

Operational Plan 2021 - 2022



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



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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 (aligns to Flash report) (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>	<p>1 50% retention of Romero pupils from Y6-7</p> <p>2 Surplus of places is lower than 2% (at Primary) and 5% (at Secondary)</p> <p>3 Reserves are retained at 6%+ of GAG Income</p> <p>4 Staff Costs do not exceed 78% of total income</p> <p>5 Income generation c.£130K (via lettings/ activities £36k pool £35K 3G £30K Gym/Sports Hall £30K Theatre)</p> <p>6 Catering - Increase meal uptake by 10% in all schools.</p>	<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 work life 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>	<p>7 Absence 2.5% or lower by July 2022 (ONS 1.8% in 2020)</p> <p>8 Staff turnover to be below 12%</p> <p>9 Applications for new roles by increases by 6%</p> <p>10 85% (78% in Oct '20) agree 'My wellbeing is considered I the work place' and would recommend place of work</p> <p>11 95% of Early Career Teachers complete induction the end of 2 years</p>	<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 access great teaching and great learning</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>	<p>12 Childhood Survey response "I have a good life" increase from 74.5% (93% inc neutral) by 10ppt</p> <p>13 75% Stakeholders are aware of Romero Charter (56% in 2021)</p> <p>14 All schools judged at least Good and increasingly more aspects Self evaluated as Outstanding (NA is 86% Romero is 62.5%)</p> <p>15 Support children and young people to catch up on lost learning due to COVID-19 disruption and reduce the disadvantage gap</p> <p>16 90% of teachers are at Career Stage expectations</p>	<p>CC3 Head of Standards team CSEL RE Leads Principals Networks Year groups</p>

Strategic Aim (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			
			Aut	Spr	Sum
1.1 Ensure the future of Catholic education is secure and stable through effective governance and parish engagement	<p><i>This evangelising mission is exercised through the diverse interaction of Catholic schools with their local parishes, families, societies and cultures they serve.</i></p> <p>1.1.1 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) establish review cycle with governance for internal and external review (ATH 2021)</p> <p>1.1.2 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*)</p> <p>1.1.3 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; reflect the elements required for Articles (e.g. assigned Directors)</p> <p>1.1.4 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. Ensure partnership, networking and active engagement with Holy Spirit MAC; Holy Cross MAC, LOL MAC and beyond and to ensure system led school improvement regardless of status; strengthen links post Executive leadership models at Cardinal Wiseman and Saint Patrick.</p> <p>1.1.5 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)</p> <p>1.1.6 Marketing strategy to reduce surplus places below 5% in all Key Stages (especially at Secondary which continues as a challenge to attract Romero pupils) 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 .</p> <p>1.1.7 Finance aspects; review reserve policy (pooling); Pensions – impact of McCloud case</p> <p>1.1.8 Continuous Improvement Review and the link to School Improvement strategy to ensure support and challenge is provided on all aspects of school performance (including finance and HR)</p> <p>1.1.9 Catholic life Reference group, Chaired by TMachin/ HQuinn 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</p> <p>1.1.10 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 (July 2021 only 56% parents aware of the Charter)</p> <p>1.1.11 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; Consider expansion programme for Y7 at CW in 2022/3</p> <p>1.1.12 Ensure induction is effective for Directors and committee members, including governance and diocesan training and Warwickshire LA especially new Chairs (ongoing from last year)</p> <p>1.1.13 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</p>	CSEL/ DOO CSEL CSEL/DOO Principals Principals CSEL Principals CFO CSEL Principals Principals Principals	1	1	1
			2	2	2
			3	3	3
			4	4	4
			5	5	5
			6	6	6
			7	7	7
			8	8	8
			9	9	9
			10	10	10
			11	11	11
			12	12	12
			1.2 Provide financial stability through a three year strategic plan with regularity, propriety and compliance	<p>1.2.1 COVID-19 – continued focus on financial impact of pandemic and addressing inequality in education</p> <p>1.2.2 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).</p> <p>1.2.3 Establish Corporate Social Responsibility policy and embed through Suppliers used and the practices in work place; look at Eco Flag CAFOD Laudate Si etc for pupils to embrace climate change agenda</p> <p>1.2.4 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</p> <p>1.2.5 Look at strategies for working across one organisation to identify efficiencies and ways of working smarter with limited resources and roles and responsibilities.</p> <p>1.2.6 Strategy for disadvantaged spend alongside Catch up spend (COVID-19) is refined further based on progress in 2020/1 and targeted support at school level through the Catch Up Champion appointed for year</p> <p>1.2.7 Focus on Risk Management -Risk Register (and COVID-19 activity) is embedded 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 Register to reflect the changes made to the Articles of Association ensuring that all LGBs are aware of their accountability.</p> <p>1.2.8 RACI Matrix to be updated with the new Articles of Association the lines of accountability are established and full implementation of the new Articles of Association (Autumn 2021)</p> <p>1.2.9 Review the internal risk review element for the academic year – Health and Safety?</p> <p>1.2.10 Income streams are actively sourced through lettings of Muga and Swimming pool; Blue Sky income via CPD investment policy; aspiration for at least 5% (10% ideal) reserves post Lockdown.</p> <p>1.2.11 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. Support for the combined budget of Saint John Fisher and Saint Gregory to explore how this aids capacity.</p> <p>1.2.12 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)</p> <p>1.2.13 Benchmarking externally https://schools-financial-benchmarking.service.gov.uk/ (although dated info) is an ongoing activity as well as internal opportunities to look at one/ two form entry schools to aid efficiencies</p>	CFO CSEL CSEL/ HR CFO CSEL CSEL DOO CFO CSEL CFO
2	2	3			
3	3	4			
4	4	5			
5	5	6			
6	6	7			
7	7	8			
8	8	9			
9	9	10			
10	10	11			
11	11	11			
12	12	12			
13	13	13			
1.2 Manage the premises and infrastructure with 5 year plans guiding the strategic use of resources	<p>1.1.1 Reporting; efficient use of Every and MAC wide Dashboard created; schools using portal to drive up estate standards</p> <p>1.1.2 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</p> <p>1.1.3 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 and consider ways for the team of SSOs to work more effectively together and use of skills across the estates for the common good</p> <p>1.1.4 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)</p> <p>1.1.5 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</p> <p>1.1.6 Estate generation Seek improved ways of using the estate for income generation e.g. MUGA at Corpus Christi, increasing lettings, use of 4D room, Blue Sky lodge, halls across sites for groups</p>	CFO CSEL/ ALL DOO Head of Catering Head of IT Facilities Manager	1	1	1
			2	2	2
			3	3	3
			4	4	4
			5	5	5
			6	6	6

Strategic Aim 2 - 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	Dec	Mar	July
2.1 Strengthening work force through effective professional development with focus on wellbeing and work life balance	2.1.1 COVID-19 To improve current provision for wellbeing and workload; to support professional development in light of Catch up	CSEL	1	1	1
	2.1.2 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.	CSEL	2	2	2
	2.1.3 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.	CSEL	3	3	3
	2.1.4 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; through Andy Honk Basic Coaching model introduced.	CSEL HR	4	4	4
	Training day set for Friday 22 nd October 2021 (David Didau, David Wells, Phil Vickery, Hilary Minns)	HR	5	5	5
	2.1.5 To review - 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.	DOO HR	6	6	6
	2.1.6 To implement the Early Career Framework for NQT plus 1 and new ECT starting in September 2021; ITT RQT and EQT programme coordinated by Laura Stevenson and Kathryn Alton across the phases. Joint sessions across programme where appropriate. (links with Lawrence Sherriff Teaching School Hub and Ambitions Institute)	HR	7	7	7
	2.1.7 To launch the Romero University platform ; to ensure all staff are on Office 365 to maximise access; 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 .	CSEL	8	8	8
	2.1.8 To look at capturing CPD and qualifications on Arbor so that we have visibility of staff qualification/CPD	CSEL	9	9	9
	2.1.9 .Vocations (Catholic CPD) Romero CPD programme and OD Strategy (via Blue Sky) rolled out for all job families to improve quality of professional development (including Catholic leadership and faith formation) with the links with Chaplaincy strengthened		10	10	10
2.2 Development of pathways for succession planning at all tiers	2.2.1 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.	DOO HR CSEL	1.	1.	1.
	2.2.2 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; particular focus around protected posts, Lay Chaplaincy; Gift team strategic RE.	HR	2.	2.	2.
	2.2.3 To have clarity over job families , staff skill sets, CPD needs and progression pathways identified following session with Ian Jones		3.	3.	3.
	2.2.4 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.	CSEL DOO	4.	4.	4.
	2.2.5 NPQ To ensure promotion of new professional development opportunities including the revised NPQ pathways	CSEL DOO DOO	5.	5.	5.
	2.2.6 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		6.	6.	6.
	2.2.7 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)	CSEL CFO DOO HR	7.	7.	7.
	2.2.8 To improve opportunities across job families for secondments, placements and sabbaticals both internally and externally (links from Diocese/ Coventry LA)		8.	8.	8.
	2.2.9 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 Spring 2022)		9.	9.	9.
	2.3 Forward-thinking, consistent and professional HR provision	2.3.1 ' 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.	DOO HR CSEL	1	1
2.3.2 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. HR training for all Senior leaders on processes including Disciplinary; Pay Review; PEX; Appeals; Safe recruitment		CSEL	2	2	2
2.3.3 To use Arbor to generate KPI reports, HR Metrics and enable benchmarking; better visibility of HR at Local Governing Body level to align with finance practice		CSEL	3	3	3
2.3.4 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		CSEL	4	4	4
2.3.5 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		CSEL	5	5	5
2.3.6 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			6	6	6
2.3.7 Remuneration group continues to secure a Recruitment and Retention Framework (November 2021)			7	7	7

Strategic Aim 3 – 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- continued 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	CSEL Chair	1		
	3.1.1 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. City of Culture woven into the experience for pupils through the curriculum ; all schools achieve Games mark silver	Principals Working group	2		
	3.1.2 Focus on Equality, protected characteristics; our commitment to be an inclusive community through communications and training materials	RE Leads	3		
	3.1.3 Laudate Si – Cop 26 (Nov 21) – focus on a profound invitation to everyone on the planet to care for our common home. link here Conference to be planned Spr 2022 (CC Sc)	RE Leads	4		
	3.1.4 Gift team and chaplaincy work embedded coherently across the MAC and grow in independence and contribution to Catholic life	RE Leads	5		
	3.1.5 Retreats for pupils through One Life postponed to Autumn 2021. Follow up on Legacy with RE Leads	RE Leads	6		
	3.1.6 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); Friday October 15 th – Mass for Romero to celebrate seventh year of operation with virtual engagement of all	RE Leads and Principals	7		
	3.1.7 To plan a Mission Week in 2022 across the MAC to “Walk in the steps of a Romero child”	Lay Chaplain	8		
	3.1.8 To prepare for new CSI framework for S48 implemented in September 2022. 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.		9		
	3.1.9 Through Romero Shines strand Schools invited to take part in an Art project for Christmas card for Romero		10		
	3.1.10 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) 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		11		
3.1.11 Opportunities for all stakeholders to experience liturgical year; engagement with parents during specific times; rolling worships 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 2022); 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)					
New hall at Cardinal Wiseman is made available for Primary schools linked to Romero Shines					
<ul style="list-style-type: none"> • Romero reflects All schools to take part in a retreat at Cardinal Wiseman • Romero serves All schools to engage in climate change agenda • Romero aspires All schools to look at well being linked to Childhood survey and what God calls them to be • Romero explores All schools ensure there is a trip and residential in 2021 2022 subject to COVID • Romero vitality All schools aim for Silver mark • Romero shines All schools involved in City of Culture event 					



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

3. 2

Majority of Pupils and Students access great teaching and learning

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

3.2.1 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 Target additional support through the pupil premium, to improve the academic attainment and wider outcomes of disadvantaged pupils, attendance and absence engagement with parents

3.2.2 Networks in place with four prioritised; EYFS, Science, English and SEND

3.2.3 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.

3.2.4 Growing leaders through 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

3.2.5 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)

3.2.6 Teams and Live lessons used for sharing good practice or supporting teachers new to year groups [EEF Report Using Digital Technology to aid learning](#)

No Child left behind [Our mandate: no child left behind | UNICEF Europe and Central Asia](#)

3.2.7 Curriculum review in place to ensure the key skills, knowledge and understanding are taught in each school in light of analysis post lockdown.

3.2.8 Focus on reading, vocabulary and Systematic Synthetic Phonics (instruction starts not with whole words but with the most basic sound unit, the phoneme) **Focus on 20% lowest attaining readers; focus on automaticity;** once Reading Reviews complete, pull together the key findings and report to CC3
Reading workshops/ training/ focus on parents/ practitioners networking/ external consultants; training for adults on 1-1 reading, story telling, role play etc
Vocabulary links through subjects – Tier 1 2 3 identified and evident in planning; pupil books and through pupil voice. **Strategy for reading;** [Literacy Trust EEF Vocab Enrichment](#)

3.2.9 Basic coaching introduced (Andy Honk) complimenting the ECF and NPQ rollout [click here](#)

3.2.10 ‘Judging the Teacher not the Teaching’ [Judging Teaching not the Teacher UPDATEDpdf](#) introduced

3.2.11 Research into high-quality **digital tools** to support excellent teaching and remote education; access for those with devices is addressed at school level

3.2.12 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

3.2.13 Use of **Swivl** (Good Shepherd) **Iris** at Secondary shared across Primary as way of improving quality of teaching and learning

3.2.14 Progress – learning more; remembering/ knowing more (Continued) [Exploring Barak Rosenshine’s seminal Principles of Instruction: Why it is THE must-read for all teachers. | teacherhead](#)

- Look at each year group and subject to look at what is being retained, recalled and built upon in the journey of learning
- Look at cognitive learning and through summative assessments review the learning journey across a unit of work

3.2.15 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.

3.2.16 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.

3.2.17 Engage in **Behaviour Hubs** programme, to receive expert advice and be able to share best practice. Behaviour tracking is piloted (Arbor)

3.2.18 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.

3.2.19 PiXL and Arbor embedded across in year across all schools; Outcomes are tracked closely and context groups analysed, Gaps identified and closed

3.2.20 Outcomes 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)

3.2.21 Attendance focus across Romero (PA 9.8% Pri av CW skewed by Y11 July 2021 caution advised due to COVID non comparable data) **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%**

3.2.22 City of Culture opportunities embedded in all schools and curriculum offered. Engagement with all schools in various projects over year linked with all subjects

3.2.23 System leadership develops cross phase especially KS2/3 - 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. (SA2) To consider overstaffing at Cardinal Wiseman

3.2.24 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). **TRCA School Improvement Strategy** to be used to aid Subject leaders in evaluating their subject.

3.2.25 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.

Principals	1.	1.	1.
Network leads	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
School improvement team	6.	6.	6.
	7.	7.	7.
	8.	8.	8.
School improvement team	9.	9.	9.
	10.	10.	10.
School improvement team	11.	11.	11.
	12.	12.	12.
School improvement team	13.	13.	13.
	14.	14.	14.
	15.	15.	15.
	16.	16.	16.
	17.	17.	17.
	18.	18.	18.
	19.	19.	19.
	20.	20.	20.
	21.	21.	21.
	22.	22.	22.
	23.	23.	23.
	24.	24.	24.
	25.	25.	25.

<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 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.</p>	Principals and CSEL	1.	1.	1.
	<p>3.3.2 Strong leadership at all levels</p> <ul style="list-style-type: none"> Senior Leadership – confident in school improvement and evaluation, sourcing support and challenge, inspiring and motivating the team; EIF and CSI ready Middle Leadership – developing confidence in accountability framework; capacity is grown at all levels; support from central team and HR 	EYFS leads	2.	2.	2.
	<p>3.3.3 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. 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.</p> <ul style="list-style-type: none"> S Mills to lead the work collaboratively with Early Years leads across Romero to ensure all schools share good practice. Preparing for the new EYFS 2021 framework and the Government baseline. Continued high levels of SEN joining EYFS so this will need strategic support moving forward Well-being and closing gaps- 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. Progression Skills document linking into Year 1. 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. Use of Nuffield Early Language Intervention. 	Sixth for leads	3.	3.	3.
	<p>3.3.4 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. 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) Provisions for pupils being explored in several schools for alternative setting for SEND pupils 	CSEL and Principals	4.	4.	4.
	<p>3.3.5 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</p>	Working group Principals Principals Principals	5.	5.	5.
	<p>3.3.6 Sequence of curriculum</p> <ul style="list-style-type: none"> 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 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 	Principals	6.	6.	6.
	<p>3.3.7 Knowledge; Knowledge checkers; Knowledge organisers; Year 3 4 5 6 linking to Year 7 8 9 (led by Kathryn Alton) This is reviewed and possibly not going ahead</p>	Principals	7.	7.	7.
	<p>3.3.8 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"> Positive imagery in English History and Geography; RE and Collective worship 	Principals	8.	8.	8.
	<p>3.3.9 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>	Principals	9.	9.	9.
	<p>3.3.10 Look at the approach through Romero Thrive 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>	Principals	10.	10.	10.
	<p>3.3.11 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 to ensure the components within each subject align to the composite throughout the journey of learning.</p> <ul style="list-style-type: none"> 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 KS5 through potentially the role of Romero Leaders of Education. 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 required 	Principals	11.	11.	11.
	<p>3.3.12 IT Microsoft Showcase schools program considered and roll out planned if there is scope in 2022</p>	Principals	12.	12.	12.
	<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>	Principals	13.	13.	13.
	<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>	Principals	14.	14.	14.
	<p>3.3.15 Link to Research schools through Megan Scullion ELE https://educationendowmentfoundation.org.uk/eef-support-for-schools/#research-schools</p>	Principals	15.	15.	15.
	<p>3.3.16 Ofsted ready schools to be supported in being ready</p>	Principals	16.	16.	16.

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>2021 2022</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 as and when appropriate 	<ul style="list-style-type: none"> Catch up Funding will provide an ongoing focus with Champions continuing EEF resources are continuing to be used 	<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"> Principal now in post since January 2021 ably supported by strong SLT led by permanent Vice Principal and two Senior Assistant Principals 	<ul style="list-style-type: none"> Secure the leadership structures across the schools 	<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"> 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. 	<ul style="list-style-type: none"> The Year 5 – 8 project will take place under the direction of Origin Hub 	<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"> Reduction to 32% progressing from Year 6 to Year 7 (8ppt drop from 2020) Subject Specialisms are deployed from Secondary to deliver knowledge enhancements at KS2 so staff are confident in raised expectations of the curriculum. 	<ul style="list-style-type: none"> Greater links strengthened with newly formed School Improvement appointments. 	<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 three years now Continuous Improvement Review implemented and two meetings are held. Awaiting new documents for 1st December 2021 	<ul style="list-style-type: none"> Adjust the risk register in light of the Articles of Association 	<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	Laura McGinty LP/ SLE	Zoe Pollard LP	Michael Kirby Lucy Smith LP Will Allen	Laura Stevenson Elaine Cakebread Rachel Ellis Lauren Davies Sophie Edge	Angie Masterson MAST	Megan Scullion LP SLE & Evidence Lead in Education		Danielle Kingham Elise Liggins	Heidi Elliott Kathryn Alton Richard Kingshott SLE
Pupil Premium Reviewer trained							Dee Williams		
Section 48				Paul Madia					

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
	£5,000 school improvement pot for schools to bid (St Patrick; PL report AK support EYFS outdoor)		Bids to be submitted to CC3 for consideration and approval for school improvement activities. A template is provided.	<ul style="list-style-type: none"> 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
Total spend: £35,000	£35,000			

Categorisation Updated 2021 2022

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	September 2021
3. Sacred Heart	Paul Madia	Outstanding	Sustain	Outstanding	March 2022
4. SS Peter and Paul	Lorraine Stanton	Good	Improve	Good	March 2022
5. Saint Gregory's	Megan Scullion	Outstanding	Improve	Good	March 2022
6. Saint John Fisher	Dee Williams	Outstanding	Sustain	Good	March 2022
7. Saint Patricks	Mark McLoughlin	Good	Improve	Requires Improvement	September 2021
8. Cardinal Wiseman	Matt Everett	Good	Improve	Requires Improvement	September 2021

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

	Stabilise	Repair	Improve	Sustain
Core offer	<p>Stabilise:</p> <ul style="list-style-type: none"> • Catholicity/ RE or Collective Worship is weak and needs immediate intervention • 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 • Safeguarding gives rise to high level concerns which lead to immediate action and intervention by CSEL 	<p>Repair</p> <ul style="list-style-type: none"> • Catholicity/ RE or Collective Worship requires improvement, support and investment • 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 • Safeguarding gives rise to some concerns which lead to monitoring and intervention by CSEL 	<p>Improve</p> <ul style="list-style-type: none"> • Catholicity. RE and Collective Worship are strong • 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 • Safeguarding compliance and culture is effective 	<p>Sustain</p> <ul style="list-style-type: none"> • Catholicity. RE and Collective Worship are strong and worthy of disseminating or offering of S2SS. • 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 • Safeguarding compliance and culture is effective
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 l'ship 	<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 	

Section 48 schedule

	Date of last Inspection or Monitoring visit	Judgement	2021 - 2022	2022 - 2023	2023 - 2024	2024- 2045
Anniversary or celebrations in each year			Good Shepherd 55 Saint Gregory 50 (school) St Elizabeth Church 1912 – 110yr	St Elizabeth Parish 110	Cardinal Wiseman 65 in 2023 St John Fisher 60 in 2024 SS Peter and Paul 60 in 2024	St John Fisher 60 in 2024 SS Peter and Paul 60 in 2024 St Patrick Church 1950- 95yr Sacred Heart School Jan 1924 100 Corpus Christi 65 in 2025
Corpus Christi	January 2017	Good	• Delayed from Spring 2021 S48		•	•
Good Shepherd	October 2017	Good	• 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 (Good Shepherd)
- 1924 Sacred Heart
- 1950 St Patrick's
- 1956 Corpus Christi Church
- 1964 St John Fisher
- SS Peter and Paul (50)
- 1959 Cardinal Wiseman (TBC)
- Good Shepherd
- 1959 Corpus Christi
- 1971 Saint Gregory

50 1st September 2021



	Key Staff (Pri then Sec)	Strategic	Operational	Statutory activities
RE	Pauline Finn Siobhán Armstrong	<ul style="list-style-type: none"> CSI framework and relevant policies Review of RE across all schools by Link Directors and LGB 	<ul style="list-style-type: none"> RE planning incorporated into Year group leads RE CPD to be reintroduced in 2022 Transition KS2 - 3 	
Reading Writing	Laura McGinty Clare Montgomery	<ul style="list-style-type: none"> Reading training around the text; Teacher book club (Pri) for year group text Transition between KS2 – KS3 (handwriting) Jan 2022 Talk for Writing training 	<ul style="list-style-type: none"> Reading review at SJF Jan 2022 	Phonics Y1 2
Maths	TLR Richard Wheat	<ul style="list-style-type: none"> Appoint TLR for maths Shaping the Romero Vision for maths 	<ul style="list-style-type: none"> Regroup the Maths network appoint (priorities: fluency, Y4 times tables, progression mapping, MNP as a tool to support teaching for mastery) Y5 – 8 continuity programme 	Year 4 Timetables test
Science	Melissa Allport Stephen Hermitage	<ul style="list-style-type: none"> Events held at CW for expertise of Science specialists to lead on learning experiences 	<ul style="list-style-type: none"> Implementing the new plans for Science; moderation of provision and outcomes; subject knowledge enhancements; science week 	
Geography	Garreth Stockton	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
History	Mike Bench	<ul style="list-style-type: none"> Subject leader training for History at Primary (PL) 	<ul style="list-style-type: none"> 	
Physical education	Sophie Newman Chris Page	<ul style="list-style-type: none"> Embedding Romero Thrives into PE curriculum and enrichment Looking at more niche opportunities/ lesser known sports on offer 	<ul style="list-style-type: none"> Sport Premium strategy updated 	
Art	Claire Hopkins	<ul style="list-style-type: none"> Subject leader training for Art at Primary (PL) 	<ul style="list-style-type: none"> 	
Music	Cathryn Myers	<ul style="list-style-type: none"> Philanthropist funding into MAC for Secondary provision KS2/ 3 appointments to be considered for September 	<ul style="list-style-type: none"> At Primary` linking theme units Peripatetic staff to work across KS2/3 	
PSHE		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Ten Ten implemented in school 	
Computing		<ul style="list-style-type: none"> Subject leader training for Technology at Primary (PL) 	<ul style="list-style-type: none"> 	
Languages		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Technology		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Secondary Business	Amy Hiron	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Food technology		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Health & social care		•	•	
Economics	Nora	•	•	
Psychology	Emma Campbell	•	•	
SEND		<ul style="list-style-type: none"> • EYFS and SEND provision • Overview of Alternative Internal provision in school 	•	