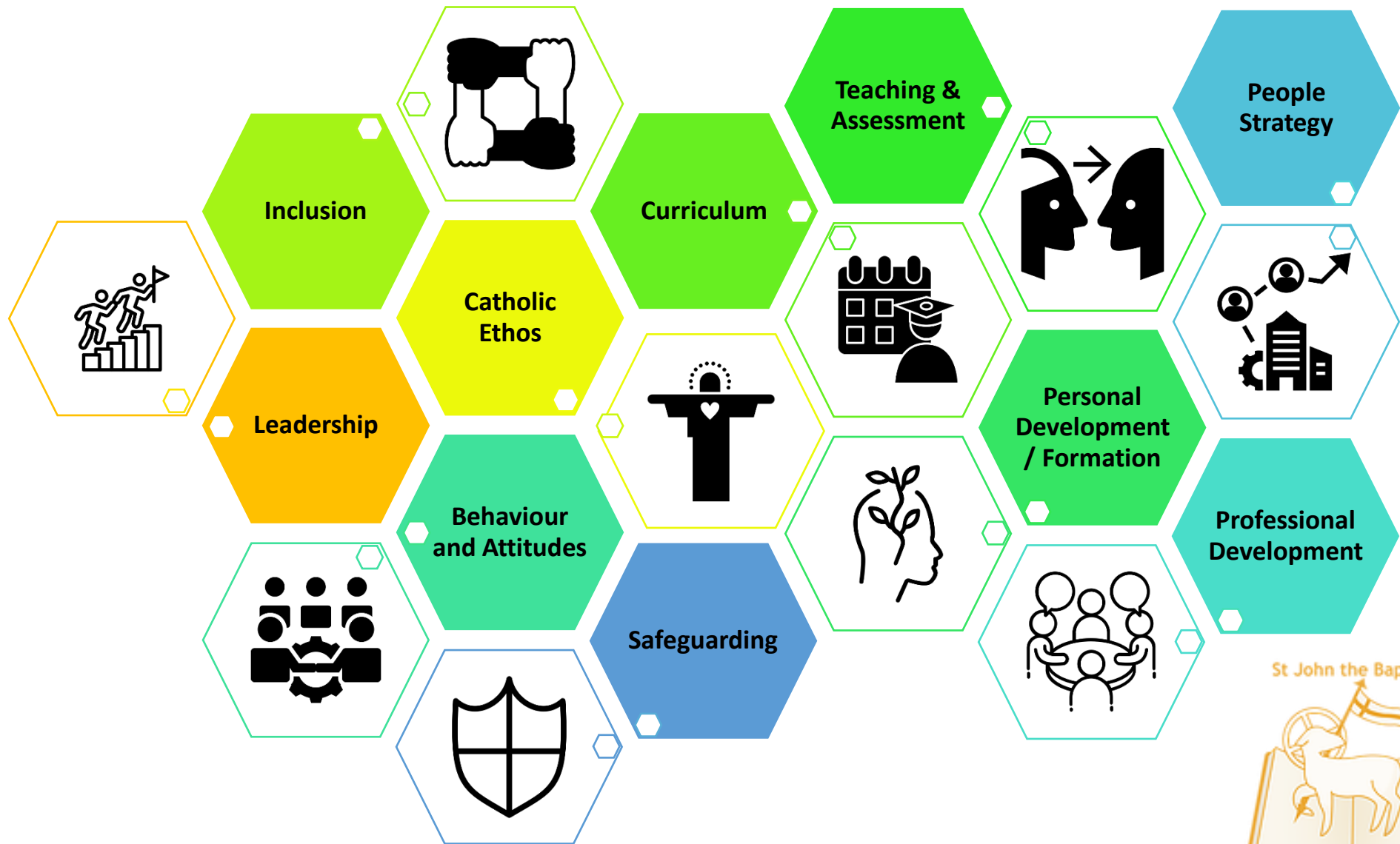


School Fundamentals



St John the Baptist







Catholic Multi Academy Trust

Using the School Fundamentals

We have identified 10 aspects of provision that we consider essential if our schools are to provide every child the very best education. These aspects are drawn from a number of sources, including CES, DfE guidance and Ofsted research.

Schools in the Trust are RAG rated by the Trust central executive team, using the criteria for each Fundamental (next page onwards) and the below RAG system. School leaders are also encouraged to self-evaluate using the Fundamentals and their criteria, leading to purposeful discussions on what's going well, what leaders are worried about / risks and next steps. All of this is captured on School on a Page (SOAP), used for reporting to Trust directors by the central executive team.

	<ul style="list-style-type: none"> • All / vast majority of criteria for a fundamental are met • Policies / systems / practices are embedded • There is buy-in from the whole school community • There is cohesive and consistent practice across the school / in all subjects / all phases • High levels of collaboration and articulation of shared principles and practice 		<ul style="list-style-type: none"> • A number of the criteria for a fundamental are not being met • Leaders have identified WGW, WWA and next steps for each fundamental • Policies / systems / practices are in the process of being developed • Policies / systems / practices are beginning to be implemented • There is inconsistency in systems, practices or routines
	<ul style="list-style-type: none"> • Most criteria for a fundamental are met • Policies / systems / practices have been introduced and they are being followed / implemented • There are pockets / areas / subjects of inconsistency • Some staff cannot articulate shared principles yet 		<ul style="list-style-type: none"> • A significant number of the criteria for a fundamental are not met • Leaders have not identified what is WGW, WWA and / or next steps for each fundamental • Urgent action is required • Action started but not completed / not successful



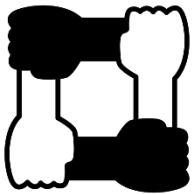
1. Catholic Ethos

- a. The school's Catholic Mission, Vision and Values underpin all actions and decisions
- b. Self-evaluation of the Catholic Life & Mission of the School matches the rigour of evaluation of other aspects of school life
- c. Prayer and Liturgy are central to the life of the school, integral to routine gatherings of pupils, staff or leaders
- d. Pupils actively contribute to the preparation, delivery & evaluation of Catholic Life, Prayer & Liturgy
- e. Members of the school community experience faith through a rich variety of opportunities for prayer and liturgy
- f. There is a strong commitment to Catholic Social Teaching
- g. There is a strong partnership between the school and the local parish(es)
- h. The school works in partnership with the diocese, both participating and contributing



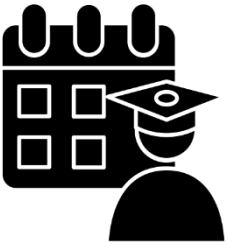
2. Leadership

- a. Establishes vision for the school which inspires, motivates and nurtures an improvement mindset in staff
- b. Develops robust IDPs aligned to Trust aims, Ofsted and S48
- c. Utilises internal expertise to drive school improvement i.e. forms implementation teams
- d. Staff feel trusted to try new things and learn from mistakes ("High challenge low threat")
- e. Accurately diagnoses areas for improvement due to knowing the school well through forensic analysis of information from a wide variety of sources (Attainment data, QA, Stakeholder voice, External feedback)
- f. Invests time in fewer strategic choices and pursues this diligently, allowing time for changes to embed
- g. Key priorities underpinned by Implementation plans, such that change executed in carefully planned stages
- h. Communicates clearly to staff, keeping them informed, achieving common understanding of active ingredients and nudging desirable behaviours
- i. Rewards and supports desirable behaviours in staff whilst also holding to account
- j. Fosters purposeful collaboration at all levels: Parents, Pupils, Staff, Governors, Trust, Other Schools, External Agencies
- k. Rigorous approach to Risk Management, including early identification, plans to mitigate, regular review
- l. Ofsted readiness including actions from previous inspection, SEF, 90min rehearsal and Trust Ofsted readiness plan completed
- m. PP strategy carefully designed according to EEF tiered approach and with reference to Trust guidance, published and periodically evaluated. Moved from Inclusion
- n. Effective use of resources - Staff and Finance - to achieve desired outcomes for pupils
- o. There is effective challenge and support from governors, who are well trained to enable this to happen, and who share the school's high ambitions



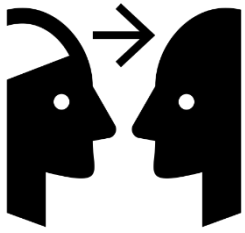
3. Inclusion

- a. We welcome all pupils, enabling them to flourish in an environment that promotes the intrinsic worth and human dignity of each child.
- b. At the heart of the school's ethos is a belief that every child is unique, made in the image of God, possessing unique gifts which should be developed to the full.
- c. High ambitions for all learners, through high expectations and a curriculum designed to meet all needs.
- d. The school affirms, values and celebrates a wide range of achievements, and success in all its forms.
- e. Staff build a holistic understanding of all pupils and prioritise catering for their needs: Every teacher a teacher of SEND.
- f. Vulnerable pupils have access to the best teachers in school, whilst interventions are purposeful, carefully planned and evaluated.
- g. All pupils participate and contribute fully in wider life of the school, increasing everyone's sense of belonging.
- h. Teachers use appropriate scaffolds, aspiring for all pupils to achieve the highest outcomes.
- i. Responsibility for inclusion is realised through partnership with parents and pupils.
- j. Staff are provided with practical information and training on how to adapt their teaching for complex needs.
- k. The SENDCo is part of SLT and has an active role in improving the quality of provision including teaching.
- l. Teachers work effectively with TAs, such that TAs 'supplement not replace' the teachers' expertise.
- m. Schools comply with SEND Code of Practice, resulting in "progressive removal of barriers to learning and participation".



4. Curriculum

- a. Published rationale for overall and per subject
- b. Deliberate design reflects school context, including the breadth & diversity of its community
- c. RE at the Core, informing & connecting all subjects
- d. Ambitious - at least matches NC
- e. Broad and Balanced
- f. Coherently planned and well sequenced towards defined end points/big questions
- g. Plans set out what (powerful) knowledge, skills and vocabulary pupils should know and when
- h. Plans highlight essential concepts, which are revisited over time
- i. Progression and continuity between all phases
- j. Well-resourced e.g. equipment, facilities, teaching resources
- k. Reading (incl phonics & vocab) and mathematical fluency prioritised
- l. Effective Subject Leadership
- m. Assessment (including external assessments), pupil voice and pupil work demonstrate curriculum is effective **and is narrowing the disadvantage gap** e.g., high quality work
- n. Assessment analysis used to adapt the Curriculum



5. Teaching and Assessment

- a. Teachers implement the school's Pedagogical model (aligned to Trust Model)
- b. Teachers follow the school's defined Curriculum, planning with end points/big questions in mind
- c. Teachers have expert knowledge of the subjects they teach, including content and pedagogical content knowledge
- d. Teachers know common misconceptions, and plan to address these
- e. Teachers know prior knowledge to expect, and plan to build on this
- f. Clear explanations and modelling to manage working memory
- g. Metacognitive strategies for each subject explicitly taught / modelled
- h. Appropriate rigour - e.g. methods, subject vocabulary, procedural knowledge
- i. Effective formative assessment and feedback
- j. Teachers know how to adapt learning to ensure all pupils, including those with SEND, can access the learning
- k. Teachers know how they can adapt learning to ensure all pupils, including those needing more challenge
- l. Teachers deliberately use Retrieval practice to check that pupils remember long term
- m. I do You do We do evident, with sufficient time for independent practice within each unit
- n. Summative assessment is aligned to curriculum, purposeful, manageable and enables pupils to express how they know and remember more over time



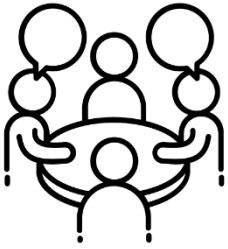
6. Personal Development / Formation

- a. Strong commitment to SMSC, physical and mental health, the Arts & PE
- b. Opportunities to put faith into action, e.g. through service to others, stewardship, mini vinnies
- c. Prepares each member of the school community to play a responsible part in the building of a 'just' society.
- d. Curriculum & extra-curricular opportunities promote equality, diversity and respect for differences
- e. Range of opportunities experiences that enrich and broaden children's horizons
- f. Opportunities for pupils to be physically active during the school day
- g. Opportunities for character development (e.g. leadership roles, student council, chaplaincy) that reflect Christian values
- h. Recognition and development children's talents and interests
- i. Well planned and delivered RSE
- j. High quality pastoral support
- k. Effective transition arrangements



7. Behaviour and Attitudes

- a. Teachers implement the school's Behaviour policy
- b. Relationships between pupils and staff reflect respectful and supportive culture, centered on Christian values
- c. Staff model learning and general behaviours to pupils
- d. Leaders visibly and consistently support staff in managing behaviour
- e. High expectations for all pupils, realised through Norms
- f. Teachers create an environment that allows pupils to focus on their learning e.g. low level disruption not accepted
- g. Pupil behaviour does not normally disrupt learning, with action taken to restore standards
- h. Interventions used to improve behaviour, making reasonable adjustments for pupils with SEND
- i. Desirable behaviours explicitly communicated to pupils and reinforced with Rewards
- j. Rules explicitly communicated to pupils and reinforced with Sanctions
- k. Behaviour expectations communicated to parents e.g. Home-School agreement, sharing Policy
- l. All members of staff prioritise attendance and punctuality
- m. Learners are self-aware, resilient, and resourceful, embracing challenge and learning from mistakes and have a thirst for learning



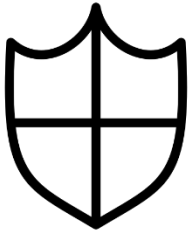
8. Professional Development

- a. Supportive professional environment maintains both trust and high standards
- b. Leaders implement Trust Professional Learning Cycle
- c. High Expectations for all staff to own their CPD
- d. Distributed leadership of CPD (e.g. Senior and Middle Leaders)
- e. Tight and coherent focus on pupil need (aligned to SIDP)
- f. Develops subject expertise alongside generic pedagogy, including Catholic Life and Mission
- g. External input is carefully selected
- h. Scheduled, with competing priorities managed, such that staff can access / effectively utilise their Professional Learning within Directed time
- i. Evaluation of impact prioritised - use of QA, teacher voice, pupil voice, pupil work



9. People Strategy

- a. Trust Staff Performance Development system implemented in full, with leaders QAing this and reporting to local governors
- b. External CPD & other development opportunities for future leaders effectively utilised: e.g. NPQs, shadowing, secondments, facilitation for RS or TSH
- c. Staff workload, physical & mental wellbeing carefully monitored, with concrete action taken to support all
- d. ECF and Induction guidance implemented in full for any ECTs employed
- e. Effective collaboration occurring within subject / phase teams
- f. Staff effectively line managed to maintain high performance
- g. Staff encouraged to progress their careers, with the school making use of Trust Talent Management tracking
- h. Inclusive working environment, supporting flexible working and taking action to promote equality and diversity
- i. Carefully planned induction of new staff, including 'Teaching in a Catholic School'
- j. Effective use of external HR support
- k. Periodic staff voice (i.e. surveys) informs decision making
- l. Investment in individual CPD where aligns with school aims and career aspirations e.g. Apprenticeships, Masters
- m. Engagement with ITT providers to help secure pipeline of teachers into the school
- n. Evaluation of workforce e.g. Staff feedback on induction, feedback on Key Systems, conducting Exit Interviews, analysing data on workforce characteristics



10. Safeguarding

- a. Safeguarding policy in place, updated annually
- b. Staff prioritise safeguarding above all else, knowing that 'it could happen here'
- c. Robust safeguarding procedures and secure record keeping including detailed chronologies
- d. Staff create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated"
- e. Instances of bullying are rare and effectively dealt with when they occur
- f. Pupils feel safe and are treated respectfully
- g. DSL (part of SLT) and sufficient ADSLs in place and trained to effectively manage safeguarding
- h. All staff trained on safeguarding on induction and at least annually, including KCSIE updates
- i. All governors trained on safeguarding at least annually, including KCSIE updates
- j. Action taken where staff do not follow defined procedures e.g. additional training
- k. Governors are regularly updated on safeguarding matters, with a named safeguarding governors conducting monitoring visits
- l. PSHE and RSHE curriculum covers relevant topics in an age and phase appropriate way
- m. Trust Safer Recruitment policy implemented in full
- n. Prompt action taken in response to recommendations from external audits e.g. Trust or Local Authority