

Nottingham Roman Catholic  
**Diocesan Education Service**



**NRCDES Sponsored Academies  
Committee**

January 2017



## NRCDES Sponsored Academies Committee

*That all schools in the Diocese of Nottingham will be outstanding Catholic schools (DCI) and good or better (Ofsted) by 2020.*

### Introduction

The Nottingham Roman Catholic Diocesan Education Service (NRCDES) was created in 2011 and is committed to challenging and supporting all of its schools to become good and outstanding.

*“We remember that the primary purpose of Catholic schools is the promotion of the Common Good through the education of children.”*

*Rt Rev Malcolm McMahon OP, Chair of the CESEW, January 2010*

The NRCDES will bring added drive, expertise and capacity to any low performing schools within the diocese by acting as a sponsor where this is necessary or by arranging for one of the multi-academy trusts (MATs) within the diocese to take on the sponsorship of a school.

The NRCDES is particularly determined to play a pivotal role in supporting its schools serving the most disadvantaged communities in order to improve the life chances of pupils and to raise the aspirations of their families in order that the young people have the opportunities they need to enable them to achieve their potential and to live life to the full.

*“...education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom.”*

*Pope Benedict XVI, September 2010*

Catholic schools are diverse and active communities which readily work in partnership with other organisations and groups. Schools in the diocese are passionate about working together to support each other and are striving to achieve excellence for all. By working together with the NRCDES, whether as part of MATs or as voluntary-aided schools, the ambition we all share is to develop our capacity and the opportunity for children, teachers, staff, parents and parish communities to work together to drive school improvement and to meet the challenges of the future so that all of our schools are at least good and many are outstanding. Sharing the diverse range of our experience and expertise from our schools across the diocese through focused and strategic MAT and other partnerships will build and develop our capacity for improvement. In this way, we will meet the requirement set out in Canon Law that:

*Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area. Canon 806 §2 (Code of Canon Law)*

In order to assist the work of the NRCDES, the Board of Directors has established three sub-committees:

- Standards
- Sponsored Academies
- Finance and Staffing

This document outlines the role of the Sponsored Academies Committee and how this group will work in order to assist the NRCDES in its vision.

## Current Context

Since its creation, the NRCDES has taken on the sponsorship of 4 schools, 2 primary and 2 secondary.

<i>Name of school</i>	<i>Date of conversion</i>	<i>Ofsted</i>	<i>Grade</i>	<i>Ofsted</i>	<i>Grade</i>
St Augustine's, Nottingham (Primary)	1 September 2012	09.07.12	3	21.05.14	2
St John Fisher, Derby (Primary)	1 September 2012	11.02.08	3	13.05.14	2
Holy Family, Cleethorpes (Secondary)	1 September 2013	01.02.12	4	24.06.15	2
St Philip Howard, Glossop (Secondary)	1 September 2015	04.11.14	4		

In October 2016, a further school was sponsored:

<i>Name of school</i>	<i>Date of conversion</i>	<i>Ofsted</i>	<i>Grade</i>	<i>Ofsted</i>	<i>Grade</i>
St Edward's, Swadlincote (Primary)	1 October 2016	3.10.06	1	12.05.15	4 (SM)

Schools within the Nottingham Diocese that are sponsored by other Catholic Academy Trusts:

<i>Name of school</i>	<i>Date of conversion</i>	<i>Ofsted</i>	<i>Grade</i>	<i>Ofsted</i>	<i>Grade</i>
St Mary's, Grimsby (Primary), (NoLCAT)	1 December 2012	29.04.14	4 (SM)	14.10.15	3
St Joseph's, Matlock (Primary) (St Robert Lawrence Catholic Academy Trust)	1 November 2016	26.06.12	2	3.06.15	4 (SM)

It can be seen from the table above that the track record for the direct sponsorship of schools by the NRCDES is successful. However, like any organisation, it is vital that constant self-evaluation takes place. Discussions have now taken place on how we can continue to improve and develop our current model of sponsorship.

## Accountability

Academy sponsors are accountable for progressive and sustainable improvements to performance in their schools. The NRCDES will take the lead on improvement and will continue to challenge traditional ways of thinking on how schools are run and what they should be like for students. The NRCDES will challenge low aspiration wherever this is found.

Academy sponsors are responsible for:

- setting up the academy trust
- appointing the leadership team
- selecting the governing body
- monitoring the academy's performance and taking action where necessary
- reporting to DfE about the academy's performance
- involving parents and the wider community in the academy's work through events, mentoring and business links
- making sure the academy spends its funding effectively
- working with the academy trust, governing body, principal and senior leadership team

*(DfE Guidelines on Academy Sponsorship)*

The NRCDES will broker or provide expertise across a range of areas such as business acumen, legal advice, financial management and administration in order to support this drive for school improvement across the diocese.

In acting as a sponsor where it is necessary, the NRCDES will contribute to the following key success factors that can help to turn a school around:

- Continuing to promote our distinctive Catholic values and ethos
- Helping to articulate a clear educational vision that champions the ability of all children to achieve their potential and has buy-in at all levels in school
- Recruitment, retention and development of successful school leaders with a commitment to nurturing their own professional and personal faith development
- Developing effective governance arrangements
- Providing strong challenge and support to school leadership, ensuring that the infra-structure and systems for effective leadership and management are in place, to secure rapid improvement
- Monitoring clearly defined aspirational and challenging targets and ensuring improvement in performance
- Effective partnerships with key stakeholders, particularly with our outstanding schools and academies and with Catholic and other Teaching Schools
- Providing coherent strategic planning for the development of the school
- Promoting sound financial management skills and rigorously pursuing value for money

Sponsors are responsible for establishing the academy trust, the governing body and for ensuring that an effective headteacher is in post. The NRCDES will work with governors and the headteacher of the academy closely to develop the organisation, staffing management and leadership as well as the academy's ethos, vision and curriculum, so that the academy can hit the ground running upon conversion. The NRCDES as a sponsor will challenge the headteacher and will hold them accountable for the performance of the academy in all areas.

The NRCDES may co-opt additional governors to the academy trust who can contribute expertise in areas such as financial management and business.

In some cases, the NRCDES may also ask a successful existing MAT to take on the sponsorship of a nearby school which is in need of support. This model has already been used within the diocese and it is our long-term objective to use this approach in the future.

The NRCDES will promote and support the development of effective partnerships between the academy trust, governing body, headteacher and senior leadership team of the school through:

- Chairing regular meetings of the academy trust and/or governing body
- Challenging progress in all areas of the academy's operation whilst providing support and guidance aimed at promoting success
- Reporting to the Department for Education on the performance of the academy, and where necessary establishing a plan of action to improve performance
- Setting up committees with a specific focus to monitor aspects of academy life
- Leading involvement with parents and the wider community, to promote the academy and support community regeneration
- Ensuring value for money and good use of public funds, and leveraging in other finance and resources when needed

## **School Consultants**

From September 2016, the NRCDES has engaged the services of a school consultant for each of the sponsored academies. This is paid for from the top slice received from each school. The number of allocated days per year will depend on the school's circumstances and will be determined by the Director of Education following consultation with the Sponsored Academies Committee. Please see Appendix A for details of current arrangements.

## **Authority**

The Committee is authorised to investigate any aspect within its terms of reference or which is specifically delegated to it by the Board. It is authorised to request any information it requires from a diocesan sponsored academy or trust and all sponsored academies and trusts are directed to cooperate with any request made by the Committee.

## **Terms of Reference**

*The NRCDES recognises that individual schools and academy trusts remain responsible for their own improvement working within a model of sector-led improvement.*

- To ensure that the NRCDES has appropriate systems and resources to monitor and evaluate standards in diocesan sponsored academies, including those sponsored by diocesan MATs.
- To work with the Director of Education and Deputy Director of Education to monitor, review and evaluate standards in diocesan sponsored academies:
  - Performance data
  - Ofsted inspection outcomes
  - Diocesan canonical inspection outcomes
- To identify sponsored academies that are performing well and to acknowledge this.
- To identify sponsored academies that are underperforming and to support the Director of Education and Deputy Director of Education to offer appropriate challenge and support.
- To arrive at a 'shared view' about the most effective way of addressing any underperformance and how this approach will be taken forward including ways in which the sponsored academy will be supported.
- To monitor progress with implementing actions agreed in meetings and evaluating the impact of these on sponsored academy performance.
- To provide recommendations on sponsored academies and monitor their school improvement actions.
- To review interim tracking data where concerns arise from individual sponsored academies and agree actions to be taken by the schools to address the areas of underperformance or concern.

The Sponsored Academies Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board of Directors for approval.

## **Composition**

A minimum of two members of the NRCDES Board of Directors.

The Board of Directors must determine the membership and proceedings of the committee annually. The membership of the committee may include associate members, provided that a majority of members of the committee are directors. Each committee must have a Chair, who is either appointed by the Board of Directors or elected by the committee and who must be a director. The Board of Directors may remove the Chair of a committee from office at any time.

## **Quorum**

The quorum for the meeting of the committee shall not be less than two members of the Board of Directors.

## **Administration**

The Sponsored Academies Committee will meet four times a year. The committee's Chair or two committee members may call an extra-ordinary meeting. Other members of the Board of Directors may be invited to attend the meetings.

The Chair of the Sponsored Academies Committee will be elected every two years. If the Chair is absent from a committee meeting, then the committee will choose another committee member to act as Chair for that meeting.

Agendas for meetings will be agreed by the Chair of the committee before any meeting and minutes from previous meetings/agendas will be sent out to committee meetings at least five days before a committee meeting.

## **Minutes**

A written record should be kept of the meeting of the committee including details of those present. These minutes should be submitted to the next meeting of the Board of Directors through the Company Secretary.

Minutes of meetings will be submitted to the next scheduled meeting of the Sponsored Academies Committee once approved in draft by the Chair of the committee.

## **Confidentiality**

All information provided by a school/ the Director of Education and Deputy Director of Education is received on a basis of strict confidentiality. Documentation of the Sponsored Academies Committee is strictly confidential unless marked 'Public'.

**Members of Sponsored Academies Committee: 2016-17:**

NRCDES Directors:	<b>Chair:</b> Bernard Monaghan Reg Carter Rev Martin Hardy Gerry Hirst Laura O'Brien
Associate Member:	Bryan Lowe
NRCDES Staff:	Peter Giorgio Chris Maher
Company Secretary	Neil Weightman

## Process of the Sponsored Academies Committee

### Data and Reports

- Data and Reports are presented to the Sponsored Academies Committee by the Director/Deputy Director of the NRCDES
- All data is measured against National Floor Standards and National Standards
- Consultants report to the Deputy Director of the NRCDES on school improvement work and these reports are presented to the Sponsored Academies Committee

### Sponsored Academy Performance

- Sponsored Academies Committee reviews current data and reports received from the school consultants for each sponsored academy
- Where necessary, the following documents will be presented to the Sponsored Academies Committee to address areas of underperformance:
  - School Development Plans and actions
  - School Improvement Reports
  - Headteacher's Reports to Governors
  - RAISEonline analysis
- Where necessary, the work of the consultants for the sponsored academies will be redirected by the Sponsored Academies Committee to address any underperformance

### Monitoring of Sponsored Academies

- All monitoring of standards in sponsored academies is carried out by consultants under the direction of the Deputy Director of the NRCDES on behalf of the Sponsored Academies Committee
- From this monitoring of standards, a view is taken by the Sponsored Academies Committee on whether the pace of improvement is reasonable or if intervention is to be escalated
- There is no time period to the monitoring of a sponsored academy

### Feedback to a Sponsored Academy

- The Sponsored Academies Committee will feedback to the sponsored academy through the Deputy Director
- The Sponsored Academies Committee may ask the headteacher/Chair of Governors to present a report on standards and give feedback at a Committee meeting



## **Appendices**

Appendix A: Sponsored Academies Consultants and Information

Appendix B: Monitoring Calendar

Appendix C: Definitions: Headline performance measures and floor standards

## Appendix A: Sponsored Academies Consultants and Information 2016/17

### Primary

St Augustine's Catholic Primary School, a Voluntary Academy  
Park Avenue  
Nottingham  
NG3 4JS

<i>Headteacher:</i>	Caroline Caille	
<i>Chair of Governors:</i>	Rev Andrew Cole	
<i>School Improvement Consultant:</i>	Deborah Tibble	
<i>Total Number of 'Consultant' Days:</i>	7	
<i>Ofsted Date &amp; Grade:</i>	21.05.14	2
<i>DCI Date &amp; Grade</i>	19.09.12	2

### Primary

St John Fisher Catholic Voluntary Academy  
Alvaston Street  
Alvaston  
Derby  
DE24 0PA

<i>Headteacher:</i>	Eilis Field	
<i>Chair of Governors:</i>	Neil Weightman	
<i>School Improvement Consultant:</i>	Jackie Stirland	
<i>Total Number of 'Consultant' Days:</i>	7	
<i>Ofsted Date &amp; Grade:</i>	13.05.14	2
<i>DCI Date &amp; Grade</i>	25.06.15	2

### Secondary

Holy Family Catholic Academy  
Chatsworth Place  
Cleethorpes  
DN35 9NF

<i>Headteacher:</i>	Jason Thurley (Acting)	
<i>Chair of Governors:</i>	George Krawiec	
<i>School Improvement Consultant:</i>	John Leam	
<i>Total Number of 'Consultant' Days:</i>	7	
<i>Ofsted Date &amp; Grade:</i>	24.06.15	2
<i>DCI Date &amp; Grade</i>	17.11.15	2

**Secondary**

St Philip Howard Catholic Voluntary Academy  
Sunlaws Street  
Glossop  
SK13

<i>Headteacher:</i>	Louisa Morris	
<i>Chair of Governors:</i>	Martin O'Connell	
<i>School Improvement Consultant:</i>	Tony Glover	
<i>Total Number of 'Consultant' Days:</i>	10	
<i>Ofsted Date &amp; Grade:</i>	04.11.14	4
<i>DCI Date &amp; Grade</i>	29.04.13	2

**In addition to this:**

St Mary's Catholic Voluntary Academy, Grimsby (Primary) – sponsored by NoLCAT

St Joseph's Catholic Voluntary Academy, Matlock (Primary) – sponsored by the St Robert Lawrence Catholic Academy Trust

St Edward's Catholic Voluntary Academy, Swadlincote (Primary) – sponsored by NRCDES (October 2016)

## Appendix B: Monitoring Calendar

The calendar below is an example only. A more specific and detailed calendar will be produced for each sponsored academy in conjunction with the school improvement consultant.

<b>Autumn Term (1)</b>	
<b>Catholicity</b>	Liturgical calendar for the year
<b>Standards</b>	Outcomes from summer Analysis against targets/predictions Performance of groups Actions resulting from analysis
<b>Development Plan</b>	Review of development plan based on summer outcomes Setting of revised objectives/priorities
<b>Monitoring &amp; Evaluation</b>	Review of monitoring and evaluation processes Formulation of annual monitoring and evaluation plan
<b>Staffing</b>	Issues arising from staff appointments Training needs Induction for staff new to a Catholic school
<b>Pupils</b>	Admission and induction arrangements
<b>Finance</b>	Outturn from previous year Current budget and end of year forecast
<b>Governance</b>	Governor vacancies Involvement of governors – methods and evidence of challenge provided by governors / programme of visits Governor training needs
<b>Performance Management</b>	Review of headteacher objectives from previous year Objective setting for headteacher's performance management Review of teachers' objectives from previous year

<b>Autumn Term (2)</b>	
<b>Catholicity</b>	Summary on the Catholic Life of the school (Advent/Christmas)
<b>Standards</b>	Progress towards targets Arrangements for target setting for next year Progress of each year group
<b>Teaching</b>	Collation and analysis of evidence for quality of teaching Issues arising
<b>Pupils</b>	Pupil welfare Issues arising Attendance to date
<b>Performance Management</b>	Arrangements for teacher performance management Summary of objectives Training requirements
<b>Finance</b>	Budget forecast for end of year Any financial constraints and actions

**Spring Term (1)**

<b>Catholicity</b>	Summary of the Catholic Life of the school
<b>Standards</b>	Monitoring arrangements, outcomes and actions Progress towards targets
<b>Development Plan</b>	Review of development plan – progress towards completion of actions Additional areas
<b>Staffing</b>	Staffing needs for next academic year
<b>Pupils</b>	Pupil welfare Issues arising
<b>Finance</b>	Budget monitoring and forecast
<b>Governance</b>	Review of governor visits and actions
<b>Premises</b>	Issues/developments Plans for the future

**Spring Term (2)**

<b>Catholicity</b>	Summary of the Catholic Life of the school (Lent/Easter)
<b>Standards</b>	Progress towards targets Progress for each year group Issues arising
<b>Teaching</b>	Collation and analysis of evidence for quality of teaching Issues arising
<b>Curriculum</b>	Developments planned for the following year
<b>Pupils</b>	Pupil welfare Issues arising Attendance to date
<b>Performance Management</b>	Headteacher's performance management – mid-year review Summary on teachers' performance management/progress against objectives
<b>Finance</b>	Budget monitoring against forecast Review of financial controls

<b>Summer Term (1)</b>	
<b>Catholicity</b>	Summary on the Catholic Life of the school
<b>Standards</b>	Progress towards targets Predicted outcomes (including examination groups) Security of evidence Progress for all year groups
<b>Development Plan</b>	Review of development plan – progress towards completion of actions Additional areas
<b>Curriculum</b>	Follow-up to previous meetings Curriculum changes for next year
<b>Staffing</b>	Staffing needs for next academic year
<b>Pupils</b>	Pupil welfare Issues arising
<b>Finance</b>	Budget monitoring and forecast Priorities for next budget cycle
<b>Governance</b>	Review of governor visits and actions

<b>Summer Term (2)</b>	
<b>Catholicity</b>	Review of the Catholic Life of the school and priorities for next year
<b>Standards</b>	Final review of predictions Progress for all year groups
<b>Development Plan</b>	Full review of development plan and future priorities
<b>Teaching</b>	Collation and analysis of evidence for quality of teaching Issues arising
<b>Pupils</b>	Pupil welfare Issues arising Attendance to date
<b>Finance</b>	Review of spending against budget Anticipated end of year outturn
<b>Support</b>	Finalisation of any support needed for following year

## Appendix C: Definitions: Headline Performance Measures and Floor Standards

Primary		
Academic Year	Headline Performance Measures	Floor Standard
2015/16	<p>Average progress made by pupils in reading, writing and mathematics;</p> <ul style="list-style-type: none"> <li>Percentage of pupils achieving the national standard in reading, writing and mathematics at the end of Key Stage 2;</li> <li>Average score of pupils in their end of Key Stage 2 assessments; and,</li> <li>% of pupils who achieve a high score in all areas at the end of Key Stage 2.</li> </ul> <p>The 'high score' will not be set until the first new Key Stage 2 tests are sat in summer 2016.</p>	<p>Schools will be above the floor if pupils make sufficient progress across all of reading, writing and mathematics or if more than 65% of them achieve the national standard in reading, writing and mathematics.</p> <p>National figures will also be used to compare schools across the Diocese using % of pupils reaching the expected standard in reading, writing and mathematics. The average scale scores will also be used to compare schools.</p> <p>Sufficient progress will be calculated using as a value-added measure from Key Stage 1 to Key Stage 2. The precise level of 'sufficient progress' will not be set until the first new Key Stage 2 tests are sat in summer 2016.</p>

Secondary		
Academic Year	Headline Performance Measures	Floor Standard
2015/16	<ul style="list-style-type: none"> <li>% 5A*- C including English &amp; maths is the % of students achieving 5 GCSEs including Maths and <u>English Language</u></li> <li>GCSE English 3 levels of progress is for <u>English Language</u>.</li> <li>The Progress 8 score considers the Ebacc English (the best of English Lit and Language) this is not for the % 5E&amp;M</li> <li>An estimated Progress 8 score based on 2014, as we are aware the official progress 8 score is not yet available.</li> <li>Progress across 8 subjects, including English (double weighted), maths (double weighted), 3 English Baccalaureate qualifications and 3</li> </ul>	<ul style="list-style-type: none"> <li>A school will be below the floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average. (see notes)</li> </ul> <p>A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment.</p> <p>Information about how confidence intervals will be calculated is described in Annex B of <i>Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools</i></p> <ul style="list-style-type: none"> <li>Further details of the floor standard based on Progress 8 can be found in Progress 8 measure in</li> </ul>

	<p>other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list.</p> <ul style="list-style-type: none"> <li>• Attainment across the same 8 subjects.</li> <li>• Percentage of pupils achieving a C grade or above in English and maths.</li> <li>• Percentage of pupils achieving the English Baccalaureate</li> <li>• Further information about Progress 8 is in Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools. RAISEonline has a list of the DfE approved qualifications which can be included in Progress 8.</li> </ul>	<p>2016: Technical guide for maintained secondary schools, academies and free schools</p> <ul style="list-style-type: none"> <li>• RAISEonline has a list of the DfE approved qualifications which can be included in the Progress 8 measure.</li> </ul>
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16-19		
Academic Year	Headline Performance Measures	Floor Standard
2015/16	<p>Headline performance measures for 2015/16 will be:</p> <ul style="list-style-type: none"> <li>• % of students at A*</li> <li>• % of students at A*- B</li> <li>• % of students at A*- E Pass</li> <li>• APS per Entry QCA points</li> <li>• APS per Candidate QCA</li> </ul>	