



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST

CHAPLAINCY STRATEGY

2022-2025

**Prepared by OLOL Chaplaincy
Approved 08 / 02 / 23**

...But someone will say, "One person has faith,
another has actions." My answer is, "Show me how
anyone can have faith without actions. I will show
you my faith by my actions."
- James 2:18



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OUR MISSION



OUR LADY
OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

We are a partnership of Catholic schools. 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**

In living out our mission we are guided by our **Catholic Virtues**. They form a common vocabulary with which we can articulate our faith in action.

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

Our trust will be a place to encounter the **love** of Christ. A place that puts safeguarding, and the safety of all, at the heart of everything we do. We will **respect** the unique dignity, value and worth of each individual and empower those who lead, to lead with **humility**, and with behaviours rooted in our virtues. Our trust will be a place where we help everyone to be happy and healthy and a place where we bring healing to those in need.

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

Our trust will be a place for discipleship. A place of 'Outstanding Catholic Education' for all. Through an enriched curriculum, and the very best teaching, we will remove barriers to learning, and stand in **solidarity** the most vulnerable. Our trust will be a place where we celebrate achievement and where we are **attentive** to the different skills and talents in our community. A place that provides opportunities for all to grow, realise their vocation and achieve the very best outcomes.

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

Our trust will be a place where we form Missionary Disciples. A place where we engage in charitable works to support and give **hope** those in our school, parish, and global communities. Our trust will be a place where we have a positive impact on the environment and where we instil in all, the **courage** to be an agent of change. Our trust will be a place where we celebrate 'little acts of kindness' A place where everyone feels valued, cared for, and loved. We will be outward facing and work to make the world a better place.

DIOCESAN VISION



OUR LADY
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CATHOLIC MULTI-ACADEMY TRUST

The Catholic Life of the Multi-Academy Trust is of primary importance and should be clearly evident in everything that is undertaken both at Trust and individual school level. Chaplaincy is central to the development of the Catholic Life of the Multi-Academy Trust, in addition to each headteacher's fundamental responsibility to nurture and promote the Catholic Life of the school at local level.

It is a crucial vehicle for linking home, school, parishes, and broader diocesan life; it also plays a central role in effective transition from the primary to the secondary phase.

The role of chaplaincy is essential to the Catholicity of our schools. Its primary role, therefore, is to keep Christ at the centre of all aspects of the life of the school and, in the context of the diocesan vision, to ensure that every person in our schools has the opportunity to personally encounter God who loves them, to grow in their relationship with Christ as his disciples, and to develop the confidence to put their faith into action and to reach out to others with love and practical support. It must ensure therefore that the teachings and mission of the Catholic Church are upheld, professed, and lived out.

Through prayer, word and deed, chaplaincy should proclaim the Gospel in the school so that all may be helped to know the Good News of Jesus Christ and given the confidence to share it with others. Chaplaincy must ensure that Collective Worship is an integral part of the daily routine of the school, by providing opportunities for pupils and staff to be engaged, challenged, and affirmed by prayer so that the three diocesan vision themes of 'Encounter', 'Discipleship', and 'Missionary Discipleship' are firmly embedded throughout the school.

It is to be a means of unity by linking home, family, parish, and the wider diocese so that the bridges can be built and the mission of the Church can be lived out in its fullness.

Taken from the Diocesan vision for Chaplaincy 2018



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OUR APPROACH

Our trust should be a place where everyone encounters the love of Christ in a meaningful, tangible and accessible way. Our chaplaincy provision will be modelled and inspired by the servant leadership of Christ and seek to engage, empower and enthuse all members of our Trust community.

Our provision will have a subsidiary function, a principle rooted in Catholic Social Teaching, performing only those tasks which cannot be performed effectively at a more immediate or local level and providing support where the facility or capacity does not yet exist.

Each school, with their unique charism and culture, is best placed to meet the needs of their community and will be supported by the central offer to meet those needs in the most effective way.

The ultimate goal is that each school community/hub, when fully staffed, trained and skilled will be able to meet the spiritual and pastoral needs of it's community providing opportunities for Encounter, fostering Discipleship and forming Missionary Disciples.

It is a fundamental principle of social philosophy, fixed and unchangeable, that one should not withdraw from individuals and commit to the community what they can accomplish by their own enterprise and industry.

(Pope Pius XI, *Quadragesimo anno*, 79)

OUR PRIORITIES



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In our trust, effective chaplaincy will be grounded and expressed in the following priorities. These link directly to our Trust mission and strategic aims. They provide a foundation for chaplaincy provision across our schools and communities.

Mission statement:

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

Encounter

Priority 1) Authentic accompaniment of staff and students

Priority 2) Accessibility and inclusion for all

Mission Statement:

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

Discipleship

Priority 3) Formative resourcing

Priority 4) Professionalism, progression and parity in lay chaplaincy

Mission Statement:

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).

Missionary Discipleship

Priority 5) Practical enabling interventions to remove barriers

Priority 6) Positive and fruitful relationships with families, parishes, local and global communities

OUR PRIORITIES IN PRACTICE



**OUR LADY
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CATHOLIC MULTI-ACADEMY TRUST

Priority 1)

Authentic accompaniment of staff and students.

Rejoice with those who rejoice, weep with those who weep. - Romans 12:15

To truly meet the needs of a community we must be close, involved and engaged with the lived reality of its members. Authentic accompaniment is about listening and entering into dialogue with young people, staff, and the wider community about their needs, hopes, and joys, and being present to accompany people at these moments. It's about ensuring consistent provision as part of a complete pastoral approach to truly meet the needs of those we serve.

Aim	Outcomes	KPI's
Increase lay chaplaincy staffing and capacity across the trust (E1)	Every school with sustainable levels of provision impacting and improving Catholic life and mission and collective worship across the Trust.	Staffing levels across the trust.
Standardise hub working models to ensure effective, consistent and efficient contact time across schools (E1)	Schools/ hubs operating an 'Every School Every Week' model with half a day* for primary visits and daily presence in secondary settings. Lay chaplains maximise contact time with the use of strategic planning.	Percentage of hubs adopting and implementing the trust model. Contact hours delivered to each Trust school.
Develop a pathway project to connect with young people and existing trust staff, which facilitates, encourages and equips them for a career in lay chaplaincy (E6)	Increased recruitment into lay chaplaincy roles and more young people entering into faith based career paths.	Percentage of secondary schools with students accessing the pathway. Recruitment into roles from pathway participants.

Operational Plan

OUR PRIORITIES IN PRACTICE

Priority 2)

Accessibility and inclusion for all.

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. – 1 Corinthians 12:12

We are called to reach out to those who feel excluded, marginalised, and left out of the Church. We are called to be open to all and to recognise the innate dignity of every single person. To be truly inclusive is not a passive awareness but a proactive dialogue with those who feel left out and then, together, finding pastoral approaches that meet the needs of all.

Aim	Outcomes	KPI's
Create guidance and proactive policy for supporting and including those marginalised and most at need in our schools (E2/E5)	A greater sense of belonging and safety for young people and staff as part of a trust which practices and lives out 'radical inclusion'.	Percentage of schools adopting Trust/ Diocesan guidance. Feedback from key stakeholders.
Specific targeted training and resources to support chaplains and schools to work with those most in need. (E6)	Lay Chaplains fully equipped to meet specific and emerging needs of the most vulnerable students in their communities.	Percentage of chaplains attending specific inclusion training. Percentage of schools accessing created resources.
Support non-teaching and central team staff to engage and understand our ethos and values (E2)	Greater buy in, support for, and knowledge of, our ethos, values and mission for non-teaching and central team staff across the Trust.	Feedback from staff survey. Attendance numbers at events.

Operational Plan

OUR PRIORITIES IN PRACTICE



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Priority 3) Formative resourcing.

I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you. – Psalm 32:8

Formative resourcing is about working 'with' and not 'for' the schools we serve. Our work and specifically the work of chaplains must be done alongside staff and students to empower, inspire and equip them to lead in their own right. We are all called to chaplaincy and the way we resource prayer and liturgy, enhance the curriculum and support Catholic life, must always be grounded in an intent to upskill and enrich others, rather than to remove their agency. We must use the most effective means we have to hand on the faith to others and to bring people to Christ.

Aim	Outcomes	KPI's
Leverage new online resourcing platforms that better supports local and regional needs. (D5)	<p>Schools equipped and empowered to lead and grow their own provision for supporting Catholic life and mission and collective worship.</p> <p>Young people, alongside staff in their communities growing in confidence and skills.</p>	<p>Usage statistics for the new online platform.</p> <p>Percentage of hubs with user driven provision.</p>
Facilitate and support a new diocesan/ Trust approach for curriculum RE in Primary and KS5 (D2)	<p>Schools adopt and use a new diocesan/ Trust devised RE curriculum at Primary and KS5 leading to better engagement, outcomes and enjoyment for staff and students.</p>	<p>Percentage of diocesan/ Trust schools helping to create and adopting the new curriculum provision.</p>
Ensure all schools have access to high quality liturgical resources and sacred spaces in their schools. (D1)	<p>All schools have access to high quality liturgical resources and dedicated, well maintained sacred spaces.</p>	<p>Number of schools with centrally provided liturgical resources.</p> <p>Percentage of schools with dedicated sacred spaces.</p>

Operational Plan

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Priority 4)

Professionalism, progression and parity in lay chaplaincy.

Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith, and purity.

-1 Timothy 4

Understanding chaplaincy as a professional field is key to delivering the quality of support and level of provision we want for our young people. Lay chaplains need clear direction, training and formation alongside a renewed focus on professionalism to ensure their ability to impact on a whole school level. Schools and the wider community also need to work proactively to engage, embed and utilise the role of chaplain on a senior and whole school level to ensure the partnerships can be effective.

Aim	Outcomes	KPI's
Equip lay chaplaincy staff to meet the needs of their community. (D4)	Highly skilled and valued lay chaplains, with the tools to do their job who are able to effectively deliver provision across their hubs.	Percentage of chaplains using CES/ Diocesan line management process. Percentage of chaplains with bespoke training and development plans.
Develop partnership working in schools with lay chaplains working alongside other school staff to create a shared provision and to upskill communities. (D1)	More staff are actively engaged with chaplaincy leading to greater awareness, a sense of shared responsibility and a better utilisation of the role.	Percentage of schools with named staff directly supporting chaplaincy provision.
Develop progression opportunities for lay chaplains. (D5)	Greater retention in lay chaplaincy roles. Chaplains working at a senior leadership level in schools.	Diocesan adoption of new salary progression scales. Percentage of chaplains accessing higher pay scales.

Operational Plan

OUR PRIORITIES IN PRACTICE



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Priority 5)

Practical, enabling interventions to remove barriers.

Help carry one another's burdens, and in this way you will obey the law of Christ.
– Galatians 6:2

Supporting the Catholic life and mission of our schools and enriching the liturgical experience needs to happen on an immediate and practical level. Schools need to be centrally supported with practical resources to ensure consistency and quality across our Trust. In dialogue with our community we must understand where we can remove practical or financial barriers to the spiritual experience and Catholic life and mission in our schools and we must prudently and deliberately make positive interventions.

Aim	Outcomes	KPI's
Direct funding to enable pupil attendance and participation in faith based events and direct funding for chaplaincy teams within schools. (MD2)	More young people accessing national and diocesan events. More young people engaging with chaplaincy team programmes in school.	Numbers of young people engaging with key events Percentage of schools accessing central chaplaincy team funding.
Creation of model programmes and policies to support schools. (MD1)	Consistent and high quality provision and support. Strong CSI (Catholic Schools Inspectorate) performance and the empowerment of staff to lead the Catholic life and mission of their schools.	Percentage of schools implementing, adopting central policy on key areas.
Develop internal and external communication networks, in a spirit of synodality, to inspire and empower community engagement with chaplaincy. (MD5)	Young people and their communities actively engage in dialogue that leads to change and growth within the Trust. Chaplaincy work has a positive and high profile within our communities and beyond.	Young people's engagement with Trust forums / initiatives. Engagement with social media and other publicity.

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OUR PRIORITIES IN PRACTICE



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Priority 6)

Positive relationships with families, parishes, local and global communities.

Therefore encourage one another and build one another up, just as you are doing.
- 1 Thessalonians 5:11

We are all members of the body of Christ. We must actively engage with those around us, especially our linked parishes to fully enjoy the richness and diversity of our communities. We must be in constant dialogue, grounded in a synodal approach to fully understand the needs of others and to be able to share the very best of who and what we are. We must think too of our world, we must ask 'who is our neighbour?' and we must seek to be good stewards of creation.

Aim	Outcomes	KPI's
Connect with deaneries to create a joined-up approach to support the life of school and parish. (MD4)	Strong links with partner parishes and joined up approaches to support young people and families. Better engagement and relationships with diocesan clergy and the wider parish communities.	Percentage of deanery Meetings attended. Number of parishes utilising Trust programmes and resources.
Support hub-based and Trust wide charitable initiatives. (MD2)	Focused and effective support for local and national / international charities that make the world a better place for the most vulnerable.	Percentage of schools contributing to identified charitable projects.
Work in partnership towards diocesan sustainability goals and projects. (MD3)	Increased awareness and implementation of sustainable practices across the Trust that contribute to the net zero 2030 diocesan target. The formation of an effective joined up approach to building sustainability in our diocese.	Percentage of schools adopting diocesan / Trust eco targets and initiatives.

Operational Plan



THE CHAPLAINCY OFFER

Our offer will be shaped by the needs and context of each Hub / Community. We are called to enter into meaningful dialogue to truly understand the needs of others and with all schools at different stages along their journey, our offer will reflect authentic understanding and enable the progression of all towards the same end goals.

Chaplaincy expresses some of the most fundamental and distinct qualities of Catholic Education. It helps us to define and differentiate what a CMAT should and could be as part of the Church's mission in the world

The three different levels of chaplaincy provision whilst intimately linked will provide support at local, regional and Trust wide level. These will all connect in a 'hub-based' provision model.

Indeed, in the tradition of the Church, the education of the young has always had as its goal not only the teaching of concepts but the integral formation of each human person in all his or her dimensions

(cf. SECOND VATICAN COUNCIL, *Pastoral Constitution on the Church in the Modern World* Gaudium et Spes, 48).



HUB-BASED PROVISION



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The Hub-Based working model will enable us to efficiently and effectively deliver chaplaincy to all of our Trust schools. We will seek to move all hubs towards this approach to ensure consistency and to allow our Lay Chaplains, and Chaplaincy, to flourish.

Every School Every Week

The diocesan vision clearly outlines a desire for regular provision on a weekly basis. This is key to enabling chaplains to truly accompany communities with a regular and consistent presence which is appropriate to the size and demands of our schools. When capacity allows, primary provision across a hub will be half a day every week (with adjustments for double form entry schools) and in secondary schools we will aim for a consistent presence every day. With the secondary school acting as the 'base' the time there will also allow for planning and provision of hub-based support and build in flexibility. (In hubs with no secondary school, time will be divided differently but still aim to provide on average, half day provision for each school with extra time used for planning, training and hub support.)

Strategic Delivery

When working across hubs, and with the support of LLCs, we will work to ensure strategic alignment for provision – using resources such as the Ordo, the liturgical year and the 'Word of the Week' this approach encourages us to use consistent and economical planning of provision. This joined up approach, where schools across a hub are working to the same, thematic and topical content ensures consistency of experience. It also enables our focus to be on high quality face-to-face provision and reduces the planning load on chaplaincy and school staff.

Oversight and Support

Lay Chaplains should have regular line management from a member of staff within their hub. This should be a senior leader and could be shared/ rotated around different schools if this is more effective – for example in a hub without a secondary school. Line managers should actively seek the feedback and input from other schools in the hub and should use a consistent format based on the national chaplaincy standards. This is in addition, and separate to, supervision, spiritual direction and support provided by the lead lay chaplains.

Authentic Accompaniment

Chaplains are most effective where they work with and alongside school staff rather than replacing or substituting provision. They should not be used for cover and are most effective when working in partnership to develop teachers and support staff with expert knowledge. This partnership approach allows the sharing of best practice and encourages all staff in our schools to take ownership of collective worship and the Catholic life and mission of their communities.

LOCAL PROVISION

Local

Regional

Central

Hub-based Chaplains will:

Connect

Connect the liturgical and Catholic life of the school with all its members, work with departments and connect with partner primaries and parishes. They will act as a bridge and enabler to create a sense of community and in their role, support the transition and progression of staff and students through authentic accompaniment and support. They will work with staff to enable them to flourish in their leadership and maintenance of Catholic life and mission and help school communities to recognise Christ at the centre of all areas of its provision.

Minister

They will be an expert in liturgy. They will lead, model and facilitate collective worship and resource, empower and enthuse staff and students to fully and actively participate in the liturgical life of the school. They will provide pastoral ministry. They will act as an advocate and signpost to best support the needs of young people and work in partnership with specialist provision to meet the needs of young people and staff.

Advise

They will provide a Catholic perspective on decisions and strategy at a local level. They will help shape the school mission and identity and provide a strong witness to the values of Catholic education. They will be there to support their communities in times of need and provide support for staff in enriching the RE curriculum, and in shaping young peoples' experience of faith. They will directly support their schools in the CSI process.

Train

They will provide on the ground training for young people, relevant staff and chaplaincy teams. Helping to form new leaders and empower the community to serve each other effectively. They will be up to date with current developments in the pastoral and liturgical direction of the Church and actively engage in their own CPD and development to ensure their effectiveness in their role.

REGIONAL PROVISION



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Local

Regional

Central

Lead Lay Chaplains will:

Coordinate

Coordinate Local, Diocesan, Trust and National events and initiatives – ensuring strong engagement and providing information to schools, parishes and headteachers to foster involvement. They will coordinate shared resources and materials and act as a central point of contact for their geographical communities to provide information and support.

Mentor

The Lead Lay Chaplains will take a proactive role in the mentoring of Lay Chaplains, working alongside headteachers and line managers to support Lay Chaplains' pastoral and professional needs. They will help to identify issues and proactively support the wellbeing of chaplaincy staff. They will also work to directly support key staff members where there is little or no existing provision to ensure those who lead on chaplaincy are nurtured, cared for, and developed in their roles.

Accompany

The Lead Lay Chaplains will be visible in our schools and directly support important projects, events and programmes. They will offer expert knowledge and practical skills and by making close and visible links with our schools and staff, they will better understand the opportunities to enhance and develop Catholic Life. They will directly support schools, and their chaplaincy staff, during a CSI inspection and also provide support in times of need.

Teach

The Lead Lay Chaplains will provide training and formation for hub chaplains, staff and students to build up and bring inspiration to each of their schools. They will look to equip, enthuse and engage all staff members through targeted support and expert knowledge.

TRUST PROVISION



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Local

Regional

Central

Our central provision will:

Commission

Our trust will commission our Lay Chaplains and staff to deliver the Chaplaincy strategy and enable them to work in partnership with our schools and parishes. They will provide clear leadership, guidance and support for all members of staff and encourage communities to grow in skills and confidence to meet the needs of their members.

Maintain

Our Trust will assess and monitor provision at all levels, ensuring that the provision is effective and high quality. It will be key to maintaining high standards and outstanding outcomes for our school communities and it will work directly with school leaders and staff to provide guidance and ensure progression and growth.

Allocate

The Trust will allocate dedicated resources to support and enable the work of chaplaincy across our Trust. It will seek to remove barriers and to provide inclusive of all through direct practical interventions and provision. It will allocate, recruit and develop staff across our hub structure to ensure our provision is consistent and meets the needs of everyone.

Target

Alongside our school leaders and key staff, we will target support and resources to support schools in times of need and be a visible presence for schools during key times, such as CSI inspections and during significant events within the life of individual communities. We will be accessible, accountable and visible in our leadership and development of chaplaincy.



What you do is a beautiful thing. We must break that idea of education which holds that educating means filling one's head with ideas. That's the way we educate automatons, cerebral minds, not people. Educating is taking a risk in the tension between the mind, the heart and the hands: in harmony, to the point of thinking what I feel and do; feeling what I think and do; of doing what I feel and think. It's a balance.

Educating is not saying purely rhetorical things; educating is making what is said meet reality. Girls, boys, they have a right to make mistakes, but the educator accompanies them along the journey to direct these mistakes, so that they don't become dangerous. The true educator is not frightened by mistakes, no: he or she accompanies, takes one by the hand, listens, dialogues. [An educator] doesn't get scared, and waits. This is the human education.

ADDRESS OF HIS HOLINESS POPE FRANCIS TO MEMBERS OF THE GLOBAL RESEARCHERS
ADVANCING CATHOLIC EDUCATION PROJECT



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OPERATIONAL PLAN

2022-2025

Prepared by OLOL Chaplaincy

Approved xx / xx / xx

Review Date xx / xx / xx

Put into practice what you learned and received
from me, both from my words and from my actions.
And the God who gives us peace will be with you.

- Philippians 4-9



OPERATIONAL PLAN



**OUR LADY
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CATHOLIC MULTI-ACADEMY TRUST

Priority 1)

Authentic accompaniment for staff and students.

Increase lay chaplaincy staffing and capacity across the trust. (E1)

	2022-23	2023-24	2024-25
Actions	<p>Develop and implement new recruitment strategies which lead to increased capacity in lay chaplaincy.</p> <p>Develop and advertise support staff transition pathways to foster new routes into lay chaplaincy.</p> <p>Recruit Chaplaincy Apprentices to work alongside current lay chaplains.</p>	<p>Implement a "threshold development process" to attract a wider field of candidates into lay chaplaincy.</p> <p>Support the diocese to implement new role descriptions and progression routes across all schools.</p>	<p>Develop and identify a team around the chaplain in each school and upskill other staff to actively contribute towards chaplaincy provision.</p>
KPIs	<p>At least 50% of hubs with at least 1 FTE LC.</p> <p>*Current Level (28.5%)</p>	<p>At least 75% of hubs with at least 1 FTE LC</p> <p>At least 25% of Hubs with 2 FTE LCs.</p>	<p>100% of hubs with at least 1 FTE LC.</p> <p>At least 50% of Hubs with 2 FTE LCs.</p>

Outcomes

Every school with sustainable levels of provision, impacting and improving Catholic Life and Mission and Collective Worship across the Trust.

Delivery Partners **DPS** **HR** **Finance** **Mar/comms**

OPERATIONAL PLAN



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CATHOLIC MULTI-ACADEMY TRUST

Priority 1)

Authentic accompaniment for staff and students.

Standardise hub working models to ensure effective, consistent and efficient contact time across school hubs. (E1)

	2022-23	2023-24	2024-25
Actions	<p>Complete and disseminate the Chaplaincy Strategy and clearly communicate the trust hub based working model to stakeholders.</p> <p>Work with headteachers to communicate and unpack the strategy and explore the realities of provision in practice.</p> <p>Change provision models and identify opportunities align strategic delivery of sessions.</p>	<p>Identify extra provision opportunities for LLC role within fully staffed hubs.</p> <p>Develop more substantial targeted support for Hubs not yet at capacity.</p>	<p>Review hub based provision in line with diocesan guidance and stakeholder feedback to assess its impact and sustainability.</p>
KPIs	<p>At least 40-50% of hubs adopt Trust model</p> <p>*Current level (14%)</p> <p>200-250 hours of chaplaincy contact time per week)</p> <p>*Current level (173 hours)</p>	<p>At least 60-75% of hubs adopt Trust model.</p> <p>300-350 hours of chaplaincy contact time.</p>	<p>90- 100% of hubs adopt Trust model.</p> <p>400-450 hours of chaplaincy contact time.</p>

Outcomes

Schools/hubs operating an 'Every School Every Week' Model with half a day* for primary sessions and a daily presence in secondary settings.

Lay chaplains maximise contact time with the use of strategic planning.

Delivery Partners DPS HR DES

OPERATIONAL PLAN



OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

Priority 1)

Authentic accompaniment for staff and students.

Develop a pathway project to connect with young people and existing trust staff, which facilitates, encourages and equips them for a career in lay chaplaincy. (E6)

	2022-23	2023-24	2024-25
Actions	<p>Identify cohorts and opportunities to support young people actively engaged with their faith and the school community.</p> <p>Develop targeted support packages and incentives to encourage existing trust staff to explore lay chaplaincy.</p> <p>Work with other agencies such as the diocese and NDCYS (Nottingham Diocesan Catholic Youth Service) to provide enrichment opportunities to young people on the pathway.</p>	<p>Identify key individuals who show increased commitment and enthusiasm and target support and resources accordingly.</p> <p>Identify key pathway access points and work with current pathway participants to encourage new young people to engage with the process.</p>	<p>Map progression of pathway participants and evaluate areas for improvement.</p>
KPIs	<p>10-20% of secondary schools have young people accessing the pathway.</p> <p>Existing trust staff accessing the development opportunities.</p>	<p>40-50% of secondary schools have young people accessing the pathway.</p> <p>Existing trust staff accessing the development opportunities.</p>	<p>More than 50% of secondary schools have young people accessing the pathway.</p> <p>Pathway participants find linked volunteering or career opportunities.</p>

Outcomes

Increased recruitment into lay chaplaincy roles and more young people entering into faith based career paths.

Delivery Partners DPS HR Finance Mar/comms DES NDCYS

OPERATIONAL PLAN

Priority 2)

Accessibility and inclusion for all.

Create guidance and proactive policy for supporting and including those marginalised and most at need in our schools. (E2/E5)

	2022-23	2023-24	2024-25
Actions	<p>Work with schools to identify 'at need' students and groups within our schools.</p> <p>Work with stakeholders to create pastoral resources to support emerging needs for LGBT+ students and staff.</p> <p>Review broader pastoral provision across schools.</p>	<p>Review other policy areas regarding inclusion and explore how the lessons and processes developed can be applied to improve the quality of guidance and support.</p> <p>Create opportunities and forums for young people to drive the direction of work on inclusion.</p>	<p>Create an inclusion forum/council across hubs/trust to speak for the needs of schools and those in need and to direct policy and work going forward.</p>
KPIs	<p>Staff survey shows positive recognition of guidance for inclusion and accessibility.</p> <p>100% of schools adopt trust guidance regarding LGBT+ Inclusion and support.</p>	<p>At least 75% of schools adopt trust guidance regarding broader inclusion strategies.</p> <p>Staff survey shows increasing positive recognition of guidance for inclusion and accessibility.</p>	<p>100% of Hubs evidence engagement with trust and diocesan inclusion programmes, policies and guidance.</p> <p>Staff survey shows the majority of schools positively recognise guidance for inclusion and accessibility.</p>

Outcomes

A greater sense of belonging and safety for young people and staff as part of a trust which practices 'radical inclusion'.

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**OUR LADY
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CATHOLIC MULTI-ACADEMY TRUST

Priority 2)

Accessibility and inclusion for all.

Specific targeted training and resources to support chaplains and schools to work with those most in need. (E6)

	2022-23	2023-24	2024-25
Actions	<p>Increase schools access to bereavement training and engage with professional providers to increase awareness and capacity.</p> <p>Review emerging needs of school communities and form a CPD skills plan for chaplaincy and pastoral staff.</p>	<p>Develop a joined-up pastoral support an intervention strategy and explore staffing levels and provision.</p> <p>Work with heads to review current interventions and assess the impact.</p>	<p>Implement a hub/trust based provision level for all schools/hubs and coordinate best practice though a dedicated team of professionals working across the trust.</p>
KPIs	<p>60-75% of Chaplains receive training linked to inclusion and accessibility.</p> <p>40-50% of Hubs can evidence accessing central resources for inclusion.</p>	<p>60-75% of Chaplains receive training linked to inclusion and accessibility.</p> <p>60-75% of Hubs can evidence accessing central resources for inclusion.</p>	<p>60-75% of Chaplains receive training linked to inclusion and accessibility.</p> <p>All Hubs regularly accessing central resources for inclusion.</p>

Outcomes

School communities equipped to meet specific and emerging needs of the most vulnerable students in their communities.

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Priority 2)

Accessibility and inclusion for all.

Support non-teaching and central team staff to engage and understand our ethos and values. (E2)

	2022-23	2023-24	2024-25
Actions	<p>Creation of specific online resources, alongside in person events, liturgical opportunities, and training for staff.</p> <p>Foster opportunities for celebrating diversity within the central team and encourage sharing different faiths and beliefs.</p> <p>Create a series of social events that highlight and emphasise the churches liturgical seasons.</p>	<p>Develop dedicated opportunities for liturgical experiences for central team staff.</p> <p>Ensure chaplaincy input and presence on the social committee structure to embed new events and initiatives.</p>	<p>Review staff needs and assess impact and development of central staff spirituality.</p>
KPIs	<p>Staff respond positively to new and existing spiritual and liturgical provision.</p> <p>Staff attend new voluntary spiritual, social and liturgical opportunities.</p>	<p>An increase in positive staff attitudes towards spiritual and liturgical provision.</p> <p>Increased numbers of staff attend new voluntary spiritual, social and liturgical opportunities.</p>	<p>An increase year on year in positive staff attitudes towards spiritual and liturgical provision.</p> <p>The majority of staff attend new voluntary spiritual, social and liturgical opportunities.</p>

Outcomes

Greater buy in, support for, and knowledge of, our ethos, values and mission for non-teaching and central team staff across the Trust.

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Priority 3)
Formative resourcing.

Leverage new online resourcing platforms that better supports local and regional needs. (D5)

	2022-23	2023-24	2024-25
Actions	<p>Creation of new centralised resources platform to support staff and schools without direct provision.</p> <p>Begin development of user driven individual software / platform solutions for our secondary schools.</p> <p>Identify and connect contributors to draw together resources that support staff and student development.</p>	<p>Population of platform with focussed CPD linked resources to support staff further.</p> <p>Continue local platform development and move more Secondary schools toward individual user driven provision.</p>	<p>Review and update resources to develop a resourcing cycle to ensure resources continue to meet the needs.</p>
KPIs	<p>Complete and launch central platform.</p> <p>40-50% of schools access central platform for resources.</p> <p>10-20% of hubs adopt local user driver provision.</p>	<p>60-75% of schools access central platform for resources.</p> <p>25-40% of hubs adopt local user driver provision.</p>	<p>90-100% of schools access central platform for resources.</p> <p>40-60% of hubs adopt local user driver provision.</p>

Outcomes

Schools equipped and empowered to lead and grow their own provision for supporting Catholic Life and Mission and Collective Worship.

Young people, alongside staff in their communities growing in confidence and skills

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Priority 3)

Formative resourcing.

Facilitate and support a new diocesan/trust approach for curriculum RE in Primary and KS5 (D2)

	2022-23	2023-24	2024-25
Actions	<p>Create a timeline and strategy for implementation inline the with RED (Religious Education Director) over the next 2 years.</p> <p>Gather stakeholders and devise principles of practice and vision out line and begin planning progression maps and draft content following the strategic aims and then trail with stake holders.</p> <p>Identify and coordinate with KS5 practitioners to identify opportunities for a bespoke Core RE programme for sixth form students.</p>	<p>Continue planning and incorporate feedback and input from draft material trails.</p> <p>Identify a core groups and support them in planning draft KS5 and primary RE programmes.</p>	<p>Devise, manage and evaluate roll out in schools.</p>
KPIs	<p>Seek buy in and input from at least 25% of Diocesan schools.</p> <p>Engage with at least 50% of trust secondary schools.</p>	<p>Seek continued input and support from at least 40% of Diocesan schools.</p> <p>Continue to engage with at least 50% of trust secondary schools.</p>	<p>Seek continued input and support from at least 40% of Diocesan schools.</p> <p>Continue to engage with at least 50% of trust secondary schools.</p>

Outcomes

Schools adopt and use a new diocesan /trust devised RE curriculum at Primary and KS5 leading to better engagement, outcomes and enjoyment for staff and students.

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Priority 3)
Formative resourcing.

Ensure all schools have access to high quality liturgical resources and sacred spaces in their schools. (D1)

	2022-23	2023-24	2024-25
Actions	<p>'Seasonal Resource Drops' for all schools beginning in Advent and following the liturgical year.</p> <p>Audit to identify current access and availability of liturgical resources.</p> <p>Launch student led Sacred Spaces projects to involve and engage young people in accessing funding/resources.</p>	<p>Evaluate and adapt new season resource drops which compliment resources already in schools.</p> <p>Continue to develop sacred spaces and target schools not yet engaged.</p>	<p>Conduct a review audit of impact and areas for development.</p>
KPIs	<p>At least 90% of schools receive resources for Advent/Lent and Pentecost term.</p> <p>At least 50% of schools access funding to create high quality dedicated sacred spaces.</p>	<p>At least 90% of schools continue to receive resources to supplement different areas of the liturgical life of the schools.</p> <p>At least 75% of schools access funding to create high quality dedicated sacred spaces.</p>	<p>At least 90% of schools continue to receive resources to supplement different areas of the liturgical life of the schools.</p> <p>At least 90% of schools access funding to create high quality dedicated sacred spaces.</p>

Outcomes

All schools have access to high quality liturgical resources and dedicated, well maintained sacred spaces.

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Priority 4)

Professionalism, progression and parity in lay chaplaincy.

Equip lay chaplaincy staff to meet the needs of their community. (D5)

	2022-23	2023-24	2024-25
Actions	<p>Complete a resources audit to ensure lay chaplains have the tools they need for effective provision and resource where necessary.</p> <p>Implement structured supervision and pastoral support plan lead by our lead lay chaplains.</p> <p>Complete skills audit in line with CES (Catholic Education Service) /Diocesan standards to establish the training needs and create individual training plans for each lay chaplain.</p>	<p>Ensure CES/Diocesan standards form the basis for on-going line management in each school/hub.</p> <p>Create a bespoke development plan for each lay chaplain.</p>	<p>Review current lead/ lay chaplain skill and competency levels and evaluate line management model.</p>
KPIs	<p>At least 50% of lay chaplains and lead lay chaplains adopt new CES/Diocesan standards-based line management.</p>	<p>At least 75% of lay chaplains and lead lay chaplains use CES/Diocesan standards-based line management.</p> <p>50% chaplains have bespoke development plan in place.</p>	<p>At least 90% lay chaplains and lead lay chaplains use CES/Diocesan standards-based line management.</p> <p>At least 75% chaplains have bespoke development plan in place.</p>

Outcomes

Highly skilled and valued lay chaplains, with the tools to do their job who are able to effectively deliver provision across their hubs.

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Priority 4)

Professionalism, progression and parity in lay chaplaincy.

Develop partnership working in schools with lay chaplains working alongside other school staff to create a shared provision and to upskill communities. (D1)

	2022-23	2023-24	2024-25
Actions	<p>Identify and promote discrete opportunities for schools staff to engage with chaplaincy provision.</p> <p>Identify individuals and provide support, training and guidance for their development.</p> <p>Use hub and Trust structures to connect, support and nourish the wider network of staff working to support chaplaincy.</p>	<p>Explore incentives, TLR opportunities and training for staff development linked to chaplaincy.</p> <p>Identify collaborative hub/network based training opportunities.</p>	<p>Provide encouragement and support for staff who want to move more directly into chaplaincy work and create a culture of formation where staff encourage and empower each other.</p>
KPIs	<p>25% of schools can identify staff with dedicated responsibilities and roles linked to the support of chaplaincy provision.</p> <p>*Current level (Approx 8.3%)</p>	<p>50% of schools can identify staff with dedicated responsibilities and roles linked to the support of chaplaincy provision.</p>	<p>75% of schools can identify staff with dedicated responsibilities and roles linked to the support of chaplaincy provision.</p>

Outcomes

More staff are actively engaged with chaplaincy leading to greater awareness, a sense of shared responsibility and a better utilisation of the role.

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Priority 4)

Professionalism, progression and parity in lay chaplaincy.

Develop pay and progression opportunities for lay chaplains. (D5)

	2022-23	2023-24	2024-25
Actions	<p>Work with NRCDES (Nottingham Roman Catholic Diocesan Education Service) to review current progression options and pathways for lay chaplains.</p> <p>Develop new models along NRCDES to encourage recruitment and retention.</p> <p>Identify training and professional development to support lay chaplains at all levels with opportunities to grow academically and professionally.</p>	<p>Work with individual chaplains to identify their road map and development needs in order to access higher pay scale progression.</p> <p>Work with schools to identify and train future senior leaders within chaplaincy staff.</p>	<p>Evaluate impact on recruitment and retention.</p>
KPIs	<p>All trusts adopt new pay scale approach for lay chaplains.</p>	<p>Schools engage and support staff progression.</p>	<p>At least 20% of chaplains engage in a process to access higher pay scales.</p>

Outcomes

Greater retention in lay chaplaincy roles.

Chaplains working at a senior leadership level in schools.

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Priority 5)

Practical, enabling interventions to remove barriers.

Direct funding to enable pupil attendance and participation in faith based events and direct funding for chaplaincy teams within schools. (MD2)

	2022-23	2023-24	2024-25
Actions	<p>Fund travel and access costs for Flame, suitable residential retreats, pilgrimages and other faith opportunities.</p> <p>Create easy access to funds for relevant staff to directly support and enhance the experience for chaplaincy teams.</p> <p>Work with lay chaplaincy staff to find areas to work in partnership with parishes to identify young people and communities in need.</p>	<p>Work with lead lay chaplains to make sure that all schools are accessing funding and identify and promote support packages to schools.</p> <p>Share success stories and case studies to encourage schools to access funding.</p>	<p>Review impact and create a plan to further focus future funding.</p>
KPIs	<p>Ensure at least 100 young people attend flame and at least 50% of our secondary schools bring groups to Lourdes.</p> <p>At least 25% of schools apply for chaplaincy team funding and support.</p>	<p>At least 75% of our secondary schools bring groups to Lourdes.</p> <p>At least 50% of schools apply for chaplaincy team funding and support.</p>	<p>100% of our secondary schools bring groups to Lourdes.</p> <p>At least 75% of schools apply for chaplaincy team funding and support</p>

Outcomes

More young people accessing national and diocesan events year on year.

More young people engaging with chaplaincy team programmes in school year on year.

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Priority 5)

Practical, enabling interventions to remove barriers.

Creation of model programmes and policies to support schools. (MD1)

	2022-23	2023-24	2024-25
Actions	<p>Create Prayer & Liturgy model policy.</p> <p>Create a standardised Chaplaincy Team Training programme.</p> <p>Create a hybrid delivery model for the Faith in Action award.</p>	<p>Work with head teachers to identify areas in need of policy support.</p> <p>Work with school communities to identify new programmes.</p>	<p>Evaluate the impact of central programme and policy provision on school provision.</p>
KPIs	<p>10-25% of schools adopt one key chaplaincy policy or programme.</p>	<p>40-50% of schools adopt one key chaplaincy policy or programme.</p>	<p>60-75% of schools adopt one key chaplaincy policy or programme.</p>

Outcomes

Consistent and high quality provision support and provision.

Strong CSI performance and the empowerment of staff to lead the Catholic life and mission of their schools.

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Priority 5)

Practical, enabling interventions to remove barriers.

Develop internal and external communication networks, in a spirit of synodality, to inspire and empower community engagement with chaplaincy. (MD5)

	2022-23	2023-24	2024-25
Actions	<p>Develop plans for the creation of a student synod/forum to enable active dialogue across hubs and trust communities.</p> <p>Create a coordinated communication approach to sharing news, events and information with parishes and local communities.</p> <p>Review current social media provision and formulate a joined up approach to sharing and celebrating chaplaincy work across the trust and beyond.</p>	<p>Begin student synod / forum and set focus agenda and scope for the group.</p> <p>Continue to develop social media presence and target output dependant on usage.</p>	<p>Review student synod/ forum impact on the hub and Trust communities to inform further development.</p>
KPIs	<p>Establishment of student synod initiative.</p> <p>Increase in social media presence and engagement.</p>	<p>40-50% of schools engage with student synod initiative.</p> <p>Increase in social media presence and engagement.</p>	<p>More than 50% of schools engage with student synod initiative.</p> <p>Increase in social media presence and engagement.</p>

Outcomes

Young people and their communities actively engage in dialogue that leads to change and growth within the Trust.

Chaplaincy work has a positive and high profile within our communities any beyond.

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Priority 6)

Positive and fruitful relationships with families, parishes, local and global communities.

Connect with deaneries to create a joined-up approach to support the life of school and parish. (MD4)

	2022-23	2023-24	2024-25
Actions	<p>Visit all trust deanery meetings and present a trust partnership offer to support and foster relationships.</p> <p>Create a document to identify partnership opportunities and provide practical ways to work together for parishes and schools.</p> <p>Create a strategic approach to the provision of Mass across hubs in partnership with deaneries.</p>	<p>Explore strategic partnerships to support young people preparing for the sacraments.</p> <p>Relaunch and revisit resources to support the planning and celebration of Mass in schools.</p>	<p>Review and explore broader partnership work with the diocese.</p>
KPIs	<p>Attend 100% of relevant deanery meetings.</p> <p>10-20% of Trust parishes engaging with trust programmes and resources.</p>	<p>Attend 100% of relevant deanery meetings.</p> <p>20-30% of Trust parishes engaging with trust programmes and resources.</p>	<p>Attend 100% of relevant deanery meetings.</p> <p>30-40% of Trust parishes engaging with trust programmes and resources.</p>

Outcomes

Strong links with partner parishes and joined up approaches to support young people and families.

Better engagement and relationships with diocesan clergy and the wider parish communities.

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Priority 6)

Positive and fruitful relationships with families, parishes, local and global communities.

Support hub based and trust wide charitable initiatives (MD2)

	2022-23	2023-24	2024-25
Actions	<p>Identify hub charities and enable schools/hubs to support their work through coordinated initiatives with a focus on accessible ways of generating support.</p> <p>Identify a trust charity / project which we can support as central team.</p> <p>Explore the creation of a trust charity to support staff and families.</p>	<p>Continue to work on hub charitable initiatives and create ways for young people to direct projects and link with the Faith in Action award.</p> <p>Explore impact of trust charitable fund and create mechanisms to provide direct support.</p>	<p>Review charitable support and identify new charitable links where appropriate.</p>
KPIs	<p>40-50% of schools engaged with hub project.</p>	<p>60-75% of schools engaged with hub project.</p>	<p>90% of schools engaged with hub project.</p>

Outcomes

Focused and effective support for local and national charities that make the world a better place for the most vulnerable.

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Priority 6)

Positive and fruitful relationships with families, parishes, local and global communities.

Work in partnership towards diocesan sustainability goals and projects. (MD3)

	2022-23	2023-24	2024-25
Actions	<p>Work collaboratively with diocesan trust eco leads to devise an effective joined up strategy for promoting sustainability.</p> <p>Work with existing programmes such as the Faith In Action Award to embed sustainable initiatives and content.</p> <p>Support the development of a eco strategy to embed sustainability in all areas of the trust and create 2 TLR linked posts to support progress.</p>	<p>Work towards a combined diocesan approach to incentivising and recognising positive sustainable initiatives taking place in schools.</p> <p>Create resources for prayer and liturgy which help make tangible links between our faith and sustainability.</p>	<p>Review impact and formulate new strategies for increasing sustainability across our community.</p>
KPIs	<p>40-50% of schools incorporating trust led sustainability measures.</p>	<p>60-75% of schools incorporating trust led sustainability measures.</p>	<p>80-90% of schools incorporating trust led sustainability measures.</p>

Outcomes

Increased awareness and implementation of sustainable practices across the trust that contribute to the net zero 2030 diocesan target.

The formation of an effective joined up approach to building sustainability in our diocese.

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