



# Operational Plan

## 2019 - 2020



**“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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## One Year Goals (Taken from the relevant pages in the Strategic three-year plan)

Priority	Performance Area summary	One Year Goals (taken from Strategic three-year plan)	Responsibility
<p><b>Strategic Aim 1</b></p> <p><b>1. Provide effective Financial Management And Governance At all Levels to secure, protect and enrich Catholic Education</b></p> <p><i>Details on this document page 3</i></p>	<p><b>Strategic objectives</b></p> <p><b>1.1</b> Ensure the future of Catholic education is secure and stable through effective governance and parish engagement</p> <p><b>1.2</b> Provide financial stability through a three year strategic plan with regularity, propriety and compliance</p> <p><b>1.3</b> Manage the premises and infrastructure with 5 year plans guiding the strategic use of resources</p>	<ol style="list-style-type: none"> <li>1. 40% retention of Romero pupils from Y6 – 7 Sep '20</li> <li>2. Surplus of places is lower than 4%</li> <li>3. Reserves are retained at 5% of GAG Income</li> <li>4. Staff Costs do not exceed 75% of total income</li> <li>5. Income generation 0.5% of GAG (£90k)</li> <li>6. Enhancing financial controls (in light of higher expectation of ESFA) so 'no unexpected' medium/high risk items on Audit Management Letter</li> </ol>	<p>CC1 Head of Finance Finance team ABD CSEL RE Leads Principals</p>
<p><b>Strategic Aim 2</b></p> <p><b>2. Developing, nurturing and supporting a work force who live out our Catholic ethos, values and virtues</b></p> <p><i>Details on this document page 4</i></p>	<ol style="list-style-type: none"> <li><b>2.1</b> Strengthening work force through effective professional development</li> <li><b>2.2</b> Development of pathways for succession planning at all tiers</li> <li><b>2.3</b> Forward-thinking, consistent and professional HR provision</li> </ol>	<ol style="list-style-type: none"> <li>7. 95% staff complete agreed CPD/ Romero pathways or OD strategy</li> <li>8. Absence is 3% or lower by July 2020</li> <li>9. Staff turnover to be below 15%</li> <li>10. 100% of T and NT perf' reviews are completed on Cintra</li> </ol>	<p>CC2 HR Manager HR team ABD CSEL Principals SBM/ Snr Leaders</p>
<p><b>Strategic Aim 3</b></p> <p><b>3. Provide all pupils with high quality, inclusive education to enable them to reach their full God-given potential</b></p> <p><i>Details on this document page 5/6</i></p>	<ol style="list-style-type: none"> <li><b>3.1</b> Pupils, students and staff contribute to the Catholic ethos of the school, engage in high quality collective worship and access excellence in RE</li> <li><b>3.2</b> Majority of Pupils and Students performance is at age- related expectations and end of KS is at least in line with national</li> <li><b>3.3</b> Through strong leadership 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</li> </ol>	<ol style="list-style-type: none"> <li>11. All schools judged at least Good and more aspects Self evaluated as Outstanding;</li> <li>12. Year of Word is implemented and infused through Collective Worship and RE especially in; Romero child experience is completed</li> <li>13. All end of KS outcomes at least in line and 5 schools above; three year trend is above national in 5 schools and above with at least 70% in RE EnMa in all year groups Y1 upwards (KS2 national is 65% RWMa KS4 national 4+EnMa is 70%)</li> <li>14. At least one more school secures Outstanding in S48 (SJF and SSPP due 2020)</li> <li>15. System leaders increase by 4 across the MAC and increased system leadership (especially around SEND and subject development internal and external)</li> </ol>	<p>CC3 Head of Standards team CSEL RE Leads Principals Networks Year groups</p>

# SA1 - Provide effective Financial Management And Governance At All Levels to secure, protect and enrich Catholic Education

*“Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up” Galatians 6:9*

Performance area	Actions <i>This evangelising mission is exercised through the diverse interaction of Catholic schools with their local parishes, families, societies and cultures they serve.</i>	Who	Aut	Spr	Sum
1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement	<p><b>1.1.1 Continuous Improvement Review</b> and the link to <b>School Improvement and Finance Improvement Interim meetings</b> are refined and implemented so there is a shared accountability for the performance of schools across the company and a clear link with Governance, Shared Services and Leadership team holding each other to account. Identifying the ‘narrative for improvement’ (Pillar 1 Being the CEO)</p> <p><b>1.1.2 Catholic life Reference group</b>, Chaired by MS, implemented with stakeholders across the MAC to support Governance to secure protect and enrich Catholic Education focusing on Romero pledge (linked to curriculum) and five Parish engagements.</p> <p><b>1.1.3</b> Through continued <b>marketing</b> strategy places filled across Catholic schools in light of three year trend with links to Preschool; Baptism register and use of Advent and Preschool data and Pre school activity in Parishes. Seek to secure Nursery at Saint John Fisher and SS Peter and Paul through LA links.</p> <p><b>1.1.4 Transition</b> is heavily reviewed and strategies devised to increase retention of Romero pupils from Y6 – 7 (events in KS1 LKS2 ; bus passes for Y7; chrome book strategy). Consider expansion programme for Y7 at CW in 2020 (Sept) exploit links further with LA to look at opportunities</p> <p><b>1.1.5</b> Ensure <b>partnership</b>, networking and active engagement with Holy Spirit MAC; Holy Cross MAC, Trinity Secondary and to ensure system led school improvement regardless of status; strengthen links through executive leadership model with Trinity (sch improvement)</p> <p><b>1.1.6 Faith formation</b> continues in partnership with parish links and seeking opportunities across the MAC to raise awareness of social justice through action and link in with Year of the Word in 2020 as catalyst; RE leads to drive this agenda forward on behalf of schools communicating activities at school and MAC level</p> <p><b>1.1.7 Governance</b> - Recruit more <b>expertise for AFR and FD</b> at both Board and Committee level to cover all skill areas and expertise and reduce vacancies across</p> <p><b>1.1.8</b> Ensure <b>induction</b> is effective for Directors and committee members, including governance and diocesan training and Warwickshire LA</p> <p><b>1.1.9</b> Look at <b>governance</b> at academy level; with peer reviews, Governance reviews offered, support for the re-established LAC for September 2019 at Cardinal Wiseman</p> <p><b>1.1.10 Community</b> – look at city wide issues in relation to Pastoral; Safeguarding – link in with Police panels and joined up approach to all pastoral staff across MAC</p>	Chair			
		CSEL			
		ABD			
		All Principals			
		All Principals			
		Principals RE			
		Leads Priests			
		CC3			
		P’ship CSEL			
		LAC Chairs/			
CSEL					
All					
1.2 Provide financial stability through a three year strategic plan with regularity, propriety and compliance	<p><b>1.2.1 RACI Matrix</b> to be reviewed in light of CSEL appointment and the lines of accountability are established and consideration of the new Articles of Association (suggested documents provided by BDES based on national documentation for 2019 2020)</p> <p><b>1.2.2 Harmonisation</b> of all pay scales across the MAC and structures are clear for consistency (links to <b>SA 2.3</b>)</p> <p><b>1.2.3</b> Embed the relationship with <b>Dains</b> as auditors into second year and establish timeline for risk review and audits (int/ext) focus on 3 year PP strategy and 16 – 19 bursary policy/proc’</p> <p><b>1.2.4</b> Focus on <b>Risk Management</b> -Risk Register is reviewed regularly and considered at Core Committees and Academy Committee level and this is to be shared with the Principal committee to review the Risk Register &amp; Core Committees to complete Flash report. The Flash report is to cascade from the Strategic and operational plan. Every is used to give oversight and ongoing evaluation of Risk Management (with engagement of all Principals and CC where appropriate)</p> <p><b>1.2.5</b> Consider any reviews to ensure robust <b>financial controls</b> and assurance (investigate further the possibility of Reserve and/or GAG pooling arrangements)</p> <p><b>1.2.6 Income streams</b> are actively sourced through lettings; TSA and Fundraising role; investment policy; aspiration for at least 5% (10% ideal) reserves</p> <p><b>1.2.7</b> All <b>Finance policies procedures and financial scheme of delegation</b> are reviewed (and RACI matrix using the new Articles and Documents) with three to five year plan to address long term financial pressures. Recovery plans in place and three year budget plans to address deficits is embedded.</p> <p><b>1.2.8</b> 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 2019). 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"> <li>Benchmarking internally across schools (against similar spends in overheads and across key areas e.g. staffing)</li> <li>Benchmarking externally <a href="https://schools-financial-benchmarking.service.gov.uk/">https://schools-financial-benchmarking.service.gov.uk/</a> (although dated info)</li> </ul> <p><b>1.2.9 Compliance</b> strategy, led by CO’N 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 and reported into CC1 (or CC2/ CC3 as appropriate)</p> <p><b>1.2.10</b> Strategy for <b>disadvantaged spend</b> is considered at MAC level to attain economies of scale across similar spends and move towards a three year plan</p> <p><b>1.2.11</b> Ongoing review of <b>centralised contribution</b> 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>	CSEL			
		HoF			
		HoF ABD			
		HoF ABD CSEL			
		HoF ABD			
		CSEL/ CC1			
		Finance team			
		Finance team			
		HoF P’ship manager			
		CSEL			
ABD					
ABD					
Finance team					
1.3 Manage the premises and infrastructure with 5 year plans guiding the strategic use of resources	<p><b>1.3.1</b> Review of each <b>Estate</b> – 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><b>1.3.2</b> Ensure <b>risk register</b> with delegated responsibility for monitoring and ownership at academy level in relation to the risks of each estate</p> <p><b>1.3.3</b> Consider ways to strengthen funding streams for estate management and actively source external streams via LA and national links; expansion of year groups through Fundraising/ Bid writer role</p> <p><b>1.3.4</b> Seek improved ways of using the estate for income generation e.g. MUGA at Corpus Christi, increasing lettings, use of 4D room, TSA lodge through Fundraising/ Bid Writer role.</p> <p><b>1.3.5</b> Look at ways for the team of SSOs to work more effectively together and use of skills across the estates for the common good</p> <p><b>1.3.6 IT Strategy</b> across the MAC short and long term plan for admin/ curriculum provision across the schools; hub; TSA and stakeholders and the progression to one domain and roll out of the shared portal now that all Primaries can access Sharepoint to engage with all staff. Phase in Cardinal Wiseman during 2019/20</p> <p><b>1.3.7 Green and Sustainable</b> programme in place (linked to energy efficiencies; ECO councils in school) and collective pursuit of a blueprint for company/<a href="#">Laudato Si</a> (Pope Francis link)</p>	CC1 CSEL			
		Premises			
		SSO			
		Chair/ Vice			
		Chair			

## SA2 - Developing, nurturing and supporting a work force who live out our Catholic ethos, values and virtues

*"Each one of you has received a special grace, so, like good stewards responsible for all these different graces of God, put yourselves at the service of others" 1 Peter 4:10*

Perf' Area	Actions	Who	Autumn RAG	Spring RAG	Summer RAG
2.1 Strengthening work force through effective professional development	2.1.1 During the <b>Coventry and Warwickshire</b> Year of <b>Wellbeing and Mental Health</b> workload 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; individual plans drawn up by Principals in 2018/9 updated and reviewed. Good practice shared across MAC	HR Manager			
	2.1.2 Strategy for developing Catholic <b>leadership pathways</b> across the company through targeted support; CPD and 1 – 1 coaching/ mentoring through Diocesan/ CES and Teaching school programmes and our own internal systems. Investment in innovation and staying at the 'cutting edge' (Pillar 6)	CSEL CSEL BSTSA BSTSA			
	2.1.3 <b>Vocations (Catholic CPD) Romero CPD programme and OD Strategy</b> (via Blue Sky St Augustine TSA) rolled out for all job families to improve quality of professional development (including Catholic leadership and faith formation)	CSEL HR Manager			
	2.1.4 <b>Performance Management/ Appraisal cycles and policy</b> updated for teaching staff (Sept 2019) and support staff (Autumn 2019) so that there is alignment for all staff. CSEL PM cascades down to Principals and SST and across schools with the MAC influencing objective. Performance Management, through Cintra joined up system, cascades to Senior leaders; staff with at least one common area identified from the MAT review (e.g. Disadvantaged) and then cascading to school level; all support staff to access Appraisals by April 2020.	HR team BSTSA and leads Principals			
	2.1.5 <b>ITT RQT and EQT programme</b> coordinated by Laura Stevenson and Kathryn Henbury across the phases. Joint sessions across programme where appropriate.	HR Team			
	2.1.6 Providers and internal programmes to strengthen leadership from bespoke training for leaders; Ambition School Leaders; NPQML NPQSL and from 2019 2020 NPQH; <b>OTP for all teachers in their first three years</b>	CSEL HR Team			
	2.1.7 <b>Staffing structure</b> 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 (Capacity for improvement and innovation Pillar 2)	SST			
	2.1.8 <b>Talent pool</b> 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; at least four further system leaders identified across MAC				
	2.1.9 <b>Apprentice Levy</b> (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.				
2.2 Development of pathways for succession planning at all tiers	2.2.1 <b>Over recruitment</b> of ITT posts and NQTs in the Autumn term to a Romero pool (with focus on recruiting Catholic staff where possible)	Principals			
	2.2.2 Through <b>leadership models</b> and opportunities of <b>executive models</b> , secondment opportunities provided (e.g. between St Patrick and Corpus Christi; Cardinal Wiseman and Trinity) with review points in place to ensure that schools have capacity to continue to improve	Principals HR team			
	2.2.3 Strategy for <b>recruitment and retention</b> at MAC level to ensure all vacancies are filled within a term; focus on developing Catholic leadership and opportunity for leaders to <b>experience other Catholic schools</b> (Senior leader swap Feb 2020)	HR team			
2.3 Forward-thinking, consistent and professional HR provision	2.3 Statement of <b>Equality, Diversity and Inclusion</b> is updated				
	2.3.1 Linking with finance, Pay structures <b>harmonised</b> across Shared Services Team and across all schools to be reviewed so there is alignment. Processes <b>for job evaluations</b> in place so there is a consistent robust approach to Job Descriptions linked to Pay scales.	HR Manager HR team			
	2.3.2 HR team to look at the <b>employee benefits and service</b> awards across the MAC for long service and also training benefits for all Romero staff	HR team			
	2.3.3 <b>Cintra</b> is implemented and reports shows Key HR metrics benchmarked; ability to track over time; absence; Performance management KPIs shared with CC2.	HR team			
	2.3.4 Consideration of a <b>supply pool</b> of teachers to reduce Supply recruitment costs; look to PPA release time at Primary and whether better cross phase models are possibility.	HR team HR team			
	2.3.5 HR training for all Senior leaders on processes including Disciplinary; Pay Review; PEX; Appeals; Safe recruitment				
	2.3.6 <b>Policy matrix</b> to show Standardised; Aligned; Autonomy. All Romero policies on the website. HR policies and procedures reviewed and tightened up and proactive training with all staff.	SST			
	2.3.7 Communication Strategy cascaded across schools so that there is a consistency in the approach across schools and to external stakeholders	HR team			
2.3.8 <b>Remuneration group</b> continues to secure a <b>Recruitment and Retention Framework</b> (11.11.19)	Directors				

## SA3 – Provide all pupils with high quality, inclusive education to enable them to reach their full God-given potential

*“Think of the love that the Father has lavished on us, by letting us be called God’s children...we are already the children of God, but what we are to be in the future has not yet been revealed; all we know is, that when it is revealed, we shall be like him because we shall see him as he really is” 1 John 3:1 -2*

Perf area	Actions	Who	Aut RAG	Spr RAG	Su RAG
<p><b>3.1</b> Pupils, students and staff contribute to the Catholic ethos of the school, engage in high quality collective worship and access excellence in RE</p>	<p><b>3.1.1 Catholic life reference group</b> to meet three times a year to look at the Romero child and non-negotiables in the journey of faith. Links with Parish further established 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) with a greater contribution from staff across the school to the delivery of training and bespoke 1 – 1 school</p> <p><b>3.1.2 Romero child-</b> the development through curriculum of a journey of faith and learning from 2 – 19 years led by the Curriculum working party ensuring the RE and Catholicity permeates the curriculum offer. Consideration of Sacramental programmes across and how this influences the journey of faith sharing best practice through RE leads. Developing the narrative for improvement (Pillar 1 Being the CEO)</p> <p><b>3.1.3 Section 48,</b> through leadership of PM and DE is a focus for all schools and priority for schools due in academic year (SJF and SSPP in Summer) and schools to improve through sharing of good practice and reviews</p> <p><b>3.1.4 Catholic life; RE and Collective Worship</b> 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 (Oscott etc) so there are more MAC wide opportunities particularly focusing on the <b>Year of the Word</b> declared by Pope Francis launches 30<sup>th</sup> September 2019 click <a href="#">here</a></p> <p><b>3.1.5 Gift Chaplaincy programme</b> developed through the leadership of Mary Wilson and Coventry Catholic partnership engagement</p> <p><b>3.1.6 RSHE</b> is planned with support from Ten Ten where possible and policy ready for September 2020 (DE PF and CB to work together)</p> <p><b>3.1.7 Opportunities</b> for all stakeholders to experience liturgical year; engagement with parents during specific times; rolling workshops open to governance and parents / carers; termly naming to reflect the liturgical focus for the MAC; focus each year on a Sacrament (First Holy Communion 2020); 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. Catholic life calendar produced with all key dates for Sacraments/ Masses and retreats identified</p> <p><b>3.1.8 Rainbows</b> focus and provision for most vulnerable linked with Thrive programme. Bereavement policy and associated policies to support most vulnerable implemented.</p>	<p>CSEL Chair</p> <p>Principals Working group</p> <p>RE Leads</p> <p>RE Leads RE Leads RE Leads and Principals Lay Chaplain</p>			
<p><b>3.2</b> Majority of Pupils and Students performance is at age-related expectations and end of KS is at least in line with national</p> <p>Both Primary and Secondary to seek to achieve 70% EnMA from Year 1 – Y11</p> <p>2019 Y6 National 65% RWMa Y11 National 69.9% Grade 4+ in EnMa</p>	<p><b>3.2.1 Facilitated discussions</b> planned through academic year on key aspects and themes as they arise with middle leaders; senior leaders and teachers as appropriate (e.g. curriculum related, or context related – more able/ PP) led by key leaders or Paul Longden as appropriate</p> <p><b>3.2.2 Secondary</b> – GL Assessment; GCSE Pod; PiXL embedded to strengthen data at KS3 4 5 in year and at end of KS outcomes linking with Trinity to provide moderation and validation between the schools.</p> <p><b>3.2.3 Secondary</b> to seek alignment on GCSE spec with other Secondary schools in city and beyond, with Catholic schools and other Trusts; work to begin with St Thomas More Nuneaton and Trinity in Warwickshire and other schools where capacity if available</p> <p><b>3.2.4 PixL</b> embedded in all year groups and tracking of outcomes is further strengthened and refined with reporting in of every year group (Year 1 3 4 5 7 8 9 10) as well as end of Key Stage outcomes. Tracking of context groups (most disadvantaged, MEG, More able, Least able, SEND). Ensure outcomes include RE</p> <ul style="list-style-type: none"> <li>Review of <b>SEND provision</b> across the schools – using LA models, all schools (Primary and Secondary) to be reviewed and shared strengths and AFIs agreed. Look Thrive, Autism pathways (niche support) potential to pool SEND funding and look at centralised provision in future. Key Romero Principles identified for SEND provision /Behaviour</li> </ul> <p><b>3.2.5 Coventry Year of Well being</b> – for pupils and staff built into the curriculum offer with appropriate planned opportunities and taught strategies using staff training or outside agencies to provide training. Where possible linking into Catholicity/ meditation/ retreats etc to provide opportunities for the Romero pupil as a whole</p> <p><b>3.2.6 Pupil premium focus</b>– HQ to pick up in the CIR process so this continues, and the areas identified are addressed or in hand. Ongoing focus on most disadvantaged pupils in every key stage and those that are indicative of being PP but don’t meet the reviewed requirements for funding but still need targeted support.</p> <p><b>3.2.7 System leadership</b> to be further developed to provide coaching, ability to review, co- teach, co-lead and facilitate development across the core and where possible beyond. Across the MAC – looking at cross phase development of core subjects so that skills, knowledge and understanding transition notably across KS2 and KS3</p> <p><b>3.2.8 Primary – learning more; remembering/ knowing more</b></p> <ul style="list-style-type: none"> <li><b>KS1</b> – focus on GLD reading and building stamina. Greater depth continues to be a focus. Whole class reading to be rolled out and targeting writers for ‘Expected standard’ happens much earlier. Maths map to be refined and Maths No Problem over four days with Fluency Friday or equivalent implemented. Arithmetic skills sharpened</li> <li><b>KS2</b> – review of reading paper (national dropped 2ppt) and look sat what learning can take place. Continuation of Greater depth (60 Year 6 pupils taught together – venue to be located) Maths network to be re-established and Year group meetings for staff to aid challenge. <b>Ofsted link</b> Focus on 20% lowest attaining readers; focus on automaticity</li> <li><b>School Improvement calendar/ Catholic life calendar</b> is in place – Spotlight on learning in place and Teaching and learning reviews to be completed as and when needed (linking to Continuous Improvement Reviews and interim meetings to commission school improvement activities and RE reviews.</li> </ul> <p><b>3.2.9 Cross phase on pastoral</b></p> <ul style="list-style-type: none"> <li><b>Attendance and Safeguarding</b> shared work and policy development at Primary and Secondary to align or standardise practice as appropriate <b>Target =/ &gt;96.7% PA &lt;10%</b></li> </ul>	<p>Principals</p> <p>CW</p> <p>CW</p> <p>KS1 2 Lead Practitioner SENDCos</p> <p>HR SENDCos</p> <p>Principals</p> <p>KS1 and KS2 Lead Practitioners</p>			

3.3 Through strong leadership 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

- 3.3.1 Robust and real time intelligence** (Pillar 4) for the Standards team to have a concise overview across the schools of intelligence and data to inform school improvement. Across the schools the ability to monitor, analyse, review and challenge trends and risks, challenges and opportunities across the organisation.
- 3.3.2 Ofsted influences** the thinking of strategy and evaluation across the schools. HQ to continue sharing the practice from Ofsted training with the new Education Inspection Framework coming into force for September 1<sup>st</sup> 2019.
- **Principal report** is updated and reflects the new areas and intentions of the Education Inspection Framework along with compliance frameworks and reporting mechanisms to Academy Committees
  - **SSE** updated with new areas and through the Continuous Improvement Review
  - **CSEL visits** in Autumn term reflect a focus on one area e.g. Personal Development with an assembly launch
  - **Safeguarding** reference group to continue oversight; link to KCSIE updates and practice across MAC. All policies to be reviewed (K Layng and C O'Neill guiding work in Autumn term) Link to CC3
  - **HQ** to deliver ongoing training to Senior leaders and Governance in light of the changing mindset of Ofsted so that all schools are on board with the step change.
- 3.3.3 Seeking outward engagement** to develop Quality assurance of the improvement culture and model (Pillar 7 Being the CEO), the MAC will seek to participate in MAC to MAC review alongside the development of existing self evaluation processes. The MAC will actively seek to engage, review and share practice with other MACs in our pursuit of excellence; bench marking and quality assurance.
- 3.3.4 EYFS** – Continuation of Early Excellence to improve provision and further tightening of assessment tracking; planning.
- Outdoor provision to be fit for purpose in all settings and good practice shared – I Wonder/ Paul Madia to link with Karl Stokes for installations
  - Focus on staff facilitation in the indoor and outdoor setting; planning should be equal and access all year round
  - Key Romero Principles for EYFS established – non negotiables across all seven schools
- 3.3.5 Sixth form**–following a number of areas reviewed in December and into Spring/ Summer,
- Review planned for October and continued links with St Augustine to develop provision to secure at least 'Good' in next Inspection.
  - Link with Sixth form 'Giving Back' and leadership of Catholic life of Cardinal Wiseman linking to Primary through the Lay Chaplaincy links.
  - Pastoral and Academic lead now in place to drive standards forward with experienced Head of Sixth form.
  - Potential link with Laudato SI (see 1.3.7 on energy efficiencies and responding directly to Pope Francis' encyclical, Laudato Si', which is a profound invitation to everyone on the planet to care for our common home.
- 3.3.6 Key focus Saint Patrick, Good Shepherd and Cardinal Wiseman** – prepared for the changes in Framework and secure at least Good in all areas of the framework. Tailored work to take place during academic year to ensure readiness for 30 month (September 2020) – expected Ofsted in Spring.
- Triad reviews to take place in Autumn – St Patrick – November 4<sup>th</sup> (HQ and AMcC) and Good Shepherd January 13<sup>th</sup> 2020 (AS and HQ)
  - Interim meetings to take place between CIR in July and January so that there is ongoing support to secure at least Good in next inspection. Governance to be invited.
- 3.3.7 Curriculum review** extended at Primary to middle and senior leaders with a half day planned review in Autumn 1/ 2 with Paul Longden. Opportunities to explore Primary and Secondary curriculum reviews. Focus will be on History and Art in the Autumn term. To develop **robust process and project management** (Pillar 5 Being the CEO) to innovate school improvement
- 3.3.8 Subject leadership** to be permeating training opportunities planned across the year with Paul Longden on 25<sup>th</sup> November for the day
- 3.3.9 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. This will be led by the Curriculum working party meeting regularly through the year.
- Focus has been sport for 2018/9 so into 2019/20 focus is History and Art picking up Humanities and Creative strand
  - Look at the approach to Sport through PE and Well Being role; to be more strategic to look for consistency and opportunity in academic and enrichment opportunities; developing Romero awards and also increase participation against the national awards; look at the 5 KPIs and embedding
- 3.3.10 Reflective practise** in Teaching and learning through learning triads; learning circles and IRIS where appropriate (CW) to be shared across the MAC
- 3.3.11 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.
- 3.3.12 Subject Knowledge Enhancement (SKE)** accessed where appropriate Secondary and Primary as appropriate to meet needs of curriculum. Art and History to be the focus for Primary in the Autumn term
- 3.3.13 CPD in curriculum areas** delivered across the year – through specific consultants with expertise or teachers in KS2 or KS3/4 as appropriate (starting with Art in September); All schools at Primary to have achieved Games mark silver and the AFPE quality mark
- 3.3.14 IT Microsoft Showcase schools** program considered and roll out planned
- 3.3.15 Whole Education – Douglas Archibald.** Work is taking place with Whole Education on SEND – Secondary schools will be included in this project and this will link into reviews across the school during the year

Principals and CSEL			
EYFS leads			
Sixth for leads			
CSEL and Principals			
Working group Principals			
Principals			
Principals			

## MAT Review Recommendation Action plan

March 2018, the MAC was inspected, and the <a href="#">Review Outcome letter can be found here</a>	Progress to date	2019-2020	Who
1. Improve the company's oversight of the use and impact of pupil premium on the achievement of disadvantaged pupils.	<ul style="list-style-type: none"> <li>All schools have a Pupil Premium review</li> <li>Update into CC3 at each meeting by AS and TQ</li> <li>Tracking of most disadvantaged/ those with social care contact</li> </ul>	<ul style="list-style-type: none"> <li>Review action points to be addressed through the Continuation Improvement Review</li> <li>Ongoing focus on those most disadvantaged through the provision and outcome cycle</li> </ul>	CSEL
2. Secure permanent leadership and sustained school improvement in the secondary phase so that academic standards rise.	<ul style="list-style-type: none"> <li>Principal appointed May 2018</li> <li>Leadership restructure in February 2019 in light of Vice Principal seconded to Headteacher post at Stuart Bathurst (until Aug '20)                             <ul style="list-style-type: none"> <li>Leadership appointments made to build capacity to improve and these posts are having an impact</li> </ul> </li> <li>Progress 8 in line was in line with national 2018 (-0.14) and currently forecast is indicating slightly lower but still in line with national.</li> </ul>	<ul style="list-style-type: none"> <li>Principal role developed into Executive Principal role and Head of School established. Further opportunities to strength capacity to improve with continued support from Diocesan School Improvement adviser and CIR</li> <li>Link with Trinity to develop further school improvement</li> </ul>	Board Cardinal Wiseman
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.	<ul style="list-style-type: none"> <li>All Primary schools now use Maths No Problem.</li> <li>Maths Romero average Y6 (Exp Std) has increased 12ppt over last two years to 85.5% well above NA. In same period reading average at ES has increased 9 ppt</li> <li>At Y6 Gtr Depth, reading has increased 3ppt over last two years to 26% and maths has increased 11ppt to 30% in same period.</li> <li>At KS1 in the same period, the rate of increase in Maths replicates this at Greater depth (increase of 9ppt to 24% from 2017 to 2019, whilst reading has increased 1ppt to 22% which is lower than national)</li> </ul>	<ul style="list-style-type: none"> <li>Focus is shifting to achievement in Reading in all year groups where the rate of increase has slowed down in the last two years and there are pockets of underperformance both Expected Standard and Greater Depth.                             <ul style="list-style-type: none"> <li>KS1 reading four schools above national (three just below CC SSPP and St P by one pupil)</li> <li>KS2 reading five schools above national (two just below GS and St P by one pupil)</li> </ul> </li> <li>KS1 and KS2 Leading practitioners will be leading across the Primary school whole class reading, resilience and greater depth focused strategies to develop further as well as facilitating, coaching and leading networks to share good practice.</li> </ul>	Principals
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.	<ul style="list-style-type: none"> <li>Linking of staff e.g. Leading practitioners and Y7 leads</li> <li>Pupil Premium links across as a focus for review and sharing of good practice</li> </ul>	<ul style="list-style-type: none"> <li>Primary Principal (CC) on LAC for Cardinal Wiseman along with Principal from Saint Augustine High School (O/S)</li> <li>Lay Chaplin link with Gift team at Primary to provide stronger links</li> <li>Potential exploration of links with History and Art (Mike Bench and Aisling McClelland) and Dee Williams connecting the curriculum across KS2/3</li> </ul>	Principals Staff identified
5. Ensure that different tiers of decision-making at board and diocesan level help to drive school improvement quickly when needed	<ul style="list-style-type: none"> <li>CSEL appointed and in post for a year.</li> <li>Continuous Improvement Review implemented and two meetings are held.</li> <li>Awaiting new documents to revise RACI</li> </ul>	<ul style="list-style-type: none"> <li>Revise RACI matrix in light of the new documents</li> <li>Continue to refine Continuous Improvement Review Process</li> <li>Greater link with Academy Committee chairs</li> <li>Tighter link through Appraisal across tiers</li> </ul>	CSEL Board of Directors



## 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 <small>(Remains the linked school)</small>					
LLE								
SLE/ LP	Megan Scullion LP SLE Laura McGinty LP Zoe Pollard LP	Lucy Smith LP	Laura Stevenson Elaine Cakebread Rachel Ellis Lauren Davies	Angie Masterson MAST			Danielle Kingham Andrea Sherratt	Heidi Elliott Kathryn Alton
TSA			Blue Sky TSA					St Augustine TSA
Pupil Premium Reviewer trained						Dee Williams	Andrea Sherratt	Tom Leverage
Section 48			Paul Madia		Debbie Enstone			

## 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
<b>£30,000</b>	2,100 pupils <b>£18,000 (60%)</b> <b>£12,122 from LA network</b>	1,400 students <b>£12,000 (40%)</b>		<ul style="list-style-type: none"> <li>• CPD – please provide costings per delegate/ daily rate of provider etc</li> <li>• Resources – please provide cost per item and number of units</li> </ul>
<b>£5000 targeted school improvement activities for identified schools</b>	Good Shepherd and St Patrick	Cardinal Wiseman	Bids to be submitted to <b>CC3</b> for consideration and approval for school improvement activities. A template is provided.	<ul style="list-style-type: none"> <li>• System leaders – SLE/ LLE/ NLE</li> <li>• Consultants – please provide daily rates and travel costs</li> <li>• For CPD/ system leader or consultant activities please provide evidence of Quality Assurance from the suite of Romero documents</li> </ul>
<b>Total spend: £35,000</b>	<b>£35,000</b>			

## Categorisation

School	Principal	Section 48	Romero Category	Ofsted Category	Ofsted due
1. Corpus Christi	Kevin Shakespeare	Good	Improve	Good	March 2022
2. Good Shepherd	Andy McConville	Good	Improve	Requires Improvement	September 2020 (30 months)
3. Sacred Heart	Paul Madia	Outstanding	Sustain	Outstanding	March 2022
4. SS Peter and Paul	Lorraine Stanton	Good	Improve	Good	March 2022
5. St Gregory's	Geraldine Marshall	Outstanding	Improve	Good	March 2022
6. St John Fisher	Dee Williams	Outstanding	Sustain	Good	March 2022
7. St Patricks	Andrea Sherratt	Good	Improve	Requires Improvement	September 2020 (30 months)
8. Cardinal Wiseman	Tom Leverage	Good	Improve	Requires Improvement	September 2020 (30 months)

### Categorisation for School Improvement (based on Sir David Carter model)

	Stabilise	Repair	Improve	Sustain
<b>Core offer</b>	<ul style="list-style-type: none"> <li>Weekly support from KS1 / KS2 lead practitioner and PE and Well being</li> <li>External consultant visits x 2 annually</li> <li>CMO visits (priority)</li> <li>Executive leadership if appropriate</li> <li>Governance review (and SIB if needed)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly support from KS1 / KS2 lead practitioner and PE and Well being</li> <li>External consultant visits x 2 annually</li> <li>CMO visits (high priority)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly support from KS1 / KS2 lead practitioner and PE and Well being</li> <li>CSEL visits when appropriate</li> <li>External consultant visits x 2 annually</li> <li>CMO visits (medium touch)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly support from KS1 / KS2 lead practitioner and PE and Well being</li> <li>CSEL visits when appropriate</li> <li>External consultant visits x 2 annually</li> <li>CMO visits (low priority)</li> </ul>
<b>Tailored for RI schools</b>	<ul style="list-style-type: none"> <li>Additional time of KS1 and 2 practitioners if needed where provision needs addressing</li> <li>CSEL visits half termly CSEL presence at Governor meetings</li> <li>Additional School imp money for system l'ship</li> </ul>	<ul style="list-style-type: none"> <li>Additional time of KS1 and 2 practitioners if needed where provision needs addressing</li> <li>CSEL visits half termly</li> <li>Additional School improvement money for system leadership</li> </ul>	<ul style="list-style-type: none"> <li>CSEL visits termly to talent spot/develop system leadership</li> <li>Additional School improvement money for system leadership if appropriate</li> </ul>	
<b>Observable features</b>				
<b>School improvement strategy</b>	<p><b>Stabilise:</b></p> <ul style="list-style-type: none"> <li>Unstable leadership &amp; Ineffective governance has recently failed to hold anyone to account</li> <li>Limited evidence of any external support having had an impact</li> <li>High staff turnover and high staff absence with recruitment of better staff challenging</li> <li>Pupil attendance and PA below national floor</li> <li>Significant financial risk or mismanagement</li> <li>Poor student outcomes at KS2/KS4 – below floor and/or coasting</li> <li>T&amp;L is poor, with limited or no CPD for staff</li> <li>Student behaviour has been chaotic or unsafe</li> </ul>	<p><b>Repair</b></p> <ul style="list-style-type: none"> <li>Stable leadership across the school and trust is securing standards</li> <li>The support from a strong TSA and/or MAT is starting to repair and improve the school</li> <li>Governance is improving &amp; holding the school leadership to account</li> <li>Improvement in outcomes is clear in internal assessments even though outcomes from national tests are taking longer to improve</li> <li>Pockets of improved performance in key year groups and subjects</li> <li>CPD quality is mixed and focus not bespoke to the needs of the school</li> <li>Student behaviour is improving but low-level disruption is common and remains a barrier</li> </ul>	<p><b>Improve</b></p> <ul style="list-style-type: none"> <li>Stable leadership across the school and trust is securing sustainable improvement</li> <li>The TSA/MAT support and the work of the leaders in the school is shifting as much to assuring quality as on operational delivery</li> <li>Governance is strong and consistently holds leadership to account</li> <li>Student outcomes are above floor and there is confidence that this can be sustained by younger children in the school</li> <li>T&amp;L is strong in most year groups and subject areas with just a few pockets of ineffective practice that are being addressed appropriately</li> <li>CPD is addressing the bespoke needs of more teams and individuals</li> <li>Behaviour in the school is more positive with limited low-level disruption</li> </ul>	<p><b>Sustain</b></p> <ul style="list-style-type: none"> <li>Effective strategic leadership looking longer term and beginning to provide the wider school system with capacity to support other schools</li> <li>Leadership team are developing new areas of expertise that it contributes to wider system CPD and support</li> <li>Governance is strong and sustainable for the future</li> <li>Outcomes for all learners are good, the school is consistently above floor and no groups of learners significantly underperform</li> <li>Embedded and effective CPD is bespoke to need and encourages effective succession planning</li> <li>Behaviour of students is positive and low level disruption is rare</li> </ul>

## Section 48 schedule

	Date of last Inspection or Monitoring visit	Judgement	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Anniversary or celebrations in each year			Corpus Christi 60 Sacred Heart 95 St John Fisher 55	St Patrick 70 St Gregory 50	Good Shepherd 55	St Elizabeth Parish 110 (Cardinal Wiseman 65 in 2023)
<b>Corpus Christi</b>	January 2017	Good	<ul style="list-style-type: none"> <li>Monitoring visit Summer 2020</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2021 S48</li> </ul>		
<b>Good Shepherd</b>	October 2017	Good	<b>Romero review to take place in October 2019</b>	<ul style="list-style-type: none"> <li>Monitoring visit Summer 2021</li> </ul>	<ul style="list-style-type: none"> <li>Autumn 2022 S48</li> </ul>	
<b>Sacred Heart</b>	November 2018	Outstanding			<ul style="list-style-type: none"> <li>Monitoring visit Summer 2022</li> </ul>	<ul style="list-style-type: none"> <li>(Autumn 2023 S48 )</li> </ul>
<b>SS Peter and Paul</b>	November 2018	Good	<ul style="list-style-type: none"> <li>Summer 2020 S48</li> </ul>			<ul style="list-style-type: none"> <li>(Monitoring visit Spring 2024)</li> </ul>
<b>St Gregory's</b>	March 2019	Outstanding		<ul style="list-style-type: none"> <li>Autumn 2020 S48</li> </ul>		<ul style="list-style-type: none"> <li>(Monitoring visit Summer 2024)</li> </ul>
<b>St John Fisher</b>	November 2018	Outstanding	<ul style="list-style-type: none"> <li>Summer 2020 S48</li> </ul>			<ul style="list-style-type: none"> <li>(Monitoring visit Spring 2024)</li> </ul>
<b>St Patricks</b>	November 2016 S48	Good	<ul style="list-style-type: none"> <li>Monitoring visit Spring 2020</li> </ul>		<ul style="list-style-type: none"> <li>Autumn 2021 S48</li> </ul>	
<b>Cardinal Wiseman</b>	November 2018	Good			<ul style="list-style-type: none"> <li>Monitoring visit Summer 2022</li> </ul>	<ul style="list-style-type: none"> <li>(Autumn 2023 S48 )</li> </ul>

All Primary schools have undergone a RE review by the RE leads except Good Shepherd. This is now planned for Autumn 2019.

### For information

*Being the CEO – Michael Pain*

*Seven pillars of school improvement:*

*Six dimensions of the CEO:*

*Four foundations of the CEO role:*

