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The Romero MAC

### Case Study 1: The development and flourishing of high quality teaching so that all children who attend our schools receive the best possible Catholic education

#### Primary Curriculum

Over the last two years, we have identified curriculum leads in each schools to co-design a curriculum for the Primary schools in the MAC. Working through the subjects systematically, we have used the expertise of our staff to create a curriculum for our pupils; there is an ongoing cycle of review to ensure we continually refine and improve the curriculum offer and enrichment experience.

We seek the feedback from staff, pupils and parents alike through regular surveys or focus groups. For some subjects, expertise has been sought. For example in Science, we have commissioned a consultant from the Ogden Trust to work with us, alongside the Head of Department for Science at our partnered Secondary school.

#### The Romero Curriculum and Child Charter is:

- Linked strongly to the MAC values with the Catholic ethos/ MAC Patron Saint woven through where appropriate (e.g. through our values question);
- Progressive, knowledge-rich combined with carefully selected skills; leaders have an increasing focus on transition in the curriculum between Primary and Secondary;
- Adapted to the school community, locality and needs of pupils;
- Based on key concepts which allow pupils to make links and put their understanding into context;
- Delivered creatively, to engage and excite pupils;
- Set out to provide high challenge, repeated practice and low stakes testing;
- Underpinned by purposeful assessment which guides teaching;
- Expertise from our secondary is sourced for subject knowledge enhancement or for aiding the sequence of skills and knowledge from KS2 – KS3.

#### Benefits we have found:

- The curriculum and enrichment experience we have co-designed provides a strong foundation for learning for pupils, as a result of the collaboration of our staff to share expertise;
- Pupils can share experiences within the MAC year groups (joint trips etc) or school to school activities can be set. For example, greater depth writers in Year 5 taught together weekly for focused sessions;
- Pupils moving within the MAC seamlessly transition to the new school as the curriculum continues; we have planned Science/ Chaplaincy experience for Year 6 to come together in Spring 2022 on dissection of an eye using the new refurbished theatre.
- A richer curriculum is devised, as planning is shared and improved through the year group teams who work collaboratively on flip charts and resources across schools. We have found that this in turn enables teachers with less experience (e.g. ECT or teachers new to a year group) to be supported by other schools;
- Shared ideas on enrichment; visitors, trips and experiences that bring the subjects to life are shared across the schools through the use of Teams and SharePoint;
- Shared expertise on supporting context groups, for example SEND pupils or those working at Greater Depth.

To find out more email:

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- Will Allen Strategic Lead for KS2 [w.allen@romeromac.com](mailto:w.allen@romeromac.com)

#### Resources

- Romero Curriculum website <https://romeromac.com/romero-curriculum/>
- Romero Child Charter Brochure <https://romeromac.com/wp-content/uploads/2020/10/Romero-Child-Charter-Brochure-Final.pdf>

## Case Study 2: Improvements in leadership

Within the group of eight schools in the MAC, all but one Principal post has undergone at least one recruitment round since the conversion in August 2015. With the ongoing challenges with recruitment, we have effectively used Executive Leadership to ensure that no school is left without a leader and secondly, we have ensured new leaders are well supported in their first term of appointment.

### Key Points:

All eight schools have now been in a collaboration with another school in an executive model;

- It is important to note, that not one size fits all – each leadership post needs to be carefully considered with a structure that meets the need of the school community. The reason for creating the executive model has ranged from leadership vacancy, school improvement, deficit budget, staffing capacity;
- Ongoing review is required with a transition period built in; where there is an exit to an interim model this needs to be carefully planned to secure adjustments for leaders involved;
- Engagement with Governors, at all points in the timescale, is vital. This ensures accountability, ownership and clarity/ understanding of roles and responsibilities within the executive structure;
- Financial arrangements have been varied and flexible depending on the challenges within the school with the leadership vacancy. Creative approaches have been used to aid the balancing of budget and a 'common good' approach is an inherent feature of the governing bodies within the MAC;
- We have embarked on our first permanent executive model between a one-form and two-form school (within the same Parish) to enable a better budget and accommodation of staffing and greater engagement between pupils in both schools.

### Benefits we have found:

- Both the school providing the capacity and the receiving school, have mutually benefited from the arrangement;
- System leadership has strengthened across the MAC and leaders have extended their experience, expertise and skills set;
- Good practice is shared across the schools by the way in which leaders;
- Secondments have been abundant; as a result, leaders who have been in the same school for a long period of time, have the opportunity to experience another school within the MAC building up their portfolio and expertise;
- Inexperienced or newly appointed leaders have gained from a sustained, high quality induction period with targeted support for finance, HR and curriculum development through models implemented; • When recruitment deadlines are tight or constraints are present (e.g. pandemic) solutions for senior leadership posts at all levels have arisen through the creativity of models implemented across the MAC.

For further details email:

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## Case Study 3: The strengthening of the Catholic mission

The Board of Directors have always been clear, that communication across the organisation is vital. We must always celebrate the uniqueness of each school alongside the benefits of working in partnership together. By working as a partnership of eight schools across five Parishes, our mantra of 'Rising Tide Raises All Ships' means that we can seize opportunities on offer by working at scale alongside the importance of ensuring pupils in ALL our schools have access to a wonderful curriculum enhanced with enrichment activities at school level. All our schools have their own character and priorities for their Catholic Mission alongside the Parish and community that they serve. A key factor in spreading our Catholic Mission has been the termly Romero Newsletter which track back to April 2016. These are important in charting our journey as a Multi-Academy Company as well as celebrating the school achievements and relationship with our Parish and local community.

Our newsletters can be found here: <https://romeromac.com/newsletters/>

For further details please email Patrick Taggart, Director of Operations on [p.taggart@romeromac.com](mailto:p.taggart@romeromac.com)