

St John the Baptist Catholic MAT Improvement & Development Plan (MIDP) - 2020/21 and beyond

Agreed by Directors

MAT Strategic Aim 1: To further develop the distinctive Catholic nature of the Schools and the MAT				Rationale: <i>We endeavour to make the person of Jesus Christ known and loved, and to place Him and the teachings of the Catholic Church at the centre of each school in our MAT.</i>				
Objective	Action	Person responsible	Success Criteria	Time Scale/ Completion	Resources: Team, Time, Money, CPD	Monitoring	Evaluation & Further Action	
1	<p>Numbers of Places</p> <p>To ensure there are sufficient places available across our MAT for any Catholic family seeking a Catholic education for their child.</p> <p>To support opportunities to increase the numbers of places available in our schools</p>	<p>Support the Diocese in applying to open VA Catholic schools in the MAT wider footprint</p> <p>Support expansion, new VA schools and other opportunities (e.g. Special Schools)</p>	<p>CEO Helen Bates</p> <p>CEO Helen Bates</p>	<p>VA schools supported towards opening or supported in their early years</p>	2 /3 Pboro	<p>Capital funding Grants: DfE etc.</p> <p>CEO & bid writers</p>	<p>CEO Reports Directors via Resources Diocese</p> <p>CEO Reports Directors via Resources Diocese</p>	
2	<p>Ethos across the MAT</p> <p>To build and strengthen our MAT as a Catholic community of schools, by ensuring that our ethos permeates all aspects of the organisation of the MAT and its structures</p>	<p>Revise the MAT Mission Statement, website and logo to reflect a common ethos across the MAT.</p> <p>Embed a calendar of shared/partnership events (including – liturgical, spiritual, curricular, competitive, Governance etc.)</p> <p>Hold a pilgrimage to Walsingham for all schools at or around the Feast of St John the Baptist</p>	<p>CEO</p> <p>Dep CEO</p> <p>HOC</p> <p>RE Leaders</p> <p>Operations Manager</p> <p>Alex Savage</p>	<p>New website, logo and mission statement</p> <p>All stakeholders will have a strong sense of belonging to a wider Catholic community beyond their school (MAT wide).</p> <p>LGBs with Clergy representation</p>	1 year	<p>Travel costs</p> <p>Cover costs</p> <p>Food /resources costs</p> <p>Zoom costs for virtual meetings</p> <p>Website and logo costs</p>	<p>HOC</p> <p>Dirs Chairs Cttee</p> <p>Directors</p> <p>LGB's</p>	

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		Ensure that all Committees retain a focus on ethos, and each LGB has a member of the clergy as an active member		Joint events taking place across the MAT				
3	<p>Catholic Ethos in Each School</p> <p>To support and develop MAT schools to uphold and enhance their distinctive Catholic nature via a culture of success and achievement in Religious Education, vibrant collective worship and the wider Catholic life of the school.</p>	<p>MAT CPD plan to include specific opportunities to support and develop: non-Catholic staff working in a Catholic school; strategies to enrich your Catholic classroom; spirituality and prayer in the Catholic school.</p> <p>CCRS CPD across the MAT on offer</p> <p>Sustain and grow RE Leader groups who work closely with the Diocese to ensure effective partnerships support high quality in RE education across all schools.</p> <p>Regular CMAT and Diocesan RE Leaders meetings</p> <p>RE leaders develop CMAT RE Improvement Plan</p>	<p>CEO</p> <p>Dep CEO</p> <p>Dir T&R School</p> <p>HOC</p> <p>RE Leaders</p> <p>Alex Savage</p>	<p>Each school will maintain its own unique character that maintains a distinctive Catholic nature.</p> <p>Each school's Catholic identity and ethos is explicit and recognised by outside partners – RSC, LA etc.</p> <p>Shared events, such as Mass together at start of the year and Walsingham Pilgrimage</p> <p>Pupils actively participate in, contribute to and develop the Catholic Life of the schools</p> <p>Section 48/IMVs confirm the quality of provision for</p>	Annually	<p>Schools' training allocations</p> <p>Release time for RE Leaders.</p> <p>Attendance at relevant CPD events locally and nationally</p> <p>CCRS CPD</p>	<p>SHARE</p> <p>Directors</p> <p>Dir T&RS</p> <p>LGB's</p> <p>HOC</p> <p>IMV/S48 – as and when</p> <p>CMAT RE Improvement Plan</p> <p>RE Action Plan and SEF in each school</p>	

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		Plan and deliver high quality CPD (Diocesan & MAT) to increase cross phase continuity Opportunities for Governors and Directors to attend training offered by Catholic educational institutions		Religious Education and of Catholic Life of the schools is highly effective				
4	MAT Expansion Keep St John Fisher and the new Sacred Heart VA Primary in close contact regarding developments and potential of joining the MAT	Invites to HOC	CEO	Schools have plans to join the MAT within suitable timescales	1/2 years	CEO Audit / Due diligence	Full Directors	

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MAT Strategic Aim 2: To build a culture of success and achievement across all schools in the MAT				Rationale: We aim to develop a culture where we promote high aspirations and challenge underachievement. We aim for outstanding levels of achievement and progress across all schools – at an individual level the very best possible results for every pupil.				
Objective	Action	Persons responsible	Success Criteria	Time Scale/ Completion	Resources: Staffing, Time, Money, CPD	Monitoring	Evaluation & Further Action	
1	<p>Exam Results / Progress for all Pupils</p> <p>Rebuild teaching so that pupils are supported to make the best progress possible.</p> <p>Support vulnerable pupils back into school.</p> <p>Ensure we have suitable virtual learning strategies and systems in place in case of further school closures</p> <p>Achieve excellent outcomes at the end of EYFS, KS1, KS2, KS3, KS4 and Sixth Form.</p> <p>All students to reach their potential</p>	<p>Carefully reintegrate pupils into our schools, diagnose gaps and put in place strategies to ensure pupils recover to expected levels of progress and attainment</p> <p>Refine highly responsive assessment and tracking systems (Pupil Asset & Data Dashboard) across the MAT (including between phases), including marking, feedback & target setting</p> <p>Standardisation: to implement and monitor a shared set of criteria to benchmark/assess against (for each year group in English and Maths)</p> <p>Moderation: to check the agreed standards/criteria are being used accurately to make judgements about children’s attainment.</p> <p>QA activities including work sampling, learning walks, pupil perception surveys etc.: to check</p>	<p>Dep CEO</p> <p>HOC</p> <p>Heads</p> <p>SLT in each school</p> <p>CEO</p> <p>Directors</p> <p>LGBs</p>	<p>Return to expected levels of progress and attainment as soon as possible</p> <p>Consistent and accurate assessment, use of PiXL (or other) and tracking leads to finely tuned target setting for individual pupils, groups and schools</p> <p>Effective sharing / analysis of data</p> <p>End of Key Stage data shows improvement/ rising trends.</p> <p>Data analysis demonstrates improvements in schools as well as areas for next stages of development.</p> <p>KS1 and KS2 results are above Nat Average and sig progress evident</p>	<p>Initial work will be very focussed – 1 term</p> <p>1 year, and ongoing annually– review July 2021</p>	<p>Each LGB to own via own SIDP & SEF</p> <p>HOC to review CPD needs at regular intervals</p> <p>Fully staffed schools</p> <p>VNET audits</p> <p>PiXL costs</p> <p>Virtual teaching tools</p> <p>Potential small group catch up / intervention</p>	<p>Internal tracking and assessment in the early stages with diagnostic tools</p> <p>Review at each data point and in summer and via ASPS (Analyse school performance service)</p> <p>All Results ASPS (Analyse school performance service)</p> <p>Schools’ Improvement Plans</p> <p>Data Dashboards & other in-year data analysis</p> <p>HT SHARE Report</p> <p>LGBs</p> <p>CEO</p> <p>Dir TLS Cttee</p>	

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		<p>evidence that supports moderation / teacher assessment.</p> <p>Use PiXL where appropriate to sharpen the focus on underachievement and implement recovery strategies</p> <p>All schools to use the EEF implementation and evaluation framework for a whole-school priority linked to improving pupil outcomes</p> <p>Use the National Tutoring Scheme and other resource to support rapid catch up</p>		<p>Higher % GDS, especially in KS2 Writing</p> <p>Gaps are closing, e.g. gender</p> <p>Progress 8 measure sig +ve</p> <p>ALPs grade of 3 or above</p> <p>LA Conversations and RSC reviews are positive</p>				
2	<p>Exam Results / Progress for Disadvantaged & Vulnerable Pupils</p> <p>This group is likely to have fallen very far behind so needs bespoke interventions, support and catch up activities, including use of the schools catch up scheme</p> <p>Maintain a sharp focus on narrowing the 'gap' between disadvantaged pupils and others and improving outcomes for vulnerable pupils (incl. SEN)</p>	<p>Monitoring, reporting and earlier intervention with underachieving students.</p> <p>Dep CEO to undertake PP reviews as needed</p> <p>SENCOs meet regularly to monitor and evaluate provision and plan for improvements</p> <p>SEND Reviews as needed</p> <p>Review and evaluate the use of interventions in schools across the CMAT</p> <p>Asst Head at NDHS to support Disadvantaged transition</p>	<p>CEO</p> <p>Dep CEO</p> <p>Heads</p> <p>LGBs</p> <p>PP leads</p> <p>SENCOs</p> <p>Asst Head (NDHS)</p>	<p>Gap between PP students and non PP students is closed – evident in Dashboard and ASPS</p> <p>SEN pupils make good progress from starting points</p> <p>Schools are outward looking to best practice in tackling differences in achievement, including beyond the CMAT</p> <p>Quality first teaching</p>	<p>Closing annually, 3 years for gap to disappear altogether</p>	<p>PP funds to be targeted effectively for max impact, review and share best practice - use of PP reviews as needed</p> <p>PiXL to identify underachieving pupils with rapid interventions</p> <p>SEN funding to be claimed from LA as required</p>	<p>HT SHARE Report</p> <p>LGBs</p> <p>Dir TLS Cttee</p> <p>SENCO reports to Heads</p> <p>SEN Reviews</p> <p>PP Reviews</p> <p>Review at each data point and in summer and via ASPS (Analyse school performance service)</p>	

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		<p>Use resources provided as part of the National schemes to effectively tutor and support disadvantaged pupils</p> <p>Diagnostic assessment in place to identify needs of Disadvantaged pupils</p> <p>More rigorous evaluation of the impact of interventions aimed at the Disadvantaged (notably out of classroom small group tuition etc)</p>		<p>promoted, incl. EEF T&L Toolkit of high impact strategies</p> <p>Where interventions are used they are proven to be effective and are used selectively</p>		<p>Consider DFC and 16-19 Bursary funding to support ICT for particular pupils</p>		
3	<p>QA, OFSTED, LAs & RSC</p> <p>Each school to have effective Self Evaluation leading to clear Improvement Plans. In particular recovery plans to return to full operation and support for pupils</p> <p>Schools and MAT to be ready to respond to outside scrutiny, with successful outcomes</p> <p>Schools taking effective action to improve any internally or externally identified concerns</p>	<p>Recovery plans in place in each school</p> <p>Data Dashboard in place in all Primaries, with clear evaluation and actions</p> <p>Book of Numbers in Secondary with clear evaluation and actions</p> <p>Post OFSTED plans in place where needed, confident actions to secure Good or potential Outstanding</p> <p>SEFs accurate and quality assured, clearly linked to SIDPs, Performance Development and CPD programmes</p>	<p>Directors CEO Dep CEO Heads HOC LGBs</p>	<p>Internal monitoring identifies all schools confidently good RSC and LA monitoring supports evaluation of good outcomes</p> <p>School improvement plans are clearly informed by ongoing rigorous data analysis and robust evaluation</p> <p>All schools to be at least OFSTED Good, with more achieving Outstanding.</p> <p>NDHS VI Form returns to outstanding self-evaluation</p>	<p>OFSTED readiness in SMSP, STM, StB</p> <p>2/3 years</p>	<p>VNET consultants, RSC visits and reports</p>	<p>SEFs / Heads Reports</p> <p>LGBs</p> <p>Dep CEO</p> <p>CEO</p> <p>Heads</p> <p>Dir TLS Cttee</p> <p>Directors</p>	

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MAT Strategic Aim 3: To develop every child and young person so that they achieve and are successful, are confident, independent and resilient learners for life.					Rationale: 1. <i>Our schools should be safe environments where children and young people can grow and develop as confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</i>			
	Objective	Action	Person responsible	Success Criteria	Time Scale/ Completion	Resources: Team, Time, Money, CPD	Monitoring	Evaluation & Further Action
1	<p>Attendance</p> <p>Support pupils back into school addressing attendance issues carefully and sensitively</p> <p>Achieve outstanding levels of attendance across the MAT</p>	<p>Bespoke reintegration plans where needed</p> <p>Attendance Consultant to oversee and challenge each school (W).</p> <p>Review Attendance Monitoring in E</p>	<p>HOC</p> <p>Heads</p> <p>CEO</p>	<p>Pupils return to school successfully in a phased manner</p> <p>>95% attendance in all schools</p> <p><6% PA (90% att) in any school</p>	<p>Term 1 is critical – careful support of pupils and parents who are nervous about returning</p> <p>1/3 year</p>	<p>Attendance Consultancy costs.</p>	<p>Via LGBs and Heads SHARE report</p> <p>Annual Attendance Report</p> <p>Dir TLS</p> <p>Review effectiveness via ASPs</p>	
2	<p>Behaviour, Personal Development & Pastoral Support</p> <p>Support the emotional and pastoral needs of pupils who have been away from school for a long time</p> <p>Ensure students and families have access and support from a wide range of responsive services at point of need.</p>	<p>Careful reintegration of pupils with clear pastoral support in place</p> <p>Use external FSW support and internal staffing to support families. (Benjamin Foundation)</p> <p>Continue to follow Norwich OA Inclusion Charter (NDHS & StF)</p> <p>Support across schools (SENCOs, Heads) to challenge LAs for SEND support / places</p> <p>Review provision that can be agreed for W HOC</p>	<p>CEO</p> <p>Dep CEO</p> <p>HOC</p>	<p>Effective FSW systems in place</p> <p>Mental Health support in place</p> <p>Low numbers FEX exclusions (relative to LA averages)</p> <p>Zero PEX</p> <p>The curriculum extends beyond the academic provision for</p>	<p>1 year</p>	<p>FSW costs</p> <p>OA Inclusion support</p>	<p>HOC</p> <p>LGBs</p> <p>Dir Resources</p>	

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	Inclusive schools with high standards of behaviour and low exclusions			<p>SMSC, including RSE, promoting the extensive personal development of pupils</p> <p>The most disadvantaged and vulnerable pupils consistently benefit from rich opportunities provided by the schools</p> <p>Pupils actively support the well-being of other pupils</p>				
3	Learning Behaviour	<p>Schools' Teaching & Learning models set out how schools will create learning cultures that support effective learning</p> <p>QA systems include evaluation of the quality of learning behaviours and attitudes which further develop cross-phase understanding / learning</p>	<p>Dep CEO</p> <p>Heads</p>	<p>Schools have climates of high expectations, with high challenge and high trust, so that learners are willing to take risks/have a go and learn from mistakes</p> <p>Pupils are taught how to be learners for life – e.g. Motivated, resilient and autonomous learners</p>	Ongoing	CPD	<p>LGBs</p> <p>Dirs TLS</p> <p>HOC</p>	

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4	<p>Safeguarding</p> <p>Diagnose and support safeguarding issues promptly as pupils return to school</p> <p>To ensure there are rigorous and robust systems for safeguarding across the schools.</p>	<p>HOC to monitor and improve safeguarding practices across the MAT.</p> <p>To develop CPOMs further as a support for the safeguarding issues that will arise.</p> <p>To identify where shared training will support CPD needs across the MAT and action accordingly.</p> <p>To ensure that each school has robust sets of evidence that they are meeting statutory safeguarding requirements (e.g. Compliance Tracker; Safeguarding Audit and Action Plan)</p>	<p>DSLs in each school</p> <p>HOC</p> <p>CEO</p> <p>Heads</p> <p>HR & Admin lead (SCR & recruitment)</p>	<p>Prompt support as pupils return to school and safeguarding issues are proactively addressed</p> <p>All staff have created a culture of vigilance where children's and learners' welfare is promoted and where timely and appropriate safeguarding action is taken for all.</p>	<p>ongoing</p>	<p>Training costs if appropriate</p> <p>Online CPD on recruitment</p> <p>VNET SG audits</p> <p>CPOMs costs</p>	<p>Safeguarding Audits and action plans.</p> <p>Dir Audit</p> <p>SHARE Doc</p> <p>CEO & HR / Admin lead to check SCRs and recruitment processes</p>	
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MAT Strategic Aim 4: To develop and embed sustainable, high quality and robust Catholic leadership across the MAT and its schools				Rationale: We aim to develop a clear and ambitious vision for the future of the MAT that reflects an unwavering commitment to challenge, continuous improvement and securing excellent outcomes				
Objective	Action	Person responsible	Success Criteria	Time Scale/ Completion	Resources: Team, Time, Money, CPD	Monitoring	Evaluation & Further Action	
1	<p>Leaders & Middle Leadership Development</p> <p>Strategically develop efficient and effective systems and processes for middle and senior leadership within the MAT.</p> <p>To future proof leadership by offering a wide range of opportunities across the MAT</p> <p>More staff to access NPQH, NPQEL and other professional programmes.</p>	<p>HOC / Directors / Trustees / LGB / SLT / Middle Leaders to engage in a range of activities to broaden their knowledge of the other MAT schools (including their context) Activities could include: Visits to each school</p> <p>-Peer review in each school</p> <p>-active engagement with MAT and school documents e.g. SHARE, Data Dashboard</p> <p>- MAT networking opportunities e.g. NQT, HOC, middle leaders' Professional Learning Networks (PLNs)</p> <p>Peer coaching and mentoring</p> <p>-Research School to support experts in each school to disseminate best practice</p> <p>Suitable CPD on offer from the Teaching School and others to staff incl NPQH, SLE designation etc.</p> <p>Utilise SLEs, support middle leaders on suitable Ambition Schools Leadership courses</p> <p>Develop subject leadership, especially foundation subjects</p>	<p>CEO</p> <p>Dep CEO</p> <p>Heads</p> <p>Dir T&R School</p>	<p>All leadership groups within the MAT will have a deep and accurate working understanding of the needs and development areas across the schools.</p> <p>Their strategic working (against the MAT dev plan) will be enhanced through this understanding.</p> <p>Leaders at all levels are being well developed, supported and challenged so that they are empowered to support improvements across the MAT and develop themselves professionally.</p>	<p>1 year (ongoing)</p>	<p>Release time</p> <p>CPD joint meetings at start of year</p> <p>Middle & Senior Leader Qualifications</p> <p>Teaching School CPD programmes</p> <p>NPQH costs</p> <p>Apprenticeships Levy</p>	<p>CEO PM of Heads</p> <p>SHARE</p> <p>Each leadership group to monitor this within their own remit.</p> <p>Directors</p> <p>LGBs</p>	

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		<p>in the primary schools, through guidance and CPD</p> <p>Produce guidance for best practice in remote learning, using developing expertise across the MAT</p>		<p>Strong subject leadership across all subject areas</p> <p>Effective secondments within the MAT to shore up any areas of weakness. Leadership development programmes</p> <p>Effective feedback from new staff</p>				
2	<p>LGBs, Chairs, Executive Team & Directors</p> <p>Revise Scheme of Delegation to ensure it effectively supports communication and strategic leadership</p> <p>Develop the skills and expertise of the Directors and LGB members to be enabled to fully support and challenge schools</p> <p>Recruit successfully to all LGBs to ensure SOD and statutory requirements are met</p>	<p>Have clear lines of reporting at regular intervals, with open sharing of evidence.</p> <p>Common clerking to improve information sharing</p> <p>Schedule meetings to enable direct and rapid flow of info between LGBs and Directors</p> <p>Arrange CPD for LGBs and Directors on common themes - finance, safeguarding, etc.- potentially virtually to reduce transport</p> <p>Hold the 1st MAT Annual conference</p> <p>Increase the numbers of Directors based on skills required</p>	<p>CEO</p> <p>Operations Manager</p> <p>Diocese for Directors</p> <p>Chairs</p> <p>MAT Clerk</p>	<p>Simple reporting structure ensure timely, accurate and concise flows of info, which have impact within schools and across the MAT</p> <p>Full Directors and LGBs</p> <p>Effective range of skills present and developed where necessary amongst Directors & LGBs</p> <p>Positive feedback from Induction, Training and Conference from</p>	<p>6 month, review annually</p> <p>6 month</p>	<p>CEO time to produce systems</p> <p>CPD organised by Operations Manager</p> <p>Conference organised by Operations Manager</p>	<p>HOC, TLC & Directors via SHARE reports and all other documentation</p> <p>MAT SEF</p> <p>Chairs</p>	

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		Use Handbook consistently and effectively across the MAT, with clear JDs for Directors and Governors Policies in place, monitored and reviewed across all schools and MAT		Directors and Governors Policy Schedule clear and reviewed				
3	Well-being Schools to develop a clearly defined strategy for supporting staff well-being	Leaders to ensure all staff have access to well-being services and support Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.	CEO	Leaders can articulate the school's strategy for supporting staff well-being Staff well-being is a high priority across the CMAT and staff consistently report high levels of support for well-being issues When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly	1 year	Well being support from LAs	HOC Dirs Resources LGBs	

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MAT Strategic Aim 5: To develop inspirational teaching that fosters aspirational learning				Rationale: We take every opportunity to be innovative in our approach to teaching, drawing on the very best practice in our schools or elsewhere so that the highest quality of learning is fostered within the unique context of each school.				
Objective	Action	Person responsible	Success Criteria	Time Scale/ Completion	Resources: Team, Time, Money, CPD	Monitoring	Evaluation & Further Action	
1	<p>Teaching & Learning</p> <p>For all teachers to have a rich pedagogical understanding that leads to high quality learning in every classroom.</p> <p>CPD that enhances the quality of teaching, learning and assessment across all areas of the schools.</p> <p>Use of Research based methods evident in classrooms across the MAT</p> <p>Develop a pedagogical model for a MAT lesson</p> <p>Apply to become a Teaching School Hub</p>	<p>Schools to review and adjust curriculum plans to best meet the needs of pupils as they return to school</p> <p>Schools to review pedagogical approaches in view of potential partial return to school – e.g. remote learning strategies.</p> <p>CMAT to provide clear guidance and minimum expectations re. T&L models that include remote learning</p> <p>Schools to develop an evidence informed approach to CPD</p> <p>Provide joint CPD to enhance the quality of teaching, focussed on subject specific areas. Share good practice effectively across schools.</p>	<p>CEO</p> <p>Dir T&RS</p> <p>HOC</p> <p>Dep CEO</p>	<p>Highly effective and robust NQT induction, including common CPD – evaluated the impact on T&L</p> <p>CPD plan in place that is impact-led and supports a collaborative and cyclical approach and which is used effectively</p> <p>MAT leadership groups to be effective in supporting implementation of the MAT and develop / share best practice</p> <p>Schools’ T&L model empowers and supports teachers to excel</p> <p>Common lesson features embedded in each school</p> <p>Shared understanding across the schools about what excellence looks like</p>	<p>ongoing</p>	<p>Teaching School staff</p> <p>Time</p> <p>VNET contact</p>	<p>CEO</p> <p>Dep CEO Reports</p> <p>Link Director to Teaching & Research School</p> <p>Heads via SHARE document / minutes</p> <p>LGBs</p> <p>Dep CEO to carry out QA of T&L against CMAT pedagogical model</p>	

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		<p>NQTs to be jointly inducted and developed across the schools.</p> <p>Schools to use CMAT Essential Ingredients of Excellent Teaching to develop an evidence-based pedagogical model that best fits the school context and which sets out the key features of what effective teachers do in their classrooms to engage and challenge pupils</p> <p>Use the DfE Early Career Framework (national roll-out Sept 2021) to inform a common CPD model for early career teachers</p>		<p>Staff access and use VNET courses effectively with impact</p>				
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2	<p>Curriculum Development</p> <p>Each school will have an ambitious and inspiring curriculum and rationale that is personalised to best meet the needs of their pupils.</p> <p>Pupils will experience a seamless transition across the curriculum as they move between all Key Stages so that they receive a balanced learning journey throughout the MAT.</p>	<p>Review curriculum to support recovery of pupils back into school</p> <p>Each school's curriculum to be further developed</p> <p>MAT Curriculum Development Team to focus on whole-school curriculum and transition between Key Stages.</p> <p>Each school to develop a curriculum intent statement.</p> <p>Ensure the promotion of The Arts in curriculum design</p> <p>Maximise opportunities to develop IT, Maths and Literacy skills across subjects</p> <p>Maths teaching and curriculum reviewed to support Mastery Approach</p> <p>Increase opportunities for writing across the curriculum</p>	<p>Dep CEO</p> <p>CEO</p> <p>HOC</p>	<p>Every school will have a school curriculum map (3-18) that clearly demonstrates coherently planned, rich opportunities to support the spiritual, moral, social and cultural development of pupils</p> <p>The curriculum intent statements will enable leaders to articulate:</p> <ul style="list-style-type: none"> • curriculum aims and objectives • how the curriculum will be implemented • how the school will measure the impact of the curriculum <p>A broad and balanced curriculum will be delivered ensuring progression, mastery and challenge in learning throughout the MAT.</p> <p>The curriculum will equip pupils with the knowledge and cultural capital they need to succeed now and in the future</p> <p>The structure of the curriculum and the</p>	<p>ongoing</p>	<p>CPD time</p> <p>Arts leaders and Artsmark cost</p> <p>Time</p> <p>Maths Leaders Group</p>	<p>CEO</p> <p>Dep CEO Reports</p> <p>Heads via Dashboard – termly progress with strategic aims and impact reports</p> <p>Heads via SHARE document / minutes</p> <p>LGBs</p> <p>VNET Curriculum Review</p> <p>School websites</p>	
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				<p>schools' pedagogical approaches support long-term knowledge and skills acquisition</p> <p>The curriculum will develop the whole child, e.g. through achieving Artsmark Maths teaching to show demonstrable improvement, including more problem solving and reasoning leading to raised % EXS and GDS</p> <p>All pupils will have equal access to the curriculum</p> <p>All pupils, especially boys, will be inspired to write through purposeful and relevant cross-curricular writing opportunities. Increased % GDS writing</p>				
3	<p>Quality Assurance</p> <p>Develop common approaches to Quality Assurance systems across the schools to ensure that T&L is monitored consistently and effectively, and the Dep CEO to work with schools to ensure that QA is evaluated Dep CEO to evaluate effectiveness of QA across the MAT and coordinate</p>	<p>HT SHARE Report to be based upon Heads Reports to LGBs, with RAG rating and action by the MAT.</p> <p>Guidance and CPD for subject leaders to effectively monitor teaching & learning for impact</p>	<p>Dep CEO Heads CEO</p>	<p>Seamless flow of information at regular ½ termly intervals. Actions quickly taken to address areas of concern.</p> <p>Systematic and consistent use of shared and agreed QA systems, lead to robust evaluation, timely interventions and</p>	Annually	<p>CEO & Dep CEO time with Heads & HOC to develop systems. CEO and Heads to summarise Reports into common HT SHARE report.</p>	<p>Dir TLS Dep CEO Reports LGBs Dir Audit</p>	

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	development of shared systems	Develop the use of peer coaching within and across schools to share best practice		effective strategic planning Best practice is recognised and shared across the CMAT				
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MAT Strategic Aim 6: To strengthen engagement between our schools and our communities.				Rationale: <i>we strive to serve through partnerships: reaching out to other schools to explore new approaches, develop best practice, and provide support. We uphold commitment to the common good nurturing a community of mutual support to benefit all.</i>				
Objective	Action	Person responsible	Success Criteria	Time Scale/ Completion	Resources: Team, Time, Money, CPD	Monitoring	Evaluation & Further Action	
1	Engagement with the Diocese, Parishes and Community Work with the Diocese, our parishes and our schools to strengthen our links in the local community.	Develop the MAT Leadership groups to build professional networks across the schools that serve to develop practice and support improvements. Build upon virtual meetings, necessitated by the pandemic, to enhance 'face to face' communication	HOC	There is a shared understanding and culture across the schools that the MAT structure embodies equal partnership mutual support, collaboration so that the schools can collectively improve.	Ongoing	Time Travel costs VNET subscription	HOC minutes	
2	Engagement and Partnership between our Schools To develop a deeper effective working partnership across all MAT schools. This will support and value all members of its community, protect the individuality of each school, support stakeholders with their needs, and also promote harmony in joint-working that ultimately will help support school improvement and ensure our schools are the best they can be.	To further develop strong organisational systems, MAT wide (i.e. Policies etc.). Develop staff networks (Finance, site, office, SEND, curriculum, leadership, NQT's, safeguarding etc.). Promote a diverse work force Develop Parent and Pupil Voice across the MAT by seeking the views of members of our school communities	CEO HOC Directors MAT Leadership Teams	All members of our MAT communities will feel valued and respected within their immediate school and as part of our bigger MAT organisation. The golden thread of the MAT's desire to protect the common good will be evident, directly and indirectly, within each member of	ongoing	Time Travel Hospitality costs	Staff Development policy Well-Being evaluations Engagement in community events Policy reviews Directors	

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		<p>(students, parents, staff and our wider community) in order to inform the MAT's ongoing planning and review process</p> <p>To have a CPD plan to support staff development across the MAT and across varying roles, which promotes fair access to appropriate development opportunities for all staff</p>		<p>our MAT community.</p> <p>Achieve our PSED objectives</p> <p>Implement a revised Performance Development policy</p>				
3	<p>To address wider societal issues in a positive manner – e.g. the environment and equality issues</p> <p>Laudato Si – addressed to every person on the planet reminds us of the necessity to care for God's creation. It reminds us that those who are impacted the most are the poor, yet they have contributed to the problem the least. We are called to solidarity; to reduce consumption and become more sustainable in our development, and we aim to do this in our MAT.</p> <p>Make a strong contribution to addressing issues of inequality and prejudice, e.g. by directly</p>	<p>Reduce the current environmental impact of the SJB CMAT such as:</p> <ul style="list-style-type: none"> • Our Carbon footprint • Investment in green/renewable energy sources • Levels of consumption • Use of plastics <p>Reduce transport, so that more meetings are virtual</p> <p>Achieve our PSED aims</p> <p>Demonstrate clear action to reduce several issues of inequality, taking the lead from the Pope's example</p>	<p>CEO</p> <p>FOD</p> <p>HOC</p>	<p>Less transport where virtual meetings can be held</p> <p>Action confirmed with Governors</p> <p>Reduction in carbon footprint</p> <p>Reduction in consumption of non-renewables</p> <p>Reduction in use of plastics</p> <p>Reduction in reported incidents of inequality, such as a reduction in racist incidents</p>	<p>Year on year reduction in plastic use</p>	<p>Reduction in travel costs</p> <p>Potential cost of new technologies (e.g. solar)</p> <p>Potential cost of offsetting</p> <p>Cost of alternatives</p> <p>Cost of zoom</p> <p>CPD where necessary to drive equality & diversity issues in school</p>	<p>HOC</p> <p>Directors</p> <p>Heads reports</p>	

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	challenging racism or other issues of intolerance, with the strategy to take action underpinned by our Catholic ethos					Diocesan advice and support		
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MAT Strategic Aim 7: To prioritise excellence in facilities, staffing, ITT and resourcing				Rationale: We aim to overcome economic and political challenges, sharing our limited resources fairly and developing and implementing systems that will enable the MAT to build capacity and implement a cohesive approach to high quality provision, that meets the needs of all our children				
Objective	Action	Person responsible	Success Criteria	Time Scale/ Completion	Resources: Team, Time, Money, CPD	Monitoring	Evaluation & Further Action	
1	Efficient Central Services Ensure central MAT services effectively support Site, IT, Admin, Finance & HR needs across the MAT	Continue to develop common HR, Admin, Site and recruitment & retention strategies based on a positive ethos, workload reform, professional development and enhanced opportunities for staff Ensure wider Finance, IT, Operations, Site, HR, Admin and central services are efficient and effective	CEO Executive Team Operations Manager Finance & Operations Director	Full recruitment with good fields. Common features to Admin, HR and induction procedures. Wider access for central ICT Team and Site Development Effective and common clerking procedures	1 yr	Review of Job Descriptions and roles Advertising costs, promotion costs Teaching & Research School staffing	Directors Full & Resources LGBs, HT SHARE reports, HOC	
2	Leadership Development, Recruitment & Retention Continue to develop a sustainable strategic leadership model across the MAT, with effective common Performance Development procedures	Continue to develop excellent practice in leadership, more staff to be recognised with Leadership qualifications – NPQH, NPQEL Reward and retain good staff and develop leadership potential through strategic planning Continue the secondment strategy	CEO Heads Chairs of LGBs	Effective leadership structures in place, evaluated and reviewed annually Effective secondments within the MAT to shore up any areas of weakness. Leadership development programmes	1 yr	CPD on Teacher Performance Development CPD on Support Staff Performance Development Apprenticeships Levy	Heads Directors Full & Resources LGBs, HT SHARE reports, HOC	

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		and offer other development opportunities across the MAT Ensure we have robust and effective staff developmental systems that are applied consistently across the MAT.		Performance Development introduced across the MAT All support staff receive their annual appraisal.				
3	<p>Financial Planning, Capital Planning & Reporting</p> <p>Manage budgets carefully to maximise positive impact on Teaching & Learning</p> <p>Ensure internal reporting procedures are timely and communication is open</p> <p>Ensure external reporting and compliance with DfE requirements remains our highest priority</p>	<p>Manage the flow of information regarding budgets so that it is timely and useful to each LGB – monthly management accounts</p> <p>Monthly management accounts shared with all schools. Review budgets at each LGB and Resources level to ensure that there is minimal impact upon T&L</p> <p>Use the Academies Financial Handbook as the main reference tool to help us apply good financial management and governance by understanding the requirements we must follow and the freedoms we enjoy.</p>	<p>CEO</p> <p>Finance & Operations Director</p> <p>Heads</p> <p>Helen Bates</p>	<p>Staffing continually reviewed in light of budgets, with adjustments in a timely manner</p> <p>Timely submission of all required returns.</p>	1 yr / 3 yrs.	<p>Full review of central services</p> <p>Continued review of budgets</p> <p>Diocesan time and support</p>	<p>Dir Resources</p> <p>CEO report</p> <p>HT SHARE report</p> <p>On each agenda for Dirs & LGB Resources</p>	

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	USE CIF and SCA funding effectively to develop the buildings and site.	<p>To review all contracts to ensure they give best value for money and are still required. Consider opportunities for bulk procurement and shared services across the group of Catholic schools.</p> <p>Spend the SCA within the 3 Year Capital Plan</p> <p>Ensure the NDHS mezzanine CIF project is achievable and successful</p>		<p>Effective shared services across the group of Catholic schools. Evidence of cost savings on contracts and procurement</p> <p>Capital Priorities Summary and 5 Year Capital Plan prepared between MAT Management and Diocese and reviewed by Directors, Heads and LGBs</p>				
4	<p>Admissions</p> <p>Ensure Admission numbers remain high or improve to capacity in all schools</p>	<p>Adverts in press and online, Open Days, Promotion</p>	CEO Heads	Full numbers in all schools, esp. St B	2 yrs. – needs to support promotion of the schools	Advertising costs, need to promote effectively	Resources LGBs HT SHARE report	
5	<p>Health and Safety & Coronavirus</p> <p>Ensure we take all reasonable steps to protect our staff and pupils from the potential of infection in our schools and educational activities</p>	<p>Risk Assessments to be reviewed regularly</p> <p>CEO to meet with Unions</p> <p>Arrange H&S CPD for schools</p>	CEO Heads	<p>Minimal incidents of infection linked to schools</p> <p>Wider opening possible</p>	Sept – Dec 2020	H&S and PPE CPD costs	LGBs HOC Directors Resources	
6	<p>Strengthened Internal Scrutiny</p> <p>Strengthen role of the Audit Committee and its impact on internal scrutiny</p>	<p>Continue efforts to recruit non-exec Director(s) with finance background to support work of the Audit Committee</p>	Chair of Trustees	Increase membership and active participation of the Audit Committee	1 yr	Directors' time	MAT Board and Audit Committee	