



Operational Plan 2018 - 2019



**"This is what we are about. We plant the seeds that one day will grow.
We water seeds already planted, knowing that they hold future promise.**

We lay foundations that will need further development.

We provide yeast that produces far beyond our capabilities....

It may be incomplete, but it is a beginning, a step along the way,

An opportunity for the Lord's grace to enter and do the rest....

We are prophets of a future not our own. "

Saint Oscar Romero

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Rationale

Our vision is to be a 'beacon of excellence' in providing the very best Catholic education for all our Romero pupils and students from 2 – 19 years old.

This plan, created by the Principal Committee, sets out how we will work as a community of faith, with governance at all levels, in partnership with all job families to realise our ambitious vision and unlock the God-given potential for all who form part of The Romero Catholic Academy.

The rationale behind this plan is a coherent drive for quality assurance, accountability and leadership arrangements – with actions that will promote networking such as inquiry-based learning, peer reviews, shared coaching and development programmes and learning walks.

Underpinning this plan are our Romero values as we strive to show:

- **Respect** - We respect and value those we work with and the contribution that they make. *Through this plan*, the identity and unique character of each individual Catholic academy and of a school's strengths, as well as understanding our strength collaboratively in working smarter together to overcome barriers to learning at individual or collective level.
- **Integrity** - We act fairly, ethically and openly in all we do.
- **Service** - We put our children at the centre of all that we do. *Through this plan*, we believe that every child, pupil, student and adult can be nurtured supported and challenged to reach their God-given talents and skills; this comes through service and a focus on developing highly quality skilled teams of staff in every aspect of our Company alongside empowering inspirational leadership at all levels to realise our vision.
- **Excellence** - We use our energy, skills and resources to deliver the best, sustainable results. *Through this plan*, we are resourceful in what we do, in whatever it takes, to improve outcomes for our Romero schools.

Aims Of The Romero Plan

As Catholic Schools in the Romero MAC we are committed to:

- **Spiritual Growth** - An ethos in which the Gospel message is proclaimed, community in Christ experienced, service to each other and the wider world community is recognised, and thanksgiving and worship of our God is cultivated.
- **Formation of the Whole Person** - Providing well rounded high quality education that empowers and enables pupils to recognise their full potential and respond to what God calls them to be.
- **Academic Excellence** - Building on the collaborative success of the Romero Partnership our schools will be inspirational, academically rigorous and innovative, achieving standards of excellence in all settings, supported by exceptionally caring staff who reflect the light of Christ.
- **Family Partnership** - Partnering with, upholding and supporting parents and guardians in their role as primary educators of their children.
- **Vibrant Communities** - Ensure diverse, dynamic, welcoming, compassionate communities available to all.
- **Global awareness** - Nurture the personal integrity and faith development of pupils that also challenges them to know and understand communities around the world.
- **Stewardship** - Ensuring a vibrant, sustainable future for our schools through unified support and prudent management of resources.



Mission

"We are a Christ-centred Community dedicated to faith formation, academic excellence and individual growth for all of our young people, all rooted in the Gospel message of Jesus Christ."

*"Be Ambitious For The Higher Gifts
1 Corinthians 12:3"*

Strategic Aims

These are exciting times in education within The Romero Catholic Academy and we are proud that we are meeting the challenges head on and spearheading new developments. We believe that we can provide strong system leadership from within education to reshape the local offer alongside our partners to ensure all eight schools rise together. By standing tall, taking bold decisions and exploring new approaches we believe we can navigate the educational landscape as a Company so that all schools thrive.

Our **Strategic Aims** shape our three year plan and link into our priorities detailed in the operational one year plan.

1. Ensure the future of Catholic education is secure and stable

- *That Romero is faithful to the Church's mission in education, to place Christ and the teaching of the Catholic Church at the centre of people's lives.*
- *This evangelising mission is exercised through the diverse interaction of Catholic schools with their local parishes, families, societies and cultures they serve.*

2. Provide financial stability and effective governance across the MAC

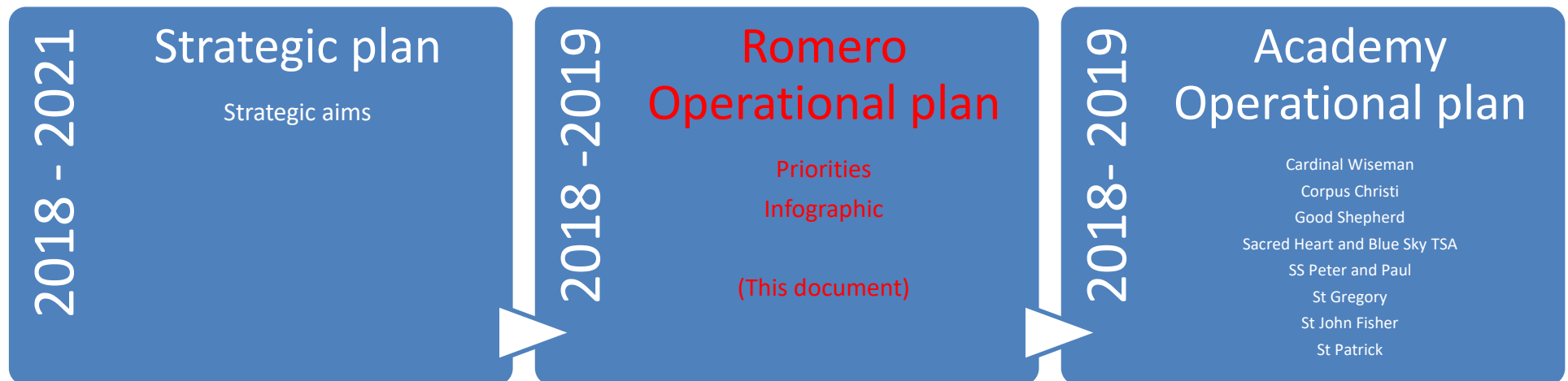
- *That all schools are financially viable through a three year strategic plan, alongside the ability to demonstrate Value for Money with quality range of services, the deployment of a skilled work force both centrally and across entities and efficiency in the management of the estate.*
- *Effective governance is essential in ensuring MAC-wide performance is delivered effectively.*

3. Establish The Romero MAC as an employer of choice

- *Our ability to recruit and retain high quality staff is greater than 'national' for schools and academies.*
- *We gain a reputation for developing and nurturing staff and morale is high.*
- *Our managers are supported, we are compliant and meet relevant standards/levels. The Romero MAC is recognised for it's HR provision with low absence.*

4. Provide all Romero MAC children with the education and support to reach their God- given full potential.

- *Students performance exceeds national standards in any age related test.*
- *A range of opportunities are available to provide a well rounded education.*
- *All pupils progress successfully through each stage of transition to achieve their full potential through a carefully well-planned journey of learning through the seamless curriculum from 2 – 19 years*



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One Year Goals

Priority	Performance Area summary (see further details on page 6 – 11)	Progress measure in 1/2/3 years	Responsibility	Autu	Spring	Summ
Romero Priority 1 Provide effective Financial Management And Governance At All Levels to secure, protect and enrich Catholic Education	Provide effective strong financial management <ul style="list-style-type: none"> Increase places Catholic schools are at filled up to (currently approx. 90%) 95% and Catholicity increased (68% May 2018 exactly in line with CES National Av.. Track Nursery capacity and Sixth form to ensure all are financially viable. Establish centralised finance and HR team in ideally one base Finance policies procedures; financial scheme of delegation; RACI reviewed in light of CSEL; segregation of duties Review of centralised contribution; consider the strategy of reserve pooling and gag pooling Increase income stream to improve reserves (Fundraising post; Teaching school/ system leadership; capacity of places; lettings) Risk Register is reviewed and owned by all appropriate stakeholders Compliance strategy across all aspects are considered especially in Safeguarding and GDPR requirements 	1. 40% transfer from Y6 – 7 Sep '19 2. Capacity of school places increasing 5ppt to 95% 3. %of Catholics across MAC inc 2%+ to 70% plus 4. Income generation 0.5% of GAG (£90k) 5. Clean audit report (no high risk) 6. Reduce non pay roll costs to 10% of total income	Parish Priests RE leads Chaplaincy CC1 Academ C'ttee Board CSEL			
	Provide efficient use of resources at strategic level <ul style="list-style-type: none"> Establish dashboard Strategy for estate; IT and disadvantaged spend at MAC level to attain economies of scale 	7. Dashboard and KPIs are established 8. IT strategy is scoped and phased in				
	Provide strong effective governance at all levels and clear reporting lines of accountability <ul style="list-style-type: none"> Governance – competency framework; succession planning; training; self- evaluation and engagement is improved Lines of accountability are clear through RACI and Terms of reference Link with other MACs to strengthen governance and networking opportunities 	9. Vacancies across the Company are lower than 10% 10. Clear frameworks of governance accountability and delegation				
Romero Priority 2 Develop effective and high quality leadership and staffing at all levels	Strengthening leadership in schools through effective CPD and effective appraisal <ul style="list-style-type: none"> Leadership pipeline established and oversight of Performance Management of Principals cascading to all staff (via SchoolIP) to show MAC Strategy for recruitment and retention at MAC level successfully fill vacancies Staffing structure both at school level and MAC level is designed to make best use of talent and resources across MAC Budgets show staffing costs are closer to 70% in new five year plan 	11. All leadership posts filled in a term 12. Applications for new roles by ↑ 5% 13. 80% of perf' reviews are good or above 14. 40% of leadership posts filled internally 15. Staff costs to be closer to 70%	CC2 H of HR Academ C'ttee Principa CSEL			
	Development of pathways for succession planning is established <ul style="list-style-type: none"> Romero pathways programme and OD Strategy rolled out for all job families to improve quality of professional development Apprentice Levy (approx. £38k) used to improve opportunities for training Internships identified focused on Senior Leader 	16. 95% staff to be engaged in Romero pathways or OD strategy				
	Quality of HR provision and recruitment <ul style="list-style-type: none"> GUI enables oversight of HR metrics and effectiveness of policies and procedures Policy matrix to show Standardised; Aligned; Autonomy. All Romero policies on the website Communication strategy is embedded – Romero staff forum introduced 	17. Absence is 3% or lower by July 2018 18. Staff turnover to be below 15%				
Romero Priority 3 Provide all pupils with high quality education to enable them to reach their full God-given potential	Provide high quality education across all schools <ul style="list-style-type: none"> All schools evaluated as at least Good (Ofsted) by July 2019 (three schools due inspection September 2020) All schools evaluated as at least Good (S48) and categorization shows all schools as 'Improve' or 'Sustain' Outcomes end of Key Stage are broadly in line with average with increasing proportion above; three year trend rising Strategy for disadvantaged; more able; EAL across MAC with champions identified (PP reviewer) 	18. More than half of schools meet/ exceed national data & from 2018 19. 12.5%+ increase in sch judged as good/ OS S48 20. All schools by July 2019 are categorised as A or B1 21. Retention rates of NQTs and EQTs is high	CC3CI lead All Network Leads Academ Ctte Principa CSEL Link Director			
	Provide opportunities for all children and students to reach their full potential <ul style="list-style-type: none"> Data Dashboard shows metrics across context groups; standards; attendance; exclusions pulling in all Key Stages Curriculum and assessment to be reviewed completely and linked across phases where possible (PiXL) Vocations Information Advice and Guidance (IAG) across all year groups to be established Teaching and learning strategy across MAC to increase good to outstanding teaching and improve consistency. System leadership further strengthened. PiXL 	22. System leaders/ QA practitioners impact on quality of provision 23. 2019 rise to: GLD – 75% (+2%) KS1 – 70% (+3%) KS2 – 75% (+4%) Progress 8 is 0+ 24. 90% of assessments are accurate Effective use of assessment information leads to the ability to identify, escalate and tackle problems quickly				

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Romero Priority 1- Provide effective Financial Management And Governance At All Levels to secure, protect and enrich Catholic Education

Performance area	Actions	Impact	Who	Autumn RAG	Spring RAG	Summer RAG
1.1 Provide effective, strong financial management	<p>1.1 Reference group implemented with stakeholders across the MAC to support Governance to secure protect and enrich Catholic Education. Drive to ensure Catholic life, RE and Collective Worship are innovative, high in standards and pupils experience excellence in their journey of faith through from EYFS to Sixth form in a seamless transition in the next three year phase of the MAC. Innovation at school and MAC level to raise standards and the use of the Blue Sky TSA teaching school to provide high quality professional development for staff (Catholic and non Catholic) in all three areas.</p> <p>1.2 All places across Catholic schools are at filled up to 95% and Catholicity increased by 2percentage points to 70% by Sep 2019 (68% May 2018)</p> <p>1.3 Finance staff structure is established and centralised function is operational. Staff are successfully moved to one area in the MAC</p> <p>1.4 ISR consistent across the MAC at leadership level and Support staff pay structure is consistent across all schools</p> <p>1.5 Finance policies procedures and financial scheme of delegation are all reviewed (and RACI matrix) with three to five year plan to address long term financial pressures (including MFG reduction). Recovery plans in place and three year budget plans to address deficits is embedded. One bank account is considered as the way forward to address investment opportunities.</p> <p>1.6 Xero and Every is embedded across the entities and consistency in approach so controls, comparisons and checks can be made through monthly reporting to the stakeholders (new 'must' from AFH Sept 2018). In relation to Xero, prepare management accounts every month setting out its financial performance and position, comprising budget variance reports and cash flow forecasts with sufficient information to manage cash, debtors and creditors</p> <ul style="list-style-type: none"> Benchmarking internally across schools (against similar spends in overheads and across key areas e.g. staffing) Benchmarking externally https://schools-financial-benchmarking.service.gov.uk/ (although dated info) <p>1.7 Review of centralised contribution in light of changes to centralised team and reduction in number of contracts across MAC (linked to IT strategy) so there are fewer companies are used more effectively; finance working party to review progress</p> <p>1.8 Establish new working relationship with Dains as new auditors and establish timeline for risk review and audits (int/ext)</p> <ul style="list-style-type: none"> Consider any reviews to ensure robust financial controls and assurance (reserve pooling/ GAG pooling in 3 – 5 yr plan) <p>1.9 Income streams are actively sourced through lettings; TSA and Fundraising role; investment policy; 10% reserves (Fundraising post)</p> <p>1.10 Risk Register is reviewed regularly and considered at Core Committees and Academy Committee level Principal committee to review the Risk Register and each Core Committee to complete Flash report</p> <p>1.11 Compliancy strategy across all aspects are considered especially in Safeguarding and GDPR requirements and BCP Audits for Safeguarding are collated termly and collective strengths and areas for development identified</p>	<p>1 40%+ transfer from Y6 – 7</p> <p>2 Capacity of school places increasing 5ppt to 95%</p> <p>3 %of Catholics across MAC inc 2%+ to 70% plus</p> <p>4 Income generation 0.5% of GAG (£90k)</p> <p>5 Clean audit report (no high risk)</p> <p>6 Reduce non pay roll costs to 10% of total income</p>	<p>Head of Finance</p> <p>Dains</p> <p>CC1</p> <p>Fundraising co-ordinator</p> <p>Continuous Improvement/ Warwickshire</p>			
1.2 Provide efficient use of resources at strategic level	<p>1.12 Graphical User Interface (GUI) dashboard set up with financial information to enable visibility for executive leadership. Three Core metrics (DfE) average class size, teacher contact ratio, average teacher cost; DfE doc). In addition:</p> <ul style="list-style-type: none"> Contextual: teacher pay as % of total expenditure and income (TRCA KPI) ; % of staff costs spent on leadership team pupil number projections spend per pupil for non curriculum expenditure lines compared to other schools Strategic: 3 – 5 year budget spend projections; school improvement plan priorities and relative cost of options <p>1.13 Estate – Premises plan in place; efficient use of skill set in work force across all eight schools and SCA allocation and spend is used effectively and reporting back to schools is explicit on distribution of planned spend across MAC; Contract management is in place across all schools using the 'Every' system</p> <p>1.14 IT Strategy across the MAC short and long term plan for admin/ curriculum provision across the schools; hub; TSA and stakeholders</p> <p>1.15 Strategy for disadvantaged spend is considered at MAC level to attain economies of scale across similar spends</p> <p>1.16 Continue to review Resource management – Integrated curriculum and financial planning (ICFP) at Secondary and consider at Primary level click here for details.</p>	<p>7 Dashboard and KPIs are established</p> <p>8 IT strategy is scoped and timeline established phased over next three years</p>	<p>Academy Business Director. CSEL</p> <p>Facilities Manager</p> <p>IT lead</p> <p>Head of Finance</p>			
1.3 Provide strong effective governance at all levels and clear reporting lines of accountability	<p>1.17 RACI Matrix to be reviewed in light of CSEL appointment and the lines of accountability are established.</p> <p>1.18 Recruit more expertise at both Board and Committee level to cover all skill areas and expertise</p> <p>1.19 Ensure induction is effective for Directors and committee members, including governance and diocesan training</p> <p>1.20 Ensure risk register with delegated responsibility for monitoring and ownership at academy level</p> <p>1.21 Consider ways to strengthen succession planning for all aspects of governance</p> <p>1.22 Look at governance at academy level; consider transfer from SIB to LAC ready for September 2019 at Cardinal Wiseman</p> <p>1.23 Provide a training programme across year in house and external providers to strengthen effectiveness at all levels</p> <p>1.24 Ensure partnership, networking and active engagement with Holy Spirit MAC; Holy Cross MAC on longer term strategy for academisation and to ensure system led school improvement regardless of status</p>	<p>9 7. Vacancies across are lower than 10%</p> <p>10 8. Clear frameworks of governance, accountability and delegation</p>	<p>CC1 CSEL</p> <p>Chair/ Vice Chair</p>			

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August
New AFH in force	¼ PP (2 nd) Land and building	Trust report in draft	Trust report submitted	¼ PP (3 rd) Annual returns	ESF issues funding allocations		¼ PP (4 th)	BFR0		¼ PP (1 st) BFR	

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Romero Priority 2 – Develop Effective High Quality Leadership and Staffing At All Levels

Perf' Area	Actions	Impact	Who	Autumn RAG	Spring RAG	Summer RAG
2.1 Strengthening leadership in schools through effective CPD and effective appraisal	<p>2.1 Strategy for developing Catholic leadership pathways across the company through targeted support; CPD and 1 – 1 coaching/ mentoring through Diocesan/ CES and Teaching school programmes and our own internal systems</p> <p>2.2 Strategy for recruitment and retention at MAC level to ensure all vacancies are filled within a term; focus on developing Catholic leadership and opportunity for leaders to experience other Catholic schools (Vice Principals swap Feb 2019)</p> <p>2.3 Remuneration group set up -ISR across the MAC is consistent for Principals; Vice Principals Assistant Vice Principals and Leading Practitioners and for salary benefits and rewards.</p> <p>2.4 Pay structures across Shared Services Team and across all schools to be reviewed so there is alignment.</p> <p>2.5 Work load balance to be focus for all schools and the MAC collectively; sharing of good practice to be communicated and strategies considered in addressing data management; feedback and planning. Discussion topic for Romero Forum</p> <p>2.6 Providers and internal programmes to strengthen leadership from bespoke training for leaders; Ambition School Leaders; NPQML NPQSL and from 2019 2020 NPQH</p> <p>2.7 Staffing structure both at school level and MAC level is designed to make best use of talent and resources across MAC. MAC wide training opportunities provided to improve leadership at all levels; Standards Team; Chaplaincy team</p> <p>2.8 Budgets show optimum of 70% staffing reducing from 75% costs in new five year plan; where appropriate shared deployments considered across school.</p> <p>2.9 Talent pool identified (SLEs in RE and beyond) and development is targeted to share good practice across the schools with a high priority given to initial teacher training and leadership development to secure the pipeline of talent;</p> <p>2.10 Performance Management cascades for Executive leadership; Principals; Senior leaders; staff with at least one common area identified from the MAT review (e.g. Disadvantaged) and then cascading to school level; Support staff to access Appraisals</p>	<p>11 All leadership posts filled in a term</p> <p>12 Applications for new roles by ↑ 5%</p> <p>13 80% of perf' reviews are good or above</p> <p>14 40% of leadership post filled internally</p> <p>15 Staff costs to be closer to 70%</p>	<p>Head of HR</p> <p>CSEL</p> <p>CC2</p> <p>Blue Sky</p> <p>TSA</p> <p>Ext Partners</p>			
2.2 Development of pathways for succession planning is established	<p>15.1 Vocations (Catholic CPD) Romero CPD programme and OD Strategy (via Blue Sky St Augustine TSA) rolled out for all job families to improve quality of professional development (including Catholic leadership and faith formation)</p> <p>15.2 Investment in staff to be evident in CPD opportunities but repayment clause for 2 years to be implemented</p> <p>15.3 Apprentice Levy (approx. £38k) used to improve opportunities for training; further exploration from Shared Services team to maximise the strategy for deploying Apprentices across the Company and to utilise the amount in the virtual fund.</p> <p>15.4 Internships identified focused on Senior Leader - Senior leader development/ briefing/ 360/ peer support/ learning circles/ internment to be introduced. Week in February all Vice Principals to swap across the MAC</p> <p>15.5 At Secondary and Primary developing links with Ambition School leaders to engage in 'Effective leadership team ' for SLT; Future leaders and where appropriate Executive Leadership extending to Primary.</p>	<p>16 95% staff to be engaged in some form of CPD</p>	<p>Blue Sky</p> <p>TSA</p> <p>Academy Business Director</p> <p>CSEL</p>			
2.3 Quality of HR provision and recruitment	<p>16.1 Graphical User Interface -Dashboard shows Key HR metrics benchmarked</p> <p>16.2 Policy matrix to show Standardised; Aligned; Autonomy. All Romero policies on the website. HR policies and procedures tightened up and proactive training with all staff.</p> <p>16.3 Absence management to be tightened (June – May 2018 3598 days lost 300 days on average a month) reduces to 275 days a month.</p> <p>16.4 Over recruitment of NQTs in the Autumn term to a Romero pool (with focus on recruiting Catholic staff where possible)</p> <p>16.5 Consideration of a supply pool of teachers to reduce Supply recruitment costs</p> <p>16.6 Safeguarding process at MAT level cascades robustly to academy level with consistency in approach across all entities. Recruitment processes are regularly reviewed for compliancy.</p> <p>16.7 HR training for all Senior leaders on processes including Disciplinary; Pay Review; PEX; Appeals</p> <p>16.8 Communication Strategy cascaded across schools so that there is a consistency in the approach across schools and to external stakeholders (see document)</p>	<p>17 Absence is 3% or lower by July 2019</p> <p>18 Staff turnover to be below 15%</p>	<p>Academy Business Director</p> <p>Head of HR</p>			

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Romero Priority 3—Provide all pupils with high quality education to enable them to reach their full God-given potential

Perf area	Actions	Impact	Who	Aut RAG	Spr RAG	Su RAG
3.1 Provide high quality Catholic education across all schools	<p>3.1 Section 48 is a focus for all schools and priority for schools due in academic year and schools to show improvement on previous inspection and where possible increase in aspects identified as Outstanding (all schools judged at least good)</p> <p>3.2 Catholic life; RE and Collective Worship are developing through the Principal committee; RE Network and the Reference Group with sharing of good practice, innovative ideas developed across MAC and local level and development of retreats</p> <p>3.3 Opportunities for all stakeholders to experience liturgical year; engagement with parents during specific times; rolling worships open to governance and parents / carers; termly naming to reflect the liturgical focus for the MAC; focus each year on a Sacrament (Confirmation for 2018 – 2019); focus on developing student/ pupil led liturgy; development across all schools of a Catholic environment with interactive prayer areas and liturgical focal points to facilitate spontaneous and/ or independent prayer</p> <p>3.4 School Improvement Strategy is completed for new academic year; categorisation is finalised; support and challenge programme is in place. Categorisation is in place and reviewed termly through Continuous Improvement Reviews. Across the MAC; there is a collective responsibility to contribute to school improvement and investment in the professional development of teachers and the sharing of knowledge and expertise across a strong network of constituent schools</p> <p>3.5 Quality assurance – Primary – Coventry Monitoring Officer (tailored based on categorisation) to focus on Catholic life and Disadvantaged alongside Performance Management; Paul Longden to lead on Peer review at Senior/ middle leadership Secondary - Coventry Monitoring Officer one day a half term; Chris King to complete 12 days on External scrutiny and SSE validation</p> <p>3.6 ITT RQT and EQT programme coordinated by Laura Stevenson and Laura Burntonwood across the phases. Joint sessions across programme where appropriate.</p> <p>3.7 System leaders are further developed across the schools (SLE/ LLE round to be opened) and Champions/ leads for key aspects so that there are key leaders identified across to move school improvement forward</p> <p>3.8 System Leadership is established across all schools so that all schools are capacity givers to Romero and school improvement with at least one individual in each school contributing to the system.</p> <p>3.9 Graphical User Interface -Dashboard shows Key Standards metrics benchmarked using information sourced from Otrack/ Arbor (EYFS KS1/2) and Sisra (KS4/5) and as a result Directors have visibility at Board level of all data across all Key Stages</p> <p>3.10 Peer review extended at Primary to middle and senior leaders with a half day planned review in Autumn 1/ 2 with Paul Longden (see Briefing paper for full details); RE teaching and learning reviews in place termly with RE leads</p> <p>3.11 Curriculum innovation and development pursued by all Principals with Primary seamless transition into Secondary (where the focus is moving to a Knowledge Curriculum) and a STEM theme across Primary and Secondary</p> <p>3.12 Facilitated discussions planned through academic year on key aspects; vocabulary; more able; striving for excellence (see Paul Longden overview)</p> <p>3.13 Festival of learning planned to bring subjects across curriculum to life through network leads – Festival of Reading planned for March 2019 organised by English leads.</p> <p>3.14 Reflective practise in Teaching and learning through learning triads; learning circles and IRIS where appropriate (CW)</p> <p>3.15 Subject Knowledge Enhancement (SKE) accessed where appropriate (CW – En x 1 Ma x 2 Sci 3/ 4) Primary as appropriate (Maths via Hazel Howzat SJF); Institute of Physics - Professional development programme for physics teachers; Institute for Teaching - Teacher development programme; Teach First - School leader development programme; Tom Bennett Training - Behaviour management programme (last four all Secondary)</p>	<p>19 More than half of schools meet/ exceed national dat & ↑ from 2018</p> <p>20 12.5%+ increase in sch judged as good/ OS S48</p> <p>21 All schools by July 2019 are categorised as A or B1</p> <p>22 Retention rates of NQTs and EQTs is high</p>	<p>CSEL Board</p> <p>Principals Leading Practitioners KS1 KS2</p> <p>Blue Sky TSA</p> <p>ITT leads across MAC</p> <p>Academy Business Director</p> <p>System leaders</p>			

3.2 Provide opportunities for all children and students reach their full potential	<p>22.1 School improvement; data analysis and quality of provision is overseen from Principal committee and CSEL so that there is equal access and investment across all schools and accountability at all levels. The termly meeting with Academy leaders and Shared Services team are enabling challenge and improvement to raise standards.</p> <p>22.2 Assessment – PiXL to be considered and implemented at primary to aid a move to standardised score with in year data to secure the ability to track both progress and attainment.</p> <p>22.3 Secondary – GL Assessment; GCSE Pod; PiXL embedded to strengthen data at KS3 4 5 in year and at end of KS outcomes</p> <p>22.4 Secondary to seek alignment on GCSE spec with other Secondary schools in city and beyond, with Catholic schools and other Trusts</p>	<p>23 System leaders/ QA practitioners impact on quality of provision</p> <p>24 2019 rise to: <i>(brackets indicate rise of Romero av. From 2018 figure)</i> GLD – 75% (+2%) KS1 – 70% (+3%) KS2 – 75% (+4%) Progress 8 is 0+</p> <p>25 90% of assessments are accurate at end of KS outcomes</p>	Principals CSEL			
	<p>25.1 PiXL All in year / end of year data by Y6 (19.10.18) YN – 5 (7.12.18); all data on PiXL (14.12.18) Data online Y3 4 5 (11.3.19) Data online Y2 6 (1.4.19) all data on PiXL (5.4.19) PiXL Summer tests Y1 3 4 5 (17.6.19 – 21.6.19) Data online Y3 4 5 (27.6.19) All data on PiXL (12.7.19)</p> <p>25.2 Secondary data points given at appropriate times leading into planned SIB meetings</p> <p>25.3 Maths leads to focus on a ‘measured/ planned’ approach to role out of timetables test for current Year 3 will be tested in June 2020</p> <p>25.4 Leading Practitioners to drive school improvement (KS1 LP – Year 1 2 3/ KS2 LP Y 4 5 6) with input into transition for Y7 and advice on Catch up funding and Y6 who transfer to Cardinal Wiseman.</p> <p>25.5 Vocations - strategic overview of Vocations, Career Information advice and guidance</p> <p>25.6 Disadvantaged Focus on vulnerable pupils through joined up Pastoral approach and tailored approaches via 1 – 1/ group targeted activities. Daniel Sobel book bought for each Champion; audit to be completed and a strategic approach to disadvantaged</p> <p>25.7 ‘Well being/ Mental health’ Year to be declared in 2019 across Coventry and focus across the MAC</p> <p>25.8 Sports Mark to be achieved across each school here</p> <p>25.9 Vocabulary – using the Closing the Gap report to drive opportunities to immerse pupils in vocabulary (KS3 4 5 10,000 words a day reflecting on St Martin Stoke Golding/ Knowledge Curriculum</p> <p>25.10 Parental engagement to be a focus across with survey completed as a baseline in year and at the end of the year</p> <p>25.11 Focus on joint activities e.g. Speech and Language/ EP service improving access to specialist training for all job families to increase skilled work force supporting pupils and students. Wellcomm Time To Talk to be rolled out across the EYFS to aid oracy with a focus on improving access to vocabulary through a rich learning environment.</p>	<p>26 Effective use of assessment information leads to the ability to identify, escalate and tackle problems quickly</p>	SMT SLT CC3 Principal	Principal /CC2		

EYFS	Y1	Y2	Y3	Y4	Y5	Y6/7 –
Elaine Cakebread SH Becky Lynch St G	Laura Malik StJF	Lauren Roberts SH Laura Greene CC	Kelly Watson StJF Lisa Downing CC	Angela Greenwood St G	Lauren Davies SS PP	Megan Scullion Leading Practitioner/ Chris Page Year 7 lead

MAT Review Recommendation Action plan

MAT recommendation	1. Improve the company's oversight of the use and impact of pupil premium on the achievement of disadvantaged pupils. Lead – Tony Quinn/ Andrea Sherratt External partner – Sue Berti										
Actions				Monitoring							
Actions in 2018/19	Who	Date	RAG	How	Who	Date	RAG	Success Criteria	Cost		
<ul style="list-style-type: none"> Strategic oversight is communicated to Board Standing item for Board to focus on PP Tony and Andrea to pull together into the CSEL report in new year 	TQuinn ASHerratt	Ongoing		<ul style="list-style-type: none"> Deployment –target a Middle Senior leader to carry out a specific project on PP to look at impact (e.g. inc'g vocabulary to up to 10,000 words a day) – e.g.5 day project across academic year. 	Sue Berti	5.12.18		<ul style="list-style-type: none"> Middle or Senior leader able to gather appropriate evidence to demonstrate impact 	£200 a day		
<ul style="list-style-type: none"> PP leads to network strategically on delivery of programmes relating to funding on theory/ evidence based practice 	PP leads	13.9.18 10.30 St Patrick		<ul style="list-style-type: none"> Pupil premium leads to attend a meeting led by Andrea and Tony who have attended PP reviewer training 	TQ AS	Dec 18		<ul style="list-style-type: none"> Pupil premium leads identified for each school and training programme set for year 	Daniel Sobel £18 a book		
<ul style="list-style-type: none"> Initial meeting - Including barriers to learning template plus compilation of possible barriers to learning list 	PP leads	13.9.18 10.30 St Patrick		<ul style="list-style-type: none"> Each school to identify the possible barriers from the learning list 	TQ AS	Dec 18		<ul style="list-style-type: none"> Analysis of end of year outcomes; provision of interventions; pupil voice and other sources 	NA		
<ul style="list-style-type: none"> Barriers to learning feedback and consider appropriate actions 	PP Leads	TBC		<ul style="list-style-type: none"> Each school to look at barriers and identify appropriate interventions 	TQ AS	Dec 18		<ul style="list-style-type: none"> Barriers identified in each school and benchmarked across the MAC to identify common threads to address Interventions in place across schools Consolidation of interventions; economies of scale where appropriate (e.g. Brilliant club Evaluation of impact 	Barriers to be costed		
<ul style="list-style-type: none"> Consider templates for reporting (Including existing template) Agree changes/ additions. Agree reporting arrangements for range of data linked to barriers to learning 	PP leads	TBC		<ul style="list-style-type: none"> Looking at templates from other MACs and schools, Romero consistency in reporting is established and Chair of CC3 	CC3	Dec 18		<ul style="list-style-type: none"> Template across Romero is used so CC3 has operational and strategic oversight of spend and impact 	NA		
<ul style="list-style-type: none"> Sharing of data and relevant information; consolidation and analysis to drive further improvements. Analyse data and consider ways of reporting the data. Use of PiXL tracking to ensure impact of intervention on PP children 	PP leads and Principals	TBC		<ul style="list-style-type: none"> Oversight shared at LAC meeting in November 15th 2018 and at Board December 5th so that all governance are aware of the data; outcomes and ways to be addressed 	LAC CC3 Board	Dec 18		<ul style="list-style-type: none"> Data is accurate and validated Data analysis informed practice intervention and Performance management outcomes Board has complete oversight of spend and impact on outcomes LAC are clear of spend and impact on outcomes in relation to their school 	NA		
<ul style="list-style-type: none"> Arrange internal Pupil Premium reviews in each school (Paired working of Romero PP reviewers) 	Principals	TBC		<ul style="list-style-type: none"> Pupil premium reviews on a cycle – date of last review given where appropriate (suggested list) Spring – CW SH SJF Summer – SG StP CC Autumn GS (Feb 2018) SSPP 	AS TQ	Sept 18		<ul style="list-style-type: none"> Pupil premium reviews identify good practice and areas for development A MAC informed view of collective strengths and areas for development is gathered and informs collective spend where appropriate and deployment of leadership 	NA		
<ul style="list-style-type: none"> Disadvantaged pupils engagement and parental engagement; attendance and uptake in MAC activities and events 	Principals	Ongoing		<ul style="list-style-type: none"> Principals to actively look at PP engagement e.g. how many provide survey feedback; attend Parents meeting; metrics to be collated 	CC3	Ongoing		<ul style="list-style-type: none"> Metrics show uptake of PP families and pupils 	NA		

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MAT recommendation		2. Secure permanent leadership and sustained school improvement in the secondary phase so that academic standards rise. Lead Tony Quinn, Tom Leverage, Helen Quinn								
Actions				Monitoring						
Actions in 2018/19	Who	Date	RAG	How	Who	Date	RAG	Success Criteria	Cost	
S2SS identified from St Augustine TSA	TQuinn	Sept 18		Action plan details the Departments; context groups and areas of framework that need strengthening and support/ challenge is in place as outlined in plan	Board	Sept 18		Tailored programme of S2SS addresses areas of weakness identified in SIB process	Cost of system leadership to be identified in plan	
Leadership structure is phased in readiness for external	TQuinn	Jan 19		Internal restructure and appointments either internal or external as appropriate with Diocese and Board	TQuinn and Board	Jan 19		Leadership structure is robust to independently lead school forward with reduced external support	Leadership structure to be costed out	
Governance is re-established in Autumn 2019 through a phased approach and planned succession in Summer term	TQuinn and Hquinn	Mar 19		Liaison between the Board and BDES to identify	Board and BDES	Mar 19		Foundation Academy representatives (7) are in place for Sept 2019 to forge as reviewed governance structure	NA	
External support from other Secondary schools, notably Catholic schools in Coventry and Warwickshire following analysis of Year 11 12 13 outcomes; in year end of data outcomes and ongoing evaluation of provision; ongoing implementation of the Knowledge curriculum and Google Suite	TQuinn TLeverage	Ongoing		Through Collaborative B led by Caludon Castle Through partnership in city with Cardinal Newman and Bishop Ullathorne and wider e.g. St Martin Stoke Golding Exam specification alignment sourced from Secondary schools across Coventry and Warwickshire	MMarr	July 19		The school becomes more independent in sourcing S2SS support and successful in moving aspects to securely good and beyond. Alignment in Exam specification	To be outlined in any partnership	

MAT recommendation	<p>3. Continue to make best use of expertise that exists across the primary phase of the company in order to raise standards further and address pockets of underachievement, particularly in mathematics.</p> <p>Lead Helen Quinn, Megan Scullion and Laura McGinty; Principals</p>
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Actions				Monitoring					
Actions in 2018/19	Who	Date	RAG	How	Who	Date	RAG	Success Criteria	Cost
• Maths Mastery at Primary – cohort 1 and 2 is established	Blue Sky	Cohort 2 2018/9		• Blue Sky to roll out cohort 1 and 2 training and on site SLE support for tailored provision	L Stevenson	Autumn		• Romero Maths at Year R 2 6 in line or above national for attainment and progress (Y6)	Cost of training on Blue Sky TSA (at cost)
• Liaison with Secondary and Primary re Maths No Problem approach	R Wheat Blue Sky	Autumn		• Termly meetings cross phase	R Wheat and L S'son			• Romero Maths at Year 11 12 13 in line or above national for attainment and progress	At cost
• Maths Hub links – use of system leadership and where appropriate contribution from CW or Primary schools to Maths Hub system leadership	H Howat	Ongoing		• HQ attends Steering group of Maths Hub • Links with Maths hub via Richard Wheat Hazel Howat to drive standards and Maths Learning circles	H Quinn L S'son H Howat R Wheat	Termly		• System leadership is used effectively to raise standards	
• Cross phase and external networking with schools beyond Romero through Maths No Problem Network; Catholic Secondary partnerships	All schools	Ongoing		• Network meetings • Teach meets could be provided	Network lead			• Links beyond Romero with other partnerships are strong	NA
• Leading Practitioner role in KS1 and KS2 links standards across year groups and across phases (into KS3) to share good practice, moderate, provide bespoke training and to contribute to SIB	L McGinty and M Scullion	Ongoing		• Leading practitioners to present CC3 progress against raising standards	H Quinn/ Network lead CC3	Termly		• Standards across end of Key Stages continues to be in line or above national average with an increasing three year trend showing year on year improvement • Quality of provision rises in evaluations through T and L reviews	Already costed in LP staffing

Data Outcomes; Reference Network reports from LA; Data analysis and PPT; Otrack trust reports (to arrive); Arbor reports (to arrive)

• EYFS – continued focus on increasing greater accuracy in 'expected' & improved teaching to focus on those 'exceeding'	ECakebread	Ongoing		• EYFS network meetings; baseline consistent; EYFS training programmes; 1 – 1 moderation on site		Ongoing		• GLD expected continues to perform strong against national • Exceeding shows upward trend	NA
• KS1 – data shows weakness in reading notably but also writing	LMcGinty	Ongoing		• LMcG to focus on schools identified (CC SSPP) and collectively across MAC		Ongoing		• KS1 reading is addressed and writing is more in line with NA • Maths continues to perform strong	NA
• KS2 – maths; greater depth to be the focus of collective work in MAC	Maths Leads	Ongoing		• MS to look specifically at maintain standards and raising greater depth		Ongoing		• All aspects are at least or above NA • Greater depth is at least or above NA	NA
• KS3 Knowledge curriculum to be implemented across year groups	TL L Burtonwood	Ongoing		• Led by Tom Leverage in conjunction with linked schools		Ongoing		• Knowledge curriculum is embedded	NA
• KS4; 5 – to be confirmed when outcomes released				•		Ongoing		•	NA

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MAT recommendation		4. Capitalise on the improved working relationships between the primary and secondary phases in order to assist a smooth transition of pupils between key stages 2 and 3. Lead Tony Quinn, Megan Scullion, Kevin Shakespeare							
Actions				Monitoring					
Actions in 2018/19	Who	Date	RAG	How	Who	Date	RAG	Success Criteria	Cost
<ul style="list-style-type: none"> Key role of Megan Scullion and Laura McGinty to work termly and action plan for provision in conjunction with key leaders 	MScullion LMcGinty CPage	Termly		<ul style="list-style-type: none"> Transition strategy developed with Laura Megan and Chris Page Megan and Laura to support Cardinal Wiseman in Autumn for specific number of days to track progress and identify where pupils; context groups or subjects have regressed 	TQ HQ	Termly		<ul style="list-style-type: none"> Strategy is detailed for the year Programme of transition is set out termly and reported on Transition of Romero pupils shows that majority (51%+) of pupils have made a smooth transition and support given to those needing to settle into Y7 	Already costed
<ul style="list-style-type: none"> PiXL to be implemented across Primary and Secondary to aid the formative and summative assessment model and to contribute to the assessment policy review 	LMcGinty MScullion MEverett	Autumn		<ul style="list-style-type: none"> Individual and shared training on implementation Attendance at Conferences held by PiXL Sharing of information at CC3 	HQ CC3	Ongoing		<ul style="list-style-type: none"> PiXL is rolled out across Primary extending from current provision at Cardinal Wiseman 	£2,600 per Pri £6,000 CW
<ul style="list-style-type: none"> STEM – year long programme of events to aid transition; cross phase working; specialist teaching in Cardinal Wiseman shared with Primary schools 	TL MG TL LMcG and STEM leads	Ongoing		<ul style="list-style-type: none"> Through joined up programme with STEM leads and external partners to provide enrichment opportunities across Romero 	TL	Ongoing		<ul style="list-style-type: none"> STEM projects are completed across the MAC 	To be costed
<ul style="list-style-type: none"> Sporting events -range of events to enable participation of sport to increase access to breadth of sport and beyond own school 	RP CP	Ongoing		<ul style="list-style-type: none"> Through Year 4 Festival and Sport awards; engagement in year groups and Catholic partnership events 	KShakespeare	Ongoing		<ul style="list-style-type: none"> Successful engagement of year groups Offer of sport is increased both in school day and beyond 	To be costed
<ul style="list-style-type: none"> Non Catholic -plan to consider wider implications of recommendation and induction from non catholic schools / Catholic schools outside Romero 	CPage TLeverage	Ongoing		<ul style="list-style-type: none"> Applying the work with Romero schools where possible with non Catholic/ non Romero schools to aid a smooth transition 	T Quinn	Review July		<ul style="list-style-type: none"> Transition for non Catholic/ non Romero schools are as smooth as possible as shared in parental surveys 	NA
<ul style="list-style-type: none"> Catch up funding is well implemented and impact is captures 	CPage MScullion	Autumn Summer		<ul style="list-style-type: none"> Advice from MScullion on best ways to close gap in Y7 in conjunction with EEF and wider reading on effective interventions 	TLeverage	July 19		<ul style="list-style-type: none"> Catch up funding is spent effectively and impact evident in majority of Y7 in receipt of funding 	NA

MAT recommendation	5. Ensure that different tiers of decision-making at board and diocesan level help to drive school improvement quickly when needed Lead Helen Quinn and Tony Quinn								
Actions				Monitoring					
Actions in 2018/19	Who	Date	RAG	How	Who	Date	RAG	Success Criteria	Cost
<ul style="list-style-type: none"> CSEL appointed and training provided; links with BDES CSEL and ongoing development of role in engagement structure through year of transition 	HQuinn	July 2019		<ul style="list-style-type: none"> Through BDES links and networks and Board / CSEL development of engagement model 	YSW Board	Termly		<ul style="list-style-type: none"> CSEL role established within model and training is complete Engagement model revised 	Training cost
<ul style="list-style-type: none"> RACI Matrix to be reviewed in light of CSEL Information gathered from other MACs with CSEL or MATs with CEO to inform model and practice 	CC1	Nov 2		<ul style="list-style-type: none"> Review through Shared Services; Principals and into CC1 	HQ PT BF	Nov 18		<ul style="list-style-type: none"> RACI Matrix reviewed and signed off in CC RACI Matrix shared and understood by all in engagement model 	NA
<ul style="list-style-type: none"> Key decisions made since March 2018 to show since review that decisions have been implemented swiftly 	HQuinn and PTaggart			<ul style="list-style-type: none"> Log of decisions made are kept on record as evidence of swift action 	HQ PT	Ongoing		<ul style="list-style-type: none"> Board able to articulate decisions made swiftly since March 2018 (date of Outcome letter) 	NA

Appendix

System Leadership

System Leaders

	Corpus Christi	Good Shepherd	Sacred Heart	SS Peter and Paul	St Gregory	St John Fisher	St Patrick	Cardinal Wiseman
NLE			Helen Quinn					Tony Quinn
LLE								
SLE/ LP	Megan Scullion LP SLE Laura McGinty LP Zoe Pollard LP	Lucy Smith LP	Laura Stevenson Elaine Cakebread Rachel Ellis	Lauren Devine		Hazel Howat	Danielle Kingham Andrea Sherratt	Heidi Elliott
TSA			Blue Sky TSA					St Augustine TSA
Pupil Premium Reviewer trained						Dee Williams	Andrea Sherratt	Tom Leverage Tony Quinn

School Improvement - External support programme

School improvement budget

From the Centralised contribution, an allocation for £35,000

The Board recognises that in a MAC wide school improvement strategy, different interventions are needed at different stages of the improvement journey each school undertakes.

The rationale for spending the allocation across the eight schools is as follows

	Primary	Secondary	Comments	Targeted school improvement activities
£30,000	2,100 pupils £18,000 (60%)	1,400 students £12,000 (40%)		<ul style="list-style-type: none"> CPD – please provide costings per delegate/ daily rate of provider etc Resources – please provide cost per item and number of units System leaders – SLE/ LLE/ NLE Consultants – please provide daily rates and travel costs For CPD/ system leader or consultant activities please provide evidence of Quality Assurance from the suite of Romero documents
£5000 targeted school improvement activities for identified schools	Good Shepherd and St Patrick	Cardinal Wiseman	Bids to be submitted to CC3 for consideration and approval for school improvement activities. A template is provided.	
Total spend: £35,000	£35,000			

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Categorisation

School	Principal	Romero Category	Ofsted Category	Ofsted due
1. Corpus Christi	Steve McCarthy (interim)	Improve	Good	March 2022
2. Good Shepherd	Michelle Ashley (interim)	Repair	Requires Improvement	September 2020 (30 months)
3. Sacred Heart	Paul Madia	Sustain	Outstanding	March 2022
4. SS Peter and Paul	Kevin Shakespeare	Improve	Good	March 2022
5. St Gregory's	Geraldine Marshall	Improve	Good	March 2022
6. St John Fisher	Dee Williams	Sustain	Good	March 2022
7. St Patricks	Andrea Sherratt	Repair	Requires Improvement	September 2020 (30 months)
8. Cardinal Wiseman	Tom Leverage	Repair	Requires Improvement	September 2020 (30 months)

Section 48 schedule

	Date of last Inspection Monitoring visit	Judgement	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Corpus Christi	<ul style="list-style-type: none"> January 2017 	Good		<ul style="list-style-type: none"> Monitoring visit Autumn 2019 	<ul style="list-style-type: none"> Spring 2021 S48 	
Good Shepherd	<ul style="list-style-type: none"> October 2017 	Good			<ul style="list-style-type: none"> M'g visit Summer 2021 	<ul style="list-style-type: none"> Autumn 2022 S48
Sacred Heart	<ul style="list-style-type: none"> November 2013 S48 March 2017 M Visit 	Outstanding	<ul style="list-style-type: none"> Autumn 2018 S48 			<ul style="list-style-type: none"> Monitoring visit Summer 2022
SS Peter and Paul	<ul style="list-style-type: none"> May 2015 	Good	<ul style="list-style-type: none"> Monitoring visit Autumn 2019 	<ul style="list-style-type: none"> Summer 2020 S48 		
St Gregory's	<ul style="list-style-type: none"> November 2015 	Outstanding	<ul style="list-style-type: none"> Monitoring visit Spring 2019 	<ul style="list-style-type: none"> Autumn 2020 S48 		
St John Fisher	<ul style="list-style-type: none"> June 2015 	Outstanding	<ul style="list-style-type: none"> Monitoring visit Autumn 2019 	<ul style="list-style-type: none"> Summer 2020 S48 		
St Patricks	<ul style="list-style-type: none"> November 2016 S48 	Good			<ul style="list-style-type: none"> Monitoring visit Summer 2020 	<ul style="list-style-type: none"> Autumn 2021 S48
Cardinal Wiseman	<ul style="list-style-type: none"> November 2013 S48 March 2017 M Visit 	Good	<ul style="list-style-type: none"> Autumn 2018 S48 			<ul style="list-style-type: none"> Monitoring visit Summer 2022

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