of the diocese. There must be at least five members. Additional members can be appointed in accordance with the Articles, if necessary.

### Directors of the CAT

Directors are appointed to govern the Catholic Academy Trust. The Board of Directors has legal responsibility for the individual academies within the CAT and it is the Directors who are responsible for: setting the strategic direction for the CAT itself and for the individual academies; holding the headteachers to account, ensuring financial probity and policy development. There will always be a majority of practising Catholic Foundation Directors in any Catholic Academy Trust. This is a requirement of the Bishops' Conference of England and Wales. Foundation Directors will be appointed by the Archbishop and will be expected to act as guardians of the Catholic life of the Trust and its academies and to uphold the values and aspirations of the diocese for its schools in accordance with the teachings, practices and tenets of the Catholic Church. It is recommended that at least one priest is appointed as a Director on each CAT Board of Directors.

The Academy Trust Directors must also ensure that they are complying with charity law requirements as Academy Trusts are charitable companies; they are also obliged to comply with company law requirements. This may sound daunting, but, in reality, the duties are largely the same as those of a school governor and include regularly attending meetings, managing conflicts of interest, seeking advice from its leadership team and ensuring the Academy Trust has appropriate procedures in place for reporting financial information.

The Board of Directors will comprise Foundation Directors appointed by the Archbishop (always in the majority of at least two). Where there is a Lead Officer or an Executive Director in place, they may (or may not) be appointed as

an ex-officio Director and this will be determined in the Articles of Association. It is essential to ensure that a mix of suitably-skilled people are appointed to the Board of Directors of the CAT in order that the company can be led and managed well. Useful skills could include, for example, educational, business, legal, financial, religious, social welfare, and so on. A rigorous and thorough application process for the role of Director will enable the Archbishop to be suitably informed and advised as to whom to appoint as Directors for each Academy Trust Board. A skills audit<sup>3</sup> should be completed as part of the recruitment and appointment process.

### Committees and Committee Members

Subject to the Articles, the Directors may appoint committees for the purposes of carrying out some of the functions for which they are responsible. This will include establishing Local Academy Councils for individual academies or for two or three academies where, for example, schools are already federated or operating with an executive headteacher or where such an arrangement is deemed by the Directors to be beneficial. Where there is a Local Academy Council in place a Scheme of Delegation<sup>4</sup> will be put in place so that roles and responsibilities are clearly defined. A system for appointing committee members would need to be developed.

The Local Academy Council would have oversight over the academy at local level focusing on standards, Catholic life and pupil welfare. They are accountable to the Board of Directors.

### Company Secretary

The Company Secretary ensures that the governance procedures of the Trust are implemented, monitored and reviewed in a timely fashion and that the Trust is compliant with all relevant legislation and guidance, e.g., *Academies Financial Handbook*. The Company Secretary supports and implements the creation of board committees and prepares their terms of reference. Each Academy Trust Company will be registered with Companies House and the Company Secretary will create, formalise and maintain the statutory registers. This role may include clerking; however, it is recommended that the clerking role is undertaken by a different person.

### Clerk to the Directors

The Directors will appoint a suitably qualified Clerk to minute meetings of the Board of Directors and to provide administrative support. For continuity and ease of communication, it is useful if the same person also clerks any CAT committees; in larger Trusts a small team of clerks may be needed to service the Local Academy Councils. High quality clerking is an imperative and discussion how best to recruit and develop clerks will follow.

<sup>3</sup> The CES governor working party has produced guidance and model documents for skills audits.

<sup>4</sup> A model Scheme of Delegation is provided by the CES and is currently under revision. Among others, the Directors MAY NOT delegate the following functions: the preservation and development of the educational character and mission of the Company and its academies; the approval of accounts; appointment to or dismissal from any senior Catholic post or any appeal in relation to such.

## Employees

The Catholic Academy Trust is the employer of all the staff in the individual academies within its partnership. The Directors will have a strategic vision for the CAT and will need to ensure that the correct staffing structure is in place to meet the needs of the CAT as a whole and of the academies within it. The Directors may appoint some staff to work across all, or a number of, academies within the CAT. Directors may appoint some staff to lead and manage the CAT from a central office, for example, Executive Leader (similar to a Chief Executive Officer), Finance Officer and/or Business Manager, Educational Standards or School Improvement Officer, Administrative Officers, or other such staff as they deem necessary to carry out the duties and responsibilities of the CAT effectively. The Directors may appoint executive headteachers/principals whose role is to lead more than one academy. They are also free to appoint specialist staff at any level to work across the CAT academies, e.g., special educational needs, language teachers, educational welfare, chaplaincy, and so on.

## Finances

The Directors are responsible for the prudent management of all resources including financial. All companies are required under company law to produce accounts that give a true and fair view and follow UK accounting standards. The *Academies Financial Handbook* is a guide for use by Trust Boards and includes these requirements. All academies within the CAT will be expected to contribute financially anything between 1% and 4% of budget to a central CAT fund in order that it can operate effectively and can pay any staff employed centrally for the benefit of the academies within the CAT as a whole. The academies and/or the CAT will also be expected to make a contribution to the diocese for the work of the diocesan Education Service; this will also apply to Voluntary-Aided schools<sup>5</sup>. The Service costs need to match service delivery. There needs to be clarity about what schools are paying for.

## Finance

- The CAT Directors shall ensure that all policies and procedures required within the *EFA Financial Handbook* are adopted and implemented as required and that any recommendations or guidance within the handbook are incorporated into the practice and procedures of the CAT and all its academies.
- The CAT shall ensure that suitable governance arrangements, by means of Trust Board, local governing bodies, committees and working parties are in place in order to ensure compliance with the articles, schemes of delegation, diocesan guidance, *EFA Financial Handbook* and all appropriate legislation.

<sup>5</sup> The diocesan contribution scheme should be applied to any type of Catholic school within the diocese that benefits from the work of the Education Service or becomes part of a CAT.

<sup>6</sup> The minimum number of Directors would therefore be eight: a parent, [possibly] one Executive/Managing Director and so, six Foundation Directors.

## Buildings Maintenance and Capital Expenditure

- The Directors and governors will ensure that at all times any land used by the CAT or the academy will not be used for purposes which would not be consistent with the teachings and practices of the Catholic Church and that any lettings of CAT premises shall be in accordance with any policy issued from time to time by the diocese;
- The CAT will consult with the Education Service, share information about any planned significant maintenance and replacement of buildings and facilities used by the CAT or academy and will not undertake any capital works to the buildings or any part of the academy site without first obtaining the written consent of the diocese;
- Any grants or otherwise received by the CAT or academy for capital expenditure, if not specifically identified, will be distributed by a fair process in accordance with diocesan protocol and advice from the diocesan Property Department.
- The CAT shall develop in conjunction with the diocesan Property Department, a five-year estate management strategy that will identify the suitability of facilities in light of long term curriculum needs and the need for and availability of capital investment to meet the CAT's and academy's responsibility to the diocesan Trustees to ensure the buildings are maintained to a good standard.

## Services provided

- Each academy shall contribute a portion of its funding, agreed from time to time with the Trustees, to assist the Education Service to carry out its functions.

## Insurance

- The diocese shall obtain primary insurance to cover, at the least, all capital matters, from the Catholic Church Insurance Association.

# GOVERNANCE STRUCTURES

This section outlines the role of those involved in the governance of a CAT once it has been founded by the members.

## Appointment of Directors

The Archbishop appoints Foundation Directors. It is necessary to appoint enough Directors to ensure a range of skills are available to the CAT and to ensure that enough people are available to carry out the duties and functions required by the Board of Directors. In Catholic Academy Trusts, it is always necessary to maintain the required majority of Catholic Foundation Directors<sup>6</sup>. It

is recommended that a Board of Directors of 12 to 14 is appointed as there need to be enough Directors in place to ensure a range of skills are offered, and in order to have the ability to appoint/dismiss those in senior leadership positions at the academies with enough Directors remaining uninvolved in order to form an appeal panel should it become necessary.

### Recruiting Enough Directors

The key to recruiting the right Foundation Director is to be clear first about the type of person and skills being sought. Positioning the role to attract the right people to serve Catholic education in the future remains a challenge. Appointing the number of Foundation Directors required in any future agreed model will require planning with key actions being identified as:

- Determining the appointment process and agreeing associated paperwork and procedures for appointment to the role of Foundation Director; the CES governance working group has developed detailed guidance and models for this purpose, of which good use can be made;
- Determining the skills audit we will adopt; the CES governance working group has developed detailed guidance, toolkits and models for this purpose of which good use can be made; DOWAT has also developed a skills audit;
- Seeking to make active links with organisations such as Inspiring the Future, Academy Ambassadors and NGA (National Governors' Association), NCOGS (National Co-ordinators of Governor Services) and SGOSS (Governors for Schools and Colleges) to support the diocesan recruitment strategy;
- Planning to provide strategic training and development for new Directors on the effective management of Academy Trusts and the roles and responsibilities associated with the post, specifically relating to monitoring academic standards, financial management and providing challenge to senior leaders of the CAT and the academies within it.

### CAT Board & Committees

The CAT Board will set the strategic direction for the Trust as a whole and will set the policies that will enable it to fulfil its vision. In accordance with this, CATs may adopt various governance structures to suit their circumstances and size. As yet, most multi-academy trusts around the country have not made the most of the opportunity to streamline governance (as opposed to creating additional layers on an existing system). The CAT Board of Directors will sit at the top with ultimate responsibility for governance; they need to be properly informed about the situation in each of the partner academies.

As the responsible and accountable body, the CAT will be held to account by its members, the diocese, the DfE, the Education Funding Agency (EFA) and OfSTED for the state of its academies.

The introduction of Local Academy Councils will need very clear responsibilities and lines of accountability. In turn, Councils will report back to the CAT Board so that it has the information it needs in order to ensure that everything is in order, best practice is being shared widely, and any poor performance is being identified, challenged and corrected in a timely manner.

The National Governors Association recommends that persons appointed to Local Academy Councils (or local governing bodies) are not referred to as 'governors' as this is potentially confusing and gives mixed messages about the role.<sup>7</sup>

### A Recommended CAT Governance Structure

To be effective, a CAT would need a committee structure<sup>8</sup> of some kind to support the work of the Board of Directors. In considering the different layers of governance, it would be important to make sure that there is no unnecessary duplication of work and to remember that whilst 'functions' may be delegated by the CAT Board of Directors to its various committees, responsibility cannot.

#### Strategic Development Committee

The Strategic Development Committee would be responsible, among other things, for developing strategy, action planning, and monitoring and evaluating the work of the CAT as a whole, including monitoring impact and effectiveness of any interventions in each of the member academies. It would report to the main Board of Directors.

#### Finance, Staffing and Property Committee

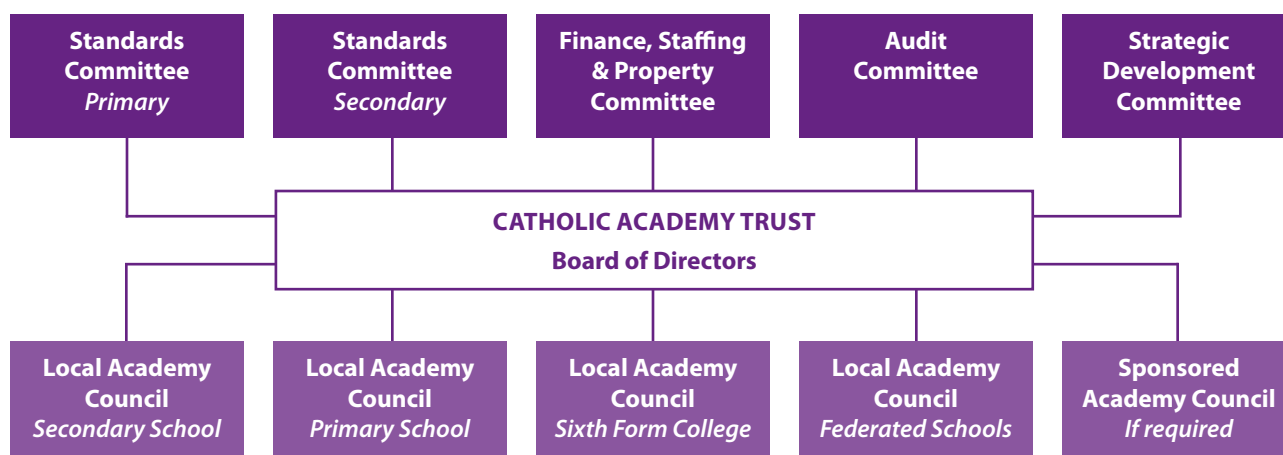
The Finance, Staffing and Property Committee would be responsible, among other things, for strategic management and monitoring of all financial and human resources matters for the CAT as a whole and for the individual academies which it contains. It would ensure that performance management of all staff takes place in accordance with relevant legislation currently in place. It would ensure compliance with health and safety legislation and would have due regard for its responsibilities as steward of diocesan owned property. It would report to the main Board of Directors.

#### Audit Committee

All trusts must have a dedicated audit committee; this is a requirement outlined in the *Academies Financial Handbook* which makes clear the expected role. It would report to the main Board of Directors.

<sup>7</sup> Written evidence submitted by the National Governors Association MAT0044.

<sup>8</sup> Further detailed work on producing model terms of reference for committees would be undertaken as the second phase of this process; it was not necessary to do so as part of this paper. Once CATs are established they will review their committee structure from time to time as is good practice; structures will evolve over time according to need and circumstance.



This diagram illustrates a possible governance structure for a Catholic Academy Trust operating under the trusteeship of the diocese.

### Standards Committee

The Standards Committee(s), primary and/or secondary, would be responsible, among other things, for evaluating standards within the relevant member academies and ensuring that accurate data are available to the Board of Directors in order that it could be fully informed as to the academic standards of the member schools, therefore giving it the ability to plan strategically for the sharing of good practice or putting in place interventions to prevent any school going into an Ofsted category. It would report to the main Board of Directors.

### Local Academy Councils

A number of Local Academy Councils (LAC) would be needed in order to carry out effectively some duties and functions of the CAT on its behalf, for example, undertaking the monitoring of standards, managing complaints from parents, pupil disciplinary meetings, admissions and appeals for school places, and other matters that can best be resolved locally. The LAC may also monitor the Catholic Life of the school, undertake local health and safety checks, support any parent forum group and such. They would report to the main Board of Directors. The role of the clergy is an important and long-standing element of governance, and they could have a key role to play in the development of the LAC.

### Sponsored Academy Committee

The Sponsored Academy Committee would be a specific committee of Directors, possibly diocesan staff and other co-opted persons with relevant skills, put in place as necessary, to support the rapid improvement of an academy until such time as it gained an Ofsted 'good' or better rating. It would report to the main Board of Directors.

### Core Team of Staffing for the CAT

It is recommended that each CAT appoint a core team of senior staff to lead and manage the development of the CAT and to ensure that the academies within the partnership

are properly supported and challenged to be the best that they can be and to provide leadership.<sup>9</sup> The member academies will need to pay into a central fund in order to fund this central core team. It is unlikely that any Academy Trust, with more than a few schools in it, would be able to function effectively if it did not commit to this. A formula for the contribution needed for this would need to be agreed, the principle for making the contribution being written into the Memorandum of Understanding or other relevant documents. There will be other central costs that will need to be met from this fund.

The core team (through the Lead Officer) would also be responsible for keeping the Board of Directors, and any other Academy Committees there may be, fully and properly informed.

For example, the core team may consist of the following personnel who need not be full-time and may be drawn from existing, suitably-qualified staff members (with appropriate backfill being put in place):

- Executive/Lead Officer
- Finance Officer and/or Business Manager
- Educational Standards/School Improvement Officer
- Human Resources Officer
- Company Secretary (*this role could be combined with Finance Director*)

### Executive/Lead Officer

The Executive/Lead Officer (similar to a Chief Executive Officer) would be the most senior employee of the CAT accountable to the CAT Board of Directors. This person would be the main professional adviser to the Board of Directors and would be involved in line management and appraisal of the headteachers of the individual academies among other key functions. A model job description for this role is currently being prepared by the CES.

<sup>9</sup> Canon 806 §2 Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the instruction given in them is, in its academic standards, at least as outstanding as that in other schools in the area.



### Finance Officer

The post-holder would be responsible for overseeing all matters in relation to finance and property for the CAT and for the individual academies within it and would be accountable to the Executive/Lead Officer. They would direct, and be involved in line management of, the work of the other senior finance staff employed by the CAT in the academies. A model job description for this role would need to be developed.

### Educational Standards/School Improvement Officer

The post-holder(s) would be responsible for overseeing all matters in relation to educational and academic standards in the member academies, especially any sponsored academies. They would offer challenge and support to the Headteachers of the academies and would be accountable to the Executive/Lead Officer. Monitoring and evaluation reports on standards would be provided by the post-holder to the Board of Directors. Depending on the number of academies within the CAT more than one post may be required as the need for support and challenge will be different in primary and secondary academies. The role may be part-time and could be filled on a secondment basis; the role is suitable for an experienced headteacher from a good or outstanding school. In the early stages of setting up the CAT, it may be preferable to buy in the services of a suitable school improvement consultant to fill this role. A model job description for this role would need to be developed.

### Human Resources Officer

The post-holder would be responsible for overseeing all matters in relation to human resources in the individual academies and the core team and would be accountable to the Executive/Lead Officer. The post-holder would ensure that the guidance documents of the CES and any policies adopted by the CAT Board of Directors in relation to staffing are fully implemented. They would manage appointment processes for senior staff and would be able to advise academy headteachers on appointment processes for all other staff as needed. They would manage and advise on any matters in relation to staff discipline, complaints from staff and appeals, etc.

### Company Secretary

This is a key role. In isolation, it would not need to be full-time. However, it may be combined with another role, for example, Director of Finance.

### Headteacher/Principal Meetings

The CAT Board of Directors will wish to ensure that the headteachers/principals of their member academies meet regularly to discuss educational standards, Catholic Life and other matters relating to the effectiveness of the academies. These meetings will be chaired by the Executive/Lead Officer of the CAT. In some CATs there

may be a need for separate meetings for headteachers/principals of secondary academies together with Sixth Form colleges (where applicable).

### Finance and Administration Meetings

The CAT Board of Directors will wish to ensure that the lead finance and administration staff for the CAT meet regularly. These meetings will be chaired by the Finance Officer of the CAT.

### Other CAT Staff Network Meetings

The Executive/Lead Officer and headteachers will want to support staff development at all levels and may organize various opportunities for professional development and networking, as deemed appropriate for the particular CAT. This might include NQT training and mentoring, subject leader meetings, middle leader meetings, and key stage networks. The work of any training schools in the diocese will support this.

*‘Being an academy has enabled us to have greater control over our curriculum and finances. It has provided us with autonomy, flexibility and choice that we didn’t previously have.’*

*Our Lady Catholic Primary School, Hitchin*

### Headteachers/Principals

It needs to be made very clear to all headteachers that, in any adopted model, they run their school. However, a headteacher or principal may be employed to lead one or more academies within an Academy Trust. As with all staff, the CAT is the employer. The Board of Directors will be directly responsible for appointing headteachers for academies within the CAT; it will be supported in this by the diocesan Education Service.

It will need to be determined whether a headteacher is accountable to the Executive/Lead Officer or directly to the CAT Board of Directors.

The salary scale of any Executive/Lead Officer would need to be determined in relation to role and responsibility; the CAT Board of Directors would need to undertake a financial assessment to be sure it could maintain the salary at the agreed level. This Executive/Lead Officer role may be undertaken by an effective headteacher from within the Academy Trust on a part-time basis (with suitable back-fill), i.e., he or she could be seconded for two to three days a week and their substantive post could be back-filled thus giving headship experience to a deputy.

## POLICY PROCEDURE

The policy of the diocese is to support schools to become academies within a local cluster of families of schools. The Archbishop has set out certain requirements that must be accepted before permission is given for a Voluntary Aided school to become an academy. They are:

- The academy, with the Archbishop's approval is designated as a Catholic school;
- The academy has a Catholic ethos and identity and provides Catholic Religious Education and collective worship;
- The posts of headteacher/principal, deputy headteacher/vice-principal, and head of Religious Education Department and coordinators of Religious Education are reserved for practising Catholic teachers;
- The Archbishop appoints the majority of governors;
- Arrangement for admissions comply with diocesan guidance;
- The Archbishop commissions inspectors to carry out inspections of denominational education, the content of collective worship and the Catholic Life of the school.

The Education Commission will work with the CATs to encourage, facilitate and support Catholic VA schools in becoming Catholic academies with their local CAT, in line with the Archbishop's stated wish for all VA schools in the Diocese of Westminster to join a designated CAT.

In providing this support the Education Commission will ensure that schools carry out a due diligence exercise. This is to ascertain the readiness of the school to become an academy and to reassure the diocesan Trustees that there are no obstacles or impediments that could prejudice their responsibilities to Catholic schools in the diocese.

The 2010 Academies Act, Subsection 3(4), requires that Catholic schools must have the written approval of the Archbishop and the diocesan Trustees before they can become academies:

- The Project Board will support the Trustees to help achieve the timetable for Catholic schools in the Diocese of Westminster to become academies;
- The Project Board will ensure Catholic schools follow a due diligence exercise before becoming an academy;
- The Project Board will notify the designated CAT immediately if, during the due diligence exercise, an obstacle or impediment preventing the school from becoming an academy comes to light;
- The Project Board will ensure each school is compliant and academy-ready;

*The principal benefits of becoming a MAT have been for us: autonomy, collaboration and economics of scale. In particular, becoming a MAT has enabled us to improve our transition arrangements across all Key Stages (1-5), thereby allowing us to be confident, that we can offer a first class all-through Catholic education for children and young people aged 3-18 in the Kenton area.*

**Andrew Prindiville, Headteacher  
St Gregory's Catholic Science College**

- The Project Board will work closely with the DfE to ensure that the pre- and post-conversion costs are managed effectively.

The Catholic Academy Trust Board is the Admissions Authority for all Catholic academies in its trusteeship. It has a statutory duty to determine the admissions arrangements for each school and does this in accordance with the principle of subsidiarity by delegating this duty, via its Scheme of Delegation, to the local governing body of each member academy.

The CAT and therefore all its academies are subject to the *Schools Admissions Code and School Admissions Appeals Code*. The Code requires schools with a religious character to have regard to guidance produced by the religious authority, the Archbishop.

The Archbishop requires all Catholic schools and academies in the diocese to follow the *Guidance for Admissions to Catholic Schools* in the diocese which is produced by the Education Commission and reviewed regularly.

- The CAT as the Admissions Authority for Catholic academies will carry out its statutory duty in consulting on and determining the admissions arrangement for those academies. The CAT will ensure that all member academies meet the requirements both of the Admissions Code and the Archbishop's Guidance provided and amended by the Education Commission.
- The Education Service provides advice, support and guidance in relation to school admissions to each partner academy's local governing body, and, where necessary, the CAT.

The Archbishop has a duty to ensure that all those who are appointed by him to govern Catholic schools in the diocese have the personal commitment and skills to preserve and develop the Catholic character of each school.

As the CAT Board is the de facto governing body for all Catholic schools within its trusteeship the Archbishop has the right to appoint the majority of Board Directors.

The governing bodies for schools within the CAT are local governing bodies with committee status. To this end the Archbishop has a right to appoint the majority of governors in each Catholic school in the diocese.

The Education Service is responsible, on behalf of the Archbishop, for the appointment process for all foundation governors in Catholic schools in the diocese (with the exception of Catholic schools within the trusteeship of religious institutions who appoint their own foundation governors).

The CAT is a Catholic organisation, and therefore, under the requirements of the Catholic Bishops of England and Wales, it must use the CES appointment and HR procedures.

The CAT uses the employment procedures published by the Catholic Education Service in relation to:

- Disciplinary matters
- Capability
- Grievance
- Sickness absence
- Teacher appraisal
- Non-teaching staff appraisal

The Education Service is not party to the Contract of Employment between the Trust and its employees. The Education Service has an advisory role to support all Catholic schools in the diocese on the application of procedures and, if applicable, advising governor panels. The Education Service is not party to any decision made. It is important to inform the Education Service if a headteacher, deputy headteacher, chaplain or a teacher of Religious Education is subject to procedures which could lead to their dismissal.

- The Education Service must be informed, at the earliest point, of any processes for the recruitment of the positions of headteacher, deputy headteacher, chaplain and head or coordinator of Religious Education. A representative of the Education Service will work alongside the recruitment panel through the stages of the recruitment process and attend the final day of any recruitment process for the aforementioned posts as it has an advisory role on behalf of the Archbishop. Dates and times for recruitment, therefore, need to be agreed between the CAT, the school and the Education Service.

- The Education Service's officers will support the provision of quality leadership recruitment, training and development in all schools in the diocese.

The Catholic Bishops of England and Wales have produced a *Memorandum on the Appointment of Teachers in Catholic Schools (2014)*. The Memorandum has been accepted by the Archbishop and therefore it is a requirement that governing bodies of all Catholic schools in the diocese follow it. The Memorandum states that those appointed to the post of headteacher/principal, deputy headteacher/vice-principal, head of Religious Education and coordinator of Religious Education must be baptised and practising Catholics.

There are exceptional occasions where a temporary appointment to a headship or deputy headship may be offered to a person who is not a Catholic. This will only be considered where a governing body has failed to appoint a practising Catholic after more than two attempts at recruiting to the post. Requests for these appointments to be considered must come to the Director of Education.

- The CAT is the employer of all staff appointed and paid to work in schools within its trusteeship and is responsible for ensuring that there are suitable recruitment, selection and appointment procedures in place which comply with the CES requirements;

*‘As a member of DOWAT, we have worked closely with other schools within the Trust to share best practice, moderate judgements and collaborate on approaches to teaching and learning, all resulting in improved outcomes for our pupils. Additionally, the children have benefitted from the freedom afforded to academies to be flexible in their approach to the curriculum: our staff are empowered to think creatively and be innovative. The economies of scale involved in groups of schools negotiating contracts has also resulted in savings on our electricity and insurance costs.’*

**Nicola Kane, Headteacher**  
**St Catherine of Siena**  
**Catholic Primary School, Watford**

- The CAT is responsible for ensuring that those appointed to the position of headteacher/principal, deputy headteacher/vice-principal, head or coordinator of Religious Education meet the criteria set out in the *Catholic Bishops of England and Wales Memorandum on the Appointment of Teachers in Catholic Schools (2014)*;
- The CAT will not appoint persons who are not practising Catholic to the posts mentioned above, on a temporary basis, without prior written permission of the Director of Education.
- The CAT will ensure that the Archbishop is invited to be represented at the appointment of a headteacher. This is carried out by persons appointed by the Education Commission;
- The CAT will follow the guidance produced by the Education Commission, *Guidance on the Appointment of the Headteacher or Principal to Catholic Voluntary Aided Schools and Catholic Academies in the Diocese*;
- The CAT, as the employer, has the duty of care for its staff. The Education Commission offers pastoral care for individuals in transparent circumstances when a senior member of staff or headteacher or chaplain or head or coordinator of Religious Education is suspended under disciplinary procedures. This pastoral care duty does not impinge in any way on the statutory responsibilities of the Trust as an employer and the person providing the pastoral care does not represent or advise the member of staff in any way.

### Admissions

Admissions criteria are set by the governing body and published in its admissions policy. In deciding on the admissions arrangements for the school the governing body must comply with the law, including having regard to this diocesan guidance. In Catholic voluntary academies the admissions authority is the Academy Trust Company. In a Multi-Academy Trust Company or CAT, the CAT is the admissions authority for its member schools. This means that the CAT is responsible for determining the admissions policies for all its schools and taking decision on applications. The CAT may, however, delegate responsibility for determining the admissions policies for an individual school within the CAT, and/or taking decisions on applications, to the local governing body or local committee of the individual schools.

Governing bodies are required by law to comply with the Trust Deed and constitutional documents in discharging their functions, including when determining admissions arrangements. For schools the constitutional document is their Instrument of Government and for academies is their Articles of Association. The constitutional

‘As an academy the governors and leadership team have benefitted from opportunity to work in partnership and identify key strategic decisions and opportunities relating to finance, curriculum development and school-to-school support at a local level that has enabled the governors and headteacher to secure the continued success of St Joan of Arc.’

Peter Sweeney, Headteacher  
St Joan of Arc, Rickmansworth

documents include the school's duty to serve as a witness to the Catholic faith, and to comply with the requirements of canon law.

Catholic school governing bodies have an overriding duty to offer places to Catholics first. This is a requirement of the Trust Deed and therefore a legal requirement on governing bodies. Catholic schools must not operate any policies if the consequence is to offer a place to a non-Catholic and deny that place to a Catholic.

### Complaints Procedure

The Trust has a statutory duty, *Independent School Standards (England) Regulations 2010*, sch. 1 Pt 7 (as amended), for implementing a complaints procedure for all schools within its trusteeship and does this in accordance with the principle of subsidiarity by delegating this duty, via its Scheme of Delegation, to the local governing body of each member academy.

The Education Service has no authority to be party to any investigation or decision relating to a complaint made at school level or at Trust level about a school, with the following exceptions where complaints are made about:

- Religious Education
- Collective worship
- Sex and Relationship Education
- Catholic ethos and mission

The CAT is a public company and so is publically accountable as to how it conducts its business. It has a published complaints procedure. The Secretary of State has powers in regards to complaints about academies and Academy Trusts.

- The CAT is responsible for determining and implementing a complaints procedure for each school in its trusteeship.



- The CAT will inform the Commission if a complaint is received at school level regarding Religious Education, collective worship, Sex and Relationship Education and Catholic ethos and mission.
- In the event of a complaint being received regarding one of the four areas above the Education Service will allocate an officer or appointed person to assist the CAT at the investigation stage or to advise at the panel stage. The Education Service recognises that the CAT maintains ownership of the process at all stages.

### Performance Management of Teachers

The CAT is responsible for setting up procedures to manage the performance of all staff in schools within the Trust. The Education Service advises that the *Catholic Education Service Policy and Procedures (2013)* are used for the appraisal and performance management of teaching and non-teaching staff in its schools.

The Catholic Education Service procedures are robust and also contain sections that are relevant to Catholic schools. They acknowledge the contribution all staff make to schools, whether they are Catholic, of another faith or of no faith.

The Catholic Education Service procedures ensure that performance management objectives reflect the Catholic identity and mission of the school and the values it proclaims.

## RELIGIOUS EDUCATION

The CAT is responsible for agreeing the curriculum for each school and academy within its trusteeship. In particular, through its Scheme of Delegation, it will ensure all member academies conform to the *Catholic Bishops' Religious Education Directory (2013)* and work with the Education Service accordingly.

Religious Education is a core subject in Catholic schools and an academic discipline with rigour comparable to other subjects. The Funding Agreement for each Catholic academy requires it to provide Religious Education in accordance with the teachings, doctrines, discipline, and general and particular norms of the Catholic Church. This is sometimes referred to as denominational Religious Education.

Schools are responsible for drawing up their own syllabus to deliver denominational Religious Education, but they must conform to the *Catholic Bishops' Religious Education Curriculum Directory (2013)*.

The Catholic Bishops of England and Wales also require that all Catholic schools give 10% of taught curriculum time to Religious Education in Key Stages 1-4 and 5% for non-examination Religious Education for 16-19 year old students.

*‘This is a very exciting proposal and I am keen that we start work together immediately.’*

*Martin Post, Regional Schools Commissioner,  
North West London and South Central Academies  
Regional Delivery Group*

Denominational Religious Education is one of the areas which contribute to the distinctive nature of the Catholic school. Canon law gives authority to the Archbishop to ensure that the Religious Education conforms to Catholic doctrine. The Education Service monitors this, on his behalf, in all Catholic schools in the diocese. The Archbishop has the duty to ensure that those who advise schools on all matters relating to Religious Education are competent to do so. The Education Service has the responsibility to appoint and train those persons who meet the Archbishop's requirements in relation to competency to monitor and advise on denominational Religious Education in Catholic schools in the diocese. The Education Service also appoints other persons who have that competency to advise schools and to conduct training in Religious Education.

### Inspections of denominational education, the content of collective worship and the Catholic Life of the school

The Funding Agreement for Catholic academies requires them to arrange for the Inspection of denominational Religious Education and the content of collective worship under Section 48 of the 2005 Education Act. The Archbishop has a right under canon law to inspect any Catholic school in the diocese. This is known as a canonical inspection and will be carried out at the same time as the Section 48 inspections.

The Catholic Bishops of England and Wales through the office of the National Board of Religious Inspectors and Advisers (NBRIA) require that Catholic schools are inspected by inspectors appointed by the local Ordinary who have the competency to inspect denominational Religious Education, the content of collective worship and can report to the Ordinary on the Catholic Life of the school.

The Archbishop has delegated this duty to the Education Commission to oversee the Education Service who train and appoint inspectors to carry out these inspections.

The inspection process is rigorous and provides a clear independent evaluation of a school's strengths, of its Catholic Life and Religious Education and the area in which it can improve. The report following the inspection will contain action which the schools need to address to make improvements and it is the responsibility of the Trust to support schools to ensure that the actions are addressed.

### Collective Worship

The CAT is responsible for ensuring that schools within its trusteeship meet the statutory requirements regarding collective worship in schools, and will do this by requiring all its schools to work with and be advised by the Education Service.

The Funding Agreement for each academy will state that religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.

Collective worship in Catholic schools can take many forms including class prayer, assemblies for part or whole school, Mass, reconciliation services, and other liturgical and seasonal celebrations.

The Education Service has a duty to monitor the content of collective worship, on behalf of the Archbishop, and will appointment persons who have the competency to monitor and advise on this area.

### Schools in challenging circumstances

The CAT is responsible for standards in the schools within its trusteeship and for putting in place appropriate remedial and support strategies to enable schools in challenging circumstances to become at least 'good' according to the OfSTED criteria.

The Education Service has a duty to report to the Archbishop on the progress of Catholic schools in the diocese which are in challenging circumstances and are being supported. The CAT will keep the Education

Commission informed of the progress of schools within its trusteeship in challenging circumstances.

***“This is an exciting time for Catholic education in the Diocese of Westminster. Through working collaboratively, we are able to shape the future of outstanding Catholic education and continue to protect the Catholic identity of all our schools. Going forward, it is important for us to take the best practice from schools across the diocese and use it as a platform to help us all build on our previous best.”***

***Ciara Nicholson, Headteacher  
Our Lady Catholic Primary School, Hitchin***

## EDUCATION SERVICE ROLE

The roles and responsibilities of the Education Service remain the canonical duty to inspect and support all schools in regard to Religious Education and Catholic Life.

- The Education Service will continue to support regular meetings of representatives of the Catholic academies and schools in the diocese to encourage the dissemination of knowledge and the sharing of best practice. Headteachers or their representatives are expected to attend such meetings as appropriate. The head of RE/RE coordinator is expected to attend diocesan heads of RE meetings/ area RE coordinator meetings;
- The Archbishop will seek to ensure that high-quality committed, skilled individuals are put forward as Foundation Directors and governors to the Trust and academy and will conscientiously monitor the contribution made by such appointees and will remove foundation governors in the event of misconduct and/or a failure to support the high ideals of the academy and the Archbishop together;
- Where the Education Service becomes aware of any matter of significant concern, including any matter which might lead to the Secretary of State exercising his intervention powers, the Education Service will discuss the matter with the Directors and governors honestly and in good faith with the aim of formulating a plan to address such concern;
- The CAT Directors and any local governing bodies shall comply with any guidelines and/or policies issued by the diocesan Education Service in respect of, but not limited to the appointment, responsibilities and conduct of Directors and governors. The Trust Directors and any local governing body shall also comply with any guidelines and/or policies issued by the Catholic Education Service.
- The Foundation governors and Directors of the Trust and academy shall be formally appointed by the diocese following recommendations from the diocesan Education Service on behalf of the diocesan Bishop.
- All Foundation governors and Directors:
  - I. shall be practising Roman Catholic;
  - II. shall not be an employee of the Trust or related to an employee;
  - III. may serve a maximum of three consecutive terms of office (one term being four years) and after serving the maximum number of terms of office, shall be eligible for recommendation again after a period of four years; and

IV. shall not be automatically eligible for re-election after the expiry of any term of office.

Any Parish Priest shall not be subject to the restriction in (iii) and shall be able to serve such terms as are required.

- Unless the Archbishop agrees in writing otherwise, the Chair of the CAT Board must be a Foundation Director. Any vice-chair should also be a Foundation governor/Director;
- The governing body shall govern the school in accordance with any advice, guidelines or policies relating to education published by the diocesan Bishop from time to time, and in accordance with the teachings, doctrines, discipline and norms of the Catholic Church;
- All Directors and governors undertake to fulfil and observe the objects and purposes for which the CAT has been established;
- All Directors and governors undertake to sign the *Governors' Code of Conduct*, or any protocol for conduct as produced by the diocese from time to time;
- The CAT will review its policies and practices on a regular basis, having regard to recommendations made by the Vicariate of Education in order to ensure that the governance of the Trust and academies are best able to adapt to the changing legal and political environment.
- The CAT will consider on an ongoing basis the need for training and skills development of governors as well as considering succession planning to ensure robust practices are maintained and supervised, particularly in light of the increasing autonomy of academies, making recommendations to the Archbishop with regard to the nomination of foundation governors for his appointment. Only practising Catholics will be appointed as foundation governors.
- The CAT will not implement any proposals for a change in status or for the expansion or contraction of the CAT without the written consent of the Archbishop.

## NEXT STEPS

Further explanatory documentation is available from the diocesan Education Service and this will be forwarded to schools and colleges.

The Director of Education will be communicating to schools and colleges details of meetings which will provide the opportunity for more detailed consideration and information to be given. This process began in November 2016 and will continue into the new year.

With regard to existing Academy Trusts:

- DoWAT does not break up into its new families of schools until each one is ready to go in a way that is not detrimental to or financially penalising. It would seem sensible and prudent to have legal opinion to manage the transition, and security given to these schools that they will not be allowed to go until due diligence has been undertaken. These schools can help shape each family from a position of strength and move when the time is deemed appropriate.
- Cardinal Hume Trust: In the first instance nothing will be done to change this effective partnership of schools. The collective experience of these schools can be utilised to help inform converting schools.
- The All Saints Trust: St Joan of Arc can help shape the Watford and Harrow deanery model. Legal options need to be explored to determine the right way forward for all these schools.
- All Saints Trust: St Gregory's and St Bernadette's should lead the Brent family of schools grouping and work in conjunction with the Convent of Jesus and Mary to help shape the best model for Brent.
- The Cardinal Vaughan Memorial School Trust will work in partnership with the RBKC and Hammersmith and Fulham family of schools whilst maintaining their own Academy status. Their two-school partnership agreement remains. They have expressed an interest in exploring the possibility of expanding their provision at some time in the future.



## FAQs

### What is an academy?

Academies are publicly-funded schools which operate outside local authority control. They receive their funding directly from central government, through the Education Funding Agency (EFA), rather than through a local authority. The government describes them as free (i.e., parents do not pay for places), independent, state-funded schools. Academies have more freedom than other state schools over their finances, the curriculum, length of terms and school days and teachers' pay and conditions.

### What is an Academy Trust?

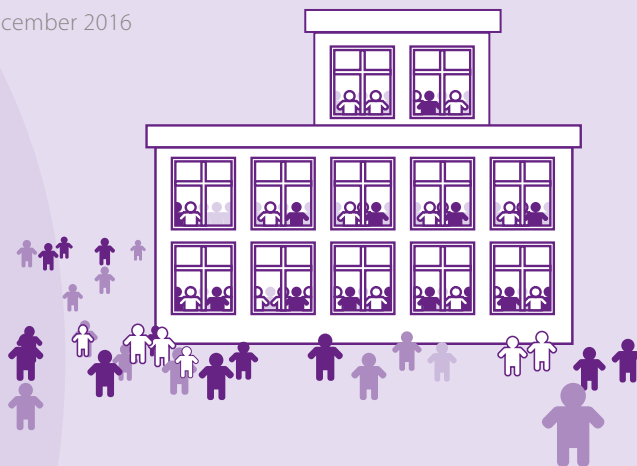
An Academy Trust is a charitable company limited by guarantee and is responsible for running the academy. It cannot be run for profit. An Academy Trust has two layers of governance: members, who are best viewed as guardians of the constitution, and governors (i.e., the Directors of the Company) who are responsible for the business of running the school.

### What is a Catholic Academy Trust?

In the Diocese of Westminster, a CAT is a group of schools, both secondary and primary, determined by the diocese, who can work together collaboratively in the formal legal partnership that is an Academy Trust. Currently 12 such families are proposed for the diocese with somewhere between 15 to 18 schools in each.

### What are the particular advantages of the CAT model?

There are obvious advantages in terms of ability to employ specialist staff to work across all the schools, agreeing a shared ethos, policies and practice, and economies of scale in brokering services. Succession planning for school leadership, and coaching and mentoring opportunities for senior staff across the family of schools for professional development are other advantages. The main advantage, however, lies in creating strong formal partnerships to support schools vulnerable to being 'required' to become sponsored academies.



### Can you explain how support for other schools will work?

Collaboration and partnership are now embedded in the school system. Schools converting to academies must ensure that they continue collaborating and sharing facilities and expertise with other schools and the wider community. All high-performing schools applying for academy status are expected to partner another school, agreeing in principle to support that school to raise standards. The latter can be another school in the CAT, if it meets the DfE definition of a school that would benefit from support. If there are no such schools in the CAT, then schools from outside the CAT can be supported. This is not expected to be burdensome, as it will most likely be a formalising of an arrangement that already exists between schools.

### How do we remain 'outward looking' as a sector?

Catholic schools have always had a good reputation for working positively in their communities and they will continue to do so. The formal collaboration of Catholic schools in the CAT should not stop our schools from working in partnership with other local schools or within their communities. Partnerships with other local schools will continue to develop and flourish.

### Will academy status provide a better safeguard for the Catholic identity of our schools?

Under the diocesan CAT model, yes. This is seen as one of the main advantages, particularly through the ability of the diocesan company to act as a sponsor where necessary.

### Can other local schools join a Catholic Academy Trust arrangement?

No. Catholic schools are required to have a majority of Foundation Governors, which is one of the attributes that distinguishes our schools from other schools. Schools outside the Trust can be provided with some support, and it would be possible to enter into partnership agreements if it was felt appropriate for all parties.

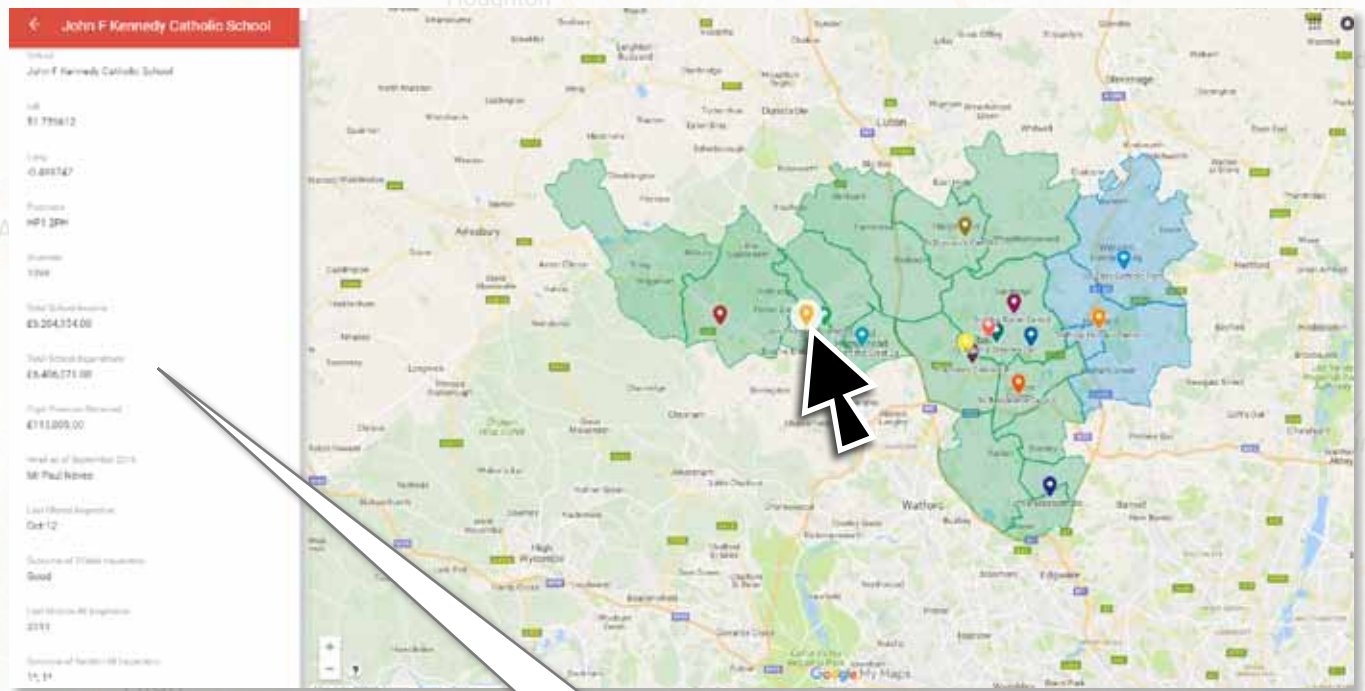
### Whom do I contact if I need to know more regarding Academy Policy or where can I find more information?

Please visit [rcdow.org.uk/education](http://rcdow.org.uk/education) for updates and email the Director of Education [jpmorrison@rcdow.org.uk](mailto:jpmorrison@rcdow.org.uk) for any other specific queries.





# Interactive Family of Schools Map: An Illustration



Every school in the diocese has been allocated to a family of schools, regardless of status or charism. All schools are welcome to be involved in any way possible to make the Catholic community work in collaboration and solidarity. Each school and college is plotted according to its location within the family of schools based on the set criterion of its geographic location within its local authority and deanery.

The maps are interactive and, when the icon of the school is clicked, a set list of school details and statistics will appear. These include financial expenditure and inspection outcomes. Additionally, the area around the school will be highlighted in a set colour to indicate the parish and deanery area of the school.

This is the first time that all schools have been plotted on an interactive digital map.

The financial figures of Religious Order schools and independent schools are not factored into any potential CAT.

These maps will be published on the diocesan website.

## School

**John F Kennedy Catholic School**

## Total School Income

**£6,204,954.00**

## Pupil Premium Receipt

**£111,005**

## Last Ofsted Inspection

**Good (Oct 12)**

## Last Section 48 Inspection


















**1\*, 1\* (2013)**

## Family 1: **St Albans Family of Schools**



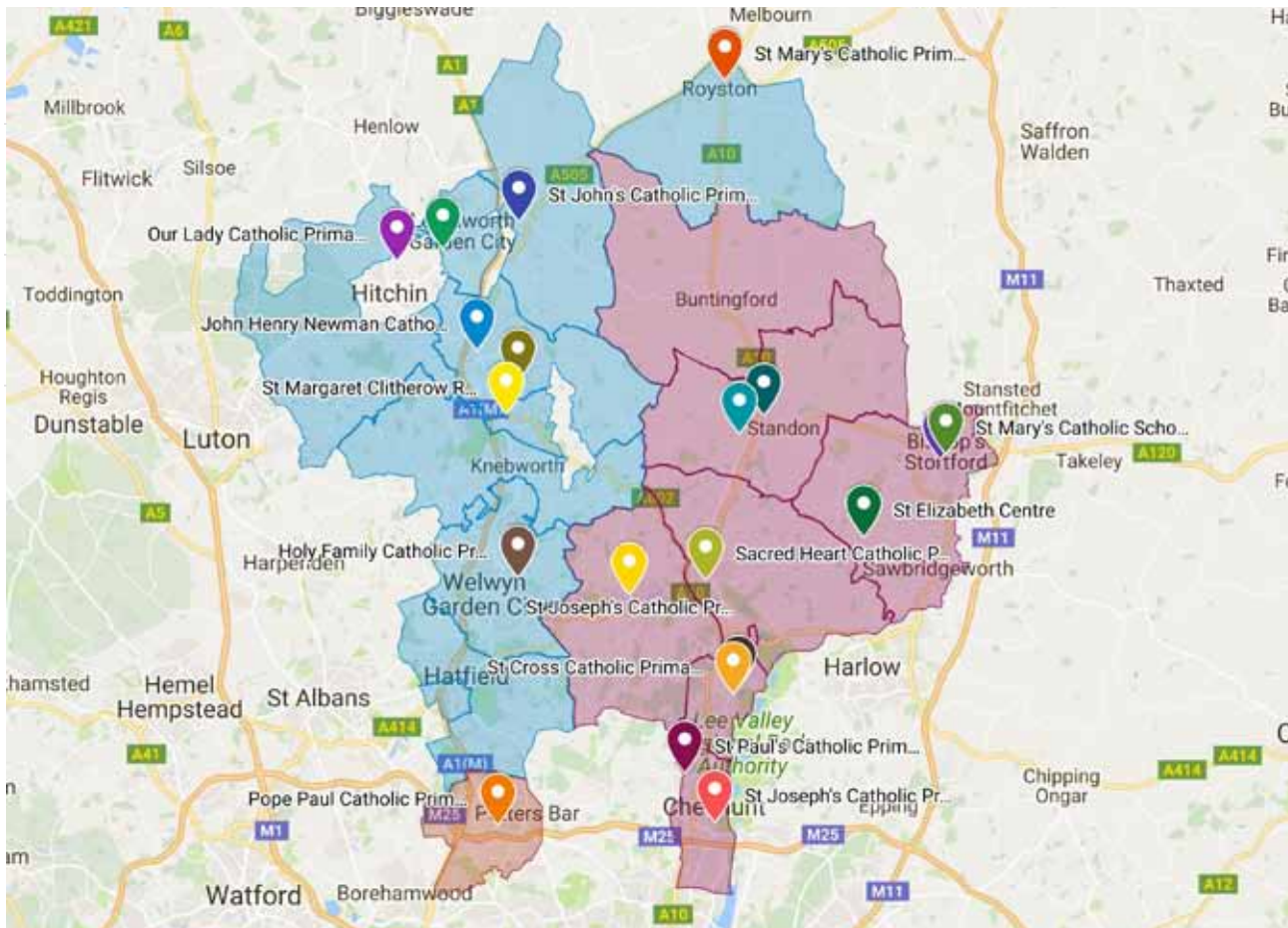
**St Albans Deanery**  All items    **Stevenage Deanery**  All items

### Schools

- |  |  |
|--|--|
|  John F Kennedy Catholic School                       |  St John Fisher Catholic Primary School, St. Albans   |
|  Loreto Girls School                                  |  St Philip Howard Catholic Primary School             |
|  Nicholas Breakspear Catholic School                  |  St Rose's Catholic Infant School                     |
|  Our Lady Catholic Primary School, Welwyn Garden City |  St Teresa's Catholic Primary School, Borehamwood     |
|  Ss Alban & Stephen Catholic Infant School            |  St Thomas More Catholic Primary School. Berkhamsted  |
|  Ss Alban & Stephen Catholic Junior School            |  St Bernadette Catholic Primary School, London Colney |
|  St Adrian's Catholic Primary School                  |  |
|  St Albert the Great Catholic Primary School          |  |
|  St Columba's College and Prep School                 |  |
|  St Cuthbert Mayne Catholic Junior School             |  |
|  St Dominic's Catholic Primary School, Harpenden      |  |



## Family 2: Lea Valley & Stevenage Family of Schools























**Enfield Deanery**  All items

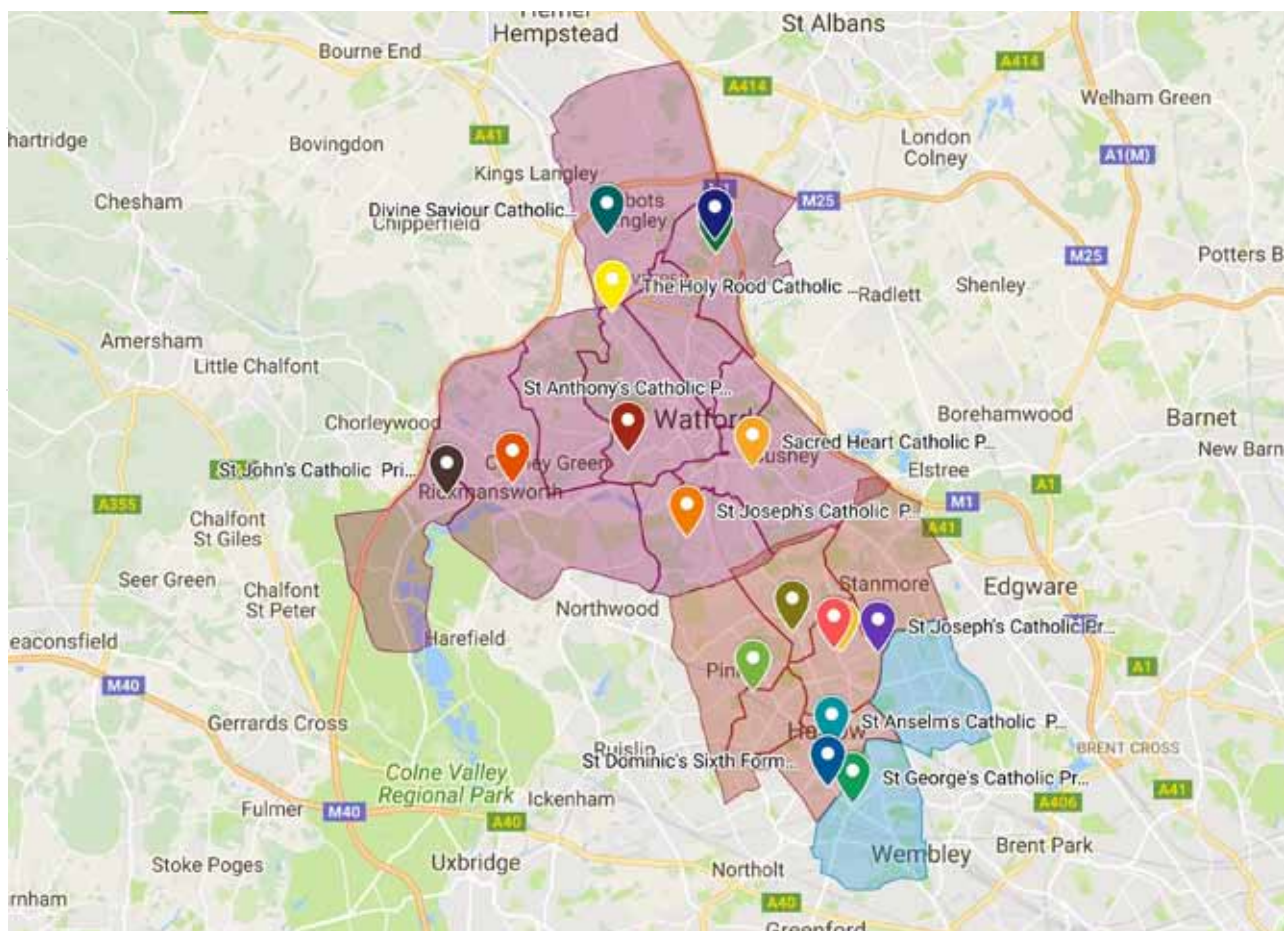
**Lea Valley Deanery**  All items

**Stevenage Deanery**  All items

### Schools

- |   |  |
|---|--|
|  Holy Family Catholic Primary School, Welwyn Garden City |  St Joseph's Catholic Primary School, Bishop's Stortford        |
|  John Henry Newman Catholic School                       |  St Joseph's Catholic Primary School, Hertford                  |
|  Our Lady Catholic Primary School, Hitchin               |  St Joseph's Catholic Primary School, Waltham Cross             |
|  Pope Paul Catholic Primary School                       |  St Margaret Clitherow Roman Catholic Primary School, Stevenage |
|  Sacred Heart Catholic Primary School, Ware              |  St Mary's Catholic Primary School, Royston                     |
|  St Augustine's Catholic Primary School, Hoddesdon       |  St Mary's Catholic School, Bishop's Stortford                  |
|  St Cross Catholic Primary School                        |  St Paul's Catholic Primary School, Cheshunt                    |
|  St Edmund's College                                     |  St Thomas More Catholic Primary School, Letchworth             |
|  St Elizabeth Centre                                     |  St Thomas of Canterbury Catholic Primary School, Ware          |
|  St John's Catholic Primary School, Baldock              |  St Vincent de Paul Catholic Primary School                     |

## Family 3: **Watford and Harrow Family of Schools**




















**Watford Deanery**  All items

**Harrow Deanery**  All items

**Brent Deanery**  All items

### Schools

-  Divine Saviour Catholic Primary School
-  Sacred Heart Catholic Primary School, Bushey
-  Salvatorian College
-  St Anselm's Catholic Primary School, Harrow
-  St Anthony's Catholic Primary School
-  St Catherine of Siena Catholic Primary School
-  St Dominic's Sixth Form College
-  St George's Catholic Primary School, Harrow
-  St Joan of Arc Catholic School
-  St John Fisher Catholic Primary School
-  St John's Catholic Primary School, Rickmansworth

-  St Joseph's Catholic Primary School, South Oxhey
-  St Joseph's Catholic Primary School, Harrow
-  St Michael's Catholic High School
-  St Teresa's Catholic Primary School, Harrow
-  The Holy Rood Catholic Primary School
-  The Sacred Heart Language College



## Family 4: Richmond, Hounslow and Surrey Family of Schools



**Hounslow Deanery** All items

**Upper Thames Deanery** All items

### Schools

- Gumley House Convent School
- Gunnersbury Catholic School
- Our Lady & St John's Catholic Primary School
- Our Lady of the Rosary Catholic Primary School
- St Catherine's School
- St Edmund's Catholic Primary School, Whitton
- St Ignatius Catholic Primary School, Sunbury
- St James's Catholic Primary School, Twickenham
- St Lawrence's Catholic Primary School
- St Mark's Catholic School
- St Mary's Catholic Primary School, Chiswick

- St Mary's Catholic Primary School, Isleworth
- St Michael & St Martin's Catholic Primary School
- St Michael's Catholic Primary School
- St Paul's Catholic College
- St Richard Reynolds Catholic College
- St Richard Reynolds Catholic Primary School
- The Rosary Catholic Primary School
- The Sacred Heart Catholic Primary School, Teddington












## Family 5: **Ealing and Hillingdon Family of Schools**












**Ealing Deanery**  All items

**Hillingdon Deanery**  All items

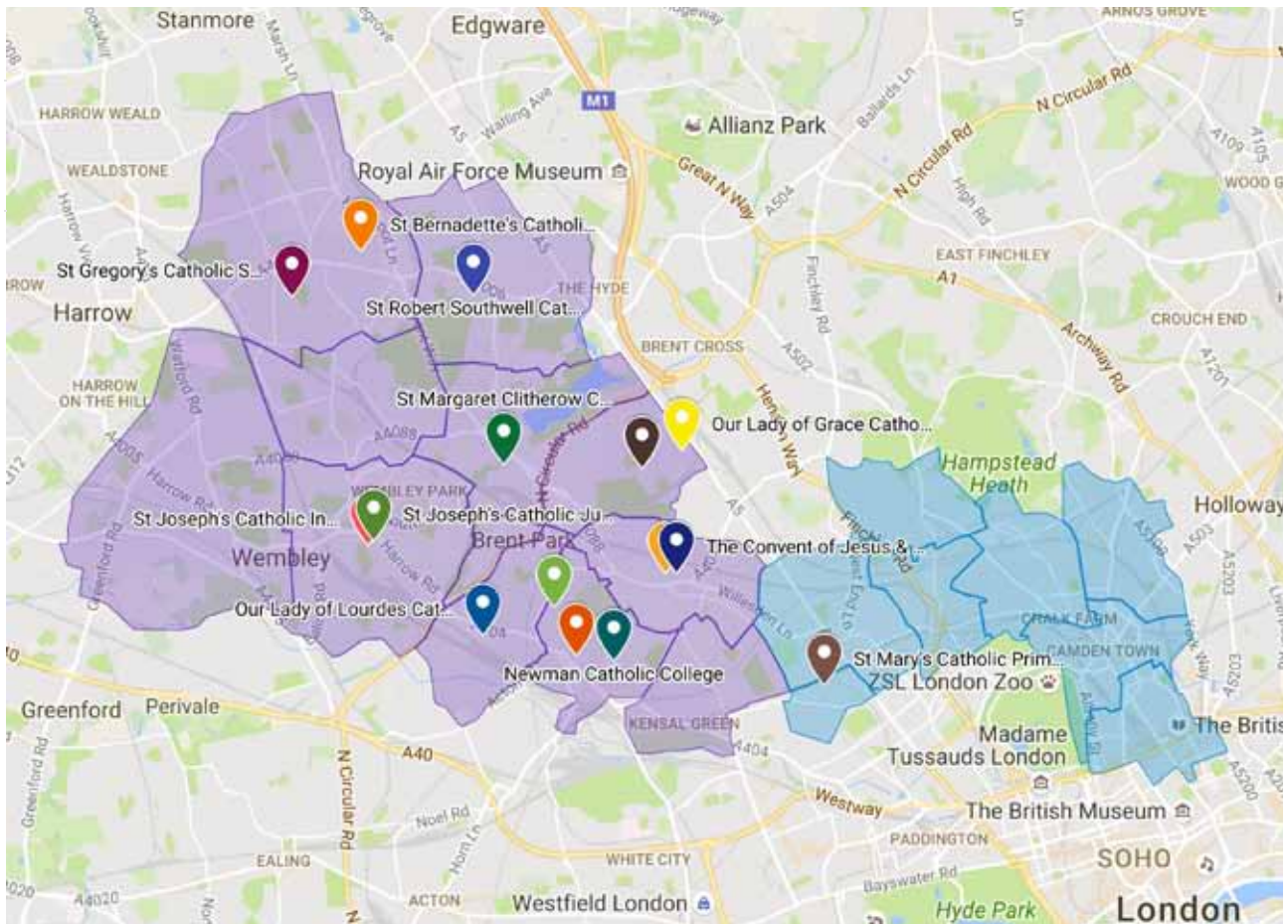
### Schools

-  Botwell House Catholic Primary School
-  Holy Family Catholic Primary School
-  Mount Carmel Catholic Primary School
-  Our Lady of the Visitation Catholic Primary School
-  Pield Heath House School
-  Sacred Heart Catholic Primary School, Ruislip
-  St Anselm's Catholic Primary School, Southall
-  St Augustine's Priory School
-  St Benedict's Junior and Senior School
-  St Bernadette Catholic Primary School, Hillingdon
-  St Catherine Catholic Primary School, West Drayton

-  St Gregory's Catholic Primary School, Ealing
-  St John Fisher Catholic Primary School, Perivale
-  St Joseph's Catholic Primary School, Hanwell
-  St Mary's Catholic Primary School, Hillingdon
-  St Raphael's Catholic Primary School
-  St Swithun Wells' Catholic Primary School
-  St Vincent's Catholic Primary School, Ealing
-  The Cardinal Wiseman Catholic School
-  The Douay Martyrs Catholic School


















## Family 6: Brent Family of Schools



**Brent Deanery**  All items

**Camden Deanery**  All items

### Schools























- |  |   |
|--|---|
|  Newman Catholic College                                |  St Mary Magdalen's Catholic Primary School          |
|  Our Lady of Grace Catholic Infant School, Dollis Hill  |  St Mary's Catholic Primary School, Kilburn          |
|  Our Lady of Grace Catholic Junior School, Dollis Hill  |  St Robert Southwell Catholic Primary School         |
|  Our Lady of Lourdes Catholic Primary School            |  The Convent of Jesus & Mary Catholic Infants School |
|  St Bernadette's Catholic Primary School, Harrow        |  The Convent of Jesus & Mary Language College        |
|  St Gregory's Catholic Science College                  |   |
|  St Joseph's Catholic Primary School, Willesden         |   |
|  St Joseph's Catholic Infant School, Wembley            |   |
|  St Joseph's Catholic Junior School, Wembley            |   |
|  St Margaret Clitherow Catholic Primary School, Neasden |   |

## Family 7: Camden and Westminster Family of Schools



**Camden Deanery**  All items    
 **Westminster Deanery**  All items    
 **Marylebone Deanery**  All items  
**North Kensington Deanery**  All items

### Schools

- |   |  |
|---|--|
|  St Eugene de Mazenod Catholic Primary School        |  St Anthony's Preparatory Boys School             |
|  Our Lady's Catholic Primary School, Camden          |  St Vincent de Paul Catholic Primary School       |
|  Rosary Primary Catholic School, Camden              |  Our Lady of Dolours Catholic Primary School      |
|  St Aloysius' Catholic Infant School                 |  St Edward's Catholic Primary School              |
|  St Aloysius' Catholic Junior School                 |  St Joseph's Catholic Primary School, Maida Vale  |
|  St Dominic's Catholic Primary School, Camden        |  St George's Catholic School                      |
|  St Patrick's Catholic Primary School, Kentish Town  |  St Mary of the Angels Catholic Primary School    |
|  St Joseph's Catholic Primary School, Macklin Street |  St Vincent's Catholic Primary School, Marylebone |
|  La Sainte Union Catholic School                     |  Westminster Cathedral Catholic Primary School    |
|  Maria Fidelis Convent School, FCJ                   |  Westminster Cathedral Choir School               |
|  St Mary's Preparatory School                        |  St Christina's School                            |



## Family 8: Kensington and Chelsea, and Hammersmith & Fulham Family of Schools

























**Kensington and Chelsea Deanery**  All items

**Hammersmith & Fulham Deanery**  All items

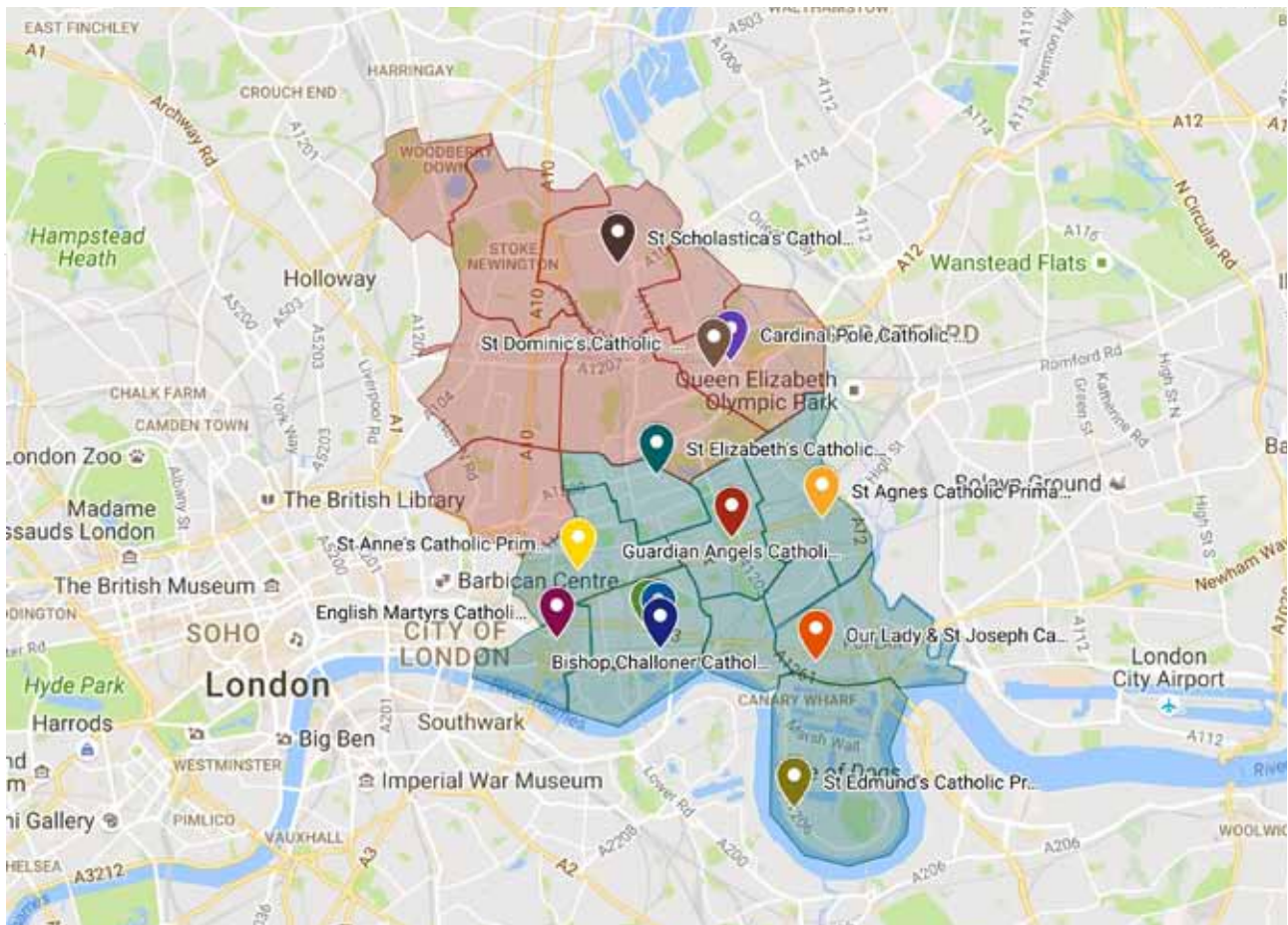
**North Kensington Deanery**  All items

### Schools

-  Oratory Roman Catholic Primary School
-  Our Lady of Victories Catholic Primary School
-  The Servite Roman Catholic Primary School
-  St Charles' Catholic Primary School
-  St Francis of Assisi Catholic Primary School
-  St Joseph's Catholic Primary School, Chelsea
-  St Mary's Catholic Primary School, East Row
-  The Cardinal Vaughan Memorial School
-  Sion-Manning Roman Catholic Girls School
-  St Thomas More Language College, Chelsea
-  St Charles Catholic Sixth Form College

-  St Philip's Preparatory Boys School
-  More House Girls School
-  Holy Cross Catholic Primary School, Fulham
-  Larmenier & Sacred Heart Catholic Primary School
-  St Augustine's Catholic Primary School
-  St John XXIII Catholic Primary School
-  St Mary's Catholic Primary School, Masbro Road
-  The Good Shepherd Catholic Primary School
-  St Thomas of Canterbury Catholic Primary School
-  The London Oratory School
-  Sacred Heart High School














## Family 9: **Tower Hamlets and Hackney Family of Schools**



**Hackney Deanery**  All items

**Tower Hamlets Deanery**  All items

### Schools

- |  |   |
|--|---|
|  English Martyrs Catholic Primary School        |  Cardinal Pole Catholic School                 |
|  Guardian Angels Catholic Primary School        |  St Scholastica's Catholic Primary School      |
|  Our Lady & St Joseph Catholic Primary School   |  St Dominic's Catholic Primary School, Hackney |
|  St Agnes Catholic Primary School, Bow          |   |
|  St Anne's Catholic Primary School, Whitechapel |   |
|  St Edmund's Catholic Primary School, Millwall  |   |
|  St Mary & St. Michael Catholic Primary School  |   |
|  St Elizabeth's Catholic Primary School         |   |
|  Bishop Challoner Catholic Girls School         |   |
|  Bishop Challoner Catholic Collegiate Schools   |   |















## Family 10: Hackney and Islington Family of Schools



**Islington Deanery**  All items
 **Hackney Deanery**  All items
 **Haringey Deanery**  All items

### Schools
















-  Our Lady and St Joseph's Catholic Primary School
-  St Monica's Catholic Primary School, Hackney
-  Our Lady Convent High School
-  Blessed Sacrament Catholic Primary School, Islington
-  Christ the King Catholic Primary School
-  Sacred Heart Catholic Primary School, Islington
-  St Joan of Arc Catholic Primary School, Highbury
-  St John Evangelist Catholic Primary School
-  St Joseph's Catholic Primary School
-  St Peter & St Paul Catholic Primary School, Islington
-  Mount Carmel Catholic College for Girls
-  St Aloysius Catholic College

## Family 11: **Barnet Family of Schools**



**Barnet Deanery**  All items

### Schools

- |   |   |
|---|---|
|  St Martha Convent Senior School                       |  St Theresa's Catholic Primary School            |
|  Bishop Douglass Catholic High School                  |  St Vincent's Catholic Primary School, Mill Hill |
|  Blessed Dominic Catholic Primary School               |  The Annunciation Catholic Infant School         |
|  Finchley Catholic High School                         |  The Annunciation Catholic Junior School         |
|  Our Lady of Lourdes Catholic Primary School, Finchley |  St Anthony School for Girls                     |
|  Sacred Heart Catholic Primary School, Whetstone       |   |
|  St Agnes' Catholic Primary School, Cricklewood        |   |
|  St Catherine Catholic Primary School, Barnet          |   |
|  St James' Catholic High School                        |   |
|  St Joseph's Catholic Primary School, Hendon           |   |
|  St Michael's Catholic Grammar School                  |   |























## Family 12: Haringey and Enfield Family of Schools



**Enfield Deanery**  All items

**Haringey Deanery**  All items

### Schools

- |  |   |
|--|---|
|  Our Lady of Lourdes Catholic Primary School  |  St Martin de Porres Catholic Primary School     |
|  Our Lady of Muswell Catholic Primary School  |  St Mary Priory Catholic Infant School           |
|  St Anne's Catholic High School for Girls     |  St Mary Priory Catholic Junior School           |
|  St Edmund's Catholic Primary School, Enfield |  St Mary's Catholic Primary School, Enfield      |
|  St Francis de Sales Catholic Infant School   |  St Monica's Catholic Primary School, Enfield    |
|  St Francis de Sales Catholic Junior School   |  St Paul's Catholic Primary School               |
|  St George's Catholic Primary School, Enfield |  St Peter-in-Chains Roman Catholic Infant School |
|  St Gildas' Roman Catholic Junior School      |  St Thomas More Catholic School                  |
|  St Ignatius Catholic Primary School          |  Vita et Pax Preparatory School                  |
|  St Ignatius College                          |   |
|  St John Vianney Catholic Primary School      |   |

# Diocese of Westminster Academy Timeline 2016 - 2018

It is important to note that:

- Speed is not the key driver here, and the timelines in and of themselves are unlikely to be the primary driver in deciding progress.
- It will be for the Project Board to decide when they wish to proceed to each stage of academy conversion across 180 schools.
- The RSC in conjunction with the DfE will help manage the conversion process.

	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017
<b>ACADEMY MODEL</b>	Trustees have approved CATs in October	Families of schools announced	Meeting schedule published for each FoS	Pilot FoS to meet in Harrow			Project Board to review all FoS concerns
<b>LEADERSHIP &amp; GOVERNANCE</b>	Foundation Directors to be identified to spearhead CATs		Existing governing bodies to complete questionnaire		Working party of serving FDs to issue Governance Paper		Conference for prospective Foundation Directors
<b>FINANCE</b>		Business model developed and costed	Business model submitted for review and due diligence		Financial compliance document published		
<b>CONSULTATION</b>		Inform Schools & Colleges of FoS	Meetings arranged with individual FoS		Paper published for parents		TUPE Consultation with staff if opening in 17
<b>SERVICES &amp; ADMINISTRATION</b>		Project Board to identify services & admin costs			Proposed services paper published		
<b>RELIGIOUS ORDERS &amp; PARISHES</b>		Paper for priests delivered		Meeting of RO schools to examine potential partnerships			
<b>ASSETS &amp; BUILDINGS</b>		CES guidance and policy implemented			Land Transfer / Lease policy confirmed		
<b>MARKETING &amp; COMMUNICATIONS</b>			ONGOING - All information published on website				
					DfE Check 1		

## Academy Applications:

- Applicant Details
- Outline of the Schools (Ts and Cs, etc)
- Vision, including relevance to local context
- Education Plan, including analysis of school population growth
- Curriculum
- Setting and Achieving Targets
- Outline Staffing Structure
- Evidence of Need (basic need & demand)
- Capacity and Capability (including governance and capacity to grow)
- Financial Plans
- Premises

June 2017	July 2017	August 2017	September 2017	October 2017	November 2017	December 2017	January 2018	February 2018	
Project Board to publish academy readiness paper	FoS pilot publish review paper		New FoS Trust opens				Review paper from Project Board to Trustees		
	Conference for heads on proposed new governance								
Trust reviews revised financial plans									
							Review questionnaire from schools and colleges		
	Diocese & RO MoU (3-5 years) finalised								
			All diocesan schools assets logged on Data by Design						
		ONGOING - All information published on website							
DfE Check 2			DfE Check 3	New Academies open in 2017		Readiness to open	New Academies open in 2018		

Converted academies can open on the first day of a month.

As a general rule of thumb, it takes a minimum of four months from point of application to convert. Although this could come down.

The process involves the following:

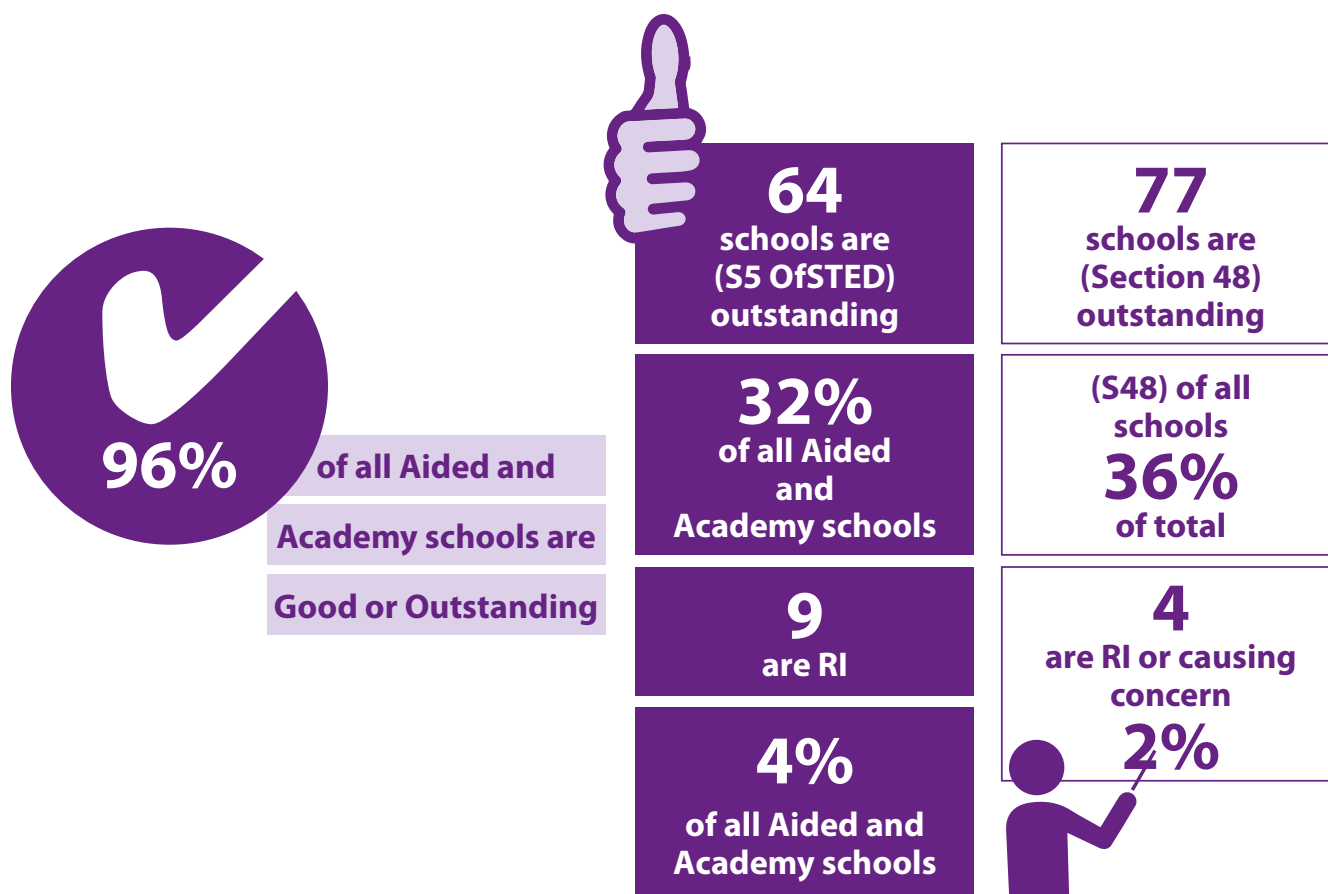
- Expression of Interest, via DfE website;
- Application form on DfE website: requires a GB resolution and diocesan Project Board approval
- Academy Order: agreement in principle (c4 weeks); • £25k conversion grant;
- Due diligence, consultation, TUPE, land arrangements, commercial transfer agreement, sequencing as above
- Funding Agreement signed/opening

## Summary of the Diocese of Westminster Schools

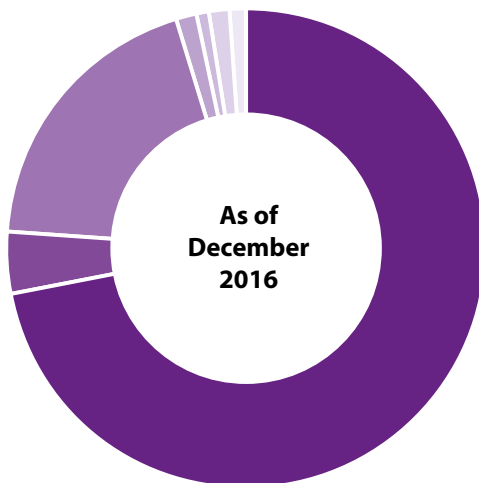
**Proposed Family of Schools** The number of schools that are in proposed CATs Families may include schools from different deaneries. This table does not include Religious order schools or Independent schools.

Family	Family of Schools	Number of Schools That are in Proposed CAT Family	Approx. Number of Pupils	Estimated Family Funding	Estimated Family Spending
1	St Albans	13	5,861	28,917,615	29,039,473
2	Enfield, Lea Valley & Stevenage	17	6,384	32,213,794	33,510,826
3	Watford & Harrow	15	8,280	42,657,503	41,722,159
4	Richmond, Hounslow & Surrey	17	8,415	41,851,121	41,624,959
5	Ealing & Hillingdon	17	9,901	49,379,259	50,685,622
6	Brent	15	6,769	40,754,000	39,197,709
7	Camden & Westminster	16	4,760	29,591,600	29,433,677
8	Kensington & Chelsea & Hammersmith	15	5,767	39,968,844	39,364,710
9	Tower Hamlets & Hackney	13	5,759	43,365,787	43,059,637
10	Hackney & Islington	11	3,924	25,593,859	24,449,479
11	Barnet	13	6,356	35,486,864	35,428,374
12	Haringey & Enfield	18	7,110	41,337,088	41,165,749
<b>Totals</b>		<b>180</b>	<b>79,286</b>	<b>£451,117,334</b>	<b>£448,682,374</b>

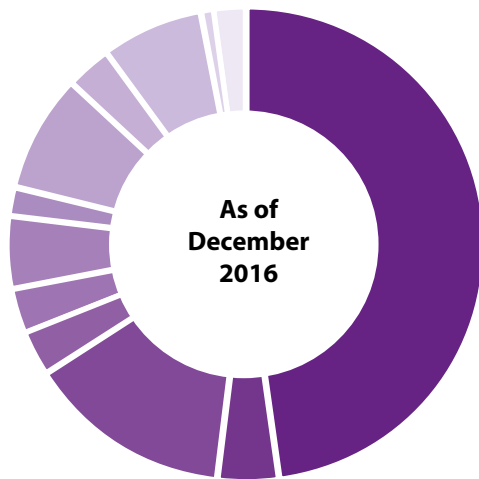
## Summary of Inspection Outcomes





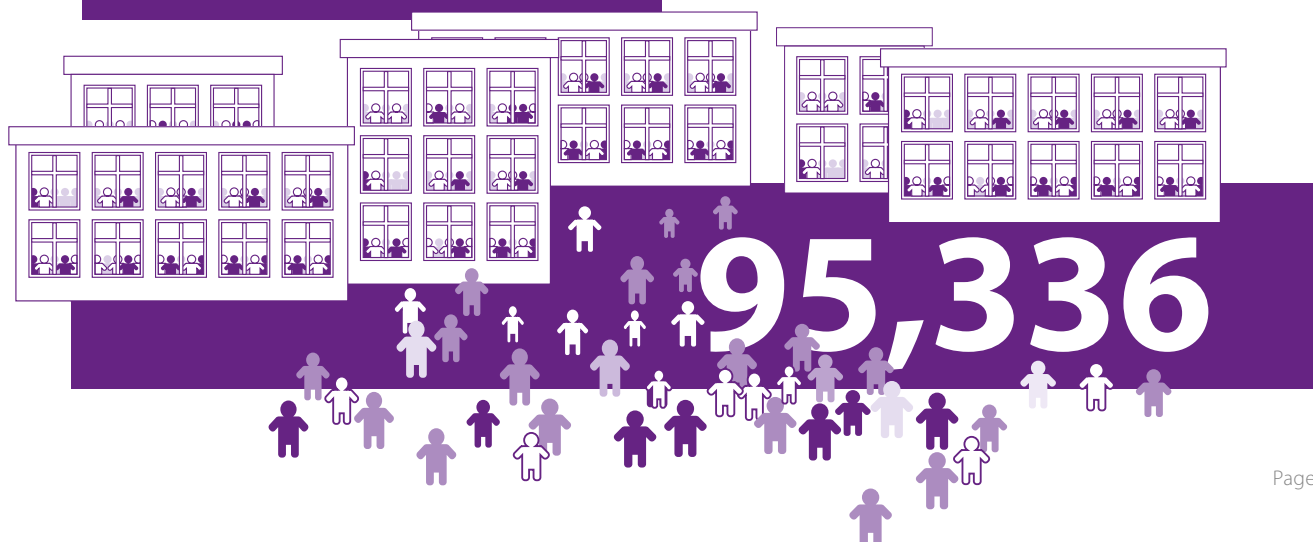


Type	Number
Primary (Aided & Academy)	155
Primary (Independent)	9
Secondary (Aided & Academy)	41
Secondary (Independent)	3
All- Ages (Non maintained Special)	2
All-Ages (Independent)	3
VI Form Colleges	2
<b>Total</b>	<b>215</b>



Overview of Spending	%
Teaching staff	48
Supply staff	4
Education support staff	14
Bought in professional staff	3
Other staff costs	3
Learning resource (not ICT equip.)	5
ICT learning resources	2
Back office including staff	8
Catering including staff	3
Premises including staff	7
Energy	1
Other spending	2
<b>Total</b>	<b>100</b>

## Numbers of students

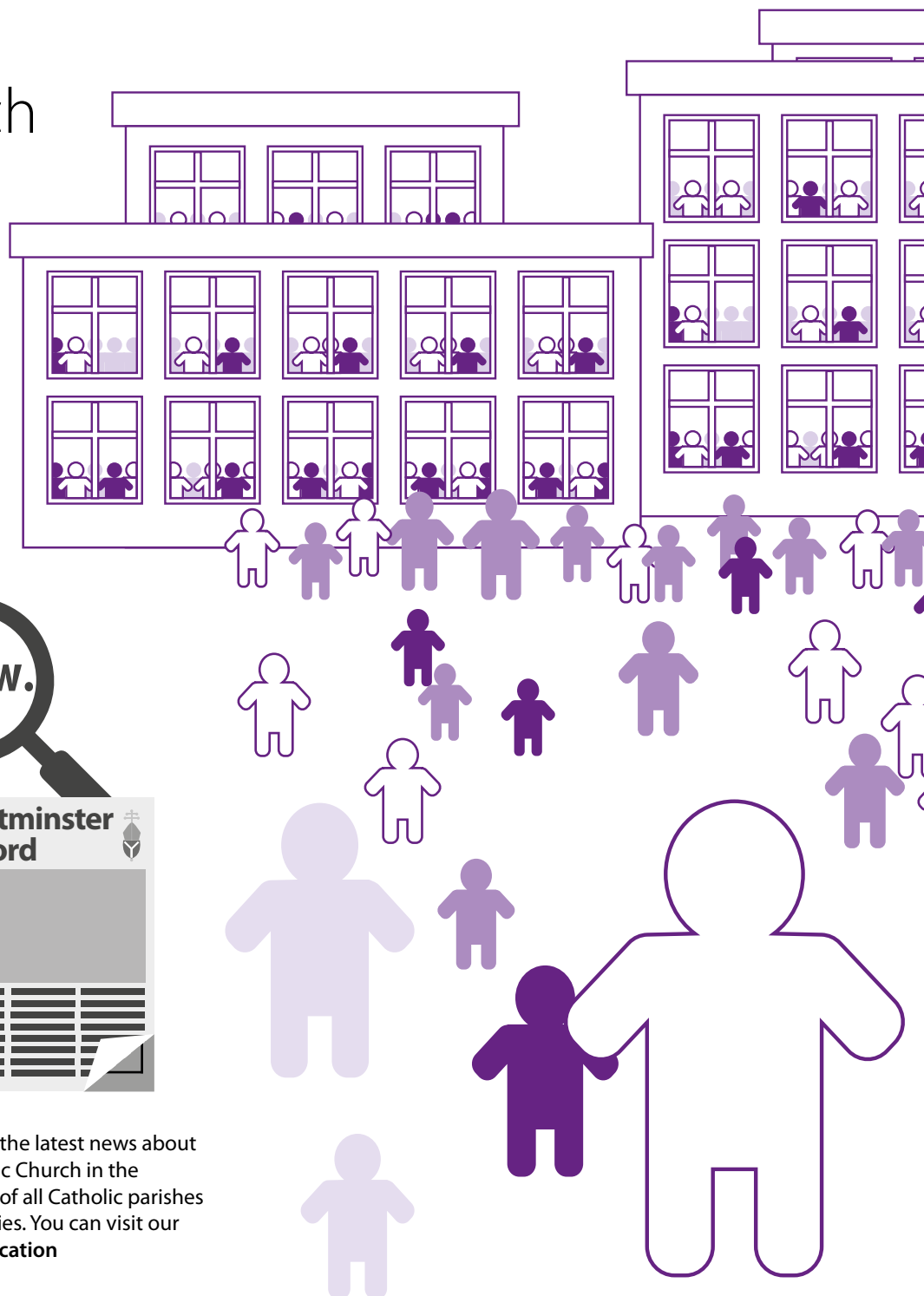








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**On our website** Our website has the latest news about the work and mission of the Catholic Church in the diocese. It also includes full listings of all Catholic parishes and schools and hospital chaplaincies. You can visit our website at [www.rcdow.org.uk/education](http://www.rcdow.org.uk/education)

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