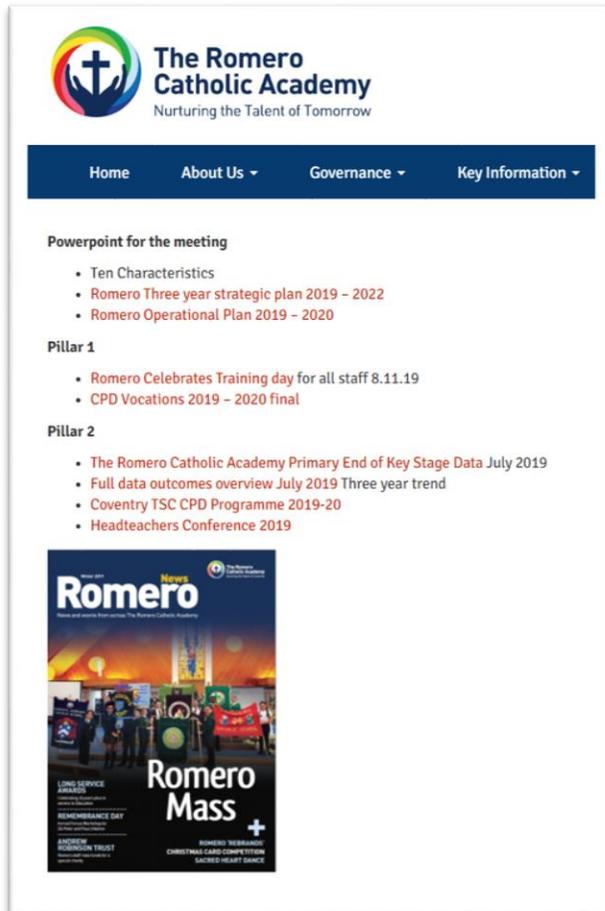**The Romero Catholic Academy**
Nurturing the Talent of Tomorrow

SUMMARY SELF-EVALUATION for MAC MONITORING MEETING 2020
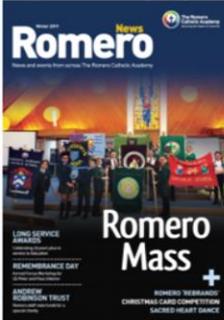
For accompanying documents that support each pillar please view this page:

https://romeromac.com/bdes/

1	S/R	Catholic Mission	Brief Summary Self-Evaluation Statement (Max. 300 words per question)	Evidence
		1.1 How good is the provision of RE across the MAC and what are you doing to improve and develop it?	- All schools are strong performing as Catholic schools with **four** judged as **Good** and **four** judged as **Outstanding** for Overall Effectiveness in S48. - RE across the MAC is evaluated in each school and reported through the termly Principal Report under the three main headings of Catholic Life, Collective Worship and R.E.; all schools are at least Good with two schools judging RE as Outstanding. Focus continues to move schools in **all** three S48 areas to Outstanding as we understand the framework fully and share widely the best practice. - We have two Senior Leaders (Paul Madia and Debbie Enstone) who are S48 Inspection trained; this provides a steer and challenge in our collective meetings to ensure we are rigorous and compliant with the framework and validations are accurate as far as possible. - Directors, on 27th January, have planned a **Governance Engagement Visit** to evaluate the Catholic life of each school. An update can be provided at the meeting. These Visits will be consolidated and received into our Core Committee 3 (Quality Provision and Standards) and Board. - Provision for RE is strategically led by the Principals who delegate tasks to the **RE Network** led by two Vice Principals. This RE network is highly effective; RE reviews take place across the year with RE leads giving Peer Support and challenge as well as signposting best practice. - Furthermore, provision of RE is driven by the Teaching school as a vehicle for CPD and access to system leaders. The Vocations CPD details a range of CPD for schools in the MAC and beyond. - GCSE Outcomes in relation to Diocese and A levels are detailed on the Romero website link. - A Catholic Curriculum is being co-designed by Senior leaders across the MAC with **one** offer across all **Primary** and a **knowledge-rich** approach at **Secondary**. The RE Network leads, Curriculum Working Party and Principals are looking at how the Curriculum and RE are interwoven and how to deepen the Catholic ethos that permeates the curriculum in its widest sense. Continual development is through regular planning and review sessions to design and evaluate the provision sharing the very best practice through Team Site on Office 365.	**S48 reports** **RE review reports** **Principal reports** **Vocation Booklet**

| | | 1.2 What INSET provision are you making for Catholic life, RE and Collective Worship across the MAC? How will this support the Mission of the MAC? | • The Catholic Mission of the MAC is central to our work. We believe that all eight schools should access high quality INSET; leadership from the Teaching School enables Blue Sky to be a vehicle by which we can plan a programme of INSET in Catholic Life, RE and Worship for our schools and to outsource this programme to gain additional funding. We focus INSET on our collective Mission and Vision alongside the Liturgical calendar of the school. We then look to bring together our learning through our annual Romero Mass and Collective Worship to embed the INSET.
• INSET is a priority with both Universal and Tailored provision in the MAC; we have sought sponsorship for retreats (through our Fundraising and Bid Co-ordinator) so no school is left behind due to financial constraints.
• **Universal**
   o We engage with **One Life** to deliver INSET across all eight schools on a specific area (e.g. Good Shepherd/ Advent/ Year of the Word) then individual schools implement their own needs drawing as and when from different sources
   o We also run sessions across the **liturgical** year (e.g. Lent/ Advent Liturgy) as a twilight led by One Life or key people (Lynda Leigh and Mary Wilson)
   o **Lay Chaplaincy** is co-ordinated through the **Gift** programme to strengthen our pupil leadership in Catholic life and Collective worship with regular training in place
   o Our annual **Romero training** days always have a liturgical element – this year we focused on Newman led by Father Peter Conley (who has written a book). All pupils were represented through the prayers and reflections of pupils videoed and built into liturgy. In previous years we have focused on ensuring staff understand being a member of a faith community through sessions led by **Jo Boyce** or **Ashley John-Baptiste.** The latter session focused to reflect on our most needy pupils, disadvantaged and our call from Oscar Romero to 'be more'.
   o Training events for Governance are also held – we hold a LAC briefing each term during an evening. We have focused on Section 48 and Catholic life (approx. 40 attended). | **Social media posts**

Vocation

Booklet of CPD |

| | | | **Tailored** We provide sessions that can be adapted to the needs of each school led by talented teachers and leaders from our schools. In addition, SLEs are provided for RE leadership or individual needs of school. Assessing and Moderation in RE; Raising Standards of Writing in RE Teachers New to Catholic School Starting Steps in our Journey of Faith Laudato Si! – led by Jo Boyce Venite Adoremus Called to Serve & The Radical Challenge of leadership in a Catholic School – led by Sr Judith Russi Philosophy for children across the primary school The Blue Sky TSA Vocation Booklet responds to the needs of schools in the MAC and from the Coventry partnership. This forms a programme of CPD, twilight sessions and School to school support which is disseminated through Principal Committee and Coventry city Headteacher group so that all schools are aware of training; we identify strong practice and share it through Vocations Booklet. | |
| | | 1.3 How do you ensure that all staff have a performance management target which relates to the Catholic life of the MAC? | Across Romero, we ensure that the Catholic ethos is instilled and embedded across all schools and our central team; we use all available opportunities to embed vision and values. The CSEL Performance Management includes a strategic focus on the Catholic life of the MAC. The targets set for the CSEL, are woven through the Shared Services Team and Principals across the MAC. All Principals and Shared Services Team have a Performance management, set by the CSEL in conjunction with the Academy Committee, which includes a target focused on Catholic life; this is then cascaded to staff. It is always the first objective. | |

| | | 1.4 What is your judgement of the Catholic life of the schools across the MAC and how will you improve and develop it? | Catholic life is at least Good in four schools and Outstanding in four schools as evidenced in recent S48 and we continue to evaluate it as such; **Good with strong Outstanding** features. As a group of Principals, we harness the best **talent** across schools and create many opportunities to strengthen the Catholic life. For example, we had all eight schools come together with groups of pupils to compose a Romero Song consisting of every school's mission and those who are musical to compose and record it. This in turn improved and deepened Catholic life collectively and individually. The **Principal report** details current evaluations, and these are challenged and validated in the Continuous Improvement reviews held at least twice a year. Where the judgement cannot be validated, a visit is planned to follow up the evidence. The **Catholic Life Reference group** is key to developing our Romero Mission and Ethos. Led by our KS2 Leading Practitioner and attended by a wide group of people representing schools and Parish, we have the ability to reflect, review and share how we can improve and develop our Catholic Life across the MAC. The focus currently is on our **Romero Child** offer and how we provide a seamless transition from 2 – 19 years in their journey of faith whilst ensuring that through their curriculum experience they access the '**best** that has been **thought and said** in the **world**.' Thomas Arnold 1822 – 88. Focusing on cultural capital strengthens and improves our Catholic life and helps us to address social mobility. We **liturgically link** from one event to another e.g. Romero Mass on Newman linked into the Staff retreat and the Spiritual bouquet of the prayer chain was brought forward by staff as a focal point of prayer. MAC Wide Catholic Life Governance Engagement Visit on 27th January will explore and focus on the Catholic Life of our school to see our faith permeating all areas of school life and beyond in our communities identifying strengths and areas for development. Parental perception is gathered through our annual parental survey which gives feedback on how well this aspect is developed in our schools. Specific feedback on the Catholic dimension of the school and the quality of the Sacramental programme is gathered and analysed. | |

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| | | 1.5 How are the schools in the MAC developing their Catholic curriculum to include SMVSC, RSE and CSPP or alternative? | • Collectively we share this through the Principal Committee and RE network
• **Primary** We have a Curriculum working party that have devised a Romero strategy. A Curriculum audit was carried out across the Academy during Spring 2019. This highlighted areas of strong practice across the schools and key areas for development.
Principals agreed to focus on the design of our Thematic Curriculum in the first instance. Theme across the primary phase has been carefully sequenced to ensure pupils receive quality opportunities to secure and embed key knowledge and skills within the subject disciplines of History, Geography, Art and Design Technology. Pupils are presented with Big Questions, many infused by faith, at the beginning of each Theme. These ensure that pupils consider how human actions and decisions have shaped our society and world. For example, Year 6 pupils study The Great Wars and are asked to debate; Was is right for Britain to go to war? And Why is Coventry called the city of Peace and Reconciliation? Year 5 pupils study The Tudors and consider the reasons behind the English Reformation and the impact this had on the Catholic Church. Pupils are exposed to a Curriculum which extends beyond the academic and provides a range of cultural experiences so pupils can realise the God-given gifts and talents. We have worked closely with local artists to devise schemes of work which are relevant to our pupils and we plan for experiences that provide awe and wonder. The Academy values and invests in quality CPD for staff. This year we have focused on Art, the impact of this is evident across each of our primary schools.
• **Secondary** The Compass for Life, recently introduced is at the heart of the Catholic curriculum in Cardinal Wiseman. The focus on Knowledge, Respect, Resilience and Ambition through the Compass for Life underpins the journey of learning and faith. Each of the subjects detail and reflect upon how the 'Compass for Life' gives direction for pupils in their personal growth, response to Vocation and how to achieve their chosen destination. The curriculum is rigorous and based in a deep knowledge of the 'best that has been thought or said in the world'. Our curriculum has been carefully designed and sequenced to ensure that students' knowledge builds over time in a logical manner, including the RE.   We have fostered cross curricular links including faith elements to ensure that learning across subjects is complementary. This gives students an interdisciplinary approach to key topics whilst there is an awareness of deepening SMVSC.
• The single Secondary in the MAC, has a KS3 curriculum which is challenging, but engaging, designed under the philosophy of 'rising tides lifts all ships'. This strategy is designed to close | **RE network and Principal Committee minutes** |

		the gap between are advantaged and disadvantaged students subtly, fostering a studious and academic atmosphere in the classroom as well as understanding that God has a plan for them through their vocation. By the time our students reach their examination courses they are equipped with the knowledge and skills that enable them to achieve their best. Quite simply, we believe our knowledge-based curriculum allows our students to fulfil their God-given potential, achieve success and 'be incredible'. Our focus is to join KS2 and KS3 curriculum seamlessly. • **Catholic School Pupil Profile** is well developed across all Primary schools through the assemblies, spiritual environment and it is very visible in the schools. • **RSHE** is led by the Principals and Academy Committee with delegation to the RE network to design a policy and provision in school that meets the appropriate requirements. All schools use Ten Ten and a Romero Policy is due to be presented at our Core Committee meeting next term for approval.	

	1.6 What are you doing to promote the transition of Catholic pupils from primary to Catholic secondary schools?	• **Transition** is a high priority for the MAC; we have set ourselves a KPI in the Operational plan of 40% for this academic year rising upwardly in the Strategic plan over three years.
		• It is an expectation at all levels that we work together to support Cardinal Wiseman in achieving Good in the next Inspection (due in Spring or Summer 2020). After a legacy of poor performance and reputation, the focus over the last seven terms has been to significantly improve behaviour, teaching and learning, outcomes and ultimately strong leadership to drive the school forward.
		• The HMI Monitoring visit in April 2019 recognises the **significant progress** made in the school and we are confident in a **Good** outcome. This would lead to improvement in the standing of the Secondary school within the wider Primary community in Romero although it should be noted that we are *already* seeing a change in perception.
		• **Y6 – 7** We have started to see an increase in first choices from our Primary schools due to significant input in Media engagement (local news and our own newsletter) and the introduction of bus pass beyond 2 miles for pupils in Romero schools.
		Seamless curriculum – we are starting to create links and redesign curriculum so that KS2 – KS3 is seen as a continuum.
		   ○ SEND Pupils in Y6 in all Primary have taken part in a programme of enrichment activities at Cardinal Wiseman from cooking, gardening to familiarise themselves
		   ○ Year 4 attend an annual overnight camp held at Cardinal Wiseman which is specifically targeting Pupil Premium (to be held on January 30th 2020)
			April 2019 Ofsted Monitoring report	

| | | | Throughout the year there are regular sports events: swimming, athletics, competitive sport. There are plans to extend this into the creative arts through Romero's Got Talent. All pupils identified as Greater depth in Year 2 take part in a writing experiences. Recently through the study of the Great fire of London, the 4D room was used to inspire and engage. This led to strengthening friendships across schools and to facilitate peer to peer learning. This has particularly pushed the more able forward. All pupils identified as Greater Depth in Year 6 are taught together weekly this has had positive outcomes on transition. Leading Practitioner (M Scullion) now works in Y7 to close gap for those not reaching Age related expectations and also works with KS3 leaders on evaluating teaching and learning in Deep Dives on subjects. TLR for History and Geography across KS2 3 is in place to promote the journey of learning continuing into Secondary with a strategic plan to ensure progression in the skills knowledge and understanding of humanity subjects. SEND Network is now working on a seamless provision and assessment of pupils with greater visibility of Secondary SEND with parents in Primary.
- A Primary Principal (Kevin Shakespeare) sits on the Academy Committee of Cardinal Wiseman
- The **presence** of Primary **Principals** at key events e.g. Open evenings/ transition events is an expectation.
- Whilst we are focused on Primary to Secondary transition, there is an emerging fall in Catholicity in our Early Years across the MAC with some schools seeing a drop; Corpus Christi is 84% Catholic in Year 6 but in Reception it drops to 19%. This is due to a range of factors including Parish relationships and Sacramental programme as well coupled with an increase to two form of entry. | |

2	S/R	School Improvement	Brief Summary Self-Evaluation Statement (Max. 300 words per question)	Evidence
		2.1 Quality of Education priorities based on 2019 data and 3-year trends in outcomes – school and MAC wide (inclusion of key factors such as , Ofsted, Section 48, outcomes data, L&M, admissions, attendance including exclusions, disadvantaged, home schooled, SEND).	• In terms of Quality of Education, there is an upward trend across the MAC. For example, this can be seen in data at Primary e.g. RWMa Combined increased at Saint Patrick from 21% to 70% between 2016 – 2019 and Cardinal Wiseman has progressed as seen in the recent monitoring detailing significant improvement in all areas of the Ofsted framework; as a result our confidence in all three schools in securing **Good** in EIF is **high**. • **Priority** ○ At least three schools (Good Shepherd, St Patrick and Cardinal Wiseman) to secure good in the next S5 inspection. ○ Support and challenge for remaining five schools to secure Good and move into Outstanding elements through Continuous Improvement Reviews, teaching and learning reviews and visits. ○ Two key areas emerging from Outcomes in 2019 are Reading at Primary and Maths/ History (GCSE) at Secondary. An overall priority continues for 'more able' pupils across. ○ Disadvantaged continues to be a focus as PiXL shows through our analysis there are pockets of underperformance in year groups. Once we have Arbor implemented, we will be able to see this at MAC level and analyse in a more sophisticated way to identify trails and trends across all schools rather than just individually. • **Admissions** is managed well within each Academy Committee. The concern at the moment, is a fall in numbers in Reception. We are running surplus places that impact on finances; the Principal report identifies pupil movement so any risk of Off rolling or gaming in Attendance can be picked up and challenged. • **Attendance** is rigorously tracked and challenged in all schools; PA is tracked and Attendance Officers (one in Primary and a small team at Secondary) are tenacious in addressing issues • **Safeguarding Reference group** – this group meets termly. The group pulls key staff together to ensure our MAC wide practise is as strong as it can be to keep pupils safe. There is a systematic approach to the SCR. • The quote 'Rising tide raises all ships' epitomises our philosophy in that we strive for a high quality provision in **all schools.** Ultimately, we believe that all pupils and staff should benefit **equally** across all schools no matter which community they belong to, so standards rise across all.	• **Data outcome booklet** • **PowerPoint** • **KS4 and KS5 data**

| | | 2.2 Leadership priorities based on the intent, implementation and impact of Curriculum development - school and MAC wide. | **Secondary** With only one Secondary, the school forged on a journey in Summer 2018 to redesign the curriculum to meet the needs of pupils; careful consideration went into a Knowledge Rich Curriculum after research into models and visits to successful schools (e.g. St Martin Stoke Golding). During this term significant priority was given to establishing high standards in Behaviour and Attitudes with the Compliance implemented. Now 2019/2020 is a high focus on Pedagogy with Rosenshine's Principles underpinning the non-negotiable approach to high quality provision. This is effectively led by Matt Everett, Head of School with a Think Tank that drives effective practice across departments. Teaching and learning is improving at a high rate with the use of IRIS for reflective practice and increased engagement with 'Teach meets' and ResearchEd events. **Primary** – With seven schools, the decision was taken by all Principals to co-design ONE curriculum with a selected group of talented Senior leaders. This was facilitated by an external consultant and Dee Williams, Principal. The outcome has been the emergence of a well-planned, sequenced, progressive curriculum that is continually reviewed and refined both by practitioners and external scrutiny through timely school reviews. Subject leadership (both strategic and operational) at Primary Secondary and across the MAC Introduction of TLR to lead History and Geography across all eight schools to pilot Use of External Consultants to develop Subject leadership or to lead on expertise (e.g. our 'Art school' for Year 1 – 6 teachers that took place in September and January) Use of our Subject specialisms in Secondary e.g. Tom Leverage led a Subject Knowledge Enhancement session for Y6 teachers on Plate tectonics in Geography ahead of the theme 'Active Earth' A collective intention is to review PPA so we can switch to funding specialist teachers across KS2 and KS3 especially in certain foundation subjects e.g. music rather than each school running their own system. Given all Primary use the same curriculum this could lead to positive unintended consequences that will enable our curriculum to flourish further. We have actively sought CPD as a Category 5 area for leading all the way to Executive level (Ambitions Institution) so our Principals think strategically and outwardly. | |

| S | 2.3 Identified school to school partnership work within and beyond the MAC. | • This has been a **significant** area which has been developed at pace with extensive school to school support in place across the MAC. Through the **Teaching school**, there is a push for system leaders to be identified and talented leaders to be spotted; those identified provide capacity to support schools on request as well as deliver CPD across the city and beyond in our Coventry City offer (in conjunction with all Coventry Teaching Schools on a wide range of CPD) as well as our Vocations Booklet.
• Developing a **Leadership pipeline** is through various means; targeted CPD on NPQ/ Diocese programmes, Vice Principal Middle leader swap that takes place annually in February, leadership secondment opportunities for aspiring Principals are actively sought when a situation arises (e.g. CM/ ZP)
• **Leading Practitioners in KS1 and KS2** have singly driven this work at an exponential rate. Supporting year groups, working with teachers and pupils, leading on planning the curriculum resources and most notably all the work in establishing PiXL as our assessment of and for learning has been instrumental. **Every year counts** with scaled scores, interventions and progress measures in every year in every context group has been a driving force in raising standards in core subjects and providing the target for school improvement led by the two Leading Practitioners. This work is now starting to impact into KS3.
• **Primary**-
   o Where universal areas are identified (e.g. EYFS focus on outdoor) the Teaching School coordinates a programme and deploys where appropriate talented leaders in schools. Furthermore, we deployed external expertise e.g. Early Excellence and fund for all schools to access so individual and shared best practice is shared and disseminated.
   o Identified schools receive tailored through Tier 1 (Good Shepherd and Saint Patrick) focus on EYFS.
• **Secondary** –
   o Collaborative network in the city gives support at subject leadership level so departments can start to use the network (early stages).
   o Tier 1 school (Ashlawn providing support).
   o School is offering outreach to Trinity through Cardinal Wiseman PICCL working across both schools. | https://romeromac.com/newsletters/ |

			• **Cross phase** – we have staff that link across e.g. Assistant Vice Principal for SEND at Secondary leading the network and reviews at Primary
			• Extensive school to school support is in place beyond the MAC
			   ○ CSEL has been deployed for last two years in another MAC, Saint Catherine of Siena to carry out Principal Performance Management and Teaching and Learning reviews. In addition, there has been a MAC overall report completed for Directors on the specific areas e.g. Maths and EYFS.
			   ○ Sacred Heart Leaders are engaged in reviews and school improvement in Networks across the city as deployed by Coventry City Council.
			   ○ CSEL is deployed as an NLE Tier 3 at St Anne; in addition, there is a system of leaders who are deployed to complete a programme of support and challenge until July 2020.
			   ○ CSEL is Ofsted Inspector and two Senior Leaders are S48 trained; four Principals are trained as Pupil Premium reviewers.	

		2.4 Priorities identified by EIF, Section 48 inspection and any other external reports – school specific and MAC.	• The Continuous Improvement Review meetings (most recently took place in Jan 2020) identify subjects of **strength** being RE, English, Maths and History; Art and Design, Science, Geography, Computing, Music, PE and PSHE as **developing at pace** to be secure; D and T and MFL are the two **weakest** areas and therefore are a focus of investment from our central pot of school improvement. We are linking with a neighbouring Catholic Secondary school to strengthen these areas and investing in D and T in our Secondary school. • **External reports** are sources at Primary from **Sue Berti** (LA Network focused) and **Paul Longden** (focuses on our Curriculum implementation and Subject leadership. At Secondary we have enlisted St Augustine TSA for reviews in Sixth form and the Co Op Trust (through a link gained in Ambitions Institute) on whole school review. Martin Cragg from the LA reviews the provision at Secondary level. • In the last twelve months MAC reviews have taken place in **RE** (led by networks) **triads in middle leaders** (on subject areas). There are planned SEND reviews to take place in 2020. • The CSEL has led **Behaviour** and **Attitude** visits in all Primary schools in Autumn 2 to gather pupil/ parental voice, tour with Head boy and girl to see attitudes to learning in action. An overview report is provided for the next CC3 meeting (Quality Provision and Standards). Secondary is due to be completed in Feb 2020.	**Available on request:** **Behaviour and Attitude visits (CSEL)** **Paul Longden and Sue Berti reviews** **CW external reviews**

3	S/R	Leadership and Governance	Brief Summary Self-Evaluation Statement (Max. 300 words per question)	Evidence
	R	3.1 What is your present leadership capacity (including Governance)?	- All schools have **permanent Principals** in post; we have greatly valued the opportunity to develop a link with second Secondary school via a **temporary Executive** leadership model. This has also led to the emergence of a revised leadership structure and opportunities for middle and senior leaders to 'step up' at Cardinal Wiseman and the capacity to improve is strong. We have a number of Aspiring Principals now. - We have extensively focused on developing **system leadership** in our Senior leadership tier and actively sought internal solutions to vacancies and responses to support in schools which need strengthening. We currently have a number of Vice Principals on or going on maternity which is restricting our capacity slightly. Whilst our leadership pipeline has been stretched to the maximum, we continue to actively talent spot middle leaders who can progress with the right support and professional development. **Executive leadership** - We have actively sought creative solutions to move our schools forward. Temporary Executive Leadership has led to us providing leadership opportunities for aspiring Headteachers and this is a strength of our MAC (e.g. Corpus/ SS Peter and Paul; Corpus/ St Patrick; Good Shepherd/ Sacred Heart) with no one solution fitting all but a tailored fit. - We are benefitting greatly from working with a second Secondary school through an executive arrangement and the opportunities this has afforded aspiring leaders at Cardinal Wiseman. - We have extended work across both schools in SEND provision and KS5 in Maths, sharing expertise and practice. This has strengthened leadership capacity. **Governance** we are always actively seeking to recruit Governance at all levels but as soon as we are recruiting we also find some representatives are stepping down so the cycle is continual. We maintain a page on our website and regularly use social media and newsletter to recruit new Representatives.	

			- Parishes are a diminishing pool of Governance – all Principals spoke at Mass to attract governors on Education Sunday and we recruited three LAC representatives but no new Directors. - We have four highly skilled and effective Directors but there is a significant demand on time and commitment placed on them due to how few we have. - We are awaiting movement to the new articles which is hindering our review of the structure and scheme of delegation. **Board level** two MACs (Holy Cross and Romero) are targeting Directors in a limited pool of Parishes across the city/ wider area. **Local Academy representatives** Parishes are obviously an area we are sourcing members through newsletter appeal, direct appeal post Communion (September 2019) but we are struggling to fill vacancies **Vacancies** we are currently holding 15 vacancies. - Directors **– 4** - LAC – Corpus Christi (2) Good Shepherd (2) SS Peter and Paul (3) St Gregory (1) St John Fisher (1) Cardinal Wiseman (2) - Two schools do not have a vacancy	
		3.2 What strategies do you have in place to identify, retain and develop future leaders and hold them to account (including AO/CSEL)?	- We have a focus on good professional development for leaders both in terms of professional development externally and internally. Furthermore, we provide support to develop leaders in observing Finance meetings in school and taking part in HR investigations/ PEX/ panels beyond their school to ensure they are fully prepared for Headship with a breadth of experience (if appropriate). - Through our operational plan and CPD offer we organise Vice Principal/ Senior leadership swap (February each year) so they work in another school for two days. - We actively encourage secondments across schools to share talented leaders and provide professional development beyond their 'home school'; Principals are involved in identifying those with potential who can work beyond their school where potentially we identify a need. - We have an Organisation Development Strategy with identified areas. This is being integrated into our Strategic 3 year and Operational 1 year plan so we can make progress against our plan. - Through our Network plan we design opportunities to work beyond school on targeted projects – Pupil premium post (Zoe Pollard Corpus Christi and Natara Hunter Cardinal Wiseman)	

		- Senior leaders with Principal attend the Continuous Improvement review (at least bi-annually) to be held to account by CSEL and to deepen their understanding of leading a school beyond the curriculum remit. This is a key action in holding schools to account for performance and also provides accountability for our Shared Services Team. - We have planned sessions led by HR team to develop our leaders on key personnel management skills. - We look at feedback for leaders to help self-awareness. All Principals took part in a Romero 360 18 months ago and through NPQ and Ambitions Institute Middle/ Senior leaders also reflect on feedback on performance from those around.	
	3.3 What are you doing to secure high-quality leadership and provision of RE in your school (including RE subject leaders, Heads of RE, PICCLs and Lay chaplains)?	- RE network leads meet up across all eight schools regularly so they can respond proactively and reactively in moving RE forward. This is both Primary and Secondary. - Sharing of good practice is actively encouraged and this network provides strong support to one each other. - Reviews across the schools take place each term in rotation so they provide peer support and challenge alongside validation for self evaluation. - The PICCL currently works across Cardinal Wiseman and Trinity in a secondment arrangement. This is to support Trinity in preparation for the forthcoming S48 inspection. - The PICCL is currently the Head of RE but a deliberate decision was taken in 2019 to put in place a Head of RE in addition. This is to aid succession planning. An appointment was made to an external candidate and she will start after maternity (either September 2020 or January 2021) - Lay Chaplain works with our Primary Gift Leads and Chaplaincy teams but this is in early stages. She pulls together the teams (e.g. most recently in Advent) and feedback is positive. - The Lay Chaplain and PICCL lead on Staff retreat programme, Prayer sessions in twilights and the structure of briefing particularly on a Friday is specifically around Catholic life. Lay Chaplain provides resources for tutors. - Longer term, we would want both the Lay Chaplain and the team to be more strategic across all schools. - We would like to explore in the future Apprentice Chaplaincy roles especially around targeting any with music liturgy given that this is a gap across our schools with very few musicians.	

	R	3.4 How do you, your PICCL and Lay Chaplain build an apostolic core of staff committed to the faith life of your schools.	• **Directors and Principals** are always mindful of their key role in nurturing, stimulating and deepening the Catholic faith in the life of each school; this is seen through the Strategy days held where Directors challenge themselves on ways to move forward and also the drive through our Core Committees to reflect on the faith life of the school through the strategic activities that are mobilised across the MAC. An example of this is the Catholic Life Engagement Visits and our annual training day. • A Compass for life is a guiding principle to all staff working in schools in their understanding of commitment to a faith life and how we foster this in all our students. • **Catholic Life reference group** is key to this as we have membership of Lay Chaplain and PICCL along with other members (e.g. Parish Priest and LAC member) to drive this forward. • Attendance at **Diocese** and any other relevant training is actively encouraged. • **Romero Celebrates** staff training is a key annual day in which we focus on the apostolic core of staff understanding and deepening their commitment to be called to vocation in a Catholic school. There is always a Liturgical element. • **One Life retreats, CJM Music, Gift Lay Chaplaincy** development have been a successful and instrumental in improving the quality on offer. • **Linking beyond our school** with Trinity and other Primary schools through the Vocations programme or Coventry Catholic Partnership have also strengthened the quality of development for staff in our schools.	
		3.5 What Structures and systems have you in place to secure effective Governance in your MAC?	**Board** • There is a calendar of Romero governance meetings that include strategy days; board committee and LAC meetings and briefings. • The Board sets a three year Strategic plan that cascades into an annual Operation plan informed by a range of stakeholder engagements. • Compliance with AFH S48 and EIF with increasing oversight and tools for timely monitoring across all schools is monitored by CSEL and the ABD. We are creating metrics across a range of functions for benchmarking and measuring success. • Enhanced Risk management is being improved through the Every system. Operational risk management is feeding the Board's assessment of Strategic risk. • The structure of the MAC includes Core Committees that have strategic oversight of key functions of the Company. In addition, the format of reporting to and from the Core Committees to the Board is improving.	https://romeromac.com/governance/

		- Flash reports ensure that Risk Management is included at every Core Committee and our KPIs are reviewed each time. - The Board meetings are regular and include a report from the Shared Services Team and key activities in the Core Committees to secure communication flow. - There is delegation from the Board to three Core Committees including an effective financial scheme of delegation and effective operational controls **Academy Committee** - We have a structure of meetings that include LAC Chairs to look a key issues and gain temperature checks from around the school - Governance is effective through strong communication via social media; Governor Hub and regular termly briefing meetings. - LAC briefings termly focus on the key development areas of the MAC as well as up to date information on framework changes. These are in response to training needs from audits held. - The Governance is supported centrally with LAC agendas set by the CSEL in conjunction with the Board of Directors - BDES advice, Warwickshire and National updates are integrated into the meetings. There is a consistent approach - CSEL ensures that all LACs have access to the same information especially key documentation including IDSR and ASP. - All schools use the same template for the Academy plan, SoFA report, Principal report, Attendance and Safeguarding so we can benchmark and compare across all schools. - All committees are supported by Warwickshire County Council Clerks. There is significant liaison between WCC and the CSEL offices in order to ensure that appropriate agendas are set and that there is effective communication between the committees. - Benchmarking for HR and Finance is improving at a rate. The Statement of Financial Affairs is providing valuable information to the Academy Committee to ensure the school is value for money and that questions can be asked to the Principal. As CSEL, we can benchmark across schools and identify best practice and areas to address.	

4	S/R	**Finance and buildings**	Brief Summary Self-Evaluation Statement (evidence on completed information and data sheet) (Max. 300 words per question)
	R	4.1 Do the finances reflect the MAC as a going concern?	Yes – as reflected in the latest audited financial statements

Over the last 3 years the following management letter points have been raised by our external auditors:

	High Risk	Medium Risk	Low Risk	Best Practice
18/19	0	0	2	2
17/18	0	0	9	4
16/17	4	6	1	0

This indicates the positive impact the Finance Shared Services Team (formed fully in Sep 18) is having on financial control.

- The Continuous Improvement reviews identify in year variances and prompt action follows after discussion between the Finance Team and school leadership with consultation as and when appropriate from the CSEL.
- There are 3 financial reforecasts prepared annually (as well as the 3 year plan). This provides a more robust framework for decision making. (Only 1 of these reforecasts is mandatory – BFRO)
- The Board is informed through the CSEL of oversight across the schools.
- We can plan for the future in a timely way.

	S	4.2 Do the Central Services offer value for money?	*"I find it easy to go to HR for guidance and this was the case from week 1. Any issues are ironed out quickly and efficiently. The right staff are in the right place! Finance works brilliantly. I find the meetings useful and makes it easier to manage the finances in the school."*
			Lorraine Stanton CIR January 2020 (new Principal)
			
			• We believe, based on regular and recent feedback, that the Central Service team (Shared Services Team (SST) as it is known) provides **good value** for money. Primarily because we have a strong, high performing central team along with a greater strategic oversight of the financial structure of the company, the HR processes and a vision for school improvement that transcends across all entities. The Shared Services Team is high performing because we have an effective team of staff with education and business backgrounds, which is much needed in a sector that has a narrow sector skills base.
			    o Roles include: Finance team of five, HR Team of four, PE and Well Being, IT Network lead, Leading Practitioner (KS1 and KS2/Y7) Fundraising and Bid Writing Coordinator, Attendance / Family Support Worker, ABD and CSEL.
			    o There is systemic resilience in the schools due to our ability to support at times both proactively and reactively (when crisis occurs)
			    o Through effective leadership from the Head of Finance, the Principals have been financially upskilled to make strategic decisions (using excellent SoFA reports and Xero) and are best placed to lead teaching and learning as many of the operational duties (around finance) are centrally actioned enabling them to focus on the key things that matter.
			• Central services now manage all the **finances** across the school and can focus on improved financial visibility, procurement and savings. As a result:
			    o Prior to conversion schools paid 6-8% to the local authority to support our schools. We now manage the schools for 5%.
			    o Consolidating contracts has resulted in savings e.g. Photocopiers; curriculum books
			    o Audit (Dec 2019) shows that we are now effective in our internal controls. The 2018/ 2019 Management letter is clean with only 2 low risk and 2 best practice items identified highlighting a highly effective financial team led by a skilled Head of Finance.
			    o Almost £1 million saving in energy costs over the next 20 years by installing LED lights in all schools and CHP generators in two schools.
			• Leading Practitioners help provide effective school improvement which is greatly valued and relied upon by schools and has resulted in a continual rise in standards.

			• Feedback from schools is sought through the Business and Strategy meetings held each term. • At least twice a year, a **Continuous Improvement Review** meeting is held (January and July) that brings the CSEL, Senior leaders of the school and the assigned members of the SST together. The recent meetings (Jan 2020) confirm 100% satisfaction from all Principals on all services provided centrally and as a result we will continue to refine and review the services we offer. • During this meeting, Principals directly give **feedback** on **service** from finance, HR estate and school improvement and vice versa so there is a very transparent open professional dialogue as we work in partnership to move the school forward.
		4.3 Is the Estate (land & buildings) effectively managed by the MAC and does the MAC maximise the capital funding it receives?	• As part of our Shared Services Team we have appointed a **Facilities Manager** to work enable us to manage the estate. The Facilities Manager engages with personnel in each school to oversee site management both strategic and operationally alongside ensuring compliance in relation to Health and Safety and Risk Management. Working effectively with Principals and Site Service Officers (SSO) we are now in the position of where all schools have a five year asset plan and there is good central understanding of the health and condition of the entire estate." • The SCA process is overseen by Core Committee 1. The process engages with Principals and the Facilities Manager. The outcome of the process after bids have been discussed are then presented as a recommendation into Core Committee 1, Finances Premises and Resources. CC1 makes the final decisions on the spend of £500,000 SCA ensuring that we prioritise the right works at each meeting. CC1 also monitors priority areas and progress of projects. • This process continues to be refined and reviewed so we can maximise funds that can benefit schools but consideration is given to where the MAC can benefit too (e.g. Mugapitch) • Further work is needed to secure capital funding on a larger scale for complete rebuilds and larger projects.
		4.4 Does the MAC have a comprehensive Risk Identification and Management framework in place?	• The MAC has prioritised Risk Identification and Management and has recently reviewed policy to tighten up processes. • Termly, the Shared Services Team review the Risk Register and engage with Principals through the Business and Strategy meeting so there is ownership at school level. Risks are reported to CC1, Finance Premises and Resources and there is an effective 'joining up' of operational and strategic risk through the core committee flash reports.

			- Using Every across schools, with oversight centrally, the Risk management module is now embedded across the MAC. The software allows the schools to record, assess, manage, and report on strategic and operational risk across the organisation. - Every, as a system, enables Romero to have a single integrated tool that allows operational tasks to automatically update the status of the risk, i.e. a user can update a task on the smartphone app and the corresponding risk is automatically updated. Furthermore, we can check that all schools are compliant. - Communication is strong in the MAC. Briefing papers are circulated on any strategic decision to the board and detailed on a cover sheet are key risks.

Appendix 1

As referenced in the Principal Report to the Academy Committee Autumn 2 2019

Dec 2019	Corpus Christi	Good Shepherd	Sacred Heart	SS Peter and Paul	Saint Gregory	Saint John Fisher	Saint Patrick	Cardinal Wiseman	Romero average
Catholic Life	2	2	1	2	1	1	2	2	**1.625**
RE	2	2	1	2	2	1	2	2	**1.75**
Collective Worship	2	2	1	2	2	1	2	2	**1.75**
Qty of Education	2	2	2	2	2	2	2	2	**2**
Behaviour and Attitude	3	2	1	2	2	2	2	3	**2.125**
Personal development	2	2	1	2	2	2	2	2	**1.875**
Leadership Management	2	2	1	2	2	2	2	2	**1.875**
Early Years /Sixth form	2	3	1	2	1	2	2	2	**1.875**
Overall	**2**	**2**	**1**	**2**	**2**	**2**	**2**	**2**	**1.875**

Appendix 2

Section 48 Cycle

	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)
Corpus Christi	January 2017	Good	• Monitoring visit Summer 2020	• Spring 2021 S48		
Good Shepherd	October 2017	Good	• Romero review October 2019	• Monitoring visit Summer 2021	• Autumn 2022 S48	
Sacred Heart	November 2018	Outstanding			• Monitoring visit Summer 2022	• (Autumn 2023 S48)
SS Peter and Paul	November 2018	Good	• Summer 2020 S48			• (Monitoring visit Spring 2024)
St Gregory's	March 2019	Outstanding		• Autumn 2020 S48		• (Monitoring visit Summer 2024)
St John Fisher	November 2018	Outstanding	• Summer 2020 S48			• (Monitoring visit Spring 2024)
St Patricks	November 2016 S48	Good	• Monitoring visit Spring 2020		• Autumn 2021 S48	
Cardinal Wiseman	November 2018	Good			• Monitoring visit Summer 2022	• (Autumn 2023 S48)