

Operational Plan 2020 - 2021

"LIVE LIFE
to the FULL"
John 10:10



**"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>Strategic Aim 1</p> <p>1. Provide effective Financial Management And Governance At all Levels to secure, protect and enrich Catholic Education</p> <p><i>Details on this document page 3</i></p>	<p>Strategic objectives</p> <p>1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement</p> <p>1.2 Provide financial stability through a three year strategic plan with regularity, propriety and compliance</p> <p>1.3 Manage the premises and infrastructure with 5 year plans guiding the strategic use of resources</p>	<ol style="list-style-type: none"> 1. 45% retention of Romero pupils Sept 2021 2. Surplus of places is lower than <ol style="list-style-type: none"> a. 3% Primary b. 6% Secondary 3. Growing reserves 5% of GAG Income 4. Staff Costs do not exceed 78% of total income 5. Income generation 0.5% of GAG (£80k) 6. Catering – 1,100 meals currently (including UIFSM) increases by 10% by July 2021 7. Clean audit report 	<p>CC1 Chief Finance Officer Finance team DoO CSEL RE Leads Principals</p>
<p>Strategic Aim 2</p> <p>2. Developing, nurturing and supporting a work force who live out our Catholic ethos, values and virtues</p> <p><i>Details on this document page 4</i></p>	<p>2.1 Strengthening work force through effective professional development with focus on wellbeing and worklife balance</p> <p>2.2 Development of pathways for succession planning at all tiers</p> <p>2.3 Forward-thinking, consistent and professional HR provision</p>	<ol style="list-style-type: none"> 8. 97% staff complete agreed CPD/ Romero pathways or OD strategy 9. Absence is 3% or lower by July 2021 10. Staff turnover to be below 13% 11. Applications for new roles increases by 5% 12. 20% of new roles are filled internally 13. 75% of staff 'agree' My wellbeing is considered I the work place' 	<p>CC2 Head of HR HR team DoO CSEL Principals SBM/ Snr Leaders</p>
<p>Strategic Aim 3</p> <p>3. Provide all pupils with high quality, inclusive education to enable them to reach their full God-given potential</p> <p><i>Details on this document page 5/6</i></p>	<p>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</p> <p>3.2 Majority of Pupils and Students performance is at age-related expectations and end of KS is at least in line with national</p> <p>3.3 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</p>	<ol style="list-style-type: none"> 14. All schools judged at least Good and increasingly more aspects Self evaluated as Outstanding 15. Year of Word is extended and City of Culture underpins the curriculum 16. 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%) 17. At least one more school secures Outstanding in S48 (SJF, SSPP and SG, CC due 2021) 18. Establish Romero Leaders of Education/ Evidence Leaders of Education System leaders increase by 4 across the MAC and increased system leadership (especially around SEND and subject development internal and external) 	<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	Who	Timeline		
			Aut	Spr	Sum
1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement	1.1.1 COVID-19 19 – ensure tight engagement with Governance on Risk Management through September opening and the possibility of lockdown; establish review cycle with governance	Chair	1		
	1.1.2 Continuous Improvement Review and the link to School Improvement and Finance Improvement Interim meetings are refined and implemented so shared accountability around staffing stability; financial position of the school (where an in year deficit is showing) Identifying the ‘narrative for improvement’ (Pillar 1 Being the CEO)	CSEL DOO	2		
	1.1.3 Parish links – support for the new Parish Priest at Saint John Fisher and greater engagement in Parishes particularly Corpus Christi	All	3		
	1.1.4 Catholic life Reference group , Chaired by MS, implemented with stakeholders across the MAC to further enhance the Catholic life through the implementation of the Romero Child; Performance Management objective 1 used to drive this across all job families so that there is a MAC wide approach to non negotiables for a Romero child 2- 19 years	Principals All	4		
	1.1.5 Through continued marketing strategy places filled across Catholic schools in light of three year trend; communication and marketing strategy to reduce surplus places at both Primary and Secondary (which has greater number of surplus places)	Principals Principals	5		
	1.1.6 Transition is regularly reviewed and strategies devised to increase retention of Romero pupils from Y6 – 7 (build on events in KS1 LKS2 ; bus passes for Y7; chrome book strategy, Year 5 transition day Friday 9 th July 2021?). Consider expansion programme for Y7 at CW in 2020 (Sept to be confirmed yet) exploit links further with LA to look at opportunities	RE Leads Priests CC3	6		
	1.1.7 Ensure partnership , 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’ship CSEL	7		
	1.1.8 Faith formation 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 which continues into the new academic year; Romero Child initiative implemented RE leads to drive this agenda forward with activities at school and MAC level	LAC Chairs/ CSEL	8		
	1.1.9 Governance - Recruit more expertise for Academy Foundation Rep and Foundation Director at both Board and Committee level to cover all skill areas and expertise and reduce vacancies across; peer reviews, Governance reviews offered, Chair mentors; Universal and Tailored support for Academy Committee (focus on Prevent for 2020 2021 and forthcoming inspections)	All	9		
	1.1.10 Ensure induction is effective for Directors and committee members, including governance and diocesan training and Warwickshire LA especially new Chairs		10		
	1.1.11 Look at Community – 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		11		
1.2 Provide financial stability through a three year strategic plan with regularity, propriety and compliance	1.1.1 COVID-19 19 – claim for eligible schools for COVID-19 expenditure; consider additional costs in light of managing current climate and procure across schools where possible for further resources e.g PPE; staffing costs to cover supply or additional cleaning requirements	CSEL	1		
	1.1.2 Strategy for disadvantaged spend alongside Catch up spend (COVID-19) is considered at MAC level to attain economies of scale across similar spends and move towards a three year plan	CFO	2		
	1.1.3 Focus on Risk Management -Risk Register (and COVID-19 activity) 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 & 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)	CFO DOO	3		
	1.1.4 RACI Matrix to be reviewed in light of CSEL appointment and the lines of accountability are established and consideration of the new Articles of Association (still ongoing)	CFO DOO CSEL	4		
	1.1.5 Improve procurement and contract management through review of Supply base so it is streamlined; generate reduced costs through intelligence gained and better understanding through contract analysis (started during COVID-19 19). Look at discretionary and non discretionary spend.		5		
	1.1.6 Complete structuring of all pay scales across the MAC and structures are clear for consistency (Admin at Cardinal Wiseman and Shared Services Team remain) (links to SA 2.3)		6		
	1.1.7 Continue with relationship with Dains as auditors into third year and establish timeline for risk review and audits focus on 3 year PP strategy and 16 – 19 bursary policy/proc’.	CFO DOO CSEL/ CC1	7		
	• Review the internal risk review element in light of the AFH 2020 changes for all elements of the MAC.	Finance team	8		
	1.1.8 Consider any reviews to ensure robust financial controls and assurance (investigate further the possibility of Reserve policy)		9		
	1.1.9 Budgeted Investment pot- to manage it effectively		10		
	1.1.10 Income streams are actively sourced through lettings of Muga and Swimming pool; TSA income via CPD investment policy; aspiration for at least 5% (10% ideal) reserves	H F P’ship manager	11		
	1.1.11 All Finance policies procedures and financial scheme of delegation 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.	CSEL DOO DOO	12		
	1.1.12 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 Benchmarking internally across schools (against similar spends in overheads and across key areas e.g. staffing)	DOO Finance team	13		
	1.1.13 Benchmarking externally https://schools-financial-benchmarking.service.gov.uk/ (although dated info) through November SMRA 2020		14		
	1.1.14 Compliance strategy, led by CO’N across all aspects are considered especially in Safeguarding and GDPR requirements and BCP Audits for Safeguarding are collated termly		15		
1.1.15 Ongoing review of centralised contribution in light of changes to centralised team and reduction in number of contracts across MAC (linked to IT strategy)					
1.2 Manage the premises and infrastructure with 5 year plans guiding the strategic use of resources	1.2.1 COVID-19 19 – ensure the Risk Management; Health and Safety (including PPE/ Cleaning/ Signage) is reviewed sourcing external support (Billingtons); Catering for September opening needs plan	CC1 CSEL	1		
	1.2.2 Review of each Estate – Review the condition of current premises through completion of five year plan and prioritise accordingly;50% completion towards premises up to an acceptable standard		2		
	1.2.3 Ensure risk register with delegated responsibility for monitoring and ownership at academy level in relation to the risks of each estate; establish Compliance register in Every and link to SST role and responsibilities	Premises SSO	3		
	1.2.4 Look at effective ways for facilities management across all entities. Look to secure funding for longer term estate rebuilds/ refurbishments of a large scale using Every (linked with VB) CC1 Look to secure funding for expansion or refurbishment of key areas (e.g. the Alumni for the CW Library etc)	Chair/ Vice Chair	4		
	1.2.5 Seek improved ways of using the estate for income generation e.g. MUGA at Corpus Christi, increasing lettings, use of 4D room, TSA lodge		5		
	1.2.6 Look at ways for the team of SSOs to work more effectively together and use of skills across the estates for the common good		6		
	1.2.7 To embed an effective centralised IT infrastructure and associated resources and look at strategic approach. To look at possibility of outsourcing provision for IT in 2021/ 2022		7		
	1.2.8 Establish a consistent approach to Health and Safety management with termly corporate agendas set out; standing items identified and plan for annual review of key activities		8		
	1.2.9 Investment in our new Catering team with the job family joining from 1 st August; investment in mobile unit and planning for establishing an in house Catering Service.		9		

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 with focus on wellbeing and worklife balance	2.1.1 COVID-19 To improve current provision for wellbeing and workload; devise collective strategy to manage the climate (home working; Risk Assessments (VERA); (EIA) sharing of good practice to be communicated and strategies considered in addressing data management; feedback and planning. Discussion topic for Romero Forum.	Head of HR	1		
	2.1.2 To review and implement the Romero Professional development offer (to include SST roles and generic areas); to improve provision for RQT, NQT, School direct, Teach First. Marry this up with the strategy for developing Catholic leadership pathways across the company through targeted support; CPD and 1 – 1 coaching/ mentoring through Diocesan/ CES and Teaching school programmes and our own internal systems. Investment in innovation and staying at the ‘cutting edge’ (Pillar 6)	CSEL CSEL BSTSA BSTSA	2		
	2.1.3 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)	CSEL Head of HR	3		
	2.1.4 Investment in staff to develop expertise that can shape individual schools and collectively across the MAC and to develop a Learning and Development strategy and implementing first phase . This will be through the development of the Romero University platform available here . The Romero University will ensure staff access learning materials that will compliment other forms of CPD available. CPD captured on Arbor so we have visibility of staff qualifications and CPD.	HR team BSTSA and leads	4		
	2.1.5 Performance Management/ Appraisal cycles and policy updated for teaching staff (Sept 2020) and support staff (Spring 2020) 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 in a 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 2021. Performance Management/ Appraisal across the MAC for all staff including the first relating to the Romero Charter for pupils	Principals	5		
	2.1.6 ITT RQT and EQT programme coordinated by Laura Stevenson and Kathryn Alton across the phases. Joint sessions across programme where appropriate.	HR Team	6		
	2.1.7 Providers and internal programmes to strengthen leadership from bespoke training for leaders; Ambition School Leaders; NPQML NPQSL and from 2020/1 NPQH; OTP for all teachers in their first three years to be looked at	CSEL HR Team SST	7		
	2.1.8 Staffing structure both at school level and MAC level is designed to make best use of talent and resources across MAC. MAC wide training opportunities provided to improve leadership at all levels; Standards Team; Chaplaincy team (Capacity for improvement and innovation Pillar 2)		8		
	2.1.9 Talent pool identified (SLEs in RE and beyond) and development is targeted to share good practice across the schools with a high priority given to initial teacher training and leadership development to secure the pipeline of talent; at least four further system leaders identified across MAC		9		
	2.1.10 Apprentice Levy (approx. £38k) used to improve opportunities for training; further exploration from Shared Services team to maximise the strategy for deploying Apprentices across the Company and to utilise the amount in the virtual fund. Exploration of all job families including TA, Estate, IT, Catering *new*		10		
2.2 Development of pathways for succession planning at all tiers	2.2.1 Over recruitment of ITT (non salaried posts) and NQTs in the Autumn term to a Romero pool (with focus on recruiting Catholic staff where possible)	Principals	1		
	2.2.2 To improve opportunities across job families for secondments, placements and sabbaticals both internally and externally (links from Diocese/ Coventry LA)	Principals HR team	2		
	2.2.3 Through leadership models and opportunities of executive models , secondment opportunities provided (Cardinal Wiseman and Trinity continues) with review points in place to ensure that schools have capacity to continue to improve; Creative Leadership pipeline provides solutions across schools including Executive leadership; cross phase deployments across Primary and Secondary (particularly around protected posts, Lay Chaplaincy; Gift team strategic RE.	HR team	3		
	2.2.4 To have clarity over job families, staff skill sets, CPD needs and progression pathways identified To conclude Structuring in Admin at CW and in the Shared Services Team		4		
	2.2.5 Strategy for recruitment and retention at MAC level to ensure all vacancies are filled within a term; focus on developing Catholic leadership and opportunity for leaders to experience other Catholic schools (Senior leader swap Feb 2020)		5		
2.3 Forward-thinking, consistent and professional HR provision	2.3.1 COVID-19 -support for delayed recruitment and also support CV CEV and absence management in light of post lockdown climate. Home working policy completed		1		
	2.3.2 Statement of Equality, Diversity and Inclusion plan is updated; Consideration across structures and governance re diversity in practice; Single Equality plan updated	Head of HR	2		
	2.3.3 Linking with finance, Staffing structuring completed across CW Admin team and Shared Services Team and across all schools to be reviewed so there is alignment and clear lines of accountability. Processes for job evaluations in place so there is a consistent robust approach to Job Descriptions linked to Pay scales.	HR team HR team	3		
	2.3.4 'Employer of choice' is established; benefits and salary sacrifice in place; staff rewards and benefits are embedded HR team to look at the employee benefits and service awards across the MAC for long service and also training benefits for all Romero staff	HR team	4		
	2.3.5 To tighten the process further with regards to the recognition of performance and service in staff across the work force		5		
	2.3.6 Cintra is implemented and reports shows Key HR metrics benchmarked; ability to track over time; absence; Performance management KPIs shared with CC2. To use Arbor to generate KPI reports, HR Metrics and enable benchmarking	HR team HR team	6		
	2.3.7 Consideration of a supply pool of teachers to reduce Supply recruitment costs; look to PPA release time at Primary and whether better cross phase models are possibility.		7		
	2.3.8 HR training for all Senior leaders on processes including Disciplinary; Pay Review; PEX; Appeals; Safe recruitment	SST	8		
	2.3.9 Policy matrix to continues to completion; significant work completed on this	HR team	9		
	2.3.10 Communication Strategy cascaded across schools so that there is a consistency in the approach across schools and to external stakeholders	HR team	10		
	2.3.11 Remuneration group continues to secure a Recruitment and Retention Framework (November 2020)	Directors	11		
	2.3.12 To review the approach to facilities management and consider how we can use supply pool to reduce costs and recruit NQTs at risk to a pool		12		

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



Romero Pupil Charter– #discoveryourdestination

1. Romero reflects	Prayer, Catholic life	Engagement with Catholic Life reference group; Gift team
2. Romero serves	Social action and social justice	Engagement with Eco squad, playground pals School Council; KS5 ‘Giving Back’ Lourdes
3. Romero aspires	Vocation, exploration and development	Engagement with Work experience, KS5 ‘Giving Back’ Options and Careers KS3 4 5; transition
4. Romero explores	Curriculum enhancement through active experiences	Engagement with subject association; Camps; Residential
5. Romero vitality	Strong, active and energy (healthy body and mind)	Engagement with One Body One Life; PE SLEs/ leads, Apprentices and PE department at Cardinal Wiseman
6. Romero shines	Performing Arts, technology and cultural experiences	Engagement with theatres and City of Culture

Perf area	Actions	Who	Aut RAG	Spr RAG	Su RAG
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	3.1.1 COVID-19 19- Lever 1 support for mental health well being through new RSHE policy and practice in place (using Ten Ten resources); supplemented by additional resources	CSEL Chair	1		
	3.1.2 Sacraments, Masses and Collective Worship in a virtual climate are under review; the Lockdown procedure to include measures to develop the Collective worship strand at home through Google Hangout and Teams. No large scale Masses or assemblies planned for Autumn and this is reviewed termly; schools to use their Bubbles for gatherings	Principals Working group	2		
	3.1.3 Romero Mass – planned for October 13 th at 9.15am for a small gathering/ online on the Feast of Our Lady of Fatima at Sacred Heart.		3		
	3.1.4 Retreat day for staff has been moved from October 23 rd to Friday 12 th February – plans for Sister Judith Russi to present a workshop ; long service awards in the Mass.		4		
	3.1.5 Retreats for pupils through One Life postponed to Spring 2021.	RE Leads	5		
	3.1.6 Rainbows focus and provision for most vulnerable linked with Thrive programme in light of the loss of key people in our community.		6		
	3.1.7 Mission week in 2021 to be considered depending on where the MAC finds itself (Spring Summer or pushed back to Autumn)	RE Leads	7		
	3.1.8 Catholic life; RE and Collective Worship are developing through the Principal committee; RE Network and the Reference Group with sharing of good practice, innovative ideas developed across MAC and local level and development of retreats (Oscott etc) extension of Year of the Word ; importance of providing space through faith (Level 1,2,5)	RE Leads	8		
	3.1.9 Coventry strand – embracing the City of Culture in May 2021;	RE Leads	9		
	• Link with Curriculum unit in November to the City of Peace and Reconciliation; Blitz is the 80 th anniversary in 2020.		10		
	3.1.10 Through Romero Shines strand Schools invited to shared Coventry Carol (Paul Madia to set the four part harmony) for Christmas then the Carols convened into a virtual Christmas carol/ card/ message to be shared during Advent.	Principals and Lay Chaplain (to be appointed)	11		
	3.1.11 Catholic life reference group 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		12		
	3.1.12 Romero child- the development through curriculum of a journey of faith and learning from 2 – 19 years implemented through Performance Management. Consideration of Sacramental programmes across and how this influences the journey of faith sharing best practice through RE leads. City of Culture woven into the experience for pupils through the curriculum Developing the narrative for improvement (Pillar 1 Being the CEO)		13		
	3.1.13 Section 48 , through leadership of PM and DE is a focus for all schools and priority for schools due in academic year (SJF SSPP SG and CC) and schools to improve through sharing of good practice and reviews given the increased standard in attainment, inspection and the implementation of RSHE.		14		
	3.1.14 Gift /Chaplaincy programme developed through the leadership of Paul Madia following training; link with School Council meet termly (led by Emma Davies) (links to Romero Reflects)		15		
	3.1.15 RSHE is planned with support from Ten Ten to support all aspects and policy ready for CC3 October 19 th 2020; consultation with parents in Autumn and implementation in Spring 2020. Health and Well being element to be added into the BDES policy (which currently omits ‘H’) and references made to Ten Ten programme. Lever 1 and 2		16		
• Secondary – delivery through Tutor time in every year group for the Health element using Ten Ten resources. (links to Romero Vitality)					
3.1.16 Opportunities 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 (two year groups First Holy Communion 2021); 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 (useful for providing ‘space’) identified (Lever 1,2 5/ Romero Reflects)					



Romero Reconnects – our recovery curriculum (Barry Carpenter [click here](#))

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

<p>3.2 Majority of Pupils and Students performance is at age-related expectations and end of KS is at least in line with national</p>	<p>3.2.1 COVID-19 – Attendance – principles shared with Coventry to support pupils taking up full time education from September 1st (Lever 1 2 – relationships and community are key)</p> <p>3.2.2 Plans for Blended learning are detailed in the Lockdown plan as well as embedding curriculum which has been partially completed; the home learning in Autumn to be virtual or online where possible to keep the training afresh and staff using the online systems in readiness for pupils and staff moving to fully or partial online in the event of closure.</p> <ul style="list-style-type: none"> • Oak Academy online for all; Seesaw for KS1; Teams for KS2 and KS3 4 5 on Google classroom (Lever 3 and 4) <p>3.2.3 Catch up funding is effectively spent and impact monitored along with support for Pupil Premium, Vulnerable and SEN pupils; EEF reports here; (Level 3 and 4)</p> <p>3.2.4 Balance of curriculum (core v wider curriculum); KS1 very core heavy to address gaps in each term with a review to move forward; KS2 identified missing learning required; PiXL Autumn package will be key for Reading and SPAG in particular; Maths – Pre Chapter knowledge checks completed (see Maths Teams site) (Level 3 and 4)</p> <p>3.2.5 Secondary changes at GCSE – GL Assessment; GCSE Pod; PiXL embedded to strengthen data at KS3 4 5 in year and at end of KS outcomes; ongoing revision of climate in light of COVID-19 changes for current Year 11 with options provided by Ofqual. Consider measures of home learning in Lockdown to support those taking GCSEs.</p> <p>3.2.6 PiXL Autumn package embedded in all year groups and tracking of outcomes to identify gaps in light of school closure. Assessment 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 through Arbor. Tracking of context groups (most disadvantaged, MEG, More able, Least able, SEND) is available and analysed through Arbor with the data shared with leaders, staff and governors. Ensure outcomes include RE in reporting although the data will be shared using the BDES spreadsheet model which cannot be easily incorporated into Arbor.) (Level 3 and 4)</p> <p>3.2.7 Track context of pupils – SEN Vulnerable and Disadvantaged across schools across the schools – practice in Autumn to be reviewed and shared strengths and AFIs agreed. Look at 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.</p> <p>3.2.8 Use of Catch up funding to be carefully managed. Each school will receive £80 per pupil (e.g. two form =one off grant of £33,600); National tutoring programme will be after half term and Teach First will recruit academic mentors (to be deployed in most disadvantaged schools)Focus on Pupil Premium in tracking the gap so that provision is carefully mapped. Use of EEF links (Level 3 and 4)</p> <p>3.2.9 Wellbeing to be a focus for pupils and staff with opportunities built into the curriculum offer; build on staff training during COVID closure or outside agencies to provide training. Where possible linking into Catholicity/ meditation/ retreats etc to provide opportunities for the Romero pupil as a whole (Level 1, 2, 5)</p> <p>3.2.10 Reverse parent session – recommended to Principals so in Autumn 1 a conversation with parents/ carers in light of Lockdown to learn about child's experience (Lever 1 5)</p> <p>3.2.11 Facilitated discussions 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 Principals as appropriate. This could be on Teams.</p> <p>3.2.12 Secondary 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. This work was started in 2020 but incomplete due to COVID-19. (Continued)</p> <p>3.2.13 System leadership 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 (Continued) Potential to develop Romero Leaders of Education to lead on the subjects across the MAC</p> <p>3.2.14 Primary – learning more; remembering/ knowing more (Continued) KS1 – 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 KS2 – review of reading paper (national dropped 2ppt) and look sat what learning can take place. Continuation of Greater</p>	<p>Principals</p> <p>CW</p> <p>CW</p> <p>KS1 2 Lead Practitioner SENCOS</p> <p>HR SENCOS</p> <p>Principals</p> <p>KS1 and KS2 Lead Practitioners</p>	<table border="1"> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td></tr> <tr><td>13</td><td></td><td></td></tr> <tr><td>14</td><td></td><td></td></tr> </table>	1			2			3			4			5			6			7			8			9			10			11			12			13			14		
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Both Primary and Secondary to seek to achieve 70% EnMA from Year 1 – Y11

2019 Last NA
Y6 National 65%
RWMa
Y11 National 69.9%
Grade 4+ in EnMa

	<p>depth (60 Year 6 pupils taught together – venue to be located or the use of TEAMS) Maths network to be re-established and Year group meetings for staff to aid challenge. Ofsted link Focus on 20% lowest attaining readers; focus on automaticity</p> <p>3.2.15 Spotlight on learning in place for year groups (termly) to ensure teachers are confident in delivering the scripts and ensuring consistency in standards (History for example has been reviewed) with a focus on Level 3 and 4 Romero Reconnects</p> <p>3.2.16 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.</p> <p>3.2.17 Cross phase on pastoral Attendance and Safeguarding shared work and policy development at Primary and Secondary to align or standardise practice as appropriate Target =/>>96.7% PA <10%</p>		15		
<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</p>	<p>3.3.1 COVID-19 schools to work closely on opening to all year groups through Year group teams and Departments from September and then swiftly identifying the needs of pupils in their journey of learning; regular review and assessment is needed and analysis of gaps as they arise so there can be universal and tailored support for pupils; groups and years of pupils as required</p> <p>3.3.2 Romero Reconnects Curriculum (link to Barry Carpenter); Metacognition Learning behaviours; engagement in learning reignited; consideration of different types of learners; Vulnerable, SEN, PP, Low attendance Greater depth learning via Team. Blended learning training and approach embedded (Teams and Seesaw at Primary) continuing with Google Classroom (Secondary)</p> <p>3.3.3 Curriculum innovation (establishing at Primary across the seven schools)</p> <ul style="list-style-type: none"> For Secondary – see the Academy plan Embedding the curriculum (especially from Spring 2 and Summer 1 2 2021) and reviewing at Primary to identify and close the curriculum gaps for foundation subjects Four schools are involved in Teach Make – (click here) in conjunction with WU. Corpus Christi Saint Gregory Sacred Heart Saint John Fisher took up offer. Core/ Foundation subjects – sequencing and assessment through recall and retrieval is to be continued with the development of remaining Foundation subjects <ul style="list-style-type: none"> Tier 1 History (has been reviewed significantly) Geography (revisit and refresh), Art (revisit and refresh) (Romero shines) Tier 2 (Training required) D and T, Science (focus for 2020 2021) working with Amanda Poole through funding with Network Plan, explore further training computing (Microsoft) KS2 3 transition is key for knowledge transfer and drawing on expertise from KS3 for SKE and development of resources to ensure high standards <p>3.3.4 Knowledge; Knowledge checkers; Knowledge organisers; Year 3 4 5 6 linking to Year 7 8 9 (led by Kathryn Alton)</p> <p>3.3.5 All schools to engage in Prevent Agenda is a focus; Diversity and inclusive curriculum in all Key Stages; embedding the Prevent Toolkit</p> <ul style="list-style-type: none"> Each school to identify a Lead (often this sits with DSL or DDSL) if other – to notify Christina Positive imagery in English History and Geography; RE and Collective worship Environment and resource audit to ensure we have culturally a diverse and inclusive approach (EYFS upwardly) <p>3.3.6 SEN support for SEN particularly in EYFS and those through FAP to provide tailored support; strategic overview considered for support across schools; link this to Catch up Funding to maximise benefits; consider Romero champion and individual schools to keep momentum</p> <ul style="list-style-type: none"> Audit of context; the provision in schools and impact of current staffing model into a MAC action plan Complete SEND and Curriculum reviews at Primary extending to Secondary; consider smarter ways of SEND provision and one SENCo with oversight. 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 (continued from incomplete Network action plan 2019 - 2020) Thrive established in four schools and consideration into spreading the practice to the remaining four (including Secondary) potentially using existing Thrive practitioners in roll out training (five day accreditation course approximately £2k pp possibly two people funded by MAC) <p>3.3.7 Curriculum fully implemented through the working group and curriculum reviews completed) at Primary and linked to Secondary; the intent detailed on the website is consistent across all schools with an individualised final paragraph to show adaptations locally in schools through the Curriculum Working Party.</p> <p>3.3.8 Look at the approach through Romero Vitality strand Sport developed through PE in new landscape – use of PE leads and apprentices to take the lead and 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</p> <p>3.3.9 Subject leadership to ongoing support for developing middle leaders across the MAC to complete Deep Dives; local training; monitoring and development of their subject and the development of pupil voice.</p> <p>3.3.10 Subject leadership across the MAC (SA2 linked) To improve opportunities across job families for secondments, placements and sabbaticals for subject leadership and aspects across EYFS to KSS through potentially the role of Romero Leaders of Education.</p> <p>3.3.11 Subject Knowledge Enhancement (SKE) accessed where appropriate Secondary and Primary as appropriate to meet needs of curriculum. Revisit to the sessions in Art and History to be the focus for Primary in the Autumn term the year. Through specific consultants with expertise or teachers in KS2 or KS3/4 as appropriate (starting with Art in September);</p> <p>3.3.12 IT Microsoft Showcase schools program considered and roll out planned if there is scope in 2021</p>	<p>Principals and CSEL</p> <p>EYFS leads</p> <p>Sixth for leads</p> <p>CSEL and Principals</p> <p>Working group Principals Principals Principals</p> <p>Principals</p> <p>Principals</p>	1 2 3 4 5 6 7 8 9 10		

	<p>3.3.13 Science project at Primary using the Network plan using Amanda Poole; link needed with Science at Secondary and potential use of labs</p> <p>3.3.14 Quality Mark All schools at Primary to have achieved Quality Marks in PE, Games mark silver and the AFPE quality mark. https://thisismyclassroom.wordpress.com/2020/03/10/curriculum-coherence-threads-of-key-concepts/ Links to Quality Mark and key strands in each subject and then determine the course of action (subject to the costs per mark)</p> <p>3.3.15 Teaching and Learning</p> <ul style="list-style-type: none"> • Coaching established – using Andy Buck ‘Basic’ approach (Honk Leadership) click here (Dee leading on this) • ‘Judging teaching not the teacher’ – Focus Education model of evaluating quality of provision; audit of teaching across the MAC to shape professional development; teachers invited to complete the self evaluation element in Autumn • Teams and Live lessons used for sharing good practice or supporting teachers new to year groups • Use of Iris at Secondary shared across Primary as way of improving quality of teaching and learning • To consider specialised curriculum staff for KS2 into KS3 or overstaffing at Cardinal Wiseman to provide curriculum support in KS2 • MAC wide sharing of recall and retrieval practice; using Rosenshine Principles of Instruction click here • 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. • Reflective practise in Teaching and learning through learning triads; learning circles and IRIS where appropriate (CW) to be shared across the MAC • 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 • OTP Programme and other programmes offered through links with BS TSA <p>3.3.16 Research Using principles for TLA and accessing CUREE and EEF materials https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Link to Research schools through Megan Scullion ELE https://educationendowmentfoundation.org.uk/eef-support-for-schools/#research-schools • Link to BSTSA and the longer term strategy of taking this in house <p>3.3.17 Robust and real time intelligence (Pillar 4) through Arbor 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.</p> <p>3.3.18 Ofsted influences the thinking of strategy and evaluation across the schools. HQ to continue sharing the practice from Ofsted training with the Education Inspection Framework and scheduled inspections starting no earlier than January 2021.</p> <ul style="list-style-type: none"> • All schools to draft our SSE updated with new areas and through the Continuous Improvement Review this is validated • 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. Completion of policy schedule. • 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. <p>3.3.19 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.</p> <p>3.3.20 EYFS – Continuation of Early Excellence to improve provision and further tightening of assessment tracking; planning.</p> <ul style="list-style-type: none"> • High levels of SEN joining EYFS so this will need strategic support moving forward • Well- being and closing gaps- how will this look different next year in light of COVID? EYFS leads to plan activities and experiences into our day that actively promote well-being e.g. gardening, forest school, meditation, PSED. • Learning how to use the Arbor assessments to carefully analyse data and plan intervention. • Develop a document that shows the progression of skills in different areas from nursery to reception- possibly completing some sort of audit of resources- do the resources show clear progression? Can staff articulate this when asked? (Early Excellence suggested this and follow up action from PL visits last year) • Developing statements for the 3 I’s • Early reading- developing many different ways and strategies to promote reading and reading for pleasure in the Early Years including the role of parents. • Preparing for the new EYFS 2021 framework and the Government baseline. • Continuing to work collaboratively with Early Years leads across Romero to ensure all schools share good practice. <p>3.3.21 Sixth form-following a number of areas reviewed in December and into Spring/ Summer; Review to be planned for Autumn term.</p> <ul style="list-style-type: none"> • Link with Sixth form ‘Giving Back’ and leadership of Catholic life of Cardinal Wiseman linking to Primary through the Lay Chaplaincy (once in post) 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. <p>3.3.22 Key focus Saint Patrick, Good Shepherd and Cardinal Wiseman – support for changes to the EIF in light of COVID.</p> <ul style="list-style-type: none"> • 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. 	11		
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Milestones

Assessment timetable is here [Romero Assessment Timetable 2020-2021.docx](#)

Autumn	Spring	Summer
<ul style="list-style-type: none"> Section 48 Monitoring Visits to resume – TBC (GS are due) Phonics for Year 2 Resits available for A Levels and GCSEs from October – December – click here GCE AS and A-level examinations start on Monday 5 October and finish on Friday 23 October. GCSE examinations will start on Monday 2 November and finish on Monday 23 November. The deadline for entries will be 4 October for English Language and mathematics. For all other subjects, the deadline will be 18 September. Autumn 2 National Tutoring programme starts 	<ul style="list-style-type: none"> Ofsted schedule due to restart (SSPP SJF SG CC) S48 schedule due to restart 	<ul style="list-style-type: none"> Multiplication test Phonics test SATs GCSEs A Levels
<ul style="list-style-type: none"> Autumn package by PiXL completed Pre checks for Maths Baseline for EYFS (RE and core curriculum) Baseline for Year 1 (and transitional curriculum in classroom) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Key Documents

- City of Culture (to be revised with May start)

[Click here](#)



MAT Review Recommendation Action plan

<p>March 2018, the MAC was inspected, and the Review Outcome letter can be found here</p>	<p>Progress to date</p>	<p>2020 2021</p>	<p>Who</p>
<p>1. Improve the company's oversight of the use and impact of pupil premium on the achievement of disadvantaged pupils.</p>	<ul style="list-style-type: none"> All schools have a Pupil Premium review and the actions were followed up in CIR in Spring 2020. Update into CC3 at each meeting by AS and TQ 	<ul style="list-style-type: none"> Catch up Funding will provide an ongoing focus on the disadvantaged pupils and PP network to be reestablished. Paul Madia, Andrea Sherratt and Leanne Wale will lead on this work across the MAC to look at Catch up Funding in conjunction with PP funding with recommendations from EEF. 	<p>CSEL/ Principals</p>
<p>2. Secure permanent leadership and sustained school improvement in the secondary phase so that academic standards rise.</p>	<ul style="list-style-type: none"> Executive Principal in place and Head of School strengthening leadership capacity Continued support from BDES from School Improvement adviser to track the progress which ceased from March 2020 due to COVID – 19 Progress 8 was predicted to be closer to national that August 2019 (-0.24) 	<ul style="list-style-type: none"> Executive Principal and Head of School in place until at least January 2021 (when Trinity is due to convert) Review is planned for 9th December at 10am with key stakeholders 	<p>Board Cardinal Wiseman</p>
<p>3. Continue to make best use of expertise that exists across the primary phase of the company in order to raise standards further and address pockets of underachievement, particularly in mathematics.</p>	<ul style="list-style-type: none"> All Primary schools now use Maths No Problem and this is ongoing for review as we intend to adapt this for Romero schools 	<ul style="list-style-type: none"> Lorraine Stanton will be facilitating a review of Maths No Problem with Math Leads (and a MAST link at SSPeter and Paul) to lead on this area particularly around those more able and with SEND. 	<p>Principals</p>
<p>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.</p>	<ul style="list-style-type: none"> Primary Principal (CC) on LAC for Cardinal Wiseman along with Principal from Saint Augustine High School (O/S) and Saint John Henry Newman. The LAC is now fully in place. Links with History and Geography through a TLR to look at knowledge curriculum and the transition across KS2 3 Expertise from teachers and leaders at KS3/ CW deployed for Subject knowledge enhancement at KS2 	<ul style="list-style-type: none"> 40% now progress from Year 6 to Year 7 which is a 10 percentage point increase from September 2019. Subject Specialisms are deployed from Secondary to deliver knowledge enhancements at KS2 so staff are confident in raised expectations of the curriculum. Careful evaluation of the curriculum will take place in Autumn (history focus) to ensure there is a clear progression and sequence of skills, knowledge and understanding from KS2 – KS3. 	<p>Principals Staff identified</p>
<p>5. Ensure that different tiers of decision-making at board and diocesan level help to drive school improvement quickly when needed</p>	<ul style="list-style-type: none"> CSEL appointed for two years now Continuous Improvement Review implemented and two meetings are held. Awaiting new documents to revise RACI 	<ul style="list-style-type: none"> Awaiting the change to the new documentation Documents to be reviewed temporarily. 	<p>CSEL Board of Directors</p>

System Leadership

System Leaders

	Romero	Corpus Christi	Good Shepherd	Sacred Heart	SS Peter and Paul	St Gregory	St John Fisher	St Patrick	Cardinal Wiseman
NLE	Helen Quinn <small>(Sacred Heart is linked school)</small>								
LLE									
SLE/ LP	Megan Scullion LP SLE & Evidence Lead in Education Laura McGinty LP	Zoe Pollard LP	Lucy Smith LP Will Allen SLE	Laura Stevenson Elaine Cakebread Rachel Ellis Lauren Davies Sophie Edge SLE	Angie Masterson MAST	Debbie Enstone SLE		Danielle Kingham Andrea Sherratt	Heidi Elliott Kathryn Alton Richard Kingshott SLE
TSA				Blue Sky TSA					St Augustine TSA
Pupil Premium Reviewer trained							Dee Williams	Andrea Sherratt	Tom Leverage
Section 48				Paul Madia		Debbie Enstone			

***new* SLEs appointed Spring 2020; ELE in July 2020 (MS)**

School Improvement - External support programme

School improvement budget

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

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

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

	Primary	Secondary	Comments	Targeted school improvement activities
£30,000	2,100 pupils £18,000 (60%) £16,000 from LA network	1,400 students £12,000 (40%)		<ul style="list-style-type: none"> CPD – please provide costings per delegate/ daily rate of provider etc Resources – please provide cost per item and number of units System leaders – SLE/ LLE/ NLE/ ELE Consultants – please provide daily rates and travel costs For CPD/ system leader or consultant activities please provide evidence of Quality Assurance from the suite of Romero documents
	£5,000 school improvement pot for schools to bid		Bids to be submitted to CC3 for consideration and approval for school improvement activities. A template is provided.	
Total spend: £35,000	£35,000			

Categorisation Updated 2020 2021

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	January 2021
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	January 2021
8. Cardinal Wiseman	Tom Leverage	Good	Improve	Requires Improvement	January 2021

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

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

Section 48 schedule

	Date of last Inspection or Monitoring visit	Judgement	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Anniversary or celebrations in each year			St Patrick Church 1950- 70yr St Gregory 50	Good Shepherd 55 St Elizabeth Church 1912 – 110yr	St Elizabeth Parish 110	Cardinal Wiseman 65 in 2023 Sacred Heart School Jan 1924 100 Corpus Christi 65 in 2025 St John Fisher 60 in 2025
Corpus Christi	January 2017	Good	• Spring 2021 S48			•
Good Shepherd	October 2017	Good	• 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	• Delayed from 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	• Delayed from Summer 2020 S48		• (Monitoring visit Spring 2024)	•
St Patricks	November 2016 S48	Good		• Autumn 2021 S48		•
Cardinal Wiseman	November 2018	Good		• Monitoring visit Summer 2022	• (Autumn 2023 S48)	•

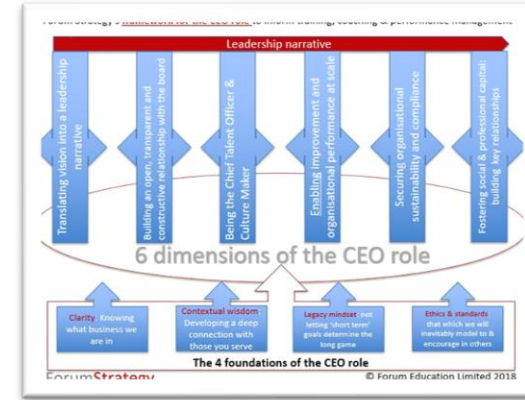
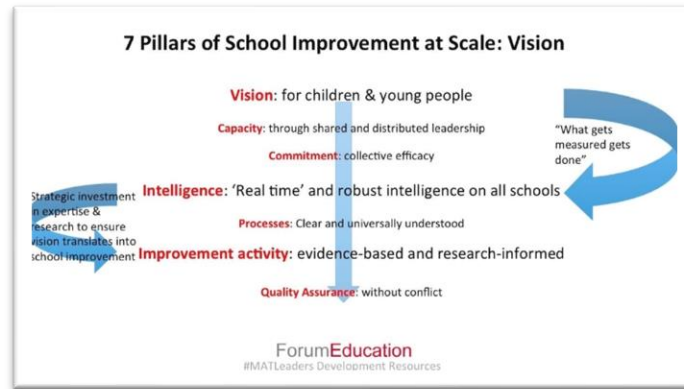
Dates of Parishes ([click here](#) for link of all Parishes)

- 1912 St Elizabeth & Helen
- 1924 Sacred Heart
- 1950 St Patrick's
- 1956 Corpus Christi
- 1964 St John Fisher

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:



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