



Strategic Plan 2019 - 2022



“It helps, now and then, to step back and take a long view.

The kingdom is not only beyond our efforts, it is even beyond our vision.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise that is God's work.

Nothing we do is complete, which is a way of saying that the Kingdom always lies beyond us.....”

Saint Oscar Romero

Introduction

We are delighted to introduce The Strategic Plan for The Romero Catholic Academy Strategy for the next three years 2019 – 2022. The Multi-Academy Company was formed in August 2015 following the need to secure Catholic Education in the North East of Coventry for the Secondary School, Cardinal Wiseman and the seven Primary Schools. Since this time, the eight schools have increasingly moved to working as one company and contributing to the collective Mission, Vision, Values and Aims that drive our rapid and continuous growth as The Romero Catholic Academy. As one Company, all levels of leadership within and across each school, are committed to raising standards in their own faith community and whilst also ensuring our moral purpose to ensure everyone achieves better outcomes.

We see our key reason as one partnership, is to be part of the Church’s mission in education, to place Christ and the teaching of the Catholic Church at the centre of people’s lives. “Education is integral to the mission of the Church to proclaim the Good News. First and foremost, every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.” This evangelising mission is exercised through the diverse interaction of Catholic schools with their local parishes, families, societies and cultures they serve **(taken from Christ at the Centre)**

We believe through our family of eight schools, we can provide collectively a stronger Catholic Education than we previously could individually. The Romero Catholic Academy sets out its vision. Our vision is to be a “Beacon of excellence for Catholic Education from 2- 19 years”. We are committed to providing the best possible opportunities for the local people living within our faith communities to work hard to deliver outstanding education for students from preschool right up to age 19.

As eight established strong performing schools, a thriving Teaching School with an established Shared Services Team based centrally at Cardinal Wiseman Secondary School, the rapid development of The Romero Catholic Academy is collectively driven by the Board of Directors, Committee of Principals, Committees of each Academy along with a team of 520 staff. Our collective moral purpose is to ensure every child, pupil and student choosing one of our schools reaches their God-Given potential so they can take up their place in the world contributing to society building God’s Kingdom.

These are exciting times in education within The Romero Catholic Academy and we are proud that we are meeting the challenges head, striving to be at the forefront of innovation for the benefit of pupils. 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 family of schools so that all members of our community thrive.

Our **Strategic Aims** shape our plan and link into our priorities detailed in the operational one year plan for each school/ entity

- 1. **Provide effective Financial Management and Governance At all Levels to secure, protect and enrich Catholic Education**
- 2. **Developing, nurturing and supporting a work force who live out our Catholic ethos, values and virtues**
- 3. **Provide all pupils with high quality, inclusive education to enable them to reach their full God-given potential**

These strategic aims define our very being so that we can and will offer more for every child, family, member of staff and leader in The Romero Catholic Academy

Our very clear expectation is to collectively achieve better outcomes for all our children and young people; it is within our power to do so. Being good is not good enough, we strive to be a Beacon of Excellence for Catholic Education in everything we offer.

Helen Quinn

Catholic Senior Executive Leader

Brendan Fawcett

Chair, Board of Directors



Romero Vision, Mission, Values and Aims

Our **vision** and desired future is to be a **“A Beacon of Excellence for Catholic Education from 2 to 19 year olds”**.

Our objectives and our approach to reach those objectives is defined in our **Mission** statement **“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.”**

This Strategic plan, is owned by the Board of Directors in partnership with the Senior leadership (key leaders from Shared Services Team and all Principals). It 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.

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.

Underpinning this plan, working with stakeholders, our **Romero values** guide our work:

- **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.

As eight Catholic Schools, collectively our **Romero aims** are:

- **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.
- ***Reviewed* Inspire, innovate and excel** - 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.

These values and aims should be reviewed during 2020



From Strategic Plan to Operational Plan – ‘Kasserian Ingera’

Through this plan there is a communicated strategic vision & plan that moves seamlessly from implementation into impact. This strategic plan can only be delivered through support from the Board of Directors, and the Romero priorities can only be delivered through the collective academies.

The Strategic aims and Priorities, are set by the Board of Directors. Working in partnership with the Senior Leadership of Romero, these cascade into the Academy Operational plans and also into Performance Management.

As The Romero Catholic Academy moves into the new phase through 2019 – 2022, moves us to a more concise model where we can influence further the systems and structures that we want to embed. As The Romero Catholic Academy, we are moving at pace through collective efficacy, making a difference for all members of our community of faith.

We believe in a vision where the pupils, staff and governance work together through Romero, drawing upon our talent across all members to innovate our thinking, inspired by the phase ‘*Kasserian Ingera*’, which translates to ‘How goes it with *our children*’!



Three Year Overview

SA 1- Provide effective Financial Management And Governance At all Levels to secure, protect and enrich Catholic Education Reports to CC1

Strategic Objectives

- 1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement
- 1.2 Provide financial stability through a three-year strategic plan with regularity, propriety and compliance
- 1.3 Manage the premises and infrastructure with five-year plans guiding the strategic use of resources

This evangelising mission is exercised through the diverse interaction of Catholic schools with their local parishes, families, societies and cultures they serve.

| | 2019 – 2020 Year of the Word (2020) | 2020 – 2021 2020 Year of the Word 2021 Jan – July City of Culture | 2021 – 2022 August – Dec City of Culture |
|--|---|---|--|
| KPIs | <ol style="list-style-type: none"> 1. 40% retention of Romero pupils from Y6 – 7 Sep '20 2. Surplus of places is lower than 4% 3. Reserves are retained at 5% of GAG Income 4. Staff Costs do not exceed 75% of total income 5. Income generation 0.5% of GAG (£90k) 6. Enhancing financial controls (in light of higher expectation of ESFA) so 'no unexpected' medium/high risk items on Audit Management Letter | <ol style="list-style-type: none"> 7. 45% retention of Romero pupils from Y6 – 7 Sep '21 8. Surplus of places is lower than 3% 9. Reserves are retained at 5% of GAG Income 10. Staff Costs do not exceed 75% of total income 11. Income generation 0.75% of GAG 12. Enhancing financial controls (in light of higher expectation of ESFA) so 'no unexpected' medium/high risk items on Audit Management Letter | <ol style="list-style-type: none"> 13. 50% retention of Romero pupils from Y6 – 7 Sep '22 14. Surplus of places is lower than 2% 15. Reserves are retained at 5% of GAG Income 16. Staff Costs do not exceed 75% of total income 17. Income generation 0.75% of GAG 18. Enhancing financial controls (in light of higher expectation of ESFA) so 'no unexpected' medium/high risk items on Audit Management Letter |
| Strategic objectives | Operational objectives | | |
| 1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement | <ul style="list-style-type: none"> • Continuous Improvement Review and School Improvement Strategy is further refined and implemented • Reduce surplus places in any year group through a clear marketing strategy and Nursery (SJF SSPP) and expansion in year groups to be explored (Y7 if CW gets Good) • Partnership working across MACs /LGBs to develop school improvement; link with Trinity to strengthen Secondary school improvement • Governance – CW LAC established and Governance training reviewed; • Parish links strengthened further as we begin the Year of the Word in 2020 | <ul style="list-style-type: none"> • Consider appropriate expansion (including ARP, Nursery SSPP SJF and Y7) where capacity can bring benefits • Liaison strategically with neighbouring MACs across Coventry and Warwickshire • Continue any links with Trinity to strengthen school improvement • Expansion plans to be considered in any school (notably Y7) • Governance peer to peer review established and Chair – targeted training | <ul style="list-style-type: none"> • Joint MAC working across Coventry and Warwickshire and within Birmingham Archdiocese • Governance review cycle is established and in place; succession planning and effective training programme; DfE documents used and embedded alongside BDES/ CES documents to strengthen (Competency framework; Governor Handbook) |
| 1.2 Provide financial stability through a three year strategic plan with regularity, propriety and compliance | <ul style="list-style-type: none"> • Embedding the centralised function of finance to further ensure efficiency and effectiveness including investment and reserve strategy; establish risk management processes (policy updated) with integrated approach and revision to flash reports etc • Review and evaluate supply base to improve procurement and contract management • Look at strategies for working across one organisation to identify efficiencies and ways of working smarter with limited resources • To harmonise all pay scales and structures across SST and all schools so there is consistency and robust job evaluation. | <ul style="list-style-type: none"> • Supply base is streamlined to generate reduced costs • Consideration of school to school organisation to provide leadership and staffing models that align with long term budget • Look at staffing collectively across the MAC, cross phase (KS2/3) to provide better transition and use of contracting. | <ul style="list-style-type: none"> • Evaluate the impact of procurement and contracts in place • Consideration of school to school organisation to provide leadership and staffing models that align with long term budget |
| 1.3 Manage the premises and infrastructure with 5 year plans guiding the strategic use of resources | <ul style="list-style-type: none"> • Review the condition of current premises through completion of five year plan and prioritise accordingly • Look to secure funding for expansion in schools and any funding streams for rebuilding • Consider ways of generating income through lettings; investment policy etc • Consider how to create a streamlined, coherent IT infrastructure moving to one domain and the associated resources | <ul style="list-style-type: none"> • 50% completion towards premises up to an acceptable standard • Look at effective ways for facilities management across all entities. Look to secure funding for longer term estate rebuilds/ refurbishments of a large scale • To embed an effective IT infrastructure and associated resources and look at strategic approach. To look at outsourcing provision for IT | <ul style="list-style-type: none"> • All premises are all up to acceptable standard in communal areas and there is a refurbishment cycle in place for all schools to update classrooms • Across the entire estate each location has it's own unique identity that is developed to contribute to MAC (e.g. 4D room/Muga/ swimming pool) |

SA2 Developing, nurturing and supporting a work force who live out our Catholic ethos, values and virtues Reports to CC2

Strategic Objectives

2.1 Strengthening work force through effective professional development and system leadership opportunities

2.2 Development of pathways for succession planning

2.3 Forward-thinking, consistent and professional HR provision

| | 2019 - 2020 | 2020 – 2021 | 2021 – 2022 |
|--|---|--|--|
| | <ol style="list-style-type: none"> 1. 95% staff complete agreed CPD/ Romero pathways or OD strategy 2. Absence is 3% or lower by July 2020 3. Staff turnover to be below 15% 4. 100% of T and NT perf' reviews are completed on Cintra | <ol style="list-style-type: none"> 1. 97% staff complete agreed CPD/ Romero pathways or OD strategy 2. Absence is 2.5% or lower by July 2021 3. Staff turnover to be below 10% 4. Applications for new roles by increases by 5% | <ol style="list-style-type: none"> 1. 99% staff complete agreed CPD/ Romero pathways or OD strategy 2. Absence is 1.75% or lower by July 2022 3. Staff turnover to be below 8% 4. Applications for new roles by increases by 7% |
| Strategic objectives | Operational objectives | | |
| 2.1 Strengthening work force through effective professional development | <ul style="list-style-type: none"> • To review current provision for wellbeing and workload and devise collective strategy to be devised • Review current Learning and Development across schools and SST • Apprenticeship strategy is established • Review of Performance Management/ Appraisal across the MAC for Teaching and Support staff | <ul style="list-style-type: none"> • To fully implement the Romero offer • To establish cycle of events and activities that recognise performance and service • Investment in staff to develop expertise that can shape individual schools and collectively across the MAC • Develop a Learning and Developing strategy and implementing first phase | <ul style="list-style-type: none"> • To review and extend Romero Offer • Staff at all levels and job families are driving and innovating professional development • Implementing and evaluating Learning and Developing strategy making adjustments |
| 2.2 Development of pathways for succession planning | <ul style="list-style-type: none"> • Having consistent process for building succession planning (link to OD) • To have clarity over job families, staff skill sets, CPD needs and progression pathways identified • All schools independent of external support and capacity strengthened across all entities | <ul style="list-style-type: none"> • To improve opportunities across job families for secondments, placements and sabbaticals • Creative Leadership pipeline provides solutions across schools including Executive leadership; cross phase deployments across Primary and Secondary | <ul style="list-style-type: none"> • Systematic leadership across all schools at all levels that drives rapid school improvement |
| 2.3 Forward-thinking, consistent and professional HR provision | <ul style="list-style-type: none"> • Statement and strategy for Equality and Diversity • To continue policy and procedure cycle for all HR policies and processes across the company • Linking with finance; harmonise all pay scales and structures across SST and all schools so there is consistency and robust job evaluation and clear line structures and accountability • To completely review the employee benefits and the Romero offer • Establish an application tracking process • To review the process with regards to the recognition of performance and service in staff across the work force • To have visibility of the work force data and understanding of maximising CINTRA's impact • 'Employer of choice' is more established; benefits and salary sacrifice in place; staff rewards and benefits are embedded • To consider how we can use supply pool to reduce costs and recruit NQTs at risk to a pool | <ul style="list-style-type: none"> • To continue policy and procedure cycle • To use CINTRA to generate KPI reports, HR Metrics and enable benchmarking • To consider specialised curriculum staff for KS2 into KS3 • To review the approach to facilities management • To consider how we can deliver effective pastoral, safeguarding and SEND provision through joined up approach | <ul style="list-style-type: none"> • Established metrics are used effectively to inform practice • 'Employer of choice' is more established; benefits and salary sacrifice in place; staff rewards and benefits are embedded |

SA 3 – Provide all pupils with high quality, inclusive education to enable them to reach their full God-given potential Reports to CC3

Strategic Objectives

- 3.1 Pupils, students and staff contribute to the Catholic ethos of the school, engage in high quality collective worship and access excellence in RE
- 3.2 Majority of Pupils and Students (70%) performance is at age- related expectations and end of KS is at least in line with national
- 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 2-19years

| | 2019 - 2020 | 2020 – 2021 | 2021 – 2022 |
|---|---|---|---|
| Kasserian Ingera! Masai greeting “How goes our children” | 1. All schools judged at least Good and more aspects Self evaluated as Outstanding; 2. Year of Word is implemented and infused through Collective Worship and RE especially in; Romero child experience is completed 3. 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%) 4. At least one more school secures Outstanding in S48 (SJF and SSPP due 2020) 5. System leaders increase by 4 across the MAC and increased system leadership (especially around SEND and subject development internal and external) | 1. All schools judged at least Good and increasingly more aspects Self evaluated as Outstanding 2. Year of Word and City of Culture is embraced in all schools curriculum 3. 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 73%) 4. At least one more school secures Outstanding in S48 5. System leaders increase by 8 across the MAC and increased system leadership (subject development internal and external is at a high engagement level) | 1. All schools judged at least Good and more aspects Self evaluated as Outstanding 2. Year of Word is implemented and infused through collective worship, Collective Worship and RE. 3. 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 75%) 4. At least 1 more school secures Outstanding in S8 |
| Strategic objectives |    |   Operational objectives |    |
| 3.1 Pupils, students and staff contribute to the Catholic ethos of the school, engage in high quality collective worship and access excellence in RE | <ul style="list-style-type: none"> • To embed Vocations offer for all staff (extending to Secondary) • To continue RE reviews and follow ups (GS) through RE network so all teaching of RE is good • Year of Word 2020 implemented and events in place • Gift training for chaplaincy team and strong link with Lay Chaplain at CW • Romero child, journey of faith through the revised Curriculum • Begin links with City of Culture experiences; all schools achieve Games mark silver | <ul style="list-style-type: none"> • To ensure the Romero CPD offer is complemented by the Vocations offer. • RSHE policy and practice in place • Gift team and chaplaincy work embedded coherently across • Romero child reviewed and amendments made • Across schools, pupils and students are leading collective worship for their own school and at Romero events • Fully engage in City of Culture experience and integrate into our Romero child offer | <ul style="list-style-type: none"> • To review and extend Romero CPD Offer so there is a comprehensive off of Catholic life, RE and Collective worship • Staff at all levels and job families are contributing and extending the Catholic life, RE and Collective worship |
| 3.2 Majority of Pupils and Students performance is at age- related expectations and end of KS is at least in line with national | <ul style="list-style-type: none"> • PiXL embedded across in year across all schools • Assessment for and of learning is strengthened in core and foundation subjects and tracking of data at Primary is tightened up and shared via Sharepoint. Reporting to LACs includes core data and RE data with context groups. All schools are moving above national • Coventry Year of Well being for pupils and staff to be integrated into CPD and provision • Exploration of system leadership in all Key Stages and links across phases considered in subject areas. • Attendance is 96.7% across Romero Primary (PA lower than 10%) Secondary close to NA March 2019 reported figure of 94.5% | <ul style="list-style-type: none"> • All schools moving above national for progress and attainment with increasing number moving well above national (including in year PiXL data where appropriate) • Assessment for and of learning is strengthened in core and foundation subjects and tracking of data at Primary is tightened up and shared via Sharepoint. • City of Culture opportunities embedded in all schools and curriculum offered. Engagement with all schools • System leadership develops cross phase especially KS2/3 • Attendance is 96.8% across Romero (PA lower than 9%) | <ul style="list-style-type: none"> • All schools moving above national for progress and attainment with increasing number moving well above national (including in year PiXL data where appropriate) • Systematic leadership across all schools at all levels that drives rapid school improvement • Attendance is 96.9% across Romero (PA lower than 8%) |
| 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 | <ul style="list-style-type: none"> • To take part in SEND and Curriculum reviews at Primary extending to Secondary; consider smarter ways of SEND provision • To extend system leaders across the MAC through BSTSA accreditation through talent spotting and S2SS support • Curriculum implemented through the working group and curriculum reviews completed) at Primary and linked to Secondary • Thrive established in four schools and consideration into remaining four (Including Secondary) • Use of Iris at Secondary shared across Primary as way of improving quality of teaching | <ul style="list-style-type: none"> • (SA2) To consider specialised curriculum staff for KS2 into KS3 or overstaffing at Cardinal Wiseman to provide curriculum support in KS2 • To look at cross phase subject specialism leadership to ensure coherence from KS2 to KS3 curriculum; Strategic oversight of curriculum in subjects so there is coherence. • (SA2 linked) To improve opportunities across job families for secondments, placements and sabbaticals for subject leadership and aspects across EYFS to KS5 | <ul style="list-style-type: none"> • Subjects across phases transitions well and there is a joined up approach to planning progression across the eight schools. • Subject knowledge is a strength across as a result of shared expertise. |

In five years time 2024

1. **All schools** are the desired school of choice for the diverse communities that they serve. Cardinal Wiseman is seen as the school of choice from Year 7.
2. The legacy of **Year of Well being, Year of the Word, City of Culture, Tokyo Olympics, Commonwealth games** provide an enriched curriculum and wealth of opportunities for pupils.
3. The **physical learning environments** across the Multi-academy enable **inspiration, innovation** and **excellence**.
4. Staff and volunteers at all levels understand and embrace the culture of **servant leadership** and **system leadership**.
5. All members of the community, feel **valued** and take **pride** in being part of The Romero Catholic Academy.

