

St John the Baptist Catholic Multi Academy Trust Improvement & Development Plan (TIDP) - 2021/22 and beyond

Agreed by Directors

TRUST Strategic Aim 1: To enhance the distinctive Catholic nature of the Schools and the Trust				Rationale: Our Gospel values and the teachings of the Catholic Church are at the heart of our ethos and underpin everything we do, guiding our decisions and the way we work and learn together.				
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 Trust 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>Continue to support the Diocese in opening the new VA Catholic school in Peterborough</p> <p>Support expansion, new VA schools and other opportunities (e.g. Special Schools) and Nursery places at SMSP</p>	<p>CEO Helen Bates</p>	<p>VA schools supported in their early years</p> <p>Extra nursery places</p>	<p>1/2 yr Pboro</p> <p>1/2 yr SMSP</p>	<p>Capital funding Grants: DfE etc.</p> <p>CEO & bid writers</p>	<p>CEO Reports Directors via Resources Diocese</p>	
2	<p>Ethos across the Trust</p> <p>To build and strengthen our Trust as a Catholic community of schools, by ensuring that our ethos permeates all aspects of the organisation of the Trust and its structures</p>	<p>Revise the Trust Mission Statement, Vision, Values and logo to reflect a common ethos across the Trust.</p> <p>Continue to develop 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 Dep CEO HOC RE Leaders Alex Savage</p>	<p>New logo, vision and mission statement</p> <p>All stakeholders will have a strong sense of belonging to a wider Catholic community beyond their school (Trust wide).</p> <p>LGBs with Clergy representation</p>	<p>1 year</p>	<p>Travel costs Cover costs Food /resources costs Zoom costs for virtual meetings 9th Nov – facilitator and location costs</p>	<p>HOC Dircs Chairs Cttee Directors LGB's</p>	

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		Ensure that all Committees retain a focus on ethos, and aim for each LGB to have a member of the clergy as an active member						
3	<p>Catholic Ethos in Each School</p> <p>To support and develop Trust 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>Restart masses, assemblies and wider collective worship</p> <p>Sustain and grow RE Leader groups who work closely with the Diocese and the Trust to ensure effective partnerships support high quality in RE education across all schools.</p> <p>Regular Trust and Diocesan RE Leaders meetings</p> <p>RE PLN meet regularly and leaders develop Trust RE Improvement Plan</p> <p>Plan and deliver high quality CPD (Diocesan & Trust) to increase cross phase continuity</p> <p>Opportunities for Governors and Directors to attend</p>	<p>CEO</p> <p>Dep CEO</p> <p>Dir Prof Dev</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 and their families play a central role in the Catholic Life of the schools</p> <p>Section 48/IMVs confirm the quality of</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>CoE NPQH</p>	<p>SHARE</p> <p>Directors</p> <p>Dir Prof Dev</p> <p>LGB's</p> <p>HOC</p> <p>IMV/S48 – as and when</p> <p>Trust RE Improvement Plan</p> <p>RE Action Plan and Catholic SEF in each school</p>	

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		training offered by Catholic educational institutions		provision for Religious Education and of Catholic Life of the schools is highly effective				
4	Trust Expansion Work with St John Fisher to facilitate their journey into the Trust and the new Headteacher at Sacred Heart VA Primary to make links with the Trust	Invites to HOC Support for Governing Body	CEO FOD	Clear timeline for St John Fisher to join.	1/2 years	CEO Audit / Due diligence	Full Directors	

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TRUST Strategic Aim 2: To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve				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 Exam Results / Progress for all Pupils Rebuild teaching so that pupils are supported to make the best progress possible, using the Trust T&L Model Maintain suitable virtual learning strategies and systems in place in case of further school closures Achieve excellent outcomes at the end of EYFS, KS1, KS2, KS3, KS4 and Sixth Form. All students to reach their potential	Ensure excellent QFT is in place to ensure teachers accurately assess and tailor teaching to meet the needs of pupils Use catch up and T&L strategies to ensure pupils recover to expected levels of progress and attainment All schools participate in VNET/Trust assessment Project, leading to refining highly responsive formative assessment and tracking systems (FFT & Data Dashboard) across the Trust (including between phases), including marking, feedback & target setting Standardisation: to implement and monitor a shared set of criteria to benchmark/assess against (for each year group in English and Maths) Moderation: to check the agreed standards/criteria are being used accurately	Dep CEO HOC Heads SLT in each school CEO Directors LGBs	Return to expected levels of progress and attainment by end of the year Ambitious targets set for individual pupils, groups and schools consistent and accurate assessment leads to actionable feedback and highly responsive/tailored teaching Effective sharing / analysis of data demonstrates improvements, as well as informing sharing of effective practice across the Trust, targeted support and CPD End of Key Stage data shows improvement/ rising trends. Data analysis demonstrates	1 year, and ongoing annually– review July 2022	Each LGB to own via own SIDP & SEF HOC to review CPD needs at regular intervals Fully staffed schools VNET audits FFT dashboard Potential small group catch up / intervention	Review at each data point and in summer and via FFT analysis All Results Schools' Improvement Plans Data Dashboards & other in-year data analysis HT SHARE Report LGBs CEO Dir TLS Cttee	

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		<p>to make judgements about children's attainment.</p> <p>QA activities including work sampling, learning walks, pupil perception surveys etc.: to check evidence that supports moderation / teacher assessment.</p> <p>Use the National Tutoring Scheme and other resource to support rapid catch up</p>		<p>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>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>As well as high quality teaching, this group needs bespoke interventions, support and catch up activities, including use of the schools catch up scheme</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>CEO</p> <p>Dep CEO</p> <p>Heads</p> <p>LGBs</p> <p>PP leads</p> <p>SENCOs</p>	<p>Gap between PP students and non PP students is closed – evident in Dashboard and outcomes</p> <p>SEND pupils make good progress from starting points</p> <p>Schools are outward looking to best</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>HT SHARE Report</p> <p>LGBs</p> <p>Dir TLS Cttee</p> <p>SENCO and Trust SENDCO reports to Heads</p> <p>SEN Reviews</p> <p>PP Reviews</p>	

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	<p>Maintain a sharp focus on narrowing the 'gap' between disadvantaged pupils and others and improving outcomes for vulnerable pupils (incl. SEN)</p>	<p>SEND Reviews as needed, led by Trust SENDCO</p> <p>Review and evaluate the use of interventions in schools across the Trust</p> <p>Asst Head at NDHS to support Disadvantaged transition</p> <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>Trust SENDCO</p> <p>Asst Head (NDHS)</p>	<p>practice in tackling differences in achievement, including beyond the Trust</p> <p>Quality first teaching promoted, incl. EEF T&L Toolkit of high impact strategies and Trust T&L Model</p> <p>Where interventions are used they are proven to be effective and are used selectively</p>		<p>SEN funding to be claimed from LA as required</p> <p>Consider DFC and 16-19 Bursary funding to support ICT for particular pupils</p>	<p>Review at each data point and in summer and via FFT Trust view</p>	
3	<p>Quality Assurance, External Scrutiny incl OFSTED</p> <p>Each school to have effective Self Evaluation leading to clear Improvement Plans.</p> <p>Schools and Trust to be ready to respond to outside scrutiny, with successful outcomes</p>	<p>Plans for return to normality in place</p> <p>Data Dashboard in place in all Primaries, with clear evaluation of impact and actions</p> <p>Book of Numbers in Secondary with clear evaluation of impact and actions</p>	<p>Directors CEO Dep CEO Trust T&L Lead 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>OFSTED readiness in SMSP, STM, StB and St Marthas</p> <p>2/3 years</p>	<p>VNET consultants, RSC visits and reports</p> <p>CEO & Dep CEO time with Heads & HOC to develop systems. CEO and Heads to summarise Reports into common HT SHARE report.</p>	<p>SEFs / Heads Reports</p> <p>SHARE</p> <p>LGBs</p> <p>Dep CEO</p> <p>CEO</p> <p>Heads</p>	

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	<p>Schools taking effective action to improve any internally or externally identified concerns</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</p> <p>Dep CEO to evaluate effectiveness of QA across the Trust and coordinate development of shared systems</p>	<p>Robust actions to address areas identified for improvement by Ofsted are clearly identifiable within SIDPs and SEFs</p> <p>SEFs accurate, quality assured and impact-focussed, clearly linked to SIDPs, Performance Development and CPD programmes</p> <p>HT SHARE Report to be based upon Heads Reports to LGBs, with RAG rating and action by the Trust.</p> <p>Guidance and CPD for subject leaders to effectively monitor teaching & learning for impact</p> <p>Develop the use of peer coaching at all levels within and across schools to share best practice</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>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 effective strategic planning</p> <p>Best practice is recognised and shared across the Trust</p>			<p>Dir TLS Cttee</p> <p>Directors</p>	
4	<p style="text-align: center;">Attendance</p> <p>Maintain outstanding levels of attendance across the Trust</p>	<p>Attendance Consultant to oversee and challenge each school (W).</p>	<p>HOC</p> <p>Heads</p> <p>CEO</p>	<p>>95% attendance in all schools</p> <p><6% PA (90% att) in any school</p>	<p>M</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>	

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5	<p>Behaviour, Personal Development & Pastoral Support</p> <p>Support the emotional and pastoral needs of pupils, including those who have developed mental health problems, suffered bereavement etc.</p> <p>Ensure students and families have access and support from a wide range of responsive services at point of need.</p> <p>Inclusive schools with high standards of behaviour and low exclusions</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>Behaviour Hub support for SMSP</p> <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>CEO</p> <p>Dep CEO</p> <p>HOC</p>	<p>Effective FSW systems in place</p> <p>Mental Health support in place – incl new employee at NDHS</p> <p>Low numbers FEX exclusions</p> <p>Zero PEX</p> <p>The curriculum extends beyond the academic provision for 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> <p>Schools have climates of high expectations, with high challenge, so that learners are willing to take</p>	1 year	<p>FSW costs</p> <p>OA Inclusion support</p> <p>NDHS staffing of EPSS support</p>	<p>HOC</p> <p>LGBs</p> <p>Dir Resources</p>	
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				risks/have a go and learn from mistakes				
6	<p>Safeguarding</p> <p>Diagnose and support safeguarding issues promptly, with rapid interventions</p> <p>Ensure there are rigorous and robust systems for safeguarding across the schools.</p>	<p>HOC to monitor and improve safeguarding practices across the Trust.</p> <p>To develop CPOMs further as a support for the safeguarding issues that arise.</p> <p>To identify where shared training will support CPD needs across the Trust 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) with common templates across all schools</p>	<p>DSLs in each school</p> <p>HOC</p> <p>CEO</p> <p>Heads</p> <p>Business Support Manager (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>	ongoing	<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>CEO & Dep CEO monitor reports to LGBS</p> <p>Dir Audit</p> <p>SHARE Doc</p> <p>CEO & Business Support Manager to check SCRs and recruitment processes</p>	
7	<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</p>	<p>Schools to review pedagogical approaches in view of full return to schools and restarting of schools year from Sept 2021.</p> <p>Trust to provide clear guidance and minimum</p>	<p>CEO</p> <p>Dir Prof Dev</p> <p>HOC</p> <p>Heads</p> <p>Dep CEO</p>	<p>Highly effective and robust ECT 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</p>	ongoing	<p>Teaching School Hub staff</p> <p>Time</p> <p>VNET contact</p>	<p>CEO</p> <p>Dep CEO Reports, based on QA visits to schools</p> <p>Directors TSH sub committee</p>	

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	<p>across all areas of the schools.</p> <p>Use of Research based methods evident in classrooms across the Trust</p> <p>Trust Pedagogical Model and HITs implemented Use the resources of the Teaching School Hub to enhance T&L across the schools</p>	<p>expectations re. T&L model, CPD, HITs</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>Use the DfE Early Career Framework to inform a common CPD model for early career teachers</p> <p>Utilise the funded 5% off timetable where possible to support NQT+1 teachers, including use of the ECF-based Core Induction Materials provided by DfE</p>		<p>which is used effectively – mapped to Trust CPD model</p> <p>Schools’ T&L model empowers and supports teachers to excel</p> <p>Common and impactful pedagogical practices, including HITs, embedded in each school</p> <p>Shared understanding across the schools about what excellence looks like and best practice shared</p> <p>Staff access and use VNET courses effectively with impact</p>			<p>and TLS Committee</p> <p>Heads via SHARE document / minutes</p> <p>LGBs</p>	
8	<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>Curriculum to be responsive to enable gaps</p>	<p>Review curriculum to support recovery of pupils back into school</p> <p>Each school's curriculum to be further developed to ensure alignment with Trust curriculum design principles</p> <p>Trust Curriculum Development Team to</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>	ongoing	<p>CPD time</p> <p>Trust PLNs, including Arts, Maths, PE etc. I A</p> <p>Artsmark cost</p> <p>Time</p>	<p>CEO</p> <p>Dep CEO Reports</p> <p>Heads via Dashboard – termly progress with strategic aims and impact reports</p>	

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<p>in learning that have developed to be filled.</p> <p>Pupils will experience a seamless transition across the curriculum as they move between all Key Stages so that they receive a coherent, progressive and balanced learning journey throughout the Trust.</p>	<p>focus on whole-school curriculum and transition between Key Stages.</p> <p>Each school to develop a curriculum intent statement for the whole curriculum and for each subject.</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>The curriculum intent statements will enable leaders to articulate:</p> <ul style="list-style-type: none"> • curriculum intent • 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 structured progression, mastery and challenge in learning throughout the Trust.</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 schools' pedagogical approaches support long-term knowledge and skills acquisition</p> <p>The curriculum will develop the whole child, e.g. through achieving Artsmark</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>Status; Healthy Schools; School Games Award; 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>				
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TRUST Strategic Aim 3: To develop and embed sustainable, high quality and robust leadership across the Trust and its schools				Rationale: We aim to develop a clear and ambitious vision for the future of the Trust 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 Staff, Leaders & Middle Leadership Development Use the resources of the Teaching School Hub to support ECF, NPQs and CPD across the Trust. Strategically develop efficient and effective systems and processes for middle and senior leadership within the Trust. To future proof leadership by growing talent and offering a wide range of opportunities across the Trust More staff to access and facilitate NPQH, NPQEL and other professional programmes.	HOC / Directors / Trustees / LGB / SLT / Middle Leaders to engage in a range of collaborative activities to broaden their knowledge of the other Trust schools (including their context) Activities could include: Visits to each school -Peer review in each school -active engagement with Trust and school documents e.g. SHARE, Data Dashboard - Trust networking opportunities e.g. NQT, HOC, middle leaders' Professional Learning Networks (PLNs) -Peer coaching and mentoring -Research School to support experts in each school to disseminate best practice Suitable CPD on offer from the Teaching School Hub and others to staff incl ECF, NPQH, SLE designation etc. Link this to the developing people strategy.	CEO Dep CEO Heads Dir Prof Dev	People Strategy, including Staff Charter and Talent Management Plan, in place All leadership groups within the Trust will have a deep and accurate working understanding of the needs and development areas across the schools. Their strategic working (against the TIDP) will be enhanced through this understanding. Leaders at all levels are being well developed, supported and challenged so that they are empowered to	1 year (ongoing)	Release time CPD joint meetings at start of year Middle & Senior Leader Qualifications Teaching School Hub CPD programmes NPQH costs and other NPQ costs Apprenticeships Levy	CEO PM of Heads SHARE Each leadership group to monitor this within their own remit. Directors LGBs	

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		<p>Utilise SLEs and Leadership as facilitators for ITT, ECF and NPQs</p> <p>Develop subject leadership, especially foundation subjects in the primary schools, through guidance and CPD</p>		<p>support improvements across the Trust and develop themselves professionally.</p> <p>Strong subject leadership across all subject areas</p> <p>Effective secondments within the Trust 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>Develop Governance and a clear Mission Statement for the Trust</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>Arrange CPD for LGBs and Directors on common themes - finance, safeguarding, etc.- potentially virtually to reduce transport</p> <p>Hold the 1st Trust Annual conference</p> <p>Increase the numbers of Directors based on skills required</p>	<p>CEO</p> <p>Compliance Manager</p> <p>Diocese for Directors</p> <p>Chairs</p> <p>Trust Clerk</p>	<p>Full Directors and LGBs</p> <p>Effective range of skills present and developed where necessary amongst Directors & LGBs</p> <p>Consistent and robust reporting of impact and effectiveness to LGBs by school leaders</p>	<p>6 month, review annually</p> <p>6 month</p>	<p>CEO time to produce systems</p> <p>CPD organised by Compliance Manager</p>	<p>HOC, TLC & Directors via SHARE reports and all other documentation</p> <p>Trust SEF</p> <p>Chairs</p>	

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		Use Handbook consistently and effectively across the Trust, with clear JDs for Directors and Governors		<p>LGBs provide effective support and challenge to school leaders</p> <p>Positive feedback from Induction, Training and Conference from Directors and Governors</p> <p>Policy Schedule clear and reviewed</p>		Conference organised by Compliance Manager		
3	<p>Well-being</p> <p>Schools to continue to develop a clearly defined strategy for supporting staff well-being, including a staff charter</p>	<p>Leaders to ensure all staff have access to well-being services and support</p> <p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.</p> <p>Staff charter consulted and agreed</p>	CEO	<p>Leaders can articulate the school's strategy for supporting staff well-being</p> <p>Staff well-being, including reduction of unnecessary workload is a high priority across the Trust and staff consistently report high levels of support for well-being issues</p> <p>When issues are identified, in particular about workload, they're consistently dealt</p>	1 year	<p>Well being support from LAs</p> <p>Training for staff – e.g. mental health first aid</p>	<p>HOC</p> <p>Dirs Resources</p> <p>LGBs</p>	

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TRUST Strategic Aim 4: To strengthen engagement between our schools and our communities.				Rationale: 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.				
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 Communities Work with the Diocese, our parishes and our schools to strengthen our links in the local community.	Develop the Trust 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 Chaplaincy - ASA	Our schools are welcoming, compassionate and open to all Positive relationships and flourishing partnerships enrich the curriculum and the spiritual & cultural life of the schools and the communities they serve	Ongoing	Time Travel costs	HOC minutes	

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2	<p>Engagement and Partnership between our Schools</p> <p>To develop a deeper effective working partnership across all Trust 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.</p>	<p>To further develop strong organisational systems, Trust wide (i.e. Policies etc.).</p> <p>Develop staff networks (Finance, site, office, SEND, curriculum, leadership, ECT's, safeguarding etc.).</p> <p>Promote a diverse work force</p> <p>Develop Parent and Pupil Voice across the Trust by seeking the views of members of our school communities (students, parents, staff and our wider community) in order to inform the Trust's ongoing planning and review process</p> <p>To have a CPD plan to support staff development across the Trust and across varying roles, which promotes fair access to appropriate development opportunities for all staff</p>	<p>CEO</p> <p>HOC</p> <p>Directors</p> <p>Trust Leadership Teams</p>	<p>All members of our Trust communities will feel valued and respected within their immediate school and as part of our bigger Trust organisation. The golden thread of the Trust's desire to protect the common good will be evident, directly and indirectly, within each member of our Trust community.</p> <p>Achieve our PSED objectives</p> <p>Implement a revised Performance Development policy</p>	<p>ongoing</p>	<p>Time</p> <p>Travel</p> <p>Hospitality costs</p>	<p>Staff Development policy</p> <p>Well-Being evaluations</p> <p>Engagement in community events</p> <p>Policy reviews</p> <p>Directors</p>	
3	<p>To address wider societal issues in a positive manner – e.g. the environment and equality issues</p>	<p>Reduce the current environmental impact of the SJB CMAT such as:</p> <ul style="list-style-type: none"> • Our Carbon footprint 	<p>CEO</p> <p>FOD</p>	<p>Less transport where virtual meetings can be held</p>	<p>Year on year reduction in plastic use</p>	<p>Reduction in travel costs</p>	<p>HOC</p> <p>Directors</p>	

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<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 Trust.</p> <p>Make a strong contribution to addressing issues of inequality and prejudice, e.g. by directly challenging racism or other issues of intolerance, with the strategy to take action underpinned by our Catholic ethos</p>	<ul style="list-style-type: none"> • 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>New key contracts (e.g. catering contract) to include real living wage requirement for our suppliers’ staff.</p>	<p>HOC</p>	<p>Action confirmed with Governors Reduction in carbon footprint</p> <p>Reduction in consumption of non-renewables Reduction in use of plastics</p> <p>Reduction in reported incidents of inequality, such as a reduction in racist incidents</p> <p>Equality, inclusion and diversity clearly identifiable in our practices, policies and curriculum</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>Diocesan advice and support</p>	<p>Heads reports</p>	
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TRUST Strategic Aim 5: To achieve excellence in facilities, staffing, professional development 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 Trust 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	<p>Efficient Central Services</p> <p>Ensure central Trust services effectively support Site, IT, Admin, Finance & HR needs across the Trust</p>	<p>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</p> <p>Ensure wider Finance, IT, Operations, Site, HR, Admin and central services are efficient and effective</p>	<p>CEO</p> <p>Executive Team</p> <p>Compliance Manager</p> <p>Finance & Operations Director</p> <p>Business Support Manager</p> <p>Dir Prof Dev</p>	<p>Full recruitment with good fields.</p> <p>Common features to Admin, HR and induction procedures.</p> <p>Wider access for central ICT Team and Site Development</p> <p>Effective and common clerking procedures</p> <p>Effective central support/operational structures enable schools to focus on school improvement</p>	1 yr	<p>Review of Job Descriptions and roles</p> <p>Advertising costs, promotion costs</p> <p>Teaching School Hub & Research School staffing, incl review of secondments / temp posts</p>	<p>Directors Full & Resources</p> <p>LGBs, HT SHARE reports, HOC</p>	
2	<p>Leadership Development, Recruitment & Retention</p> <p>Continue to develop a sustainable strategic leadership model across the Trust, with effective common</p>	<p>Continue to develop excellent practice in leadership, more staff to be recognised with Leadership qualifications – NPQH, NPQEL</p>	<p>CEO</p> <p>Heads</p> <p>Chairs of LGBs</p>	<p>Clear People Strategy in place to support the development of talent and leadership across the Trust</p>	1 yr	<p>CPD on Teacher Performance Development</p> <p>CPD on Support Staff Performance Development</p>	<p>Heads</p> <p>Directors Full & Resources</p> <p>LGBs, HT SHARE reports, HOC</p>	

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	Performance Development procedures	<p>Reward and retain good staff and develop leadership potential through strategic planning</p> <p>Continue the secondment strategy and offer other development opportunities across the Trust</p> <p>Ensure we have robust and effective staff developmental systems that are applied consistently across the Trust.</p>		<p>Effective leadership structures in place, evaluated and reviewed annually</p> <p>Effective secondments within the Trust to shore up any areas of weakness. Leadership development programmes</p> <p>Performance Development consistent across the Trust, leading to tailored CPD</p> <p>All support staff receive their annual appraisal (Performance Development).</p>		Apprenticeships Levy		
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>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</p>	<p>CEO</p> <p>Finance & Operations Director</p> <p>Heads</p> <p>Helen Bates</p> <p>Business Support Manager</p>	<p>Staffing continually reviewed in light of budgets, with adjustments in a timely manner</p> <p>High quality resources and facilities in schools ensure productive learning environments</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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	<p>at each LGB and Resources level to ensure that there is minimal impact upon T&L</p>		<p>where pupils and staff thrive</p>				
<p>Ensure external reporting and compliance with DfE requirements remains our highest priority</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>Use SCA funding effectively to develop the buildings and site.</p>	<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>Timely submission of all required returns.</p>				
	<p>Spend the SCA within the 3 Year Capital Plan</p>		<p>Effective shared services across the group of Catholic schools. Evidence of cost savings on contracts and procurement</p>				
	<p>Ensure the NDHS mezzanine CIF project completes</p>		<p>Capital Priorities Summary and 5 Year Capital Plan</p>				

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				prepared between Trust Management and Diocese and reviewed by Directors, Heads and LGBs				
4	<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>	<p>CEO</p> <p>Heads</p>	<p>Minimal incidents of infection linked to schools</p> <p>Schools remain open</p>	1 yr	<p>H&S and PPE</p> <p>CPD costs</p>	<p>LGBs</p> <p>HOC</p> <p>Directors</p> <p>Resources</p>	
5	<p>Strengthened Internal Scrutiny</p> <p>Strengthen role of the Audit and Risk 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 and Risk Committee</p>	<p>Chair of Trustees</p>	<p>Increase membership and active participation of the Audit and Risk Committee</p>	1 yr	<p>Directors' time</p>	<p>Trust Board and Audit and Risk Committee</p>	