The Romero Catholic Multi-Academy Operational Plan 2023 - 2024

Ethos

Community of faith

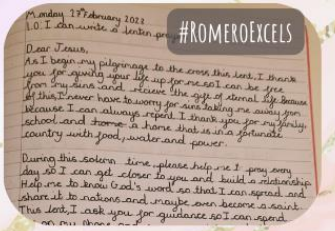
Live simply

Common good

Live in Solidarity

Inclusive

Ambitious



Collaboration

'Rising tide Raises all ships'

Vocation

Putting staff first

"Called to action"

*"The present moment offers a precious opportunity to guide and govern the processes now under way, and to build **inclusive societies** based on **respect** for human **dignity**, **tolerance**, **compassion** and **mercy**. I urge you, then, to take up anew your **conversation** on how to build the future of the planet, 'our common home', and I ask you to make a united effort to pursue a **sustainable** and integral development."*

Pope Francis

Romero Catholic Multi-Academy is now in its ninth year of operation. From a starting point of eight schools united by the journey of transition between Primary and Secondary, we are in a flourishing education system that places the children and young people instinctively at the heart of decision making and leadership thinking at all levels. By doing this, we offer society the opportunity to transform communities through partnerships with families, we raise aspirations for all through the pursuit of diversity, whilst balancing inequality to ensure that all can flourish. We believe that the key purpose of our collaboration mut be to improve the quality of provision and outcomes so that every member of our community has the ability to fulfil their God-given potential. Never has there been a time more crucial to share our expertise, practice and resources than in the current challenging climate; finances, to be more sustainable, close gaps in experience and learning, offer opportunities in abundance so that all our pupils and staff can benefit from being in one organisation with a common goal. That common goal is to be a 'beacon of hope and excellence' in everything we do so that our pupils, staff, governors and families can flourish and be a leading light within Coventry and beyond.

	Pillars	LGB
MAC cascade to school	***Pillar 1*** ***Evangelise mission*** *through the diverse interaction of our community of faith with our families, parishes/ local communities we serve*	Two/ three LGB Representatives will lead on evidencing this pillar
	Pillar 2 *Provide a faith based, values driven **highly inclusive Catholic education** that is in the best interest of our pupils*	Two/ three LGB Representatives will lead on evidencing this pillar
	Pillar 3 *Anchor a **strategic school improvement model** in which all schools contribute to the common good*	Two/ three LGB Representatives will lead on evidencing this pillar
	Pillar 4 *Put the best interests of the staff and leadership team of the schools first, to develop and foster a **vocation** of great teaching and leadership in a **highly skilled workforce***	Two/ three LGB Representatives will lead on evidencing this pillar
MAC	***Pillar 5*** *Provide an effective financial and central function at all levels to secure, protect and enrich Catholic Education*	
MAC	***Pillar 6*** *Anchor the leadership and governance at all levels of the MAC to secure, protect and enrich Catholic Education for the common good*	
Key Documents	**Christ at the Centre (BDES.org.uk)** **One Coventry plan 2022-2030 (Coventry City Council)** **Our Hope for a flourishing schools system report (Church of England.org)**	**Commissioning high-quality trusts - GOV.UK (www.gov.uk)** **Building A Strong Trust (CST)**

Priority MAC School	Pillar 1 ***Evangelise mission through the diverse interaction of our community of faith with our families, parishes/ local communities we serve***				
KPIs 1. Romero Child Serves, Reflects, Experiences and Aspires are familiar to 80% of staff and pupils **(CC3)** 2. All schools/ SST have applied and completed Live Simply Award by July 2024 **(CC3)** 3. The number of pupils that transition from a Romero primary to Secondary shows an increase year on year; % of pupils transferring to city Catholic education is at least 3 ppt higher than previous year (55% 2023) **(CC1)**					
Budget	**Open Life** Open retreat £2730 + Advent £2641 Lent £4378.50 = £9,749.50 – each school paying for their two or three retreats	**Total: £9, 749 (School)**			
Performance Area	**Activities**	**Governance**	**Au**	**Sp**	**Su**
Respond faithfully to the call to live as a **Catholic community** at the **service** of the Church's educational mission	• Create a key group of stakeholders to focus on the transformative strategy to deepen the Catholic life of the MAC; CSEL, Chair of CC3, EP for SI, LC, PICCL, Strategic Lead for CL L and M.	**CC3 Oct '23**			
	• Create and implement a MAC Prayerful action plan for 2024 - Pope Francis calls for 'great symphony of prayer' ahead of 2025 Jubilee Year Looking ahead to 2024, the pope said: "In a word, may it be an intense year of prayer in which hearts are opened to receive the outpouring of God's grace and to make the 'Our Father,' the prayer Jesus taught us, the life program of each of his disciples."				
	• LiveSimply, Live Sustainably, Live in Solidarity; Live Simply agenda drives the overarching MAC strategy to milestones identified to bring MAC together to strengthen and deepen the Catholic ethos across the organisation; Link to DfE and Sustainability and climate change strategy – and also the Coventry Climate Strategy • All schools and SST to submit and achieve to **Live**Simply Assessor for assessment to take place. Celebration to be held at each entity once signed off and then continue implementation. • The MAC central team will take part in CAFOD's Big Lent Walk 2024 with a collective goal of walking 1000 miles. MAC sponsorship in order to raise funds for CAFOD. Schools within our MAC encourgaed to take part in the walk; litter picking with schools and Fair Trade focus. • 'Unite Act and Deliver' COP28 UAE | United Nations Climate Change Conference (UNFCCC); focus in the MAC30 Nov – 12th December by linking up with Coventry Council and potentially a city wide conference for schools Eco Club (Romero to extend our usual conference beyond)	**CC3** **LGB** **Exec Team**			

	• Greater engagement with five parishes (linking into two groups) focusing on the Synodal pathway as an influence on vision and direction;
	  • Annual Romero Mass Friday 13th October 2023 – 1:15pm (St Patrick's Church) Blessing for the Ninth Year of Operation
	  • Musical / liturgical support at either Communion or mapped out the Parish masses led by school (or Confirmation) each term so present of young people at Mass; where possible, children and families in lower key stage 2 so positive presence of CW in earlier years
	  • Parish youth groups (Y6 – 8) is encouraged for all pupils in the MAC at Saint John Fisher and Sacred Heart; postcard to Year 7 to invite from Fr Des and Fr Tony
		CC3 Jan '24			

	• A review of Sacramental journey and retreats to be mapped out so there is progression through KS1 – KS5 with purposeful choice of retreat lead, place and focus so there is a carefully mapped through progression for spiritual formation • Kenelm click here ; Salford provides further ideas Making a Retreat - Roman Catholic Diocese of Salford	**CC3**			
	• Review of Romero Child (badges to be launched at CW); commission a review of what needs to adapted or included in each key stage and how we can strengthen and ensure purposeful transition between key stages to deepen what it means to be a 'Romero child of God'.	**All**			

Develop **spiritual** and **moral** formation of the whole community, through retreats, pilgrimages, and days of recollection for pupils and staff	• Complete review of all retreats and pilgrimages for pupils from KS1 to KS5 so there is a seamless progression that reflects the prayer life and sacramental journey of each year
	  • All primary schools to attend one retreat for First Holy Communion (joint @CW) on one day TBC
	  • Separate retreat for each primary school for Confirmation (dates agreed with each school) TBC
	• Christingle Year 2 (December) to continue - Tom and CLG group
	• Advent/ Lent retreats with One life planned for the year (and legacy of retreats to continue into schools)
	  ○ **7 x OPEN & STREAMS:** 40% discount = £2730 All seven primary
	  ○ **4 x ADVENT Retreat**: 5% discount = £2641 Good Shepherd/ Sacred Heart/ Saint John Fisher/ Saint Patrick
	  ○ **7 x LENT Retreat**: 10% discount = 4378.50 All seven primary
		Principal Committee			

	• Review and implement change in the delivery **retreats** for staff and leaders as and when appropriate; Advent and Lent - Tom to deliver prayer services each Tuesday at 8:20am over the key liturgical seasons, enhanced with Educarem, CCSP, Diocese conferences	**Principal Committee**			
	• Sister Judith Sessions - Day 3 and Day 4 • 13th September (all day) - Gift Team development day with Sr Judith (Lodge) AM Gift Team leaders / PM Gift Teams (Children and leaders) • 13th November (all day) - Working with RE Leads of Catholic Social Teaching/Chaplaincy (Lodge)	**Principal Committee**			
	• **Reconciliation** At Primary, each school is responsible for Reconciliation. Focus on Reconciliation in December with KS3 focus. Fr Des to have allocated times and pupils can drop in.				
	• **Pilgrimage** to Lourdes – Sixth Formers with the Diocese. Year 12 – May half term 2024. • **Pilgrimage** for Romero Staff – day retreat possibly on April INSET day - Tom to enquire about cost per head – TBC Visit to Alton Castle	**Principal Committee**			
Provide inclusive, spiritual, pastoral support to all those **vulnerable** and in need	• **Bereavement** support across all schools for both staff and pupils; Rainbows revisited; focus on schools where there have been sadness e.g. loss of a pupil	**Principal Committee**			
	• **Pastoral** support through Teaching With Heart to be offered to all staff through new model				
	• **Thrive** or suitable equivalent to be implemented in schools (roll out project following successful pilot) to support mental health; continued focus by each school to secure a high quality culture				
	• **Mental health** policy implementation is reviewed in each school and ongoing training for Mental health lead				
Plan **curricula** and **formation** of the whole child and their **God-given potential** to engage with the Church beyond intellectual remits, and approach the transcendent.	• **LiveSimply** Award at MAC and School level • Live Simply; Live in Solidarity; Live Sustainably at school, local, global levels ○ Through ongoing review with governors implement the plan ready for assessment and completion by July 2024 ○ All schools to share their plans to identify where there are similarities or ways that plans can be improved by 'magpie' from others	**Principal Committee**			
	• **Arts through Liturgy** to be used as a vehicle across the MAC in either Advent or Lent to pull together our community of faith (e.g. 'Born for this' in the cathedral) building on the Advent Calendar and Way of the Cross in 2022/3	**School Imp Team**			
	Cultural capital linked to faith to be a focus (e.g. Christingle in Advent) going beyond the limits of ordinary experience (transcendent).	**All**			
Vocations for all pupils / staff/ governors in how God calls you to serve Him in the world.	• EEF-School-Transitions-Tool. – **Transition Strategy look at curriculum continuity, school routines and expectations and healthy peer networks into EYFS, into KS1, KS2, KS3,KS4, KS5 as well as smooth transition beyond KS4/5. Priority focus for the MAC (HQ, WA, PM, LB and CW TBC)**	**School Imp Team**			
	• Continued focus on improving the number of pupils who transition from Year 6 to Year 7 in Romero (32%) and the four CNW Secondary schools (55% in Sepr 2023)	**All**			
	• Through the Coventry Catholic Schools' Partnership on Vocation for all staff (Welcome Mass in Autumn) and Vocations in Summer term pupils.	**Principals**			
	• Opportunities for determining God's call for your life/vocation (known as discernment) planned through out each school through Vocations day – CCSP Vocations Mass in Summer led by Bishop Ullathorne partnership	**Principals**			
Strengthen **collaborations** in that we are of service to society, respectful of other religions, & play a crucial role in building a cohesive society.	• Working with Parish on Synodal pathway; look at social action, inter generation interaction, social outreach; • School/Parishes; celebrate the 65th anniversary of Cardinal Wiseman, 100th anniversary of Sacred Heart and 60th anniversary of Saint John Fisher	**All**			
	• "I am Church" chaplains to work together across the partnership/MACs using the pillars of CST culminating in a Coventry Catholic Partnership conference, to reignite the Coventry Catholic Schools' Partnership as we transition towards the CNW MAC	**All**			
	• Work collaboratively with other schools beyond Romero through the partnership and Diocese networks for faith based, curriculum and wider enrichment opportunities e.g. Coventry schools partnership on Climate Change (working with LA)	**All**			
	• CCSP, Neighbouring MACs, dioceses, social action groups, parents and other appropriate partners to act in the interests of the local Catholic community.	**All**			
Creatively use **digital technology** to enhance engagement and wider reach in participation	• Streaming Masses and collective worship through digital technology reaching beyond the immediate community to wider engagement	**All**			
	• To use digital technology to enhance the experience of all pupils and staff in our Catholic schools to innovate, communicate and collaborate (building on prayer time end of day via Teams)	**All**			

Priority MAC and School	Pillar 2 ***Provide a faith based, values driven highly inclusive Catholic education that is in the best interest of our pupils***				
KPIs (CC3) 1. The percentage of schools in the MAC with a Good/Outstanding Ofsted judgement in Ofsted/ CSI or self evaluation internally validated increases 2. SEND provision in each school and across the MAC to be judged as 'embedding' 3. The heat map for curriculum to show overall subject judgements to be at least 'embedding and the total number of 'leading' elements to show an improving trend and 80% of pupils and staff are familiar with Romero Shines and Romero Thrives. 4. Primary outcomes to be at least in line with national and for the disadvantage gap in KS2 (particularly in Maths Y6) to close by 10 points (currently -21) Secondary improved outcomes in core at KS4 from 2023		**Budget** • Catholic Primary Partnership SLA for CPDF (£12,600)			
Performance Area	**Activities**	**Governance**	**Au**	**Sp**	**Su**
Embed a **Catholic ethos and culture** in all schools so that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.	• Through Catholic Social Teaching, focus on dignity and solidarity, recognise each pupil is made in the image and likeness of God. This is a gift that God is present in every human person, regardless of religion, culture, nationality, orientation or economic standing. Assemblies, relationships, behaviour policy, quality first teaching, implementation of Romero child are all inclusive to all pupils and staff.	**CC3**			
	• CST Ambition Institute White A Good Life. - for all staff to consider the implementation of two principles across MAC; 1) Pupils with learning disability are complete humans. They are not broken and do not need fixing. We can treat them with greater dignity, avoiding deficit language that suggests they are special cases or somehow worth less. 2) Develop a broader and more ambitious vision of what a good life is. Human flourishing and dignity for all, requires us to have a wide set of success measures. Placing greater value on things such as contribution, difference, common values, and the process of learning and work itself, can provide a healthy balance to meritocratic values of academic credentials, occupational status and wealth.	**CC3** **Sch Imp Team**			
Co-design and implement the ambitious, broad, well-sequenced and knowledge rich **curriculum;** implement RE Directory, to enable all pupils to be confident and secure in their religious faith and knowledgeable	• Catholic Social Teaching/ Value Questions to be woven through core/ foundation subjects in priority order in a purposeful way	**All**			

	• Curriculum development prioritisation (heat mapping)
	  • At Secondary:
	  ○ Improving Literacy in Secondary Schools | EEF to ensure that there is a shared accountability to raising standards in English across the school; SLE support targeted on English; Bedrock established for Early reading acquisition for students Focus on The reading framework teaching the foundations of literacy (DfE July 2023)
	  ○ Through the work with Rob Cleaver, a clear, targeted strategy devised to ensure rapid progress for learners in Year 11, 10, 13 and 12; a clear rationale, implementation and impact identified for KS3 that builds on KS2 and leads learners in best possible position to succeed in exams.
	  ○ Each department is evaluated at KS3 4 5. Curriculum Assessment tighter especially on more able and growing greater depth in **KS3**
	  ○ Development of the Music curriculum and planned and purposeful enrichment opportunities for all with a clear focus on making explicit the role of music in liturgy and reflection.
	  ○ MAC outcome letter; Review of KS5 and increase uptake of RE A level (Philosophy and Ethics)
	  • Transition
	  ○ Curriculum intent statements demonstrate effective transition at all key stages, but specifically from KS2 to KS3 demonstrating the integration of primary and secondary curriculum; ensure end of year 6 into year 7 builds year on year
	  • At Primary
	  ○ School-specific targets identified during heatmapping in CIR.
	  ○ Assessment tighter especially on more able and growing greater depth in **KS2 ahead of KS3 (**better awareness of Pri/ Sec links)
	  ○ Read, Write, Ince MAC wide project for five schools (CC, SH, SsPP, SJF, SP) to ensure rigour in Early Reading
	  ○ Assessment in Science to be developed as the key step towards the subject being a 'leading' subject in all schools
		Sch Imp Team			

	• Staff meetings, subject leader sessions and department meetings to be mapped throughout the year so that there is appropriate focus across the whole curriculum. • Subject leaders/ Department heads to source from networks, horizon scanning, to develop subject knowledge enhancement and disseminate best practice	**All**			

	• Primary D&T curriculum work to continue with a combination of allocated curriculum time and projects to further embed subject across MAC
	• **RE** New curriculum training (Directory from 2025)
	  ○ New TLR £2k to be given to drive RE aspect from January
	  ○ CCSP potential project across all RE leads to create a local response to the RE Curriculum
	• RED To Know You More Clearly web version.pdf 2012-2025 RE Curriculum Directory
		All			

Provide opportunities for pupils to be **digital learners**	• Digital Transformation for pupils to be drafted in strategy by December 2023; PM/HV/MS -meet fortnightly • Training for pupils in using Teams and communication as appropriate to year group for class/ home learning to ensure file system efficiency and collaboration opportunities, both in school and at home (homework links on TEAMs) • KS3/KS4 Apple Mac digital music technology suite launched (September 2023) to provide new opportunities for the pupils at CW • Develop and deploy the skills of the digital apprentice at Sacred Heart to hone skills in the development of the MACs digital strategy • Install a conference camera in the CW theatre to enable Masses/shows/assemblies to be live streamed to the pupils in MAC/wider community • Romero University to drive collaboration; streamline workload and share innovation. Students confident as Digital Champions • In collaboration with the IT team and IT leads, collaborate with Tablet Academy to provide high quality professional development • Sixth form project is planned, implemented and impact determined for Year 12 and 13 • Computing curriculum links Computing Hub – Bishop Challoner to access resources and training • Development of Computing curriculum CPD and network to lead to subject being at least 'embedding' in every school.	**IT Team**			
Achieve at least good **pupil outcomes** for all its students by delivering education that is both high quality and inclusive; form **religiously literate** and engaged young people, with the knowledge, understanding and skills to reflect spiritually, think ethically and theologically, and recognise the demands of religious commitment in everyday life.	• With KS1 statutory assessment removed, establish system for assessing end of KS1 so that there is a flow from Nursery through to Year 6. • Ensuring that **Cardinal Wiseman** is viewed as a centre for subject specialisms and expertise for curriculum; opportunities seized for stretching the **middle and higher attainers** to progress towards **greater depth** at primary in all subjects. • Culture of "**Keep up not catch up**" in terms of EEF recommendations and Adaptive teaching for **lower and middle attainers.** • **Foundation subjects** – review of subject specific assessment in place and to be added to assessment policy so that schools are clear on the expectations upon them in relation to pupils know more, remember more so than can do more. • **Secondary** assessment at KS3 to be redesigned to provide effective, actionable data for every subject and every year group. This will include what and how information is shared with parents. • **Arbor:** effective and efficient use of MIS at MAC and school level; Power Bi explored at Secondary; movement to MAT MIS Plus; Live feeds embedded and MAT dashboards feed into Board and LGB level reporting. • Calendar of **academic** (core and foundation subject) **events** to **raise standards** e.g. Junior/ Secondary Maths challenge; writing competitions; cross phase opportunities to raise profile of staff at Secondary in academic activities with primary to ease transition (off and onsite and virtual) • **RE –** School improvement team to facilitate, network and lead on aspects to raise standards; • PM to support RE leads at Primary in ongoing quality assurance in CLM/ RE/ CW and work with CB in RE department at CW to raise standards; BDES MAC action to increase uptake of A level RE	**Sch Imp Team**			

Operate fair access and **accessibility to all** for disadvantaged children and children with SEND	• **SEND**
	• Board to review the findings of the SEND review in full.
	• Following completion of 5 day SEND review, two day permanent MAC SEND lead to be appointed to strategically lead on
	  ○ School and MAC judgment criteria to be created in line with subject mapping system, the SEND Green paper, MAT SEND Review guide, the recommendations of Malcolm Reeve (SEND specialist consultant) and the findings of the Romero SEND Review.
	  ○ All schools and the MAC provision to be judged as at least 'embedding'
	  ○ Creation of a clear and consistent process for identifying, classifying and tracking SEND need across the MAC
	  ○ Establish rationales for all alternative, enhanced and bespoke curriculums and provisions with the philosophy, principles and practice clearly articulated and entry, review and exit criteria outlined from the offset
	  ○ CPD and support at all levels to ensure effective support, delivery and provision for all children.
	  ○ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Recent published EEF evidence for SEND
		All			

	• **Disadvantaged** Using pupil premium | EEF (educationendowmentfoundation.org.uk)
	  ○ High quality teaching: focused CPD, close data monitoring, 'Keep up not catch up' culture and wider school development
	  ○ Ensure that all abilities, particularly **more able** PP are continuing to achieve, attain and access opportunities
	  ○ Targeted academic support: Accurate use of data to enable early identification and intervention, CPD and sharing of best practice across the MAC and utilising adults effectively.
	  ○ Wider strategies: working with families to reduce and remove pastoral, behaviour, attendance and safeguarding barriers. Review and tracking of the Romero Child Charter as the vehicle for Catholic cultural capital
	• Review of Pupil premium statements to enable best practice to be shared and to monitor for compliance.
	• Review of PP enrichment and engagement in relation to the Romero Child Charter across the MAC				

	• Schools to access resources and evidence from Research Hubs and EEF alongside ECF training, NPQ projects and experience
	  ○ EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report
	  ○ CST Ambition Institute White A Good Life.				

Provide an **inclusive pastoral support** for pupils to address issues so pupils remain at mainstream or have smooth transition to/ from AP	• The teaching of Social Emotional Learning (EEF link) should be explicit, including simple activities, routines and strategies aligned with everyday class teaching. Through the pastoral network, five core competencies at the heart of SEL include: ○ Self-awareness; Self-regulation; Social awareness; Relationship skills; and Responsible decision making	**All**			
	• Seek engagement and projects identified with support from Behaviour hubs (Saint Augustine links with Cardinal Wiseman made in Summer term)				
	• Seek outreach from Alternative Provision in the West Midlands region to complement the training programme				
	• PSHE curriculum (through the use of Ten: Ten), workshops and assemblies to be intertwined with pastoral and inclusion culture and practices.				
Provide **enrichment** for pupils to take part in sport, music and cultural opportunities that enrich the curricula and support pupils' wider dev't	• Enrichment calendar set out for all schools to participate in MAC wide/ city wide and beyond activities	**All**			
	• Music peripatetic to be joined up from KS2 and 3 in readiness for September 2024 so there is a tight team of staff across our schools; consider the offer of peripatetic tuition for staff, raise profile of musical knowledge expertise amongst staff				
	• Co-ordination of the term in which KS2 are taught instruments so there is parity across and the ability to share resources				
	• Sport calendar set out for the year (Coventry games/ Romero/ CCSP)				
	• Opportunities to develop awareness for theatre/ trip links in curriculum and share across schools as they arise				
	• Romero Awards cycle to capture outstanding achievement of pupils, staff members and schools across the Romero Child Charter • 2023-2024 to focus on Romero Shines				

Create a positive culture for **behaviour** and tackle **attendance** so every school is a place where all pupils attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.	• **Behaviour:** ensure there is an intrinsic link between behaviour and doing Behaviour in schools - GOV.UK (www.gov.uk)
	  ○ Romero model for Thrive to be trialled at a school in the MAC with potential for wider role out or redesign of current provision
	  ○ Leading behaviour and culture NPQ to be offered to a range of staff through Blue Sky and CEFEL partnership, following positive impact of this NPQ at St. Gregory's.
	  ○ Use of EEF materials Improving Behaviour in Schools | EEF and 3. Wider strategies | EEF to guide practice in school Tom Bennett Toolkit
	  ○ Reviewed policy, rewards and sanctions along with engagement with Behaviour hub
	  ○ Source resources and consultants Tom Bennett Training | Practical & Evidence-Informed Teacher Training
	  ○ Governance professional to lead on review of Suspensions and Exclusions policy and practice/ training for leaders and governors
		All			

	• **Attendance** greater consistency in the 32.5 hours – generally 8.50am – 3.20pm in all schools with two schools tweaks (SJF/SP) • **Attendance** Policy and higher thresholds; implementation of the new policy and tightness of new lates and absence data through greater visibility on Arbor; greater engagement with parents on expectations; • **Link to Coventry priority 5** Recognise that attendance is an important area of school improvement, with each school and setting offering a clear vision for attendance, underpinned by high expectations and core values • Safeguarding reference group wider remit to look at culture and compliance ○ Compliance with KCSIE 2023 is signed off by CC3; filtering and monitoring in place and staff are clear on compliance	**All**			
Provide a high quality offer of **destinations** to	• Vocations day/week across all primaries and the introduction of the careers fair at Cardinal Wiseman as part of the wider 'Called to Serve' work. • Capital culture is mapped out through curriculum with relevant opportunities, activities and visits identified	**All**			

ensure all pupils leave school well prepared for the next stage of education, employment or training & prepared to become confident citizens.	• Explicit curriculum links are made to vocations through CST work and explicit links to careers • Subject and Department Leads model disciplinary skills and ensure these are at the heart of their curriculum to make thinking like those in the field common practice for all pupils/ students. • Alumni is strengthened in the 65th year of Cardinal Wiseman to provide one-to-one mentoring and advice, building character traits such as confidence and resilience, provide insights into career paths and work, provide access to relatable role models for current students, boost careers strategy, enrich delivery of the core curriculum, help raise aspirations and expectations for the future, create a community of volunteers ranging from governors to inspirational speakers • Work Experience programme at Cardinal Wiseman is embedded and wider range of experiences offered at Year 10 and Year 12 • Specific pre-work experience lessons to prepare students for the experience and to enable them to maximise the opportunity it presents.				
Collaboratively engage with schools, MACs, BDES, MACs, local authorities, dioceses, parents and other civic partners to ensure the delivery of statutory functions and acts in the wider interests of the local community.	• RE Directory – work with schools in Coventry and beyond in preparation for new curriculum due in 2025 • Collaboration in peer reviews as part of CSI preparation within the MAC but also offering it wider • Utilise parish and local community links to work collaboratively with a wider network of schools to share best practice in wider curriculum through experiences, planned events, peer reviews, planned visits to see good practice in SEN or provision for more able or a specialist foundation subject or high standards in behaviour/ culture	**All**			

MAC priority leading to a school focus priority	**Pillar 3** **Anchor a strategic school improvement model in which all schools contribute to the common good** • What can ***each*** school bring to the MAC, and share with other schools, which would help them ***all*** to develop further? • What can ***each school*** can gain from MAC, including what it needs to be able to sustain and improve educational outcomes and financial sustainability?					
	KPIs The Romero average is at least in line with National; Focus on phonics pass rate (%); the percentage of pupils meeting expected standards in Reading, Writing, and Maths (KS2); Progress 8; EBacc entry rate (%); EBacc average point score at KS4; the average point score for students taking A-levels and other qualifications (KS5);	**Budget** • £5k for individual schools identified as needing support (59002) • £20k (£8k CW £12k Pri) • TLR £2k RE, Maths, Science, EYFS, Art & Design, Digital lead (Jan 24) (£12k total) • £16,000 LA network pot (SEND)				
Performance Area	**Activities**			**Governance**	**Au**	**Sp**	**Su**
Create a MAC led-system in which all are committed to a **culture** of **continuous improvement** through self-evaluation, challenge, support and appropriate action.	• January and July Continuous Improvement review provide an opportunity to identify strengths and areas for development in any aspect of the school with carefully targeted plan to address and weakness or sharing of best practice identified and harnessed. • Whole school aspects (e.g. Safeguarding/ Catholic life/ Digital strategy), improving whole-system performance through effective learning partnerships, using rigorous methodologies and quality assurance processes for school-to-school work. • Through collaboration, sharing of resources (school to school and cross-phase) and group purchasing; enabling greater and more effective investment in teaching and learning • **Through digital technology**, Teams/ Outlook is used to facilitate collaboration, training, mentoring equipping staff to be confident in digital transformation. • **Arbor** is used effectively as an MIS system to empower staff to improve collaboration, reduce workload and make a measurable improvement to the way the MAC works each day. • IT team to network with neighbouring schools/MACs to share good practice and harness new skills to share to wider teams			**Executive team** **Executive team**			

Design an effective **strategy** to improve and maintain the performance of schools is in place	• School Improvement Team Offer Sept 23.pdf
	• CIR in January July for all schools
	  ○ Follow up CIR for CC (Oct 2023) and CW (Sept 2023)
	• An engine of improvement: using the school-to-school support and individuals to help year groups or subject/ department leadership most in need within each school so there is a reduction in the disparity in performance through effective learning partnerships, mainly internal, learning partnerships complimented by carefully chosen external consultants
	  • Carefully selected leads through recruitment, are identified to champion aspects with those raised as priority area attracting a TLR for accountability into CC3
	  • Where support is needed in a subject/ year group/ department, appropriate pairing with a system leader who can provide modelling is arranged.
				Executive team
				
				School Improvement team			

Oversee the design and implementation of **ambitious**, **broad**, **well-sequenced** and **knowledge rich curriculum**
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	• Curriculum development prioritisation (heat mapping)
	  • At Secondary, Improving Literacy in Secondary Schools | EEF to ensure that there is a shared accountability to raising standards in English across the school
	  • At Primary, heat map for subjects (identifying developing, embedded and leading) following CIR to identify any next steps for 2023/4
	  • TLRs - to continue in Maths / Science (which needs to be re-issued)
	  • TLRs – to be implemented in Art & Design Technology / Digital Transformation (Jan 2024)
	  • Network leads (no TLR) - Languages, PE, Computing, Music, Writing, History, Geography*
	  • School based- PSHE to be led internally
	  • https://www.subjectassociations.org.uk/the-cfsa-directory/ signposting for Heads of Department and Subject leaders
	• Subject leader meetings (Secondary links to be invited as appropriate) to be convened; all Action plans centrally held in subject network folders
	• Catholic Primary Partnership SLA for CPDF (as above)
				School Improvement team			

MAC and School priority	**Pillar 4** Put the best interests of the staff and leadership team of the schools first, to develop and foster a ***vocation*** of great teaching and leadership in a highly skilled workforce					
Linked	**KPIs** 1. Absence 4% to be lower by July 2024 2. Staff turnover to be below 10% 3. 100% retention of ECT and SD throughout the year **4.** 90 day "quit rate" to be below 10% **5.** Each school is engaged with at least 1 NPQ programme		**Budget** • 5k for Leadership £12,600 SLA with BCPP for CPFD (all job families) • £5k for Wellbeing Teaching With Heart (Quote requested from Rachel) • £5k sponsorship to be raised for Training day February 9th 2024 (Executive Team leading on this)			
Performance Area	**Action**			**Governance**	**Au**	**Sp**	**Su**
Continue to establish high-performing working **culture** for all staff that promotes a notion of **vocation**, collaboration, aspiration and support. Recognise the critical value of high quality teaching and champions the profession.	• A high quality internal MAC leadership programme to be created and implemented so that the language of faith is articulated in the vision, ethos and mission for the MAC cascaded to each school ○ Moving programme adapted for Romero leaders new to role/ Moving programme adapted to grow succession line of leader • Secondments promoted to share experiences across schools, using flexibilities of the MAC structure to create opportunities • Leadership swaps or job family swaps so that there is a shared understanding beyond own school in MAC and where possible in another MAC or local school. • Welcome pack for new starters in all job families with tiered support; where appropriate, induction sessions e.g. Teachers new to Catholic schools so that all aspects can be shared			**CC2** **RC/HR/ LGB** **CC2**			
Ensure an **inclusive** working environment across the MAC, that supports flexible working and takes action to promote **equality, diversity inclusion**.	• **Key Priority for the year – to focus on** EDI training for all staff within the academy. • Flexible working to be encouraged and supported within schools. • Support reviewed for agreed key areas through annual Equality Duty statement for each school and SST; detailed at the end of the Academy plan to ensure that LGBs have sight of the priorities set • Continued review of Gender Pay Gap reporting consideration of what other comparisons should be made. • Widen circulation of recruitment for staff and governors to diversify profile to match pupil/ community profile. • Offer flexibility where possible through the policies						
Foster a supportive working environment by managing **workload**, prioritising wellbeing and taking action to support all staff.	• **Primary** PPA to be offered flexibly off site • **Teaching with Heart** purchased centrally, site hubs set up (e.g. six school sites one per half term using the Executive model four schools) • **SimplyHealth Counselling** to be pushed out especially at Corpus Christi and Saint John Fisher where bereavements have taken place: https://www.simplyhealth.co.uk/existing-customers/employee-account/mywellbeing-employee-account/counselling-for-employees • All schools are addressing **absence** so collectively there is consistency in application of policy, Special Leave of Absence and use of supply costs. • Through **Teams channel**, shared Planning and Preparation is provided for year groups to support ECTs, new teachers to MACs and the sharing and upskilling of subject knowledge enhancement. • Better use of **Outlook** to aid communication/ scheduling/ meetings between staff • Better understanding of **Teams** in scheduling meetings/ webinars when offering CPFD • Time Tabling at Secondary to balance the needs of each Teacher/ Leader in terms of capacity, workload and wellbeing to discharge roles and responsibilities. • Absence Levels to be monitored and reviewed through CC2 Briefing papers to aid benchmarking, noting the cases that are skewing figures unfavourable in individual schools. To understand the reasons why there is a level of absence in some schools and how to mitigate. • Gatekeeping of national Issues with budget, industrial action etc, so that they are carefully managed to ensure a healthy, culture of political awareness but we strike a balance of conflicting issues as a MAC and become solution focused where possible.			**LGB** **CC2** **CC3**			
Continue to establish strategy to improve **attraction** the **retention** of great staff both	• Putting staff first (part 3); Managing workload; Systematic staff feedback (staff survey/ regular feedback/ forums); Succession planning • Developing a staff first culture across a school led system			**CC2**			

within the individual MAC and across the school system. "Be employer of choice"	• Continue to review the staff recognition scheme; use of Teams and **Office (Viva)** to enhance staff recognition
	• Review Recruitment methods and channels to ensure the best calibre are recruited into the MAC (Recruiting the best PSF Part 1)
	  ○ Cultural fit of potential staff/ maximising recruitment for EDI
	  ○ Clarity on JD and PS where there is and is not flexibility so we can get a clear match. For teachers – subject knowledge, relationships with students, resilience and professional obligation to improve practice
	• Entry/Exit/Stay surveys to understand why people join, why people stay and why people leave to get a fully rounded picture of the attractiveness of TRCA to reduce the turnover of staff
	• Continue to promote and bringing staff together to celebrate being part of TRCA e.g. Staff Thank You event. Share our wins and celebrate our staff so that there is recognition, high attendance of staff is recognised.
	• Support staff around Romero Staff Charter and the benefits available through facilities on sites or Simply Health Wider Wallet
	• Induction is better planned and implemented.
		CC2
		
		Board			

Priority given to effective behaviour/ attendance policies to create a **safe working environment** in which to **flourish**. Utilises MAC structure so staff are empowered to deliver their best.	• Identified staff from support or teaching job family teams invited to attend NPQ Behaviour • Principal committee meetings focus on behaviour and attached policies which are cascaded into schools locally so there is consistency in practice across. Part of the statutory duty for the Local Authority is to provide all schools with a named Local Authority Attendance Officer (LAAO) who can support with queries and advice, LAAO is **Nikki Stewart,** who will liaise with Sharon Feeney at Primary. • CC3/ Safeguarding reference groups/ Attendance MAC meetings all targeted towards raising attendance, sharing best practice and tackling PA through supportive practices	**Sch Imp team**			
Deliver reliable and secure **infrastructure** that balances the needs of uses with effective, innovative use of **digital technology** for learning, teaching and working; ensuring that all uses follow KCSIE and policies regarding cyber security , filtering and monitoring.	• Romero University is reviewed, rebranded and relaunched so that staff are informed of MAC activities and can access all cloud based systems and services efficiently • IT team to release a weekly "top tips" eg use of outlook, email, teams, share point etc. • Review of Iris (Cardinal Wiseman); platform is used with Teach First trainees and Swivl (Good Shepherd) to see if digital technology can be used in reflective practice. • Cyber security (internal review from 2022/3); filtering and monitoring is a priority for the IT team and under constant review. • All profiles for staff are up to date, liaising with SBMs to ensure Arbor contracts are correct to ensure InTune starts and ends staff access to MAC devices and cloud based services based on appointments and resignations. • SENSO is used effectively and consistently to ensure all users remain safe; training rolled out to all SLT and Senso users (Aut 2023).	**IT team**			

Develop new and early career teachers who make a positive contribution to the wider system by delivering high quality training and/or placements for trainee teachers. Supports early career teachers through the Early Career Framework.	• ECTs SDs - universal and tailored offer through Blue Sky is planned so opportunities to see best practice in the MAC is offered. Induction in MAC in Autumn term.
	• Mentors form part of a network to collaborate and support each other
	  • Teaching School to support through CNW TSH and a Romero cohort to launch 2023/4
	  • Set up channel for Mentors to share good practice with report writing
	• Teaching apprentice programme to be launched with our collaboration with SCCU
	• Work towards being a Strategic lead partner with Bishop Challoner SCITT to be launched in September 2024
	• Aspects of ECF to be shared across schools as appropriate e.g. adaptive teaching EEF Moving from 'differentiation' to 'adaptive teaching'
		HR and Sch Imp Team			

Continuing Professional Formation and development encourages and enables all staff to build their expertise through evidence-based professional development and mentoring.	• Developing culture in the organisation through Romero day – February 9th 2024
	• Leadership formation –
	  • EducareM retreat in November for all leaders
	  • Secondment for leaders and extend to other job families ? Office staff?
	  • MAC – Senior Middle leadership development
	• Putting Staff First
	  • Prioritising teacher learning; assigned dedicated time for individuals to personalise training with tailor made developmental opportunities
		Exec Team and Sch Imp Team
		
		Schools			

CPDF Full 23-24.docx	• EEF Research bank for school curriculum, subject specific pedagogy, assessment and how children learn best. • Curriculum development and evidence informed practice • Coaching sessions at all levels; Principals (Matthew Stokes) Senior Leaders Coaching for middle leaders (WA CW) • Access Birmingham Catholic Partnership staff professional development especially for support staff- CPDF (£12,600) • Full review of apprentice offering				
Build an **innovative** and **vibrant** community of professionals, **collaborating** across schools/MACs to develop & share expertise & evidence-based practice.	• School Improvement Team network groups are embedded and become the source of innovation in subject development operationally • SD/ECT networking events to ensure that early career staff have opportunities to • Forum created to support Industrial and Employee Relations agenda • Catholic Primary Partnership SLA for CPDF (as above) is adapted for each school tailored to job families (teaching and support staff) to ensure accessibility to high quality CPD) • Transition strengthened with strong relationships between Year 6 and Year 7 Teachers; visits and QA activities in both directions. • Network Leads - who can offer expertise.	**Sch Imp Team and Schools**			
Ensure every member of staff is effectively **line managed** to maintain high performance. Actively encourage career **progression** opportunities across MAC.	• Key themes such as managing difficult conversations/ quality induction and appraisal for staff is built into leadership breakfast briefings • Buddy system in place – review of induction policy for all job families (current inconsistencies in practice) • Building Teams workshops through colour profiling C-Me so this enables us to map out strengths and areas to to test out in leadership team. In time, offer this out as a potential income stream to other MACs and schools (similar to The Future MAC) • Talent Mapping for staff with actions to support development	**HR Teams**			

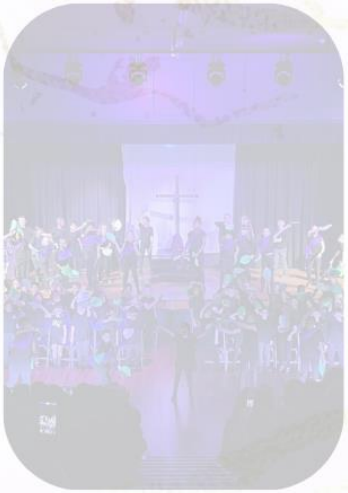
MAC Priority only	Pillar 5 **Provide an effective financial and central function at all levels to secure, protect and enrich Catholic Education**	
	KPI 1. Staff costs do not exceed 81% of total income 2. Investment income to exceed £70k 3. Lettings income – to achieve at least - MUGA £50k, theatre & pool £60k 4. Sustainability – reduce printed sheets by 5% reduce gas, electric & water consumption by 2% Catering function to at least break even	**Budget** • **SCA**

Performance Area	Activity	Governance	Au	Sp	Su
Recognise the importance of effective and efficient use of resources for the benefit of all schools in the MAC and the wider education system.	• Through MAC wide budgeting and forecasting all schools will have parity in estate condition and have equal access to pooled resources	**Finance**			
	• Complete review of SEN Contracts in light of the review carried out in Summer Term to consider where it is best to provide external contracts or in house provision to meet the needs of pupils and training of staff				
	• When recruiting and seconding staff, identify where the greater need is in placing staff in schools				
	• Ensuring that the School Improvement Team are mindful of equitable support and challenge across the MAC signposting to the best expertise so it can be shared for the good of all.				
Use/ analyse financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the MAC. Has a clear approach to delivering value for money through effective budgeting and risk management.	• 3 year planning and continuous in-year reforecasting using the new IMP software tool.	**Finance**			
	• Partnering with external consultants e.g. Trident Utilitiies, Dukefield, to reduce our exposure to potential volatility in the marketplace				
	• Use of ringfenced funding streams to be defined to ensure the resources are directed as effectively as possible using Evidence informed practice (Pupil Premium/SEN/PE Premium/ 16 – 19 Bursary/ Tuition funding) • Particular focus on how resources can be used MAC/ school wide to enable pupils to fully access Romero Pupil Charter; a standard agreed across schools for wider experiences				
Demonstrate efficient and effective use of resources, for example through school/ MAC resource management benchmarking tools and Integrated Curriculum & Financial Planning.	• Both internal and external benchmarking analysis to highlight areas for improved financial management of all MAC resources including staffing and service provisions • Triangulation of staff absence/ hiring gaps and supply costs to identify potential cost savings and solutions.	**Finance team**			
	• Estate resources will be allocated via Every in conjunction with Condition Reports and external Health & Safety Reports	**Estate team**			
Creates a capital strategy that maintains and ……..	• Estate strategy is completed; relationships with diocese estates is strengthened, condition reports & H&S reports inform along with any new aspects Solar Panels. • Insourcing small jobs (eg playground checks). • Net Capacity at Secondary is planned work for DfE in 2023/4; all Primary to be costed by MAC and reviewed in current year • Use of Estates team to improve environment.	**Estate team**			
	• Using the condition & health & safety reports to prioritise SCA allocation; ensure there is a consideration towards sustainability in all works.	**Estate team**			
	• Formalising scoring matrix to be implemented				
	• Consideration how schools can be supported in improving their provision for teaching and learning, curriculum and the wider opportunities (e.g. classroom refurbishments, outdoor forest areas) within creative means using Businesses sponsoring or charity days, charity bids, using local businesses to the school or within existing contracts in Romero	**Estate team and principals**			
invests sustainably in the infrastructure, including buildings…….	• Through our own Environmental Social Governance Policy, review in light of the areas – known as 'pathways' linking in locally the Coventry Climate Strategy and link in with any activities locally in 2023/ 4 (80% of staff/ 70% of pupils can talk about sustainability (HQ PM): • Low emission development – cleaner air and more jobs and money for Coventry	**All**			

	• Circular Development – recycling and reusing our resources; Team Recycle; Eco Flag • Nature-based development – protecting our city's wildlife, plants and trees; LiveSustainably agenda. • Resilient Development – coping with the consequences of climate change (things like flooding, drought and not being able to grow food); looking at flooding as part of our estate management • Equitable Development - addressing the effects of climate change on vulnerable/low-income families (paying for food and keeping warm); linking through our Safeguarding teams; raising efforts for Food banks, Uniform exchanges • All aspects of central team, to consider sustainable practices when (Link to LiveSimply and Sustainability and climate change strategy - GOV.UK (www.gov.uk): • Reviewing operations e.g. in catering or refurbishing buildings • Training, events, arranging visits ensuring we have considered sustainable options in all aspects of implementation • Mobilising pupils to events and the actual planning of events to consider the carbon footprint				
…….digital infrastructure and technology.	• Digital infrastructure upgraded across sites (where applicable) using the Government funding - upgrade to CAT 6 cabling and faster WiFi receivers • KS3/KS4 Apple Mac digital music technology suite launched (September 2023) to provide new opportunities for CW pupils. • Procurement rollout is cost effective, but also meets the needs of all users. July 2024 upgrade of a vast majority of staff and pupil devices across the MAC (lease ending) • Continued roll out of Promethean Panels in all classrooms across CW and upgrading of primary sites to ensure digital infrastructure for the classrooms is up to date. • IT leads to ensure all devices and software bought previously is utilised and embedded in classroom practice through the teaching of the IT curriculum…..Bee Bots/Crumble Kits and ??	**IT Team**			
Operates a well-planned **reserves** policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools. The central team has strong **financial and information management** systems with effective **oversight** for the Board, for example ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement.	• Secure Policy and practice to maintain 6% of GAG in reserves and 10% contingency in SCA (to ensure emergency/unplanned projects can be resourced) • Ensure all policies, and specifically those relating to finance and resources, refer to and reflect the MAC's commitment to sustainability and its ethical operating model • Challenge through the Continuous Improvement Review and 1 – 1 meetings where schools are at risk of not supporting this Policy	**Finance**			
	• Being prepared for government funding announcements (both positive and negative) and providing swift communications and actions to CC1 and Board as and when appropriate				
	• Implement Academy Trust Handbook 2023 What-has-changed-in-this-edition; Academy Trust Handbook - Guidance - GOV.UK (www.gov.uk)	**Finance**			
	• Integrating IMP tool into strategic decision making through enhanced management information; ensuring the team are training and adept in using the tool to provide modelling for principals				
	• Consider the findings of the recent internal scrutiny programme around our Cyber security controls and provide an action plan to address areas to improve.				
	• Strengthening the processes around procurement to ensure appropriately approved use of financial resources (audit findings)				
	• Health and safety policy, procedures and practices to be reviewed; policy to be reviewed in August 2023 and arrangements with external consultant reviewed in light of changes; Emergency planning, BCP updated • Consideration of a Health and Safety MAC and Local board structure to ensure lines of sight for compliance				
	• Through review of Shared Services Team, consider where gaps are in light of succession planning and Governance professional role in relation to Data Protection and copyright (GDPR)	**Exec Team**			
	• Compliancy, Statutory requirement and Legislation in relation to Safeguarding and Child protection to be updated through policy, practice and dissemination to all stakeholders; further embedding of Safeguarding reference group • Canon Law, Equal opportunities, accessibility, Inclusion and protected characteristics, Prevent, Ofsted requirements (PP Sport premium) as ongoing agenda items for training, policy and practice	**Exec Team**			

MAC Priority only	Pillar 6 Anchor the leadership and governance at all levels of the MAC to secure, protect and enrich Catholic Education for the common good	
KPIs	KPI 1. All LGBs and the Board have responded appropriately to all ERG recommendation. Two parish LGBs successfully merged by December 2023.	Budget • Ongoing cost of ERG with Shaping Governance – Su Turner • Cost of appointing Head of Governance, Compliance and Risk

Performance area	Activities	Governance	Au	Sp	Su
The board and executive leadership team anchor the MAC's strategy in the needs of its schools, the parish communities they serve and the wider educational system in line with its charitable objects.	• To continue to develop the Board that has the full range of skills and experience required through appointment of Head of Governance, Compliance and Risk and completion of all recommendations from the Board and LGB ERG reports by Su Turner	**Board**			
	• Through the appointment of Head of Governance, Compliance and Risk, all aspects of our engagement model, over time, to be reviewed; Scheme of delegation, Flash reports, Terms of Reference, Academy and Operational plans.	**Executive Team**			
	• To develop and embed high quality governance at LGB level with the right skills and focus and to develop and empower academy leaders through a revised structure and cascading vision; four meetings a year (first one as one set of LGBs across 21.9.23) then three LGB meetings and two set half day visits for Governors to be the 'eyes and 'ears' • To ensure that the prime focus of governors and leaders is on achieving outstanding provision that shapes outcomes for pupils; improving the life chances and unlocking the God-given potential of all: ○ Support each LGB to complete the ERG and recommendations and integrate in the Academy Plan ○ Review the Scheme of Delegation so it is clear where accountability sits (BDES issuing a document July 2023)	**Executive Team**			
	• The two merged LGBs are established with new systems, processes and academy plans and a united vision and mission for the parish schools of Saint John Fisher and Saint Patrick. ○ Support for the merged LGBs in Autumn particularly around the Academy plans/ Governor Hub/ Agenda meetings to ease transition ○ Support for the Executive Principals and access to relevant links in other models and training. ○ NPQEL – Lorraine Stanton and Andy McConville to access CEFEL and Ambitions Institute training respectively in 2023 / 2024	**LGBs Executive Team**			
	• Through the appointment of Head of Governance, Compliance and Risk, to continue to develop systems and procedures to ensure effective and efficient decision making, including terms of reference for the Board and committees, a scheme of delegation and reporting procedures. ○ To source recruitment for governors at all levels. ○ To review induction process and subsequent training for Directors and Governors. ○ To as employers to understand their duties as employers and to contribute to diversifying the workforce and governance				
The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.	• Academy MAC Governance Code – A voluntary code for academy MACs in England (atgc.org.uk)- consideration to adopting the code • Greater visibility on metrics for all aspects, finance, HR, education, health and safety	**Board**			
	• `The CST Effective, accountable and ethical governance – doing the next level of thinking "There is no MAC more sacred than the one the world holds with children." Kofi Annan, the state of the world's children, 2000; consider how this drives our work. • Executive Team to consistently ensure that the Operational plan is implemented and that support for schools is responsive and proactive as and when required as the year unfolds. The journey of a school through an academic year can take a different path as circumstances, stability, fragility of staff, pupils or governors changes and our response as a team is to be solution focused and find short, medium and long term options for schools so they can equally flourish in the MAC.	**Board and Executive Team**			
Collaboration engage with VA schools, MACs, BDES, MACs, local authorities, ESFA, dioceses, parents and other civic partners to assist in the Church's universal mission	• In the academic year 2023 – 2024, to develop clear succession planning for all roles across the Directors and Governors across the MAC as the creation of the vision for a larger MAC in 2025 is realised. Coventry and North Warwickshire MAC (bdes.org.uk) • Re-establishment of the Coventry Catholic Partnership through termly events of Worship, Pupil Engagement and Vocation so there is a strengthening of relationships between schools and parishes. • Links made where possible, with Holy Spirit MAC e.g. Mousique Ensemble, Sporting events, links between Secondaries in particular around Sixth form, Curriculum, Moderation and Behaviour support. This to evolve in the Autumn/ Spring term and be updated accordingly. In Summer or Autumn 2024, meeting schedule formally set up with the CNW Partnership.	**Board**			



Community of faith

Live in harmony

Ethos

Live simply

Common good

Inclusive

Ambitious

Collaboration

'Rising Tide Raises all ships'

Vocation

Putting staff first

Operational Plan
2023 - 2024