



Diocese of Leeds Vicariate for Education Strong & Flourishing Catholic Education Trust Framework

This document sets out the descriptors for two strong Catholic Education Trusts in the Diocese of Leeds. It should be used by our Catholic Multi Academy/Education Trusts to self-evaluate their current position and set strategic plans. The Vicariate for Education will use the document to carry out its roles of:

- **Strategic Oversight and Direction:** Aligning our educational vision with the CMATs/CETs, ensuring a cohesive direction for growth and excellence.
- **Accountability:** Holding CMATs/CETs to the highest standards, ensuring a high-quality Catholic education and adherence to established laws and guidelines including all aspects of safeguarding.
- **Place Planning:** Ensuring there are sufficient places in schools for Catholic children.
- **Support with Canonical and Statutory Responsibilities:** Assisting CMATs/CETs in meeting statutory and canonical obligations and providing necessary guidance and support.
- **Director and Governor Recruitment and Training:** Facilitating director and governor recruitment, as well as providing essential training to enhance their capabilities in their vital roles.
- **Admissions and Appeals:** Providing guidance and support to schools on all aspects of admissions and appeals.
- **Reserved Post Appointments:** Ensuring fair and transparent processes in reserved post appointments including safeguarding requirements.
- **Resources, Buildings, Premises, and Land:** Optimising resources to ensure safe, comfortable and enriching learning environments for all.

- **Communications: Enhancing communication channels for better collaboration and synergy among all stakeholders.**
- **Additional Functions: Undertaking other essential functions to promote Catholic educational excellence and growth within our Diocesan communities.**

Catholic Life & Mission

Theme	Description	Possible Evidence Sources
<p>Mission</p>	<p>Directors, governors and leaders are able to clearly articulate the CMAT/CET's strategy which aligns with the Church's mission to provide a flourishing, fully inclusive education, especially for the disadvantaged that makes Christ known to all people. They are fastidious in achieving a key aim of Canon Law i.e. to take care that its schools are providing an education as least as academically distinguished as that in the other schools of the area (Can. 806).</p> <p>The development of the Catholic life and mission of the schools is embraced by the directors, governors and leaders as a core leadership responsibility. They ensure that the CMAT/CET schools are to be conducted as a Catholic school in accordance with the Canon Law and teachings of the Catholic Church, and in accordance with the Articles of Association and the CMAT/CET Deed of the Diocese of Leeds and at all times the CMAT/CET schools serve as a witness to the Catholic faith in Our Lord Jesus Christ.</p> <p>The strategy is anchored in the needs of its parishes, schools and communities.</p> <p>Directors ensure that the CMAT/CET is operated in a spirit of fraternity, creating capacity to support other Diocesan CMATs/CETs /schools that require assistance.</p> <p>There is evidence that the strategy is having an impact in terms of outcomes.</p> <p>Decisions and behaviours are visibly aligned with the CMAT/CETs' stated values and culture.</p>	<p>CMAT/CET's vision and values statement and associated strategic plans are clear and evident in every CMAT/CET school. What is seen and heard in the schools reflects the vision whilst retaining the identity of individual schools.</p> <p>CMAT/CET development plan</p> <p>CSI reports to be at least good</p> <p>Positive relationships with the parishes the schools serve</p> <p>Positive and proactive relationship with the Diocese</p> <p>Preparedness and responsiveness to CMAT/CET strategic monitoring meetings</p> <p>Minutes of meetings</p> <p>Vicariate for Education strategic oversight visits</p>
<p>Bishop's Vision and directives</p>	<p>The Directors, governors and leaders actively promote and follow the Bishop's vision for Catholic Education as part of a flourishing Diocese. They are enthusiastic in their response to diocesan policies and</p>	<p>Directors, governors and leaders ensure that each school is compliant with all of the Bishop's directives.</p>

Theme	Description	Possible Evidence Sources
	<p>initiatives. As a result, the CMAT/CET has a dynamic partnership with the diocesan bishop, actively participating in the services offered by the diocese while also putting itself at the service of the diocese in a variety of ways.</p> <p>CMAT/CET schools work with parents, deaneries and parishes co-responsibly for building up the mission of the Church and preparing young people and their families for the celebration of the Sacraments as they proceed along their journey of faith.</p>	<p>Positive feedback or qualifying complaints received by the Vicariate for Education /Ofsted regarding CMAT/CETs</p> <p>Clear strategies for supporting children on their journey of faith</p> <p>Prayers are offered at the beginning of meetings to support the CMAT/CET in its journey</p>
Religious Education	<p>The Board, governors and leaders are committed to protecting and promoting high quality religious education at all Key Stages and phases ensuring that religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church. They ensure that RE is appropriately and equitably resourced in line with other core subjects.</p>	<p>CSI reports to be at least good unless a school has only recently joined the CMAT/CET (within the past 3 years)</p> <p>Vicariate for Education strategic oversight visits</p> <p>Curriculum plans</p> <p>RE outcomes</p>
Prayer & Liturgy	<p>The Board, governors and Leaders ensure that prayer and liturgy are prioritised and are central to the life of each CMAT/CET school. The celebration of Mass is regularly planned for across the CMAT/CET schools including Holy Days of Obligation and important Liturgical seasons.</p>	<p>CSI reports to be at least good unless a school has only recently joined the CMAT/CET (within the past 3 years)</p> <p>Vicariate for Education strategic oversight visits</p>
Catholic Environment	<p>The CMAT/CET schools' environments, including websites, reflect the mission and identity through explicit signs of the schools' Catholic character.</p>	<p>CSI reports to be at least good unless a school has only recently joined the CMAT/CET (within the past 3 years)</p> <p>Vicariate for Education strategic oversight visits</p>
Chaplaincy	<p>The CMAT/CET has a clear, ambitious and flourishing chaplaincy strategy that articulates the role of parish priests, priest chaplains, lay chaplains in making Christ known to all, assisting parents in the formation of their child(ren), being of service to the local church and to society as a whole.</p> <p>Structure of chaplaincy across the CMAT/CET reflects the commitment to the common good.</p>	<p>CMAT/CET strategic plan</p> <p>Organisation chart</p> <p>Engagement of children, staff and families</p>
Reserved Posts (workforce)	<p>Ensuring these key posts are appropriately protected.</p> <p>CES Contracts and employment policies are used.</p> <p>Clear succession plan evident for Catholic leaders.</p>	<p>All posts are advertised in partnership with the Vicariate for Education</p> <p>The Vicariate for Education is represented at all interviews for reserved posts and supported in advice given</p>

High Quality and Inclusive Education

Theme	Description	Possible Evidence Sources
Culture	<p>Creates a flourishing Catholic culture in all its schools that is motivating and ambitious for all, including disadvantaged and marginalised children plus children with SEND, so that pupils can achieve their full God-given potential.</p> <p>Teaching is adaptive and responsive, and teachers feel confident to teach all pupils.</p> <p>Intelligent and dignified support is provided to those who need it.</p>	<p>Strategic plans and policies Roles and job descriptions Recruitment, induction and CPDF CMAT/CET Charters/Guarantees</p> <p>Evidence-based interventions are used appropriately where children are falling behind in their learning. CMAT/CET leaders have a strong understanding of where specific expertise exists across the CMAT/CET and how it can be used to support schools and develop leaders. The stated Catholic culture is clear and evident in every CMAT/CET school. What is seen and heard in the schools reflects the CMAT/CET vision whilst retaining the identity of each CMAT/CET school.</p>
Curriculum	<p>Oversees the design and implementation of a Catholic curriculum, including RE, which is ambitious, broad, well-sequenced and knowledge-rich in all of its schools. The curriculum is rooted in an evidence-based approach.</p>	<p>OFSTED, CSI reports and other commissioned reports to be at least good unless a school has only recently joined the CMAT/CET (within the past 3 years) Curriculum Plans built on Catholic Social Teachings</p>
Student Outcomes	<p>Achieves at least good outcomes, including RE, for all its pupils by delivering education that is both high-quality and inclusive.</p>	<p>Headline metrics</p> <p>Primary</p> <p>Good level of development %: percentage of pupils meeting the good level of development in EYFS Phonics pass rate (%): percentage of pupils meeting the expected standard in phonics (KS1)</p> <ul style="list-style-type: none"> • RWM (%): the percentage of pupils meeting expected standard in Reading, Writing and Maths (KS2) • Reading progress: pupils' average progress in English reading (KS2) • Writing progress: pupils' average progress in English writing (KS2) • Maths progress: pupils' average progress in mathematics (KS2) • Attainment and progress in RE in KS1 and KS2 <p>Secondary:</p> <ul style="list-style-type: none"> • Attainment and progress in RE at KS4

Theme	Description	Possible Evidence Sources
		<ul style="list-style-type: none"> • Progress 8: progress score at KS4 Attainment 8: attainment 8 score at KS4 • EBacc entry rate (%): percentage of pupils entering the English Baccalaureate at KS4 • EBacc average point score: English Baccalaureate average point score at KS4 • EBacc 9-4 (%): percentage of pupils achieving 9-4 grades across English Baccalaureate subjects (KS4) • Disadvantaged pupils (%): the above measures for disadvantaged pupils in the CMAT/CET • EAL (%): the above measures for pupils with English as an additional language • SEND (%): the above measures for SEND pupils • Average point score: the average score for pupils taking A levels and other qualifications (KS5) • A comparison between disadvantaged and non-disadvantaged performance for the above measures at KS5 • Numbers studying RE at A level • Attainment in RE at A level <p>Primary and Secondary:</p> <ul style="list-style-type: none"> • Good/Outstanding schools in CMAT/CET (%): percentage of schools in the CMAT/CET with a Good/Outstanding Ofsted judgement <p>Qualitative Information (To expand on the picture created by the headline and verifier metrics, where necessary, to deepen understanding and enable nuanced, human judgement that weights the relevant evidence against the respective needs of the schools, CMAT/CETs and local areas.)</p> <ul style="list-style-type: none"> • CSI/Ofsted, CMAT/CET reports and Diocesan Quality Assurance reviews: provide a rounded assessment of the quality of education, behaviour and attitudes, personal development and leadership and management

Theme	Description	Possible Evidence Sources
		The CMAT/CET has a well-thought-out data strategy that allows CMAT/CET and school leaders to routinely review performance against its KPIs
Accessible to all	Operates fair access. Welcomes and effectively teaches disadvantaged and marginalised children and children with SEND from their local areas.	Admissions Policies and procedures are fully compliant with statutory and Diocesan expectations IDSR
Inclusive pastoral support	Deliver a fully Catholic pastoral support system for all children, which draws on the skills and expertise of school staff and chaplaincy provision. Supports pupils and schools to address issues so pupils can be educated in the most appropriate setting, staying in or rejoining mainstream school where possible.	Pastoral support structure including Chaplaincy provision Alternative provision arrangements
Enrichment	Provides opportunities in which all pupils, made in the image and likeness of God, can grow and flourish through spiritual, retreat, sport, music and cultural opportunities that enrich the curricula and support children's wider development.	Extra-curricular activities including participation in retreats Clear strategies to assess the involvement of disadvantaged and SEND pupils in the above
Behaviour and Attendance	Ensures its schools are places where all children attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.	Suspension and exclusion records Attendance records including data for significant groups
Destinations	Ensures all children progress through each phase of education within the CMAT/CET and leave its schools well prepared for the next stage of education, employment or training and prepared to become confident citizens serving God and serving others.	Transition data NEET data
Collaboration	Works collaboratively with schools, other CMAT/CETs, local authorities, parishes, deaneries and dioceses, parents and other partners to ensure the delivery of statutory and canonical functions and acts for the common good of the local, national and international community.	Engagement with Vicariate for Education and other diocesan agencies Engagement with LA, LADO etc. Strong safeguarding culture with full compliance with statutory expectations

School Improvement

Theme	Description	Possible Evidence Sources
<p>Culture</p>	<p>Creates a flourishing Catholic culture of continuous improvement in its schools through self-evaluation, challenge, development and support</p> <p>The Board and CMAT/CET leaders understands that the goal is for every teacher in every classroom to be as good as they can be in what they teach (the curriculum) and how they teach (pedagogy)</p> <p>There is a strong and consistent culture of line management and expectations are clearly understood across the group of schools</p> <p>The CMAT/CET’s principles of learning provide a common language which facilitates conversations about teaching and learning across the CMAT/CET.</p> <p>There are regular opportunities for teaching staff to see and learn from great practice.</p> <p>Phase and subject expertise across the CMAT/CET plays a vital role in developing excellent subject and phase pedagogy.</p>	<p>Development Plans</p> <p>Staff fluently describe how the CMAT/CET’s culture positively impacts their experiences.</p> <p>Improvement: number of 2RI+/Inadequate schools improved to Good/Outstanding</p> <ul style="list-style-type: none"> • Prevention: number of schools with a single Requires Improvement judgment improved to Good/Outstanding at first inspection • Maintenance: number of Good/Outstanding schools declined to Require Improvement/Inadequate • Success rate: schools with Requires Improvement/Inadequate judgements improved to Good/Outstanding (%) • Trajectory: number of schools with Requires Improvement/Inadequate judgments improved within first inspection in CMAT/CET • Trajectory: number of Inadequate schools improved to Requires Improvement • Context: number of 2RI+/Inadequate schools that have joined the CMAT/CET, taking account of how long they have been with the CMAT/CET • Context: characteristics of schools that have joined the CMAT/CET (pupil composition and historical school-level data) • Recent track record: number of schools with Requires Improvement/Inadequate judgments that have improved to Good/Outstanding under the CMAT/CET in the past five years • Attendance: trends in persistent and severe absence in CMAT/CET schools • Transfers: number of schools transferred into and out of the CMAT/CET
<p>School Improvement Model</p>	<p>Has a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the CMAT/CET as well as those that are yet to join and especially those which are vulnerable</p>	<p>Strategic Plans</p> <p>Qualitative information</p> <ul style="list-style-type: none"> • Current capacity to provide school improvement support • Experience with similar schools • Clear and effective school improvement strategy

Transformation	Takes on challenging and vulnerable schools and transforms previously underperforming schools by delivering broad and sustainable improvement.	Growth plans and strategies Experience and success with similar schools
System-led Improvement	Supports other CMAT/CETs and schools within and beyond the Diocese of Leeds in sharing best practice; helps underperforming schools to improve; and contributes to building a CMAT/CET-led system.	Engagement strategies School-to-school support CMAT/CET-to-CMAT/CET support

Workforce

Theme	Description	Possible Evidence Sources
<p>Culture</p>	<p>Creates a flourishing, high-performing working culture for all staff that promotes formation, collaboration, aspiration, and support, protecting the Catholic ethos and building an Apostolic Core.</p> <p>There is an organisational culture in which people feel they belong and are supported.</p> <p>The CMAT/CET creates the conditions for staff (and indeed pupils) to feel safe and work in an orderly environment.</p>	<p>The role of CMAT/CETs as employers responsible for training and developing high-quality teachers and leaders is significant. Staff fluently describe how the CMAT/CET's culture positively impacts their experiences.</p> <p>Uses the flexibilities of the CMAT/CET structure to create opportunities for staff.</p> <p>The verifier metrics and relevant qualitative evidence will be used as a starting point for supportive discussion with CMAT/CETs, rather than being determining quality judgements on their own. This will provide CMAT/CETs with the opportunity to present relevant evidence (to ensure that relevant context is factored in), and to outline any actions taken by the CMAT/CET to influence outcomes.)</p> <p>Qualitative Information</p> <p>Staff engagement: for example, if a CMAT/CET has internal people survey data</p> <ul style="list-style-type: none"> • Leaver destinations: for example, if staff have moved between the state funded and independent school sectors <p>A transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities.</p> <p>Effective oversight of the performance of all other employees and the framework for their pay and conditions of service.</p>
<p>Workload</p>	<p>Recognises the dignity of the human person and fosters a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff.</p>	<p>Workload: how the CMAT/CET is managing workload, prioritising wellbeing and supporting staff</p> <ul style="list-style-type: none"> • CSI/Ofsted reports: where there is relevant information, for example, within consideration of Leadership and Management • Continuing Professional Development and Formation: how the CMAT/CET is improving quality in its workforce, especially the quality of teaching.

Theme	Description	Possible Evidence Sources
Retention	Supports the retention of great staff both within the individual CMAT/CET and the Catholic sector as part of the Diocesan family of schools	Example Verifiers <ul style="list-style-type: none"> • Teacher retention: percentage of teachers remaining in/leaving the Catholic sector • Teacher retention: percentage of teachers remaining in/leaving the CMAT/CET. • Leadership retention: percentage of leaders remaining in/leaving the Catholic sector. • Leadership retention: percentage of leaders remaining in/leaving the CMAT/CET. • Teacher experience: percentage of teachers with less than three years' experience • Continuing Professional Development and formation: percentage take-up of National Professional Qualifications and relevant Vicariate for Education courses
Working Environment	Prioritises effective Code of Conduct, behaviour and attendance policies to create a safe environment in which to work, flourish and learn. Utilises the CMAT/CET structure so that staff are empowered to deliver their best.	Clear workforce policies that enable staff to flourish within the organisation. These will include, but not be limited to, a code of conduct, whistleblowing, attendance/absence, health and safety policies and reports, safeguarding procedures etc.
Developing New and Early Career Teachers	Makes a positive contribution to the wider system and especially Catholic Education by delivering high-quality training and/or placements for trainee teachers and apprenticeships. Supports early career teachers through the Early Career Framework and appropriate induction into the Catholic Life & Mission of the school and CMAT/CET	Engagement with the early career framework and other national schemes. Participation in Diocesan formation/training programmes.
Continuing Professional Development and Formation	Encourages and enables all staff to build their expertise through appropriate evidence-based professional development and mentoring including regular opportunities for formation and faith development.	Engagement with the new NPQ programmes and diocesan-led CPD Engagement with Teaching and Research Schools and Curriculum Hubs where a need is identified
Collaboration	Builds an innovative and vibrant Catholic community of professionals, collaborating across schools and other Catholic CMAT/CETs to develop and share expertise and evidence-based practice.	Engagement with other Catholic Schools within or across CMAT/CETs in Joint Practice Development (JPD) with particular regard to curriculum intent (design) and implementation (pedagogy)
Line Management & Career progression	Ensures every member of staff is appropriately and effectively line managed to maintain high performance and dignity. Actively encourages career progression opportunities across the CMAT/CET. Provides opportunities for the identification and development of future Catholic leaders.	See retention evidence sources above High % of Senior Leadership appointments drawn from within each CMAT/CET High % engagement with diocesan leadership formation programmes

Theme	Description	Possible Evidence Sources
Equality, diversity, inclusion	Ensures inclusive working environments, supports flexible working and takes action to promote equality and diversity whilst upholding and safeguarding reserved posts.	Full compliance with statutory expectations including those related to reserved posts

Governance and Leadership

Theme	Description	Possible evidence sources
<p>Strategic approach</p>	<p>Ensures that the board is made up of directors with the necessary expertise to fulfil its functions effectively, and that the board acts in accordance with the CMAT/CET's charitable objects.</p> <p>The board and executive leadership team anchor the CMAT/CET's vision and strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life</p> <p>Provides board induction, training and review.</p> <p>Chair leads the board to set and champion a clear strategy for the flourishing CMAT/CET, which aligns with the CMAT/CET's charitable objects, covers all pillars of CMAT/CET quality and, where applicable, sets out its aspirations for growth over time.</p> <p>The board maintains sufficient independence from the executive, leading to effective scrutiny.</p> <p>There is a culture of healthy challenge in board meetings.</p> <p>Strong and clear values and ethos which are defined and modelled by the board, are embedded across the organisation and adhered to by all that work in it, or on behalf of it.</p> <p>The board accesses independent verification from internal and external audits, reviews of governance arrangements and other forms of expert advice.</p> <p>The board has processes in place to assure itself of financial information including internal and external audit reports.</p>	<p>The Governance and Leadership pillar is made up of qualitative evidence only. Vicariate for Education officers will take a risk-based approach and consider evidence related to Governance and Leadership in more detail where necessary. Areas for consideration include the extent to which:</p> <ul style="list-style-type: none"> • Strategic leadership sets and champions a clear vision (and associated ethos and strategy), which has pupil formation, progress and achievement at its heart and is communicated to the whole organisation • Directors and governors are able to articulate the vision in a succinct and accurate manner • As a result, self-evaluation activities revolve around this succinct vision • Accountability drives up Catholic educational standards and financial performance. Rigorous analysis of pupil progress, attainment and financial information with comparison against local and national benchmarks and over time • Clear processes for overseeing and monitoring school improvement and financial health, providing constructive challenge to executive leaders • A regular cycle of meetings and appropriate processes to support business and financial planning • People with the right skills, experience, qualities and capacity are in place to provide sufficient diversity of perspectives to enable robust decision making • An effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership • Structures reinforce clearly defined roles and responsibilities. • Compliance with statutory and contractual requirements including safeguarding • Clear processes for evaluation to monitor and improve the quality and impact of governance (including induction)

Theme	Description	Possible evidence sources
	<p>The board has processes in place to assure itself of risk controls and management systems.</p> <p>Compliance with regulatory, contractual, and statutory requirements, including safeguarding is evident.</p> <p>Significant separation between Members and Directors to enable Members to exercise their powers objectively.</p> <p>Complementary and non-duplicative roles for the board, any committees or academy councils (ACs), and CMAT/CET executives in holding school-level leaders to account.</p> <p>The CMAT/CET has a clear rationale for what decisions and activities it expects to happen at CMAT/CET level, regional level and school level. The degree of subsidiarity afforded to schools and how this varies by the performance of schools is well understood.</p> <p>The relationship between the leadership and accountability for school improvement at school and CMAT/CET level is clear and well understood by all.</p>	<ul style="list-style-type: none"> • Awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties including Canon law where applicable. • Regard to Keeping Children Safe in Education (statutory guidance) to ensure that key safeguarding and safer recruitment duties are undertaken effectively. • Plans to ensure that other key duties such as inclusion, special education needs and disability (SEND) are undertaken effectively across the organisation, and monitoring and oversight of the impact of pupil premium and other targeted funding streams. <p>Directors are recruited in partnership with the Vicariate for Education through robust and transparent processes against a clear articulation of required skills, which are set out in a role specification.</p> <p>The CMAT/CET uses active succession planning to ensure the board, the Executive team and the whole organisation, continues to have the people and leadership it needs to remain effective.</p> <p>The CMAT/CET employs a professional clerk to provide expert advice and guidance and to ensure the efficient and compliant operation of the board. The Clerk complies with the DfE's Clerking Competency framework for governance and professional clerking.</p> <p>Sets clear objectives and effectively manages the CEO to ensure high performance.</p> <p>Secures appropriate levels of remuneration for the CEO and executive leadership team.</p> <p>Initial Checks CMAT/CET is not in receipt of an open Notice to Improve in relation to Governance and no concerns have been raised regarding the CMAT/CET's governance compliance.</p>

Theme	Description	Possible evidence sources
		<p>Qualitative Evidence</p> <ul style="list-style-type: none"> • Governance data published on Get Information About Schools and on the CMAT/CET's website is accurate • Scrutiny of board proceedings and key documents, e.g. scheme of delegation that is fully compliant with the diocesan requirements • Evidence of self-assessment, e.g. the School Resource Management Self-Assessment Checklist, board skills audits etc. • External assessments, e.g. External Reviews of Governance. • Conversations with CEO/chair/directors/ Vicariate for Education /members ? in what context
		<ul style="list-style-type: none"> • Evidence from CSI/Ofsted inspection reports relating to Leadership and Management • Evidence from the CMAT/CET's internal audit annual summary report • CEO report and minutes of meetings • Evidence of mechanisms for enabling the board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers • Procedures for the board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and risk management is embedded at every level of governance
<p>Workplace Culture</p>	<p>Creates a flourishing, high-performing working culture for all staff that promotes formation, collaboration, aspiration, and support, fostering and protecting the Catholic ethos and building an Apostolic Core. Uses the flexibilities of the CMAT/CET structure to create opportunities for staff.</p> <p>The CEO and CMAT/CET executive team have the expertise required to lead the CMAT/CET, deliver the strategy and secure the outcomes for pupils.</p> <p>Holds executive leadership team to account for the effective implementation of the CMAT/CET strategy and operating plan, including in relation to the use of resources and the drivers of impact.</p> <p>The CEO and executive team have the expertise to create and implement an</p>	<p>Staff fluently describe how the CMAT/CET's culture positively impacts their experiences</p> <p>CMAT/CET is not in receipt of an open Notice to Improve in relation to Governance and no concerns have been raised regarding the CMAT/CET's governance compliance.</p> <p>CMAT/CET development plans and clear evaluations of the impact of the plans</p> <p>School workforce data</p> <p>Compliments/complaints about CMAT/CET executive leaders</p>

Theme	Description	Possible evidence sources
	<p>effective CMAT/CET operating model with clarity about the delivery of CMAT/CET-level and school-level activities, that aligns with the strategy.</p> <p>The executive leadership team acts within the levels of authority outlined in the scheme of delegation, which is fully compliant with the Diocesan scheme. Context?</p> <p>The CEO and executive team have the expertise to ensure compliance with regulatory, contractual, and statutory requirements.</p> <p>The CEO and executive team have the expertise to ensure safeguards and promote the welfare of children.</p>	<p>Safeguarding compliments/concerns including OFSTED reports that indicate safeguarding is effective</p>
Workload	<p>Recognises the dignity of the human person and fosters a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff.</p>	<p>People Strategy is used effectively and has a positive impact on the CMAT/CET's workforce. Staff surveys</p>
Retention	<p>Supports the retention of great staff both within the individual CMAT/CET and the Catholic sector.</p>	<p>Succession plans Retention rates Success in filling reserved post vacancies</p>
Working Environment	<p>Prioritises effective Code of Conduct, behaviour and attendance policies to create a safe environment in which to work, flourish and learn. Utilises the CMAT/CET structure so that staff are empowered to deliver their best.</p>	<p>Staff code of conduct Workforce policies that are fully compliant with statutory expectations</p>
Developing New and Early Career Teachers	<p>Makes a positive contribution to the wider system and especially Catholic Education by delivering high-quality training and/or placements for trainee teachers and apprenticeships. Supports early career teachers through the Early Career Framework and appropriate induction into the Catholic Life & Mission of the school and CMAT/CET</p>	<p>See workforce quality descriptors (above) do we want to repeat these?</p>
Continuing Professional Development and Formation	<p>Encourages and enables all staff to build their expertise through appropriate evidence-based professional development and mentoring including regular opportunities for formation and faith development.</p>	<p>See workforce quality descriptors(above)</p>
Collaboration	<p>Builds an innovative and vibrant Catholic community of professionals, collaborating across schools and other Catholic CMAT/CETs to develop and share expertise and evidence-based practice.</p>	<p>See workforce quality descriptors (above)</p>

Theme	Description	Possible evidence sources
Line Management & Career progression	Ensures every member of staff is appropriately and effectively line managed to maintain high performance and dignity. Actively encourages career progression opportunities across the CMAT/CET. Provides opportunities for the identification and development of future Catholic leaders.	See workforce quality descriptors (above)
Equality, diversity, inclusion	Ensures inclusive working environments, supports flexible working and takes action to promote equality and diversity whilst upholding and safeguarding protected posts.	Full compliance with statutory requirements Staff retention data

Finance and Operations

Theme	Description	Possible Evidence Sources
Culture	<p>Recognises the importance of ethical, effective and efficient use of resources for the benefit of all schools in the CMAT/CET and the wider Catholic education system.</p> <p>Minimises the top-slice in order to maximise the finances given to the front-line to support a flourishing and strong quality of education.</p>	<p>Current and future financial trends through consideration of the CMAT/CET's Budget Forecast Returns and Account Returns: this identifies CMAT/CETs with either low or very low volatility over time, coupled with stable finances as evidence of financial strength.</p> <ul style="list-style-type: none"> • Low ratio of assets-to-liabilities: this is a widely recognised financial indicator that looks at total-debt-to-total-assets ratio and compares the total amount of liabilities of a CMAT/CET to all of its assets. Higher ratios indicate more debt. • Current serious financial regulatory concern: where a CMAT/CET is not meeting its regulatory requirements within its Funding Agreement and/or Academy Handbook, the Vicariate for Education will determine the severity of the breach and intervene appropriately <p>The three main areas for consideration are as follows:</p> <ul style="list-style-type: none"> • CMAT/CET's Financial Effectiveness • Financial Oversight • CMAT/CET's System Contribution <p>Qualitative Information for Financial Effectiveness</p> <ul style="list-style-type: none"> • Trends in expenditure across key expenditure categories • Maintaining healthy levels of reserves that can support growth • Consideration of the CMAT/CET's financial operating model <p>Qualitative Information for Financial Oversight</p> <ul style="list-style-type: none"> • Management letter feedback • CMAT/CET's overall financial oversight approach • Other indicators of good oversight <p>Qualitative Information for system contribution</p> <ul style="list-style-type: none"> • CMAT/CET's broader system contribution • CMAT/CET's support across the sector

Theme	Description	Possible Evidence Sources
Financial strategy	Uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the CMAT/CET. Has a clear approach to delivering value for money through effective budgeting and risk management.	<p>Finance and Operations</p> <p>Finance and operations metrics will be used to perform both an initial assessment of a CMAT/CET's financial performance and an in-depth assessment to help inform the overall evaluation. The Vicariate for Education will use headline metrics and verifiers. For example, when performing an initial check, the Vicariate for Education will look for any major financial management concerns which may preclude the CMAT/CET from being further considered for growth at that time.</p>
Resource Allocation	Demonstrates efficient and effective use of resources, for example, through school and CMAT/CET resource management benchmarking tools and Integrated Curriculum and Financial Planning.	<p>ICFP Board minutes Auditor's management letter</p> <p>Initial Checks</p> <p>In receipt of a notice to improve (Ntl): an Ntl is issued where the ESFA has major concerns about the financial management or financial governance of a CMAT/CET. An Ntl describes what a CMAT/CET must do to address these concerns.</p> <ul style="list-style-type: none"> • The CMAT/CET's current financial situation (deficit position): deficit refers to instances where a CMAT/CET is in a negative (cumulative) revenue reserves position as at the previous year-end 31 August. It will have no available reserves to draw upon in the current financial year.
Capital strategy	<p>The CMAT/CET has an estates strategy in place, which includes the CMAT/CET's estate vision.</p> <p>Capital funding is allocated in a fair and transparent manner across all CMAT/CET schools.</p> <p>Maintains and invests sustainably in the CMAT/CET's capital infrastructure, including buildings, digital infrastructure and technology.</p> <p>H&S statutory compliance through the effective management of the assets.</p>	<p>Estates strategy Asset Management Plans</p> <p>The CMAT/CET's capital funding is allocated in accordance with its estate strategy</p> <p>H&S statutory compliance monitored centrally for all CMAT/CET schools</p>
Reserves	Operates a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.	Expected reserve levels should be no less than 5% and no more than 15% of income.

Theme	Description	Possible Evidence Sources
Financial information management	Has strong financial and information management systems with effective oversight, for example, ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement.	Full compliance with statutory expectations Full implementation of financial policies
Working Environment	Funding the establishment, maintenance of a safe and attractive Catholic environment in which all staff and pupils can flourish.	Estates strategy Asset Management Plans
Place Planning	Protect its schools by ensuring that all Catholic pupils are allocated an appropriate school place. Works with the Vicariate for Education and the relevant Local Authority to maximise the capacity of its school. Works to ensure all pupils move from a Catholic primary to a Catholic secondary school. A strategy is in place for dealing with surplus school places or not enough school places. There is a well-constructed marketing strategy to promote CMAT/CET schools, early years and post-16 provision.	Admissions policies Admissions and retention numbers The CMAT/CET central team monitors each school's PAN, NOR and projected NOR Marketing strategy

Sources of evidence:

Bishop Directives & Diocesan Protocols

[Code of Canon Law - Book III - The teaching function of the Church \(Cann. 793-821\) \(vatican.va\)](#)

[Inspection documents | Catholic Schools Inspectorate](#)

CES MAT Monitoring Matrix

[Department for Education \(publishing.service.gov.uk\)](#) – Memoranda of understanding between the Catholic Church and DfE

[Commissioning High-Quality Trusts \(publishing.service.gov.uk\)](#)

[Annex A - Trust Quality Descriptions \(publishing.service.gov.uk\)](#)

[Annex B – Trust Quality Evidence \(publishing.service.gov.uk\)](#)

[Summary evaluations of multi-academy trusts - GOV.UK \(www.gov.uk\)](#)

[Schools causing concern statutory guidance \(publishing.service.gov.uk\)](#)

[External reviews of governance: guide for schools and academy trusts - GOV.UK \(www.gov.uk\)](#)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)