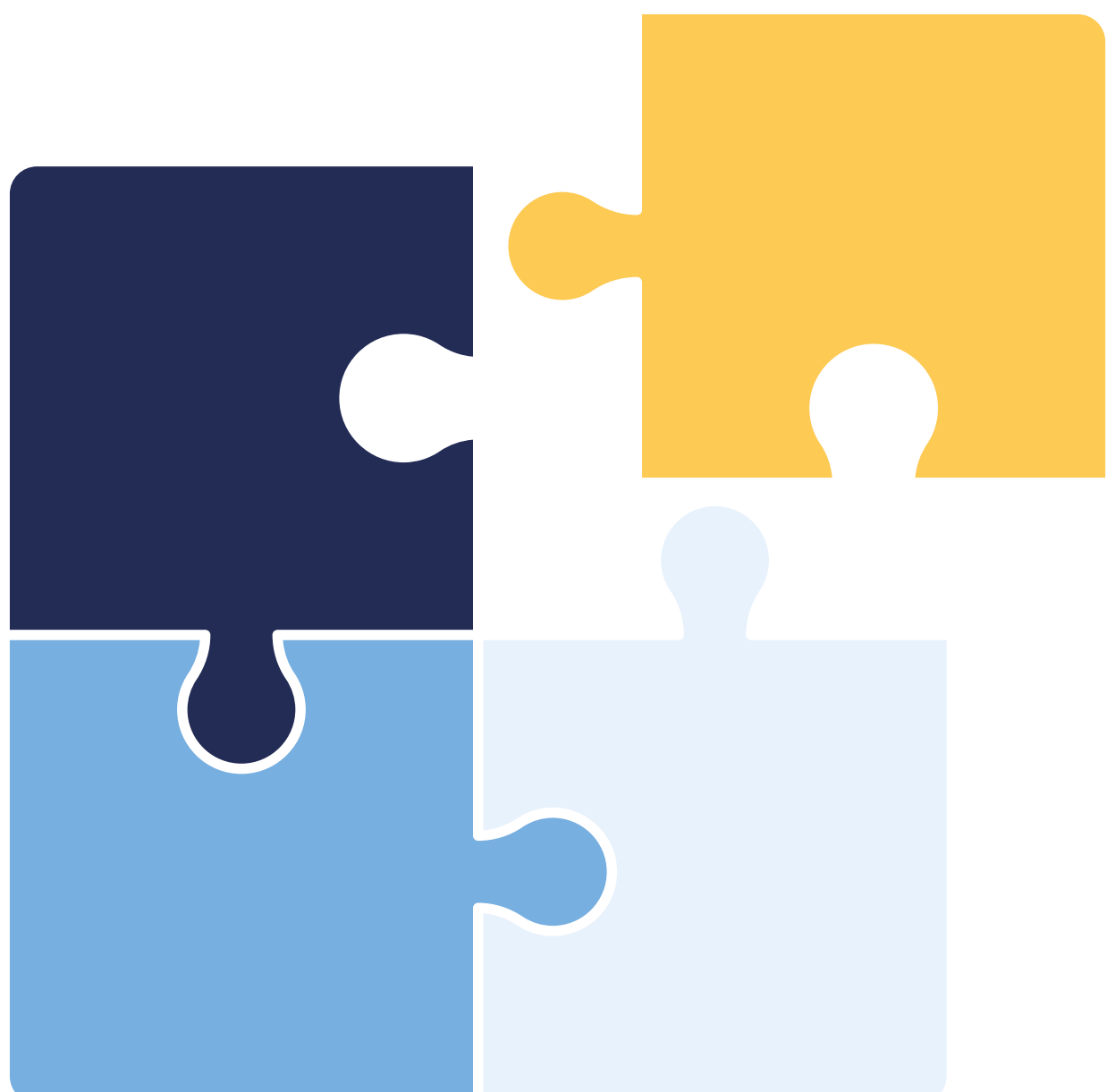


Our Lady of Lourdes Catholic Multi-Academy Trust's

Working Together Guidance



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

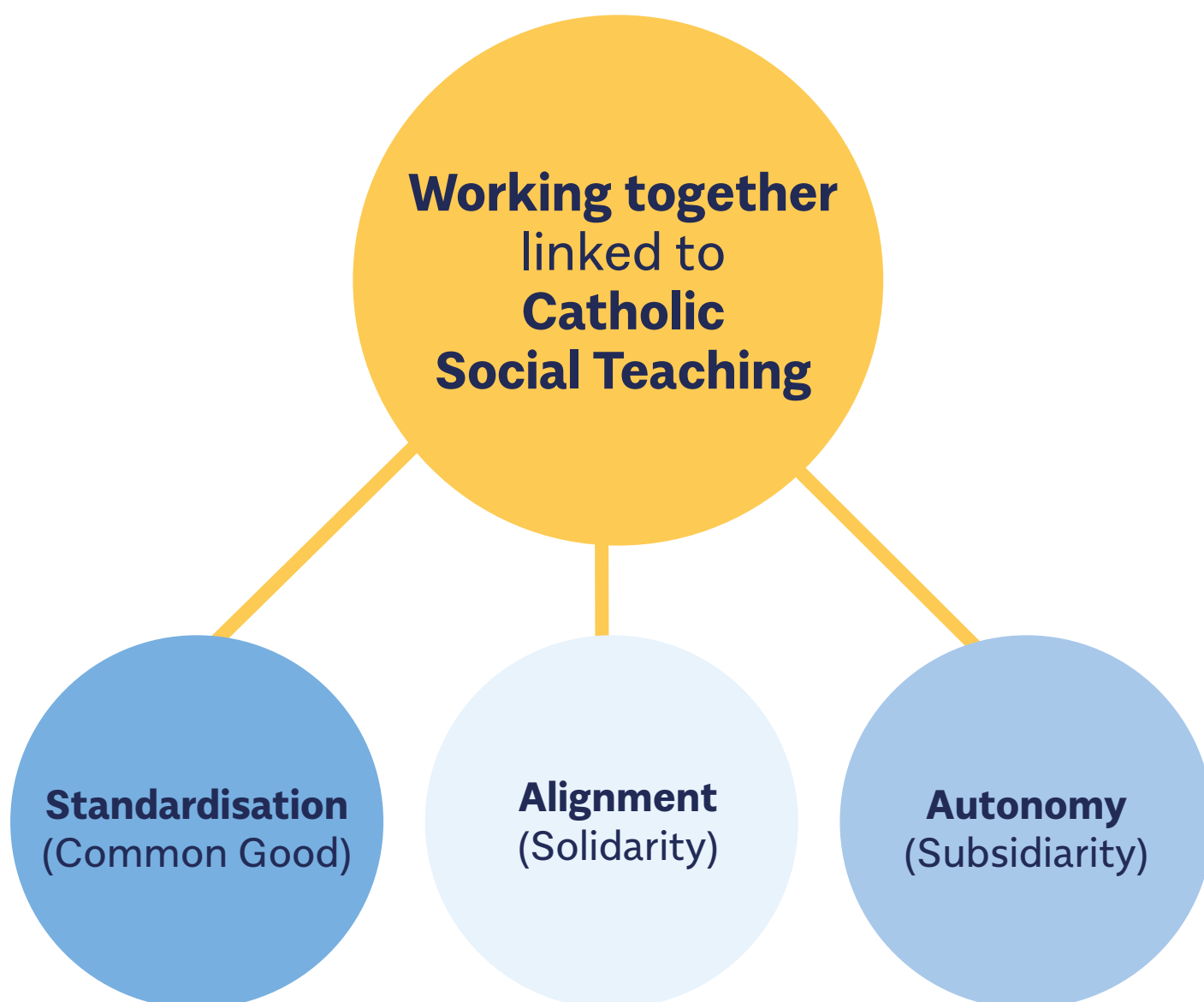
Our Mission Statement

We are a partnership of 36 Catholic schools that form Our Lady of Lourdes Catholic Multi-Academy Trust (OLoL CMAT).

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing
- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents
- Make the world a better place, especially for the most vulnerable in our society, by doing 'little things with great love' St Thérèse of Lisieux



Rationale

Articulating Standardisation (Common Good), Alignment (Solidarity) and Autonomy (Subsidiarity) is vital for any organisation. Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) Board and Executive Team recognise that by empowering leaders at every level through consultation they then make informed choices that foster personal growth and responsibility.

The Catholic Social Teaching principles are at the heart of our Trust, and promote decision-making at all levels and respecting individual agency, helps us to understand how we can all work towards Common Good. Solidarity and Subsidiarity contribute to the Common Good by enabling our diverse voices and perspectives to shape collective action, encouraging a more just and inclusive society.

By clearly communicating the scope of these three principles; Standardisation (Common Good), Alignment (Solidarity) and Autonomy (Subsidiarity), we endeavour to create a Trust that can faithfully live out the Church's mission in education.

Standardisation (Common Good)

This principle emphasises the need to create a just and equitable society where everyone has the opportunity to flourish. These fundamental responsibilities and statutory obligations promote the well-being and dignity of all those in our Trust.

Alignment (Solidarity)

This principle calls for a sense of unity and mutual responsibility among all members of the human family. These are areas where we take collective action, side by side to address challenges and promote the well-being of all.

Autonomy (Subsidiarity)

This principle promotes the idea that decisions should be made at the closest possible level to the people affected. It shows us that individuals and communities have the autonomy to address their own needs and concerns.¹

When school leaders have a clear understanding of the scope of their decision-making power, they feel more invested in their roles through:

- Clear expectations
- Improved decision-making
- Increased engagement
- Open communication
- Stronger relationships
- Transparency and trust

¹ [What is subsidiarity?\(Caritas Australia\)](#)



What Standardisation (Common Good) means in our Trust

This refers to anything that is a legal obligation or requirement; some examples are listed below:

1. Child Protection

- **Statutory Duty:** Safeguarding children is a fundamental responsibility.
- **Why Statutory:** Ensures consistent and rigorous safeguarding practices across all schools within the CMAT, regardless of individual school preferences or resources.
- **Benefits:** Protects children, minimises risk, and ensures compliance with legal obligations.

2. Curriculum:

- **Statutory Duty:** The National Curriculum sets out the core subjects and standards that all schools must follow.
- **Why Statutory:** Ensures a consistent and high-quality education for all children, regardless of their school's location or specific context.
- **Benefits:** Provides a solid foundation for learning, facilitates progression, and enables accountability.

3. Teacher Qualifications:

- **Statutory Duty:** Teachers must hold qualified teacher status (QTS) or equivalent to teach in schools.
- **Why Statutory:** Ensures that children are taught by qualified professionals with the necessary skills and knowledge.
- **Benefits:** Improves teaching quality, raises educational standards, and protects the interests of children.

4. Financial Management:

- **Statutory Duty:** OLoL CMAT must adhere to strict financial regulations and accounting standards.
- **Why Statutory:** Ensures the financial sustainability of OLoL CMAT, prevents misuse of public funds, and promotes transparency and accountability.
- **Benefits:** Protects the interests of taxpayers, safeguards the future of OLoL CMAT, and enables effective financial planning.

5. Equal Opportunities:

- **Statutory Duty:** OLoL CMAT must comply with equality legislation, ensuring fair treatment for all pupils and staff, regardless of their protected characteristics.
- **Why Statutory:** Promotes a culture of inclusion, diversity, and respect within OLoL CMAT.
- **Benefits:** Creates a positive learning environment, fosters social cohesion, and prevents discrimination.

Standardisation provides a framework for ensuring quality, accountability, and fairness, ultimately benefiting all the children and young people within OLoL CMAT's care.

What Alignment (Solidarity) means in our Trust

Alignment is the degree to which the central goals, visions, values and culture set by the Trust are consistent with those of the 36 schools it serves. These are areas where we take action side by side:

- **Shared vision and values:** *Aligning values and vision increases a positive and cohesive culture.*
- **Improved compliance:** *Employees are more likely to adhere to regulations and policies when they understand the reasons behind them.*
- **Reduced errors:** *Clear expectations minimise misunderstandings and mistakes.*
- **Focus and efficiency:** *Shared resources can create capacity through efficiency saving.*
- **Purpose and meaning:** *When employees understand how their work impacts across the CMAT, they feel more engaged and motivated.*
- **Improved decision-making:** *Employees can make better decisions when they understand the CMAT context.*

What Autonomy (Subsidiarity) means in our Trust

Autonomy refers to the ability to make decisions and act independently. It empowers leadership and encourages agency on a local level so that leaders can serve their communities more effectively.

Curriculum development and implementation

- **Curriculum choice:** *Provides Senior Leaders with the agency to choose schemes of work, curriculum materials and resources that align with the whole school teaching philosophy and student needs.*
- **Continued Professional Development (CPD)**
 - **Inset:** *Senior leaders make choices regarding whole school professional development sessions that motivate staff, support the implementation of school improvement priorities and enable the sharing of expertise with colleagues.*
 - **Choice-based CPD:** *Schools can offer a variety of professional development options, allowing all staff to select workshops and courses that align with their individual goals and needs - this could be achieved through the Employee Growth and Development programme.*
- **School culture and climate**
 - **Shared decision-making:** *Involving all staff in decision-making processes, such as school improvement planning.*
 - **Collaborative leadership:** *Creating a collaborative culture where all staff work together to solve problems and make decisions.*
 - **Positive school climate:** *Fostering a positive and supportive school climate where all staff feel valued, respected, and empowered to take risks and innovate.*

By fostering autonomy in these areas, school leaders can create a more engaging, innovative, and student-centred learning environment. It's important to note that subsidiarity is always balanced with accountability and support to ensure that all staff have the guidance they need to be successful.

Examples of Standardisation (Common Good), Alignment (Solidarity) and Autonomy (Subsidiarity)

Please be advised this is not an exhaustive list

Standardisation (Common Good)

(Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing)

- Admissions and appeals procedures
- Alternative provision
- Attendance policy and procedures
- Bishop of Nottingham priorities
- CES policies
- Complaints
 - *Grievance*
 - *Complaints policy*
- Consistent approach to SEND report to the Trust and LGBs
- CSI framework
- Cyber security
- Filtering and monitoring systems
- Finance policy and procedure
- Governance constitution and processes
- Health and safety standards, practice and procedure
 - *HR policies*
 - *EG&D policy*
- Recruitment and retention
- Inclusive education for all SEND pupils
- LADO referrals
- National curriculum (Guidance)
- Ofsted Inspection Handbook for Schools (Guidance)
- Prayer Liturgy Directory (PLD Guidance)
- Qualified SENDCo in every school
- Religious Education Directory (RED)
- Safeguarding policy and procedures
- Trust SEND policy
- Yearly safeguarding CPD

Alignment (Solidarity)

(Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents)

- Annual Plan of Provision (APOP)
- Assessment and feedback toolkit
- Budgets
- Chaplaincy Hub-based provision
- Cloud storage
- Comms to media outlets
- CPOMs
- Curriculum software
- Curriculum support for knowledge and skills
- Employee Growth and Development programme (EG&D)
- Exclusions discussed with DPS
- Financial Staffing models
- Health and Safety consultation
- HT Forum attendance
- HT reporting to Governors
- LGB meetings framework
- MIS systems
- Moderation of subject areas at networks
 - *Policies, for example Trust Home School Agreement*
- Network hardware
- Our Lady of Lourdes Trust strategy
- Primary admissions toolkit
- Recruitment processes
- Reserved post appointments
- RSE: 10:10
- School development plans
- Secondary transition toolkit
- Self-evaluation form
- Staffing requests to recruit
- Strategies for school improvement: discussions with senior leaders, staff and pupils/book looks/curriculum walks
- Subject leader networks
- Websites
- Word of the week

Autonomy (Subsidiarity)

(Make the world a better place, especially for the most vulnerable in our society, by doing 'little things with great love' St Thérèse of Lisieux)

- Agreement of EG&D goals
- Behaviour systems
- Course offer
- Curriculum intent/content and resources
- Curriculum software
- Deployment of staff
- Governor monitoring priorities
- Governor training priorities
- Internal assessment
- Internal CPD
- Organisation of safeguarding leads and inclusion teams
- Parents Evening
- Parish links
- Pupil suspensions
- School development priorities
- Schools own vision and mission statement
- SEND and pupil premium funding streams
- Staffing interviews and appointments – except for reserved posts
- Teaching and learning approaches
- Wider school events

“Unity does not imply uniformity; it does not necessarily mean doing everything together or thinking in the same way. Nor does it signify a loss of identity.”

Unity in diversity is actually the opposite: it involves the joyful recognition and acceptance of the various gifts which the Holy Spirit gives to each one and the placing of these gifts at the service of all members of the Church.”

Pope Francis
(1936-2025)



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