

- 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 11 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 11 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.

However, the current DfE legislation on Sixth Form Academies will need to change in order for this to have both CES and diocesan approval.

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 within the Family of Schools structure whether they convert to Academies or not. 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.

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.

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.