

MAC monitoring

Time: 1.00pm

Further information can be found:

Name of MAC: Romero MAC

Venue: Cardinal Wiseman, Coventry

www.romeromac.com/bdes

Date: Wednesday 22nd May

Catholic Life and Mission Report to Members

Questions	Answers
<p>Following CSI inspections under the new framework (1 good and 3 outstanding), all four inspections have identified the development of Catholic Social Teaching into the Catholic Curriculum as an area for improvement.</p> <p>What steps have been taken to address this across the MAC and in what ways is governance engaged with this?</p>	<ul style="list-style-type: none"> As a MAC, our approach to sharing our vision, is to create a Strategic plan (2023- 2028) which then leads to an annual Operational plan for the MAC. This in turn cascades down to each school academy plan with Pillars aligning. We have worked on the DfE Trust pillar model and like the DES model, we used the first pillar to focus on Catholicity. We focus on LiveSimply in Pillar 1 and CST in Pillar 2 but there is also overlap across the two. The directors receive the CSI inspections at the next Board meeting, with scrutiny on areas of strengths and weaknesses (where possible a director will be at the feedback meeting). This is followed up in the next Core Committee 3, where CSI and Ofsted reports are considered as an executive team with governors so we can identify and resource next steps to share best practice and address any areas identified. Likewise, the LGBs receive the report at the next meeting and agree next steps with the school leaders. Blue Sky Alliance arranged a ‘Building the Kingdom’ four day programme with Sister Judith for staff (RE Leads and Principals) and for GIFT teams (children and GIFT team leaders) centred on this. In our Romero Training Day, in February 2023, Sister Judith Russi was a keynote speaker and we have been inspired to use her narrative in our curriculum. Saint Gregory and Good Shepherd have piloted a way of weaving the CST through the curriculum and enrichment and this is rippling out to all schools including our Secondary who are using this as a basis for their own model. We have several MAC wide working groups and reference groups to provide strategic direction: <ul style="list-style-type: none"> Catholic Life Reference Group meet each term with a variety of stakeholders including Parish priests. Chaplaincy team lead with videos that are shared across all schools through their YouTube channel. These are used in tutor time and shared with primary schools. Sustainability an Eco Conference is held each year pulling together our Eco teams from across the schools. We have a Sustainable working group led by Hannah Thompson, Corpus Christi, which is a cross primary and secondary working party. RE Network Leads come together and share best practice, feedback on progress in relation to embedding CST and any next steps for the MAC during liturgical seasons. Activities in each school on CST are shared in our Romero Newsletter so ideas spark other projects across the MAC. Leadership of CL including CST <ul style="list-style-type: none"> Across the MAC, Paul Madia has strategic leadership of Catholic Life and Mission with support from Claire Restell, Vice Principal (Primary) who will join the School improvement team in the new academic year. Both inspect for CSI and they have complimentary skills to support both phases. CST – we have agreed a consistent set of CST principles to be used across all 7 Primary schools. At Secondary, CST principles have been adjusted to fit in with GCSEs and they are a focus for each half term. Specifically at Secondary, PiCCL, Siobhán Armstrong, was appointed in January 2024 and has made great strides in conjunction with Sandra Siddons, Head of RE from April 2024. In addition, we have appointed a TLR for CST which is the Head of Geography, Hannah Franks who has a natural enthusiasm for this aspect and she is working across departments to start threading CST through each subject. During our annual Romero Day we seek opportunities for MAC wide training that has Catholicity as a focus for all job families. Our recent day on April 8th ‘Romero Belongs’ included key note speakers on an inclusive ethos and workshops on sustainability, CSI and CST.on sustainability, CSI and CST.



	<ul style="list-style-type: none"> • CST <ul style="list-style-type: none"> ○ CST – we have agreed a consistent set of CST principles to be used across all 7 Primary schools. At Secondary, CST principles have been adjusted to fit in with GCSEs. ○ Images are being designed to be rolled out throughout the primary and secondary schools for the Catholic environment. ○ Cardinal Wiseman follow the GCSE CST pathway and each half term is focussed on a different aspect(s). There is a Saint for each one and for Solidarity, here is an example. The Saints specifically are chosen for their relevance to each aspect and to be reflective of the rich, diverse background of our school community. • Principal report and Academy Plan all flow from the Operational plan and detail the specific details of either the LiveSimply plan or the activities in relation to the CST. Examples of principal reports and academy plans can be provided on the visit so you can see the alignment. • Governance <ul style="list-style-type: none"> ○ The Board is informed of context, predictions, outcomes, metrics and key indicators through the Board report; this is produced by the Executive team in the second half of the term. ○ Furthermore, directors sit within Core Committee 3 with principals and governors from our LGBs to receive updates/ provide QA on the CLM RE and PL for the MAC. ○ Each school has an Academy plan with governors assigned to each pillar. Governors have quality assured through our new model of two visits Spring 1 and Summer 1; questions are drawn up in advance (usually the previous LGB by governors) and at the end of the school visit, the Governance professional captures the key findings and evaluations made by Governors. We have one GP for all eight LGBs. ○ The remodelling of the LGB meetings has been well received by governors; even though we have merged four governing bodies into two (through the Parish). This has been positively managed as a way of tightening up the rigour of governance. By focusing on one pillar specifically, governors now feel more confident from one visit to the next. They have ownership of the academy plan and plan visits to include Pupil/ staff and parent voice, meetings with staff or leaders or visits to lessons; all form part of the evidence gathering.
<p>a) What steps are being taken to ensure improvements in RE outcomes at both GCSE and A Level?</p> <p>b) As a standalone secondary school, how is moderation and the sharing of good practice for RE being facilitated and what impact is it having?</p>	<ul style="list-style-type: none"> • The Board annually hold a strategy day, focusing on outcomes in Primary and Secondary and issues related to transition, curriculum and parental feedback. Secondary leaders are invited to attend and engage in the session, and we explore and address the issues arising. • Executive Principal for School Improvement (Paul Madia) works on a regular basis with Cardinal Wiseman with both Siobhán Armstrong (PiCCL) and Sandra Siddon (Head of RE). on quality of provision / PiCCL on Catholic Life. In addition, we will be strengthening the team with Claire Restell who is a Vice Principal in the MAC and a CSI Inspector with Paul. • The HOD and PiCCL being new into post, are reviewing the curriculum at KS3/4/5 to ensure it is progressive as a model and meets the needs of all abilities. The HOD has implemented a QA calendar which reflects whole school moderation and details increased lesson drop-ins and feedback. Moderation of marking is effective now that we have a fully staffed department. There is a focus on impact – less scrutiny, more constructive feedback so this improves teaching and learning. Co-operative planning/marketing in the department allows for higher expectations of teaching practice. • Year 11 intervention has been implemented, team teaching, exam skills development, knowledge checks and intervention in school holidays. The 3-year trend shows improvement in all measures but especially at 5+ (10% increase since 2019). PiCCL and HoD are leading intervention focussing on marginal gains to improve grade 4+ and 7+. • Both the HOD and PiCCL have undergone exam board marking. This is used widely with teaching and learning to support staff and pupils in a continual raising of standards in RE. Both are keen to implement an Open-door policy, an expectation that we all drop into and see each other teach, not just ECT visiting or being observed so there is a culture of learning from one another.



- As plans get underway for the new academic year, there will be a review of knowledge booklets, setting with co-planning, use of assessment and trackers to inform intervention at class, topic and whole cohort level increased subject knowledge required to teach. There will also be a full Question analysis on GCSE and A level papers from 2024 to feed into the ongoing curriculum and assessment cycle.
- HOD's next steps are to focus on RE meeting time to be moderation and sharing of best practice. A focus to raise standards in KS3 and KS4 with a view to continue the increase in uptake at A level and forge links with neighbouring Secondary schools.
- **Standalone secondary**
 - The sharing of best practice with other RE departments across the diocese, including moderation of mocks at both GCSE/A-Level, is done at cluster meetings.
 - The CEO of Holy Cross was approached to join the LGB for Cardinal Wiseman. There is still a limited engagement with Bishop Ullathorne and Cardinal Newman, however the CEO is very supportive in carrying out reviews such as Sixth Form, being on admissions' committees and reviewing SEN practice.
- **Wider networking** – we have made links with Saint Thomas More Nuneaton, and recently SLT visited to see the school in action following their successful CSI inspection. We do want stronger relationships with our neighbouring schools in Coventry; whilst we are in Collaborative B together (Coventry LA networks), there is not a focus on RE.
- Once the vision is known, we want to actively seek collaboration with Secondary schools identified in our geographical area so during the transition towards a bigger merged CMAT we can put strong foundations in place. RE will be a priority and from, Romero Claire Restell will be a catalyst for this work leading the RE network.



High-Quality and Inclusive Education/School Improvement Report to Members

Questions	Answers
<p>Is there a common phonics programme across the MAC? What is the MAC doing to address the disparities in phonics' standards (60% to 86%) across the seven Primary Schools?</p>	<ul style="list-style-type: none"> We have not standardised the programme for phonics for schools and left a degree of choice to leaders; this is on the premise phonics are not of a concern. The MAC is predominantly RWI, with Cardinal Wiseman using this for intervention for those who need additional support for phonics. We have invested in RWI as a MAC package, and this has been ongoing throughout the year with external checks and training. Historic data for non-RWI schools has been consistently stable and those schools have opted to remain on their chosen programmes. Leaders and Reading leads in non-RWI schools, are confident in their approach and must give clear rationale for their chosen scheme. Early reading leaders have been trained over the past year to ensure there is a tighter control of mapping, progress and data. Dedicated release time if given for leaders to monitor and coach teachers and support staff to ensure high standards of provision. There is a current MAC target around improvement in phonics (RWI subscription) with all schools. Phonics predictions - 82% on average for the MAC with a longer-term view of schools transitioning on to RWI at the right time in their school improvement journey. Tighter central pull and focus on phonics with school RWI meetings and a central RWI meeting that is shared with schools. Some follow-on to non-RWI schools. We share phonic predictions in our MAC board report with outcomes shared in July at Core Committee 3, Quality of Provision, performance and standards, for oversight and accountability.
<p>What have been the MAC strategies to support SS Peter & Paul and St Gregory's address the negative outcomes evident in the Key Stage 2 progress outcomes for maths as shown in the 2023 data?</p>	<ul style="list-style-type: none"> MAC wide – we have a Maths lead at Primary who holds a TLR, all Primary follow Maths No Problem (MNP) and Secondary use White Rose as a basis. We are at the point where we are reviewing MNP into the new academic year. Board oversight is through Core Committee 3. The Chair receives reports of Maths reviews or any reviews carried out. The School Improvement team will always look across the reviews and look for any training needs. Maths reviews are completed as peer-to-peer models with the use of our LLME and MAST teachers (we have three). Ss Peter and Paul- Lorraine as Advocate Headteacher and Angie as LLME for the Origin Maths Hub lead Maths in the school and wider when appropriate so we are confident that the provision for Maths is incredibly strong. Other schools come to SsPP for lesson design work under the Origin Maths Hub umbrella. OFSTED were very positive about Maths. KS1 Maths attainment of 87% at expected standard shows that we are seeing the dividends of Mastering Number programme. <ul style="list-style-type: none"> <i>“Teachers have the subject knowledge and resources they need to teach the curriculum effectively. This means that new learning can be presented in a way that excites and engages pupils. They closely check on how well pupils are learning the curriculum and clarify any misconceptions quickly. Pupils recall key facts and knowledge during lessons. Reception children have settled quickly into the school routine. Staff plan activities effectively to develop children’s early reading, mathematics and communication skills. They are well supported by adults who skilfully engage them in conversations about their learning.”</i> OFSTED report Autumn 2023 Saint Gregory- there is a strong Maths lead in place who is supported within the MAC and by Origin Maths Hub. OFSTED were positive about Maths. Next year, there will be an Assistant Principal moving through the executive model into Saint Gregory to cover the maternity of the Maths lead; this AP is a MAST teacher. Furthermore, last year the staff at Saint Gregory took part in a whole school Inquiry Question around the teaching of Maths. <ul style="list-style-type: none"> <i>“Subject leaders are knowledgeable. They make sure that staff understand the learning sequence and how to teach it. This means that teachers have the subject knowledge they need to teach the curriculum extremely well. New learning, such as techniques or methods, is skilfully presented. Teachers check how well pupils are learning the curriculum in lessons and over time. They spot and address any misconceptions quickly. Pupils are proud of their work.”</i> OFSTED report Autumn 2023



<p>Has the MAC implemented any specific or creative strategies this year to address the Progress 8 gap scores for disadvantaged pupils at Cardinal Wiseman School as evident in the 2023 outcomes?</p>	<ul style="list-style-type: none"> • Maths support from an external specialist has been a successful deployment - 'Securing Higher Tier' - entering more students for Higher Tier to change culture surrounding Maths. An additional 20% of the cohort are challenged to study the higher tier content and study more challenging topics; in set 3 we have nearly 40% Disadvantaged pupils which is where traditionally students have dropped to Foundation paper; this previously has limited their attainment and placed a ceiling on progress. • English focus on Classical links within texts to achieve 'critical' understanding. <ul style="list-style-type: none"> • Focused on sets 2-3 where traditionally Disadvantaged pupils' data drops, particularly for Disadvantaged White British boys. • Intervention and revision programme re-imagined, focusing on Core subjects after school and weekends/ half-term sessions, with more intervention time during the school day for 'Bucket 3' subjects and NEA/CA elements. Disadvantaged pupils are prioritised for 1-2-1 sessions and invited first. • 'Drop down' opportunities to support students completing coursework elements of vocational qualifications. • Post-assessment analysis was tightened to consider all elements of an 'Impact Report' which ensured that whole school, faculty, class and student level strategies were aligned. Raising achievement meetings held with Head of Faculties/ Department to discuss mock data - identification of gaps in knowledge/skills/application and implementation plan to address. There was a focus on Disadvantaged pupils being the headline measure and specific conversations around this group of students getting the right support as soon as possible. • Targeted individual careers interviews prioritised at the beginning of the year for Disadvantaged pupils to ensure high aspirations. • Targeted, flexible tutor groups to address gaps in knowledge. • Extensive pre-exam programme of revision sessions in place throughout exam season. All students provided with individualised timetable identifying pre-exam revision sessions; focus on attendance for all but focus on Disadvantaged pupils where attendance was historically low. • Morning briefing in Theatre used to: <ul style="list-style-type: none"> • provide breakfast (fruit juice, water, cereal bars) • prepare students for exams (tips & last-minute key reminders) • identify late arrival/absence and where needed phone calls to parents/carers of absent students and, where necessary, mini-bus to go and collect from home • during mock examinations we used minibus and collections for non-attenders/ late students
<p>General note</p>	<ul style="list-style-type: none"> • There is a greater demand on our provision. This is at a time when we are having to make difficult decisions around staffing, especially (fixed term contract) support staff. We know that the need to support our pupils in closing the gap is at its greatest and we are gravely concern and how we can best manage the tensions. We anticipate that outcomes will decline, and we have acknowledged this in our risk register. • The situation in Coventry is changing; we have seen transience at all time high due to increased migration into the city. • Over the last year, there have been a significant number of admissions, and, of most concern, infant class size appeals are being upheld. This is then leading to us exceeding our PAN across several year groups in schools. This is coupled with a FAP system which is fractious and at times, not fit for purpose. • There is also a rising need in particularly EYFS KS1 with an increase in vulnerability, impact of Cost of Living, SEN, mental health and lack of basic school readiness. We are working hard through our pastoral provision to support individually and through our LiveSimply activities.



Finance and Operations Report to Members

Questions	Answers																																										
<p>What steps are being taken at the MAC to address falling rolls and to safeguard income for the future? We note from your Annual report (pg. 21) that you intend to implement marketing strategies to promote the Romero Child offer, what has been implemented and what tangible results have come from this?</p>	<ul style="list-style-type: none"> • Romero Child charter is the cornerstone of our Character education within Personal Development and is the reason in both Graded and Ungraded, the enrichment element is judged outstanding verbally or in the grades if appropriate across the schools. We believe this is a key factor in our schools being increasingly chosen as a first choice, as we make sure newsletters and social media share the wider formation of our pupils socially, morally, culturally and most importantly spiritually. It is also the vehicle for our cultural capital and CST. We are active in our media campaign, deploying Advent to access local and national news coverage (including the BBC and local newspapers for Cardinal Wiseman) to raise our reputation and profile in the community. • As at March 2024, we have very few places available as detailed on our month end accounts (we have a number of year groups over PAN) and we have a long-standing relationship with Advent to support our marketing strategies and a strong social media presence. All schools have a Facebook account, four have Instagram accounts and there is regular activity shared from schools. <table border="1"> <thead> <tr> <th>£'000</th> <th>CC</th> <th>GS</th> <th>SH</th> <th>SSPP</th> <th>SG</th> <th>SJF</th> <th>SP</th> <th>CW</th> <th>Catering</th> <th>BSTA</th> <th>Lettings</th> <th>SST</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Pupil Numbers (Exc. Nursery) - Arbor</td> <td>420</td> <td>214</td> <td>428</td> <td>213</td> <td>211</td> <td>422</td> <td>212</td> <td>1,445</td> <td></td> <td></td> <td></td> <td></td> <td>3,565</td> </tr> <tr> <td>Places over/(under) PAN</td> <td>0</td> <td>4</td> <td>8</td> <td>3</td> <td>1</td> <td>2</td> <td>2</td> <td>15</td> <td></td> <td></td> <td></td> <td></td> <td>35</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Where we have gaps currently in Rising 5s for Reception September 2024) (Saint John Fisher and SS Peter and Paul) there is confidence that the second round of allocation (which is imminent) will fill remaining places. • Generally, across our schools, when we have telephone enquiries from parents, we always invite them in for a tour of the school and this is conducted by a member of Senior Leadership Team. The personal touch always seems to work and parents who view the school following a tour mostly apply. When we have enquiries for year groups which are already full, we always sign post to our sister schools, and this has proved to be successful. • The tangible results are that 5 out of 7 schools have filled on first choice with an increased number from 2023, demonstrating an increased demand year on year as the popularity and reputation of our schools improves. • Next Steps: <ul style="list-style-type: none"> • Readvertise on social media and the school's newsletter the spaces that are available for September 2024 • Advertise in the Parish Newsletter – start from September (sooner if necessary) • Romero Child Charter – to be referenced in all future Reception place adverts. • Prepare leaflet to be circulated in Coventry University Hospital (we have several staff contacts) • When advertising for September 2025, sister schools to be suggested as a second-choice possibility 	£'000	CC	GS	SH	SSPP	SG	SJF	SP	CW	Catering	BSTA	Lettings	SST	Total	Pupil Numbers (Exc. Nursery) - Arbor	420	214	428	213	211	422	212	1,445					3,565	Places over/(under) PAN	0	4	8	3	1	2	2	15					35
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Also on page 21, we note that you are seeking to become an employer of choice, how are you achieving this and what benefits are you seeking to provide, whilst trying to ensure that staffing costs remain below 80% of income?

- Our [People Strategy](#) and [Staff charter](#) set the building blocks to enable us to be an employer of choice:
 - **Attract** – We look to offer competitive benefits to all our staff within the MAC including health cash plans, retail discounts, free onsite exercise activities.
 - **Belong** – Wellbeing and workload are paramount to us. With that in mind we have an employee assistance programme and online counselling as well as face to face industry specific counselling. Workload reduction is key, and we look to support teaching staff through shared planning across our schools.
 - **Culture** – We believe we are building a culture built on our values but also one where two-way dialogue can occur. We have regular employee forums where we share ideas and areas for improvement, as well as employee opinion surveys that are then followed up within schools.
 - **Develop** – Developing our staffing and allowing them to fulfil their God-given potential is a key enabler for us being recognised as an employer of choice. We offer a wide range of CPD opportunities for staff as well as a flourishing apprenticeship offering and a successful SCITT partnership that has seen a high number of successful trainee teachers progress throughout our schools.
 - **Leadership** – We enable servant leadership at all levels of the MAC, and we regularly bring leaders together to share CPD and a bespoke leadership development programme tailored for growing our catholic leaders of the future.
- With the recent DES people strategy being released, we will respond positively to the charter by prioritising staff formation, wellbeing, and mental health. We already have a strong Catholic workforce pillar in our strategic and operational plan in which we commission Blue Sky Alliance, our own internal school improvement team, to lead on staff formation, development, and wellbeing.
- We are also clear that communication is key. We need to secure staff voice in decision making through our staff forum and other networks for two-way dialogue.
- 81% staffing costs is a strategic KPI for the MAC and it is reported against on the Monthly Financial Report. Currently (Mar 24) only Sacred Heart is above this at 83%. This is due to a high number of 1 -2 -1 support staff and a high proportion of UPS teachers. The remaining schools are 80% or lower.
- We seek staff views every two years in November and this is analysed at a school and MAC level. This is something we are currently reviewing to see if we can make improvement on a timelier basis as a shorter 'pulse' response.



Governance and Leadership Report to Members

Questions	Answers
<p>What has the most recent 360° review of the Board identified and what steps are in place to address this?</p>	<ul style="list-style-type: none"> • Board review was integrated to the ERG completed in October 2023. The finding of the ERG board review was that ‘Directors on the MAC Board bring a diverse and strong set of skills, which has overseen the development, creation and continuation of the MAC.’ No improvement actions for the board were identified, but that consideration should be given to how assurance from LGBs is built into board working. • A recommendation of the ERG was for the appointment of a governance professional. Kate Godfrey was appointed in September 2023, with part of her role to support the links between LGB and board assurance. Kate is a former NGA consultant and leader in governance who carries out board reviews for Trusts across country, including links to the CST. She carried out a further informal board review in November 2023 as part of her integration into role. This included a review of board committees and structure, and led to changes in board arrangements including the role of Secretary to the Board which was significantly revised and extended for a delivery focus. Since November, Kate has taken on this role so that there is an improved connection between board scrutiny and decision-making and translation into actions for the executive, and closer links between LGB and Board assurance. • In Spring 2024, the Board reviewed and formally adopted the CST Academy Trust Governance Code, which was formulated with the CES as an Impact Partner. This was an action taken to further strengthen board governance, and in recognition of the emerging best practice for trust governance including board review. The Head of Governance, Compliance and Risk carried out an internal review of Board practice against the Code on adoption, gathering evidence of compliance and rag-rating board performance. This document is available for review and shows evidence of very strong board practice, which was also the finding of the ERG. • Recommendations from internal review included a consideration of board diversity, capturing the development of strategy in open documents including the strategic plan and being aware of emerging duties including sustainability, considering where board growth might help to bring further strengths to the MAC. Director recruitment has not been pursued due to restrictions linked to merger with the CNW MAC, but diversity has been an active consideration in LGB recruitment with the result that the pool of UKME/GMH governors has been expanded. • 360 review has not been pursued because of the recognition that evaluation against code responsibilities and delivery is recognised as best practice when compared to an approach based on self-evaluation. However, some aspects of board governance including standard of chairing are reflected in the skills audit, which is a tool used annually as part of end of year review.
<p>When did the Board last undertake a skills audit? What skills gaps were identified and what steps are being taken to fill these?</p>	<ul style="list-style-type: none"> • Skills audits were completed in May 2023 as part of the preliminary work for the CNW MAC and were shared with BDES and are scheduled as part of end of year processes in 2024, so that skills audit is integrated as part of an improvement plan which will be drafted over the summer and implemented from start of 2024/25 in keeping with previous practice. • Data from the 2023 skills audit has been used throughout 2023/24 as the basis for board and LGB support. Training needs highlighted by governors have been met where this can be managed with the MAC, and include training sessions on complaints, handling appeals and other panel processes and SEND. The internal training delivered to governors has been significantly increased under the Head of Governance, Compliance and Risk.



	<ul style="list-style-type: none"> Skills audit helped to identify governors with exceptional strengths in areas including education, health and safety and suitability for advanced panel placements. These strengths have been developed, with the result that governance delivery across the MAC including in complex areas around admissions, SEN and appeals processes including for pupil discipline processes is significantly improved and capacity now being shared with others. The involvement of governors with processes at all levels has been increased in line with the rising need for this including pre-exclusion intervention, governing body review and IRP.
<p>The MAC had an External Review of Governance in October 2022. What progress has been made on the recommendations in terms of those that have been implemented and those that may still be outstanding?</p>	<ul style="list-style-type: none"> Since September 2023, we have implemented a new model of engagement that builds the capacity in local governing boards to become the 'eyes and ears' by developing a robust and consistent monitoring framework that feeds through to the MAC. For assurance we have seen governance at local level grow significantly in confidence and being more forensic in their gathering of evidence as the year has progressed. Governors previously felt a weakness in seeing the vision translated into Curriculum; visits have enabled governors to see how the vision for the school is being threaded through the curriculum and school. Furthermore, they are planning to systematically embed the voice of pupils in their governance to triangulate what leaders are saying and this new model helps governors to monitor support staff wellbeing and workload. Directors feel that the visits that have been introduced provide assurance from Local Governors through the pillars they now are linked to; this negates the need for a Link Director role (which is not scalable) The academy plan provides a consistent approach for all governors to follow the Pillar Model at MAC and School level. This also gives local oversight of the Romero Child Charter - local governors ensuring that their school implements the charter which can be seen in the evidence gathered at the end of the session. To address recruitment challenges, we federated four LGBs into two merged LGB Boards through a Parish link with an Executive model. This has strengthened capacity, shared expertise, and led to a greater confidence across both Boards who have carefully managed oversight of both schools without losing the identity of either. No Directors sit on the local governing boards as approved in July 2022. An appointment of a Governance Professional was made in August 2023. Kate Godfrey started in September 2023. Challenges and questions are more clearly identifiable in minutes by the highlighting of relevant text. Next steps that we take into our next MAC operational plan are: <ul style="list-style-type: none"> Bring the evidence from LGBs back to the Board in a loop which we still need to work through. Hold MAC-wide governance hot-topic sessions for all local boards (our LGB briefings held previously)



Workforce Report to Members

Questions	Answers
<p>Has the MAC got a published people strategy that ensures all staff have CPD and formation opportunities?</p> <p>Is wellbeing a clearly stated objective in the MAC strategic objectives?</p>	<ul style="list-style-type: none"> The Board set out the foundations of the People Strategy; it was developed by management and shared at Core Committee 2, Strategy People and Organisational Development with feedback; principals were also asked for feedback before the Strategy was finalised. The Board recognised the importance of culture and leadership in ensuring any strategy is successfully delivered. The People Strategy was launched at the Romero Training Day on April 8th 2024, and there are five overarching pillars: Attract; Belong; Culture; Develop; Leadership. Wellbeing sits mainly in Belong, but also can be seen within Attract and Culture. This can be found on the link to the Strategy five-year plan on the first row of this document. Our Romero Staff Charter compliments the People strategy. It is shared on induction, and it is on our website. The MAC operational plan, details the aspects of the People Strategy and Romero Staff Charter that we are focusing on.
<p>What was the turnover of staff (staff leaving as a percentage of the total number of staff) in the last 12 months?</p> <p>Any comments?</p>	<ul style="list-style-type: none"> Our turnover for the year to date is 8.7% with us seeing 47 leavers. This has been discussed in detail at our CC2 committee but the reasons for leaving vary and there appears to be no theme throughout the exit interviews.
<p>How many reserved posts are currently vacant (or currently filled by staff who do not meet the requirements for the post)</p>	<ul style="list-style-type: none"> Currently we have 0 live protected post vacancies. All of our protected posts are filled with staff who meet the requirements.
<p>How many reserved posts are anticipated to be advertised in the next 24 months?</p> <p>Are there succession plans in place to fill these roles?</p>	<ul style="list-style-type: none"> We envisage that within our current protected posts, we are likely to lose three post holders in the next 24 months due to seeking career progression. We hold a talent matrix where we track our talent pipeline internally. We are creative in our leadership models so that we are always talent spotting and growing the future leaders. We recently had a maternity for Vice Principal at Corpus Christi which we could not cover. The Board took a risk; we made the post permanent with a view to knowing a VP role would come up in time. This is how we secured Claire Restell as a VP. Claire joined from John Henry Newman and was previously a PiCCL but wanted to step into leadership at Primary. She brings a wealth of skills and will be centrally based but seconded to Sacred Heart for two days, Cardinal Wiseman for one day, SCITT for a day and leading MAC wide Catholic life for one day. We use a nine-box model for talent spotting so we can see who is coming through. Blue Sky partners CEFEL in delivery of NPQs and we are also delivering ECT training so we continue to invest in our staff.
<p>Is there a clear induction and training programme for directors and governors in addition to the DES offer?</p>	<ul style="list-style-type: none"> We signpost directors and governors to the DES offer and then locally supplement with the Induction checklist to ensure a strong start to the role. During the year, we will bring all governors and directors together for the first meeting at Cardinal Wiseman so we can share our vision for the MAC and provide MAC wide Safeguarding training. This is then followed up by each LGB moving to looking separately at their own local safeguarding needs which takes place in a classroom or location close to the theatre hall in Cardinal Wiseman. Throughout the year, there are opportunities for bespoke training on CES policies, admissions, appeals and where there is a MAC wide need, we hold an LGB briefing to share across all six LGBs that govern the eight schools. From the School Improvement team, further support is given in terms of possible questions to ask on school visits; there is presence from the team including the CEO on site so we can support where there are bespoke needs to maximise that visit.



Recommendation regarding the appointment of external auditors to Members

The Romero Catholic MAC would recommend **Dains Audit Ltd**

MAC feedback to Members

The Board wish for the Founder members to consider the length of time we have been a MAC with a single Secondary school; something you raise yourself for this meeting. From the original launch of the vision in 20.02 2017, we were disappointed to see that Coventry was to be divided into one third (Romero) and the intended two thirds (Holy Cross MAC plus the 6 VA schools) dividing us from the other two Secondary schools. We simply cannot achieve the effective system leadership that yields excellence in our performance at primary against the isolation of a single Secondary school.

In 2018, the MAC underwent a [MAC review](#) which was on the back of politics at the time between both Ofsted and the DfE. The presence of an Accounting Officer but not a CEO was another reason given. The Outcome letter in March 2018 stated:

- *Directors have found it hard to bring about change and drive improvement at the secondary phase. There are several reasons for this. First, there is only one secondary school, which has not, until recently, drawn on expertise from elsewhere. Second, until 2017, the school followed its own path and resisted the company's efforts to help. Third, the delays in improving leadership in the school, even when board of directors challenged the situation and recommended that the local academy board was suspended and replaced with a school improvement board, resulted in prolonged poor performance.*
- *Current leaders in the secondary school are working collaboratively with the company for the common good to positive effect. However, there is still a degree of uncertainty about the long-term future because of the temporary, but currently effective, leadership arrangements. In addition, the further level of decision making for an appointment to a senior post, because of the need for approval by the diocesan bishop and founder member, has caused delays in the past. This must not happen again.*

The Lead HMI, Martin Pye was assured in March 2018, that the Diocese were committed to Coventry Secondary schools being together in 2021, but this did not come to fruition.

Our Secondary school remains structurally isolated for the foreseeable future. Repeatedly timelines have slipped; the CNW MAC was originally planned for September 2023, then it moved to September 2025. Whilst committed to this vision, we wish that consideration of single Secondaries, are a priority and a mandate be given that whilst we are working within time constraints, Secondary schools should start to collaborate with immediate effect as we work towards the intended vision.

At our last meeting with the Diocesan Officers, we raised that a key risk for our MAC was the potential to fall into a state of paralysis and delay making key strategic decisions. Whilst we believe that we have successfully negotiated this position (continuing to centralise central functions such as estate and catering in addition to HR and Finance) over the last few years whilst we await the outcome of the current consultation regarding CMATs it does feel that this risk is continuing.

