

Strategic Plan 2021 - 2024



PROTECT



EXPLORE



INNOVATE

#RomeroMoves

**"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

Introduction

We are delighted to introduce The Strategic Plan for The Romero Catholic Academy Strategy for the next three years 2021 – 2024 which outlines our plan to move forward after an unprecedented time. The pandemic from March 2020 to date, has served as a point in time in which we have undergone great change in the way we work in the Education Sector and beyond.

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

We see our key reason as one partnership, is to be part of the Church's mission in education, to place Christ and the teaching of the Catholic Church at the centre of people's lives. We are responding to the Diocesan plan "**Unfolding God's Plan**" July 2021, which outlines the future for the Archdiocese of Birmingham. To secure the future of our faith, we support this plan.

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

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

These are exciting times in education within The Romero Catholic Academy and we are proud that we are meeting the challenges head, striving to be at the forefront of innovation for the benefit of pupils. We believe that we can provide strong system leadership from within education to reshape the local offer alongside our partners to ensure all eight schools rise together. By standing tall, taking bold decisions and exploring new approaches we believe we can navigate the educational landscape as a family of schools so that all members of our community thrive.

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

1. **Provide effective Financial Management and Governance At all Levels to secure, protect and enrich Catholic Education**
2. **Developing, nurturing and supporting a work force who live out our Catholic ethos, values and virtues**
3. **Provide all pupils with high quality, inclusive education to enable them to reach their full God-given potential;**
 - a. **provide an opportunity post Lockdown to close gaps in learning and experience through our curriculum - Romero Reconnects**



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

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

Helen Quinn
Catholic Senior Executive Leader

Brendan Fawcett
Chair, Board of Director

Romero Vision, Mission, Values and Aims “Walk in my shoes”

Our **vision** and desired future is to be a “A Beacon of Excellence for Catholic Education from 3 to 19 year olds”.

Our objectives and our approach to reach those objectives is defined in our **Mission** statement “We are a Christ-centred Community dedicated to faith formation, academic excellence and individual growth for all of our young people, all rooted in the Gospel message of Jesus Christ.”

This Strategic plan, is owned by the Board of Directors in partnership with the Senior leadership (key leaders from Shared Services Team and all Principals). It sets out how we will work as a community of faith, with governance at all levels, in partnership with all job families to realise our ambitious vision and unlock the God-given potential for all who form part of The Romero Catholic Academy. The rationale behind this plan is a coherent drive for quality assurance, accountability and leadership arrangements – with actions that will promote networking such as inquiry-based learning, peer reviews, shared coaching and development programmes and learning walks.

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

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

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

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

- **Spiritual Growth** - An ethos in which the Gospel message is proclaimed, community in Christ experienced, service to each other and the wider world community is recognised, and thanksgiving and worship of our God is cultivated.
- **Formation of the Whole Person** - Providing well rounded high quality education that empowers and enables pupils to recognise their full potential and respond to what God calls them to be.
 - a. **This is a key driver this year linking to the 17 UN Sustainable development Goals**
- **Inspire, innovate and excel** - Building on the collaborative success of the Romero Partnership our schools will be inspirational, academically rigorous and innovative, achieving standards of excellence in all settings, supported by exceptionally caring staff who reflect the light of Christ.
- **Family Partnership** - Partnering with, upholding, supporting **and understanding** parents and guardians in their role as primary educators of their children.
- **Vibrant Communities** - Ensure diverse, dynamic, welcoming, compassionate communities available to all.
- **Global awareness** - Nurture the personal integrity and faith development of pupils that also challenges them to know and understand communities around the world.
- **Stewardship** - Ensuring a vibrant, sustainable future for our schools through unified support and prudent management of resources.
 - a. **This is a key driver this year linking to the 17 UN Sustainable development Goals**

From Strategic Plan to Operational Plan – “Walk in my shoes”



Our success is measured by the experience of our pupils across our schools and the staff in our team. This year, a guiding principle will be to explore what it is like to be a Romero child in our schools or a member of staff. By talking, observing, engaging with our stakeholders we will know if our vision is being realised by those who walk, talk, learn and grow in our schools and whether we are successful in the plans outlined here.

Through this plan there is a communicated strategic vision & plan that moves seamlessly from implementation into impact. This strategic plan can only be delivered through support from the Board of Directors, and the Romero priorities can only be delivered through the collective pursuit of all those who are a part of our academies. The Strategic aims and Priorities, are set by the Board of Directors. Working in partnership with the Senior Leadership of Romero, these cascade into the Academy Operational plans and also into Performance Management.

As The Romero Catholic Academy moves into the new academic year, as we move post pandemic, we need to continue to unlock potential and close gaps in learning. We enable children and learners to thrive, by protecting the vulnerable and securing a high quality provision across our schools. Furthermore we need to ensure we demonstrate equality and inclusivity in all that we do. As The Romero Catholic Academy, we are moving at pace through collective efficacy, making a difference for all members of our community of faith. Drawing on the UN principles, we know that “**Every child has the right to learn**”. We need to carefully sequence a curriculum and enrichment experience so that pupils access knowledge and skills to realize their full God-given potential and maximize their contribution to their communities especially in light of the pandemic and the impact on learning and wellbeing.

We believe in a vision where the pupils, staff and governance work together through Romero, drawing upon our talent across all members to innovate our thinking. A guiding principle this year will be to “walk in the shoes” of others so we know what it is to experience life in school at this current time. The forthcoming year is focused on academic excellence underpinned by healthy mind and body as we journey in faith and learning through the year.



Three Year Overview

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

Strategic Objectives

1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement

1.2 Provide financial stability through a three-year strategic plan with regularity, propriety and compliance

1.3 Manage the premises and infrastructure with five-year plans guiding the strategic use of resources; establishing the Catering sector into the organisation

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

<ul style="list-style-type: none"> UN Sustainable development goal Goal 1. End poverty in all its forms everywhere Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture 	2021 – 2022 2021 May – 2022 April City of Culture	2022 2023	2023 - 2024
	<ol style="list-style-type: none"> 50% retention of Romero pupils from Y6-7 Surplus of places is lower than 2% (at Primary) and 5% (at Secondary) Reserves are retained at 6%+ of GAG Income Staff Costs do not exceed 78% of total income Income generation c.£130K (via Lettings/ activities £36k pool £35K 3G £30K Gym/Sports Hall £30K Theatre) Increase meal uptake by 10% in all schools 	<ol style="list-style-type: none"> 60% retention of Romero pupils Y6–Y7 Surplus of places is lower than 2% across MAC Reserves are retained at 6%+ of GAG Income Staff Costs do not exceed 78% of total income Income generation circa 1% (£170K) Catering 	<ol style="list-style-type: none"> 65% retention of Romero pupils Y6–Y7 Surplus of places is lower than 2% across MAC Reserves are retained at 5%+ of GAG Income Staff Costs do not exceed 78% of total income Income generation 1% of GAG (£170K)
Strategic objectives	Operational objectives		
<p>1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement</p>	<ul style="list-style-type: none"> COVID-19 – ensure tight engagement with Governance on Risk Management continues; support for post COVID-19 Ofsted S5; development of Corporate and Social Responsibility policy in light of pandemic (linked to Laudate Si) Updated Articles of Association/ MAC documents; Governance; director/ LAC recruitment; director leading on expertise and Romero Child; Governance review cycle is established and in place; succession planning and effective training programme; DfE documents used and embedded alongside BDES/ CES documents to strengthen (Competency framework; Governor Handbook Academy Trust Handbook *new*) Unfolding God's plan Joint MAC working across Coventry and Warwickshire and within Birmingham Archdiocese Focus on: Evangelisation, Formation, Liturgy and Worship and Social Outreach. Parish links strengthened further as we extend (due to COVID-19 19). Support for new Parish Priests (Corpus Christi, St John Fisher; St Gregory, Cardinal Wiseman) Marketing strategy to reduce surplus places below 5% in all Key Stages (especially at Secondary which continues as a challenge to attract Romero pupils) Finance aspects; review reserve policy (pooling); Pensions – impact of McCloud case 	<ul style="list-style-type: none"> Longer term Coventry MAC provision to progress in light of Diocesan strategy Developing expertise in Governance that can be shared externally (NLG revised standards and BDES identified leaders) are across two or more schools in the MAC All year groups are at least 98% capacity through strong marketing strategy; increased % in selected schools as first choice 	<ul style="list-style-type: none">
<p>1.2 Provide financial stability through a three year strategic plan with regularity, propriety & compliance</p>	<ul style="list-style-type: none"> COVID-19 – continued focus on financial impact of pandemic and addressing inequality in education 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 in 2020/1). Establish Corporate Social Responsibility policy and embed through Suppliers used and the practices in work place Look at staffing collectively across the MAC and posts that work across. Consideration of school to school organisation to provide leadership and staffing models that align with long term budget Look at strategies for working across one organisation to identify efficiencies and ways of working smarter with limited resources and roles and responsibilities. 	<ul style="list-style-type: none"> Supply base is close to optimum Staffing across the MAC is well structured cross phase with clear roles and responsibilities with aligned grading and clear pathways 	
<p>1.3 Manage the premises and infrastructure with 5 year plans guiding the strategic use of resources</p>	<ul style="list-style-type: none"> Reporting; efficient use of Every and MAC wide Dashboard created; schools using portal to drive up estate standards Green/ Sustainability Cop 26 - commit to addressing aspiring Romero towards a more sustainable future, as well as being active contributors to strategies and programmes and support a goal to reach net zero targets; Eco Flag Estate; create strategy for the sector; five year asset management reviews; embed H and S practice; ensure that our estate, activities and policies are sustainable and support climate change, resilience and adaptation; establish ways of generating income through lettings (create process and structure); investment policy etc post COVID; create longer term estate rebuilds of a larger scale; 50% completion towards premises up to an acceptable standard; reserves project (CW Hall) extended; improve professional development of SSOs Catering; increase uptake of pupils and staff (5%); focus on satisfaction ratings from stakeholders and link the catering with enrichment in the curriculum and wider opportunities at events (such as sport events and Proms) IT; Infrastructure, connectivity and training in schools improves digital capability and cyber security, staff confident to deliver high-quality remote education, and use technology efficiently and effectively to improve outcomes for all learners; embed IT Strategy Group; create strategy to support remote education and curriculum along with innovation and higher profile of social media; whole MAC training on Promethean boards; Apps and devices linked into Curriculum to aid learning and interventions; MAC wide new phone system; Develop an automated process for 365, Google and Arbor 	<ul style="list-style-type: none"> All premises are all up to acceptable standard in communal areas and there is a refurbishment cycle in place for all schools to update classrooms Across the entire estate each location has it's own unique identity that is developed to contribute to MAC (e.g. building on 4D room/Muga/ swimming pool) Plan for SSPP nursery To look at possibility of outsourcing provision for IT in 2022/ 2023 	<ul style="list-style-type: none"> Premises are in a clear cycle of review and maintenance Across the MAC we have a good range of additional provision that gives enhancement to the curriculum and wellbeing of all pupils and staff

SA 2 - Developing, nurturing and supporting a work force who live out our Catholic ethos, values and virtues Reports to CC2

Strategic Objectives

2.1 Strengthening work force through effective professional development and system leadership opportunities 'right people in the right place'

2.2 Development of pathways for succession planning to all roles and implementation of new frameworks for ECT and NPQ

2.3 Forward-thinking, consistent and professional HR provision

	2021 – 2022	2022 - 2023		2023 2024
<ul style="list-style-type: none"> • UN Goal 3 - Ensure healthy lives and promote wellbeing for all at all ages • UN Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all • UN Goal 10 - Reduce inequality within and among countries 	<ol style="list-style-type: none"> 1. 95% of Early Career Teachers complete induction by end of the two years 2. L and D Strategy is created and implemented 3. Absence is 2.5% or lower by July 2022 (ONS link shows 1.8% in 2020) 4. Staff turnover to be below 12% 5. Applications for new roles by increases 6% 6. 85% (78% in Oct '20) agree 'My wellbeing is considered in the work place' and would recommend place of work 	<ol style="list-style-type: none"> 1. 97% of Early Career Teachers induction by end of the two years 2. Absence is 2% or lower by July 2023 3. Staff turnover is below 9% 4. Applications for new roles increases by 8% 5. 90% of staff 'agree' My wellbeing is considered in work place' 		<ol style="list-style-type: none"> 1. 97% of Early Career Teachers induction by end of the two years 2. Absence is 2% or lower by July 2024 3. Staff turnover is below 8% 4. Applications for new roles increases by 10% 5. 95% of staff 'agree' My wellbeing is considered in work place'
Strategic objectives	Operational objectives			
<p>2.1 Strengthening work force through effective professional development</p> <p style="font-size: small; color: yellow;">Note - NQT now are 'Early Career Teacher' or ECT</p>	<ul style="list-style-type: none"> • COVID-19 To improve current provision for wellbeing and workload; to support professional development in light of Catch up • To be clear on the re-launch of Blue Sky and its role in the organisation in staff formation, establishing talent management (designing strategies that better support talent development and succession planning for critical roles); session with Ian Jones. • Performance management to address the personal and professional development needs of all job families through an exemplary learning and development offer. We will do this by building on existing capabilities and identifying current and future skills and capability gaps, and delivering high-quality interventions, as well as taking full advantage of quality professional development using expertise within the MAC and externally with specialist consultants. • Romero Professional development offer (to include SST roles and generic areas); to improve provision for RQT, ECT, School direct, Teach First; focus on Support staff job families and appropriate objectives using Putting Staff First as an approach • To review Career stage expectations of teachers (MS UPS) with Catholic Life permeating the descriptions for main scale and leadership for Primary and Secondary through a working party of Senior leaders. • To implement the Early Career Framework for NQT plus 1 and new ECT starting in September 2021 • Through Executive leadership model, tighten system leadership and school improvement strategy • To launch the Romero University platform; to ensure all staff are on Office 365 to maximise access • To look at capturing CPD and qualifications on Arbor so that we have visibility of staff qualification/CPD • 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 shaping system leadership 	<ul style="list-style-type: none"> • To review and extend Romero Offer • Staff at all levels and job families are driving and innovating professional development • Implementing and evaluating Learning and Developing strategy making adjustments • To look at integrating the Teaching school and link to the Hub model • To look at externally sourcing the Romero University model 		<ul style="list-style-type: none"> • To look at stronger link with national providers and Universities to develop our offer and opportunities for staff • To look at international links and how we can improve our professional development through research and development • To have greater access to Educare
<p>2.2 Development of pathways for succession planning</p>	<ul style="list-style-type: none"> • Create a highly capable and skilled workforce, making the best use of excellent talent by supporting increased diversity and social mobility as well as ensuring staff have well-defined development plans, and that clear career paths are set out for all those who want to progress. • Improve opportunities across job families for secondments, placements and sabbaticals both internally and externally (with links from Diocese/ Coventry LA); to look at Executive leadership roles to aid school improvement • To have clarity over job families, staff skill sets, CPD needs and progression pathways identified following session with Ian Jones • 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. • NPQ To ensure promotion of new professional development opportunities including the revised NPQ pathways • Apprenticeship strategy is established and exploration of all job families (TA; estate; IT; Catering *new*)To use the apprentice fund to aid training for all job families in schools and SST and develop a world class apprenticeship programme 	<ul style="list-style-type: none"> • Systematic leadership across all schools at all levels that drives rapid school improvement • To provide one year secondments and placements for succession planning either in the MAC or beyond and consider cross sector (Primary v Secondary) 		<ul style="list-style-type: none"> • Being more creative with secondment and placements so they are planned purposefully into the academic cycle
<p>2.3 Forward-thinking, consistent and professional HR provision</p>	<ul style="list-style-type: none"> • 'Employer of choice' is embedded through Romero Staff Charter; employee benefits strategy and salary sacrifice in place; staff rewards and benefits are embedded. Feedback shows staff are aware of this aspects. • To continue policy and procedure cycle (Home working; TOIL; CES); develop process to recognise performance and service in staff across the work force through Exceptional Performance Policy. • To use Arbor to generate KPI reports, HR Metrics and enable benchmarking • Curriculum deployments; To consider specialised curriculum staff for KS2 into KS3; To consider how we can deliver effective pastoral, safeguarding and SEND provision through joined up approach – schools looking to implement an alternative resource in their school • To create a team of staff visibly and confidently diverse, which is open and inclusive to everyone and in which talent and inclusive practices drive effective performance; proactive training for leaders on aspects such as Performance Management and HR processes • Reduce reliance on contingent workers by in-housing relevant specialist skills and capabilities. To consider how we can use supply pool to reduce costs and recruit ECTs to a pool 	<ul style="list-style-type: none"> • Established metrics are used effectively to inform practice • 'Employer of choice' is more established; benefits and salary sacrifice in place; staff rewards and benefits are embedded • Outsourcing provision from within organisation where there is capacity. • To develop the supply pool across the MAC so there is a consistent service where we have absence or cover required. 		<ul style="list-style-type: none"> • Continuing to look at outsourcing provision from within organisation where there is capacity. • Award winning HR/ IT / Estates/ Finance and Curriculum provision


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

Strategic Objectives

3.1 Pupils, students and staff contribute to the Catholic ethos of the school, engage in high quality collective worship and access excellence in RE

3.2 Majority of Pupils and Students (70%) performance is at age- related expectations and end of KS is at least in line with national

Through strong leadership all pupils progress successfully through each stage of transition to achieve their full potential through a carefully well-planned journey of learning through the seamless curriculum from 2-19years

	2021 – 2022	2022 – 2023	2023 - 2024
<p>UN Goal 1 - End poverty in all its forms everywhere UN Goal 3 - Ensure healthy lives & promote wellbeing for all at all ages UN Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all UN Goal 10 - Reduce inequality within and among countries UN Goal 16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p style="text-align: center;">2021 May – 2022 April City of Culture</p> <p>Our ambition is to level up education standards to support children and young people affected by learning loss due to the pandemic.</p> <ol style="list-style-type: none"> Childhood Survey response “I have a good life” increase from 74.5% (93% inc neutral) by 10ppt 75% Stakeholders are aware of Romero Charter (56% in 2021) All schools judged at least Good and increasingly more aspects Self evaluated as Outstanding (NA is 86% Romero is 62.5%) Support children and young people to catch up on lost learning due to COVID-19 disruption and reduce the disadvantage gap 90% of teachers are at Career Stage expectations 	<ol style="list-style-type: none"> Childhood Survey response “I have a good life” increase from 74.5% (93% inc neutral) by 10ppt 75% Stakeholders are aware of Romero Charter (56% in 2021) All schools judged at least Good and increasingly more aspects Self evaluated as Outstanding (NA is 86% Romero is 62.5%) Support children and young people to catch up on lost learning due to COVID-19 disruption and reduce the disadvantage gap 95% of teachers are at Career Stage expectations 	<ol style="list-style-type: none"> Childhood Survey response “I have a good life” increase from 74.5% (93% inc neutral) by 10ppt 75% Stakeholders are aware of Romero Charter (56% in 2021) All schools judged at least Good and increasingly more aspects Self evaluated as Outstanding (NA is 86% Romero is 62.5%) Support children and young people to catch up on lost learning due to COVID-19 disruption and reduce the disadvantage gap 95% of teachers are at Career Stage expectations
<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> 	<ul style="list-style-type: none"> COVID-19- support for mental health well being through implementation of RSHE policy and practice in place (using Ten Ten resources); Sacraments, Masses and Collective Worship as we come through COVID Romero child reviewed and amendments made; cascade through PM; Vocation focus; Parent survey in July 2021 shows on 56% were aware (with 27% not sure) of the offer; key roles and responsibilities identified from Directors to school level Focus on Equality, protected characteristics; our commitment to be an inclusive community through communications and training materials Laudate Si – Cop 26 (Nov 21) – focus on a profound invitation to everyone on the planet to care for our common home. link here Gift team and chaplaincy work embedded coherently across the MAC and grow in independence and contribution to Catholic life Across schools, pupils and students are leading collective worship for their own school and at Romero events; look at balance of online and gatherings as appropriate (PHE guidance); Fully engage in City of Culture experience and integrate into our Romero child offer; all schools achieve Games mark silver To plan a Mission Week in 2022 across the MAC to “Walk in the steps of a Romero child” To prepare for new CSI framework for S48 implemented in September 2022. 	<ul style="list-style-type: none"> To review and extend Romero CPD Offer so there is a comprehensive offer of Catholic life, RE and Collective worship Staff at all levels and job families are contributing and extending the professional development and faith formation within Catholic life, RE and Collective worship Consider appropriate expansion (including ARP, Nursery SSPP SJF and Y7) Cardinal Wiseman – expansion of Y7 for 2 years 	<ul style="list-style-type: none"> CPD offer is refined and implemented in all job families Schools confident in the CSI S48 framework
<p>3.2 Majority of Pupils and Students access great teaching and learning</p> <ul style="list-style-type: none"> progress against this objective will be measured using the disadvantage gap index (although changes to key stage 2 (KS2) and key stage 4 (KS4) assessment as a result of COVID-19 will affect our ability to compare results across different years). The disadvantage gap is currently 2.91 at KS2 (2019) and 3.66 at KS4 (2020). For more information on these sources of data, how the gap index is calculated and how it has changed overtime, refer to national curriculum assessments: key stage 2, 2019 statistics key stage 4 performance 2020 statistics 	<ul style="list-style-type: none"> COVID-19 support for Attendance of pupils; recovery curriculum; blended learning as well as embedding curriculum; Catch up funding is effectively spent and impact monitored along with support for Pupil Premium, Vulnerable and SEN pupils; EEF reports here SEND strand – focus on reviews in each school in Autumn; harvest best practice and collective strategic goals into 2022; consider smarter ways of SEND provision Implement reforms to teacher training and programmes; continue efforts to recruit and retain the best teachers and leaders, for example funds for programmes such as Teach First. Implement the early career framework. NPQ -implement (and be delivery partner via Blue Sky) of the new suite of national professional qualifications that will support the career progression landscape for experienced teachers and leaders. Additional investment by DfE will accelerate roll out of these reforms supporting teachers to help children catch up on lost learning Through Blue Sky Alliance, engage in a new flagship Institute of Teaching – with the first cohort from September 2022 – which supports organisations to implement best practice in the delivery of teacher development. Engage with teaching schools hubs, as a delivery partner for ECF (Griffin TSH) and NPQ (Painsley TSH) Target additional support through the pupil premium, to improve the academic attainment and wider outcomes of disadvantaged pupils, attendance and absence engagement with parents Curriculum innovation continues <ul style="list-style-type: none"> Focus on reading, vocabulary and Systematic Synthetic Phonics (instruction starts not with whole words but with the most basic sound unit, the phoneme) Basic coaching introduced (Andy Honk) complimenting the ECF and NPQ rollout click here ‘Evaluation against Professional standards’ introduced. research into high-quality digital tools to support excellent teaching and remote education 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 Use of Swivi (Good Shepherd) Iris at Secondary shared across Primary as way of improving quality of teaching and learning (SA2) To consider specialised curriculum staff for KS2 into KS3 or overstaffing at Cardinal Wiseman to provide curriculum support in KS2 Sharing of recall and retrieval practice; using Rosenshine Principles of Instruction click here 	<ul style="list-style-type: none"> All schools moving above national for progress and attainment with increasing number moving well above national (including in year PIXL data where appropriate) Systematic leadership across all schools at all levels that drives rapid school improvement Attendance is 97% across Romero (PA lower than 8%) Creative posts across phases to aid subject strategic leadership (inspired by Executive model) 	<ul style="list-style-type: none"> All schools moving above national for progress and attainment with increasing number moving well above national (including in year PIXL data where appropriate) for expected and greater depth and P8 school 0+ Systematic leadership across all schools at all levels that drives rapid school improvement Attendance is 97.5% across Romero (PA lower than 8%)

	<ul style="list-style-type: none"> • 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. • Sustained curriculum support to teachers through research, behaviour, maths and English hubs, and through a range of CPD to teachers in for example science and computing. • Engage in Behaviour Hubs programme, to receive expert advice and be able to share best practice • PiXL and Arbor embedded across in year across all schools; Outcomes are tracked closely, Behaviour tracking is piloted and Attendance is 96.8% across Romero (PA 9.8% Pri av CW skewed by Y11 July 2021 caution advised due to COVID non comparable data) • Assessment for and of learning is strengthened in core and foundation subjects and tracking of data at Primary is tightened up and shared via SharePoint. Reporting to LACs includes core data and RE data with context groups. All schools are moving above national by July 2022. <ul style="list-style-type: none"> • All schools moving above national for progress (through internal Scaled scores model) and attainment with increasing number moving well above national (including in year PiXL data where appropriate) • Assessment for and of learning is strengthened in core and foundation subjects and tracking of data at Primary is tightened up and shared via SharePoint. • City of Culture opportunities embedded in all schools and curriculum offered. Engagement with all schools in various projects over year. • System leadership develops cross phase especially KS2/3. 		
<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>	<ul style="list-style-type: none"> • COVID-19 schools to work closely on opening to all year groups 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; Catch up Funding to maximise benefits; continue Romero champion and individual schools to keep momentum with tailored plan. • Priority EYFS to high-quality early education to help give best start to children and reduce the outcomes gap for disadvantaged children; implement the reforms to the early years foundation stage, to improve early years outcomes for all children – but particularly disadvantaged children – in the critical areas that build the foundations for later success, including language development, literacy and maths. An independent evaluation of the Nuffield Early Language Intervention scale up to assess and measure the impact on pupil outcomes - this will involve externally commissioned quantitative analysis alongside an implementation evaluation to ensure delivery works well. Set up every child for success by increasing the proportion of children who achieve expected levels in communication and language, literacy and maths at age 5 and by ensuring high-quality, safe education and childcare throughout the COVID-19 pandemic and beyond for all children. • Safeguarding engage with a new national centre for family hubs to provide expert advice, guidance and advocacy; along with multiagency support; Prevent Agenda is a focus; Diversity and inclusive curriculum in all Key Stages; embedding the Prevent Toolkit; KCSIE 2021 update 	<ul style="list-style-type: none"> • Whole Education SEND review led by Partnership • Subjects across phases transitions well and there is a joined up approach to planning progression across the eight schools. • Subject knowledge is a strength across as a result of shared expertise. 	<ul style="list-style-type: none"> • Curriculum position to be reviewed

In five years time 2026

1. **All schools** are the desired school of choice for the diverse communities that they serve. Cardinal Wiseman is seen as the school of choice from Year 7.
2. The legacy of **Year of Well being, Year of the Word, City of Culture, Tokyo Olympics, Commonwealth games, Mission week** provide an enriched curriculum and wealth of opportunities for pupils.
3. The **physical learning environments** across the Multi-academy enable **inspiration, innovation** and **excellence**; built on a foundation where we all strive to protect the environment so it is cleaner, more pure and preserved.
4. Staff and volunteers at all levels understand and embrace the culture of **servant leadership** and **system leadership**.
5. All members of the community, feel **valued** and take **pride** in being part of The Romero Catholic Academy where wellbeing of all is of utmost importance

United Nations Sustainable Development Goals (SDG) [THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)

The DfE Outcome deliver plan [DfE Outcome Delivery Plan: 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/DfE_Outcome_Delivery_Plan_2021_to_2022.pdf) has been written and cross referenced with the UN SDG

- 2Targets and indicators for each SDG
 - Goal 1. End poverty in all its forms everywhere
 - Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
 - Goal 3. Ensure healthy lives and promote well-being for all at all ages
 - Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
 - Goal 5. Achieve gender equality and empower all women and girls
 - Goal 6. Ensure availability and sustainable management of water and sanitation for all
 - Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
 - Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
 - Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
 - Goal 10. Reduce inequality within and among countries
 - Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
 - Goal 12. Ensure sustainable consumption and production patterns
 - Goal 13. Take urgent action to combat climate change and its impacts ^[n 10]
 - Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
 - Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
 - Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
 - Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development



UNFOLDING GOD'S PLAN (CLICK ON PRAYER FOR LINK TO LEAFLET EXPLAINING)

Mission Statement

To support and mobilise all in the diocese to become true missionary disciples.

Vision Statement

We are called to be a Catholic diocese which is:
faithful to the mission entrusted to us by Jesus Christ
full of missionary disciples who work together co-responsibly
in vibrant communities of faith,
joyful in their service of God and neighbour.

Quick Links

[A Message from Archbishop Bernard Longley](#)

[Pastoral Letter 'Our Vision'](#)

[Vision Prayer and Prayer Card](#)

[Pray with Archbishop Bernard](#)

[Focus groups and resources](#)

A Message From Archbishop Bernard Longley

We have a mandate given to us by Our Lord to spread the good news and serve and grow the faith for the coming decade and beyond.

Pope Francis is encouraging us to do something new to help us achieve this.

In EVANGELII GAUDIUM he encourages us, the Christian faithful, "to embark upon a new chapter of evangelisation marked by this joy [of the Gospel] while pointing out new paths for the Church's journey in years to come."

Pope Francis urged the entire Church "to embark on a new chapter of evangelism". The Church must understand itself as a "community of missionary disciples", who are "permanently in a state of mission". He says that "'mere administration' can no longer be enough."

I have commissioned a number of groups who are looking at how we work in our parishes and in the Archdiocese to increase the opportunities that enable us to do God's work and to fulfil the promises of our baptism.

I want us to look at how we will individually respond to God's call to be missionary disciples in the Church and in our local communities, working joyfully together to spread the Word and the work of God. In essence, how will we unfold God's plan for our diocesan church?

When I look ahead, I envisage a Catholic diocese which is:

- Faithful to the mission entrusted to us by Jesus Christ
- Full of intentional disciples in vibrant communities of faith, joyful in their service of God and others
- Where many more lay people are engaged in collaborative ministry
-

How can it happen and what will that look like given the challenges we face?

There are four areas I am asking us all to focus on: **Evangelisation, Formation, Liturgy and Worship** and **Social Outreach**.

In our work on the four themes it is important that young people and families are a particular area of focus for all that we do. The universal call to holiness finds its first expression within families and its first recruits among young people. Catholic education and our diocesan youth services play an important role in serving families and young people. The links between the family, the parish and the school are vital to ensure that the faith is handed on.

I invite you to join me in looking with fresh eyes at our mission. We must take this opportunity to do all we can to make sure the Gospel is seen and heard through the example of our daily Christian lives.

Prayer for the Vision of the Archdiocese

Created by the Liturgy and Worship group.

Spirit of God,
descend on me this day,
Grant me the Spirit of joy, to lift me,
the Spirit of hope to inspire me,
the Spirit of love to surround me and
the Spirit of truth to enlighten my path.

Holy Spirit,
I pray for a new outpouring of your grace,
so that I may grow in worship of your name
in love of you in my prayer
and in my actions towards others.

Come Holy Spirit into my life to guide me.
Strengthen and defend me,
so that I may be drawn ever closer to you.
Help me this day and always
to be a channel of grace
in all I say and do
and invite others into relationship with you.

Amen

Coventry Moves

This is the city
where movement began
we have transformed
raw steel
into racing machines
we move every heart
turning flames into hope &
Ruin into beauty
two tones
into one voice
We are young streets
& curious eyes
boundless energy
will move us forward
as timeless words are
made new on city streets
a million and more
journeys begin here
the power to move
is always in our blood
Coventry moves

For every child
Whoever she is.
Wherever he lives.
Every child deserves a childhood.
A future.
A fair chance.
That's why UNICEF is there.
For each and every child.
Working day in and day out.
In 190 countries and territories.
Reaching the hardest to reach.
The furthest from help.
The most left behind.
The most excluded.
It's why we stay to the end.
And never give up.

unicef 
for every child