

The Romero Catholic Multi-Academy



Common good



Live Simply



Ambitious



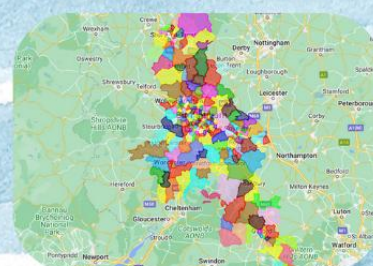
Inclusive



Innovation



Culture



Collaboration



Vocation



“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 flourishing in its tenth year of operation. From a starting point of eight schools united by the journey of transition between Primary and Secondary, we are in a thriving 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 must be to improve the quality of provision and outcomes so that every member of our community can 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 <i>Evangelise mission through the diverse interaction of our community of faith with our families, parishes/ local communities we serve</i>	Two/ three LGB Representatives will lead on evidencing this pillar
	Pillar 2 <i>Provide a faith based, values driven highly inclusive Catholic education that is in the best interest of our pupils</i>	Two/ three LGB Representatives will lead on evidencing this pillar
	Pillar 3 <i>Anchor a strategic school improvement model in which all schools contribute to the common good</i>	Two/ three LGB Representatives will lead on evidencing this pillar
	Pillar 4 <i>Put the best interests of the staff and leadership team of the schools and central team first, to develop and foster a culture of vocation within a highly skilled workforce</i>	Two/ three LGB Representatives will lead on evidencing this pillar
MAC	Pillar 5 <i>Provide an effective financial and central function at all levels to secure, protect and enrich Catholic Education</i>	MAC level only
MAC	Pillar 6 <i>Anchor the leadership and governance at all levels of the MAC to secure, protect and enrich Catholic Education for the common good</i>	MAC level only
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 for 2024 - 2025					
1. 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 53% in 2024 down 2ppt) (CC1 Flash report)					
2. Recommendation 2 of BDES MAC Monitoring – engagement with four Secondary schools to collaborate together and build an innovative and vibrant Catholic community of professionals to develop and share expertise and evidence-based practice (CC3 Flash report)					
3. The Romero child charter is relaunched and supports in the formation of the whole child through Romero Reflects; Romero Reflects; Serves; Aspires; Experiences; Thrives and Shines.					
4. All schools and the central team achieve the Live Simply Award and continue to Live in Solidarity; Live Simply and Live Sustainably					
5. Catholic Social Teaching is at the heart of the curriculum and wider curriculum and is embedded across all schools					
Budget					Total:
Performance Area	Activities	Lead	Au	Sp	Su
Respond faithfully to the call to live as a Catholic community at the service of the Church's educational mission	Global/National	CLRG PC			
	Diocesan	PC			

	Local Engage in the Forward Planning in the Coventry Nuneaton Deanery with forming a Pastoral/ Parish Council or Forum; CEOs of MAC x 3 attending deanery in Autumn term. - Greater engagement with five parishes (linking into two groups) focusing on the Synodal pathway as an influence on vision and direction; presence on the parishes within the Coventry East Mission CC SH StA SJF SMSB SP. The deanery will be set up in the following four groups Nuneaton Mission, Coventry North/ West and East Mission. - CMAT vision – commitment from board of directors and wider schools towards the BDES vision; engaging in any timelines that are outlined following the CMAT 1 roll out and how we will transition from local city wide engagement to diocesan CMAT.	CEO			
	MAC wide - Key dates across year - MAC CEOs to attend first Deanery in Autumn 1 2024 to understand the landscape in the parishes - Annual Romero Staff Training Day at Cardinal Wiseman Friday 27th September Blessing for the Tenth Year of Operation; on feast of Saint Vincent de Paul, including CW SVP and national reps, Macmillan Coffee morning and MAC Bakeoff - Annual Romero Mass on Monday 24th March 2025 on feast day of Saint Oscar at Saint Patrick's Catholic Church - 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	ExecT/ CLRG/ PC			
	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	CLRG			
	- Kenelm click here ; Salford provides further ideas Making a Retreat - Roman Catholic Diocese of Salford - Review of Romero Child Charter (badges to be launched at CW); commission a review of what needs to be 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'.	SIT			
Develop spiritual and moral formation of the whole community, through retreats, pilgrimages, and days of recollection for pupils and staff	Chaplaincy Strategy is embedded – page 4 MAC Strategy; Encounter, belong, (culture of) discipleship, evangelisation - 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 of two retreats at Cardinal Wiseman (review to two groups of four schools and three schools) - Separate retreat for each primary school for Christingle/ Confirmation (dates agreed with each school) TBC Gift Team CR to lead on the blessing of Gift Teams 9th October 1pm in the Lodge - One Life OPEN and STREAMs Primary Schools during key liturgical times across the year Rise Theatre at Cardinal Wiseman to enhance liturgical experiences /retreats for Years 7/8/9	CLRG PC			
	- Review and implement change in the delivery retreats for staff and leaders as and when appropriate; Advent and Lent - Tom to pre-record prayer services each week over the key liturgical seasons, enhanced with EducareM, CCSP, Diocese conferences EducareM 13th National Retreat is attended by all school leaders 12th and 13th June 2025 at Coombe Abbey Reconciliation At Primary, each school is responsible for Reconciliation. Focus on Reconciliation in December with KS3 focus.	PC			
	Pilgrimage to Lourdes – Sixth Formers with the Diocese. Autumn term a financial plan and timeline sent out to Year 12 – May half term 2025 adjusted once final details are given (January 2025 TBC)	Lay Chaplains			
Provide inclusive, spiritual, pastoral support to all those vulnerable and in need	Bereavement support – access for the families as and when needed Rainbows Bereavement Support Programme - Catholic Childrens Society (cathchild.org.uk) Guidance and Resources (bdes.org.uk) Advice for schools supporting bereaved pupils Winston's Wish (winstonswish.org) Pastoral – developing greater links with Moat House GrubHub and local community foodbanks; Learning mentor group to share best practice SVP: Tony McGuigan available to offer support they can. Contact email address is PresidentF02@svp.org.uk for Learning Mentors/ Pastoral Thrive – build on the foundations and link with Trauma informed practice Mental health – continue to work with Mental Health leads in each schools and bring together	PC			
Plan curricula and formation of the whole child and their God-given potential to engage with the	LiveSimply Award at MAC and School level (see previous detail) - 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 January 2025 (remaining schools have assessments booked in) Arts through Liturgy to be used as a vehicle across the MAC in either Advent or Lent to pull together our community of faith building on the Born for this from Lent 2024, Advent Calendar and Way of the Cross in previous years Cultural capital linked to faith to be a focus (e.g. Christingle in Advent) going beyond the limits of ordinary experience (transcendent).	CLRG PC			

Church beyond intellectual remits, and approach the transcendent.	• Catholic Social Teaching MAC strategy and progression is written and shared with all stakeholders to ensure that CST is at the heart of the curriculum and wider curriculum. • Agreed CST pillars for the MAC are known by all pupils staff and governors and known across both primary and secondary schools. • Romero CST roundel images designed and created; purchased and printed through TrophyME; Romero CST roundels displayed in each school in a prominent position to reflect the important for the formation of the whole child	CLRG SIT			
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) • Continued focus on improving the number of pupils who transition from Year 6 to Year 7 in Romero (38% up 6ppt in 2024) and the four CNW Secondary schools (53% in Sept 2024 down 2ppt on 2023); engagement and activities planned to promote transition from Year 6 to 7 focused on KS2 • Opportunities for determining God's call for your life/vocation (known as discernment) planned throughout each school through Vocations day – CCSP Vocations Mass in Summer.	SIT			
		All			
		PC			
Strengthen collaborations in that we are of service to society, respectful of other religions, & play a crucial role in building a cohesive society.	• Diocesan action plan July 2024 is implemented Action plan for Romero.docx with recommendation 2 on all 4 secondary schools to work together. • Diocesan CMAT networks that are emerging have Romero representation; Diocese SEN (HG/ DK) Primary Curriculum (WA) RE (CR) Disadvantaged (EL) Secondary links (KA) • Working with Parish on Synodal pathway; look at social action, inter generation interaction, social outreach; • School/Parishes; celebrate anniversaries • “I am Church” (October 22nd 2024) 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 • 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) • CNCSP, Neighbouring MACs, dioceses, social action groups, parents and other appropriate partners to act in the interests of the local Catholic community and work collaboratively on projects; provisional date set for Thursday 26th September	CLRG PC			
		CLRG PC			
		CLRG PC			
		CLRG PC			
		CLRG PC			
		CLRG PC			
		CLRG PC			
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 • Look into the requirement to ask for consent for pupils in streaming worships or liturgies from a Church or from a School • 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			
		All			

RAG Rating Key	
Red	Not progressed
Amber	On target to complete end of academic year
Green	Met

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 for 2024 - 2025 1. All settings have embedded the SEN fundamentals in provision (SEN) (CC3 Flash report) 2. Romero comparison with national data to improve: (CC3 Flash report) i.) Gap between DA and non DA attendance is closing (BDES MAC Monitoring recommendation 1) ii.) At primary, the Romero average in phonics, MTC and Expected Reading, Writing, Maths and Combined to be at least in line with national iii.) At secondary (in the absence of Progress 8), the gap between school and national to reduce in Attainment 8, EBacc average points score and percentage achieving grade 5 or above in English and Maths Improvement in Romero classification for subject heatmapping: 2/4 of developing subjects to become embedding and percentage of individual leading classification to increase by 5% (8 subjects)					
Performance Area	Activities	Lead	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.	CLRG PC SIT			
	- Introduce the 2 core principles from the 'CST Ambition Institute SEND White Paper A Good Life' at the Romero training day (Sept 3rd). 1) "Pupils with learning disability are complete humans...We can treat them with greater dignity, avoiding deficit language..." - Communication to be an SEND CPD main priority for 24/25 to make sure all pupils are 'heard' and given a 'voice'. - Include advice about adults language choices when communicating about our pupils with SEND to reflect respect, dignity and our Catholic values. 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." - All pupils including those with SEND will access wider opportunities including trips and sports days. - MAC wider inclusive sports days to be organised for most complex learners. - Review SEND provision required for 25/26 and what models would be sustainable e.g. is an Enhanced Provision with a SEND teacher financially viable? - Develop enhanced provision network (including outside of Romero) to share best practice and lessons learnt.	SIT PC LGB			
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 to be woven through core/ foundation subjects in priority order in a purposeful way	SIT PC LGB			
	Curriculum and Assessment review Letter from Secretary of State to Becky Francis (publishing.service.gov.uk) under new government of KS1 – KS5; updates to be provided by School Improvement team of evolution of the Review Group which will be established in Autumn 2024. 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) - Reading placed as a priority for all subject areas - New library installation - New Reading lead/champion to drive reading across the curriculum - 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. - Mentor groups set up for identified students; 'nurture' group of students with attendance between 70-90% with strategies to improve attendance; identify the top 30 and push for top grades through strategies (mentoring/ assemblies) (RK/ KA lead) - Each department is evaluated at KS3, 4 and 5.(RE IT Science English and MFL completed) 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) continues to be a focus; this year intake has doubled. - Ensure effective and meaningful curriculum links between KS2 and KS3 to ensure fluidity of curriculum and development of staff understanding and both key stages. - Curriculum statements and plans are clear for all subjects across all schools	SIT			

	- Curriculum statements to 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 - Each school to use the subject heatmap to identify specific areas for development and to school-specific target areas to bring about improved categorisation by the end of the year. - Assessment of core subjects is effective and informs future teaching, especially on more able and growing greater depth in KS2 ahead of KS3 (better awareness of Pri/ Sec links). This is followed up by impactful pupil progress meetings. - Subject leaders have a clear understanding of what assessment in their subject involves, how it informs their curriculum decisions, teachers delivery and pupils' future learning. (see doc for guidance Foundation Curriculum Assessment Rationale.docx) - Read, Write, Inc MAC wide project for all seven primary schools to ensure rigour in Early Reading; linked to Secondary project				
	- 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	SIT PC			
	- RE New curriculum training (Directory from 2025 2026) – timeline communicated through the Diocese and local cluster - CCSP potential project across all RE leads to create a local response to the RE Curriculum - RED To know you more clearly/ Directory SEN Guidance Click here is rolled out and an implementation plan is drawn up	SIT PC			
Provide opportunities for pupils to be digital learners	- Digital Transformation strategy to be embedded with a clear, costed road map for 2023-2026 - Hardware refresh for staff and pupils is high quality and enables pupils to access digital technology - Computing curriculum links Computing Hub strengthened – Bishop Challoner to access resources and training - Development of Computing curriculum CPD, languages and network to lead to subject being at least 'embedding' in every school. - Training for pupils in using Teams more effectively 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 digital music technology suite use is embedded and rolled out to more students to provide new learning opportunities - Pupil's/Students confident as Digital Champions across all schools - In collaboration with the IT team and IT leads, continue to collaborate with high quality professional development agencies to provide quality professional development - Digital champion apprenticeship (KS @ SJF) through Primary Goal and Tablet Academy to complete 24/25 for subject knowledge enhancement, with a specific focus on the use of the AI	SIT			
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.	- Every pupil makes good progress according to their starting point. - Analysis by primary school, statutory assessment and subject to understand trends and trails from data July 2024 - Rigorous phonics tracking ensure that gaps are quickly identified to ensure that every child makes consistent progress - Introduction of MTC tracking throughout the year at MAC level. - With GD below national KS2 last year, specific targeting and teaching of these groups to be outlined - Ensure effective termly pupil progress meetings identify key target groups, are a base for planning interventions, teaching strategies, focus groups and wider actions. SIT team to monitor these meetings and the documentation of targets. - Analysis by Secondary school for GCSE and A level from data August 2025 - Review assessment policy (in light of no PIXL) review and refine process for all pupils and all subjects - SEN 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. - Review Pupil progress meetings with presence of School Improvement Team to be determined - Culture of "Keep up not catch up" in terms of EEF recommendations Just a moment... (researchschool.org.uk) - All staff to access training on Adaptive teaching and task design to meet the needs of all learners 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. - Explore data manager options for making the best use of data analysis.	SIT PC LGB			

	- 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/ CR to support RE leads at Primary in ongoing quality assurance in CLM/ RE/ CW and work with PICCL and HoD in RE department at CW to raise standards; BDES MAC action to increase uptake of A level RE; Philosophy and Ethics				
Operate fair access and accessibility to all for disadvantaged children and children with SEND	High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. - Adaptive teaching CPD focus to embed a culture of ‘Keep up not catch up’ - Each school has a qualified Level 1 Makaton staff member - Makaton sign of the week is an embedded part of weekly assemblies and used as a whole school approach to become familiar with Makaton signing - All SEND data including categorisation and funding to be accurately recorded through Arbor. - All SENCO’s keep the ‘RSA Planning excel doc’ up to date and share with Principal, CFO and strategic lead for SEND. - MAC RSA mentor to complete 10 days of mentoring to upskill SENCO’s in RSA applications. - Romero Enhanced provision curriculum is created with input from the SEND lead practitioner, SENCO’s, MAC EYFS lead and school improvement team. - All enhanced provisions have a clear rationale and explicit entry and exit criteria - EEF 5 recommendations become embedded strategies for pupils with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	SIT PC LGB			
	Disadvantaged Using pupil premium EEF (educationendowmentfoundation.org.uk) to sharpen the action plans uploaded for December 2024 - 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 - High quality teaching: focused CPD, close data monitoring, ‘Keep up not catch up’ culture and wider school development - 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 Identify barriers to learning for disadvantaged pupils at school level and address any that are MAC wide, deliver MAC wide activities to close gap Link in with CAFOD World Gift for reading Top charity gift: Teach someone to read – CAFOD World Gifts (£10 per child)	SIT PC LGB			
	- 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.	SIT PC LGB			
Provide an inclusive pastoral support for pupils to address issues so pupils remain at mainstream or have smooth transition to/ from AP	- All schools partake in the Trauma Informed Attachment Aware Schools project (TIAAS) and have a named lead practitioner - In-house Team Teach trainers to deliver holistic behaviour management CPD that supports all schools to see behaviour as a communication and embed TIAAS approach - 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 - Seek engagement and projects identified with support from Behaviour hubs (Saint Augustine links with Cardinal Wiseman made in Summer term) - PSHE curriculum (through the use of Ten: Ten), workshops and assemblies to be intertwined with pastoral and inclusion culture and practices.	SIT PC			
	PSHE curriculum (through the use of Ten: Ten), workshops and assemblies to be intertwined with pastoral and inclusion culture and practices.	SIT PC			
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 including opportunities for pupils with SEND - Music peripatetic to be joined up from KS2 and 3 in readiness for September 2025 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 (carried over from prev yr) - 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) Paris 2024 Olympic and Paralympic Games: Coventry Flame of Friendship relay and torch design competition - 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	SIT			
		SIT			
		SIT			
		SIT			
		SIT			
		SIT PC CLRG			

	Review Awards in Summer term				
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) Behaviour Working party across MAC to continues to identify strategies and expertise; behaviour and culture NPQ to be offered to a range of staff through Blue Sky and CEFEL partnership, following positive impact of this NPQ - 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 Behaviour Working group to lead on review of Suspensions and Exclusions policy and practice/ training for leaders and governors - Behaviour strategies used in school reflect TIAAS and Thrive values - In-house Team Teach trainers to deliver holistic behaviour management CPD that supports all schools to see behaviour as a communication and embed TIAAS approach	SIT PC			
	Attendance updated with the Action plan Action plan for Romero.docx ; Reduction in all schools between DA and non DA – 6.8% at present at Cardinal Wiseman Governors QA the audit reports on Attendance and Safeguarding to ensure that all actions are complete (Spring and Summer 1 visits) Attendance Policy is updated with changes in force from August 19th 2024 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; FFT implemented and better used to inform data on attendance, suspensions in 2024 - 2025 Secondary SOL attendance continues to be implemented with focus on Year (10) 11 targeted in light of Missing Children Missing Grades which identifies endemic absence in KS4; but tighter rigour in all year groups to be addressed and QA with governors. 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 (new Chair to be identified) - Compliance with KCSIE 2024 is signed off by CC3; staff are clear on compliance; all actions complete in the audit (Charlotte Hegarty) and outstanding schools are audited in Autumn term.	LGB SIT			
		Attendance leads/ CEO			
Provide a high quality offer of destinations to ensure all pupils leave school well prepared for the next stage of education, employment or training & prepared to become confident citizens.	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 - Personal development - look at criteria for outstanding provision - Explicit curriculum links are made to vocations through CST work and explicit links to careers - Alumni is strengthened at 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 - Review safeguarding process for the schools for students in schools - Review work experience calendar to maximise opportunities and ensure effective monitoring - Specific pre-work experience lessons to prepare students for the experience and to enable them to maximise the opportunity it presents.	CLRG RE Leads			
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; - Working with Secondary and Primary clusters once groups are ready to look at the RE directory - 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 - With new deanery proposals for pastoral councils - Cardinal Wiseman to forge links with Father George to support with Masses - Youth group further established at Saint Patrick with Year 5 – 8 (Beth Mitchell)	RE Leads CLRG PC			

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 <i>each</i> school bring to the MAC, and share with other schools, which would help them <i>all</i> to develop further? - What can <i>each school</i> can gain from MAC, including what it needs to be able to sustain and improve educational outcomes and financial sustainability?				
KPIs		Budget			
1. Teacher Tapp metrics to show that the majority (70%) of leaders and teachers feel supported by the School Improvement Team (CC3 Flash report)		• Central school improvement pot: 59002 - £43467 (includes the prev Network pot which now <i>remains</i> with the MAC and de-delegated to LA			
2. Increase in outward facing work through delivering CPD, system leadership support and engagement in networks and partnerships.		• £12k allocated to CW from 23/24 and 24/25 pots for library refurbishment			
3. All schools to engage in specific language and oracy strategies and development with the support of the School Improvement Team.		• TLR £2k (plus oncosts) EYFS and Art & Design for 24/25 only			
Performance Area	Activities	Lead	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.	- Network leads engagement with Paul linking with LA; schools are engaging with statutory meetings; practice from other networks and schools captured - Diocese SEN (HG/ DK) Primary Curriculum (WA) RE (CR) Disadvantaged (EL) Secondary links (KA) - Implementation of oracy and MAC/ school led projects - 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	SIT ExecT			
Design an effective strategy to improve and maintain the performance of schools is in place	- School Improvement Team Offer Sep 24 - School Improvement Team led primary training calendar of CPD with termly centralised staff meetings - CW to have allocated support from WA (KS3), HG (SEN), CR (RE and CL) and LM (Phonics) - Each school to receive a bespoke offer carefully tailored by the SIT from both central support and also drawing expertise from across the MAC. - Continuous Improvement Review in January July for all schools (School Leader/ Chair of LGB and Executive Team) - Follow up CIR for CC (Oct 2024) - 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 - Where support is needed in a subject/ year group/ department, appropriate pairing with a system leader who can provide modelling is arranged. - SH are due OFSTED this academic year and will therefore have additional support aligned to this; CW, SP and GS will come into OFSTED cycle next academic year meaning additional support and preparation will begin in Spring 2 (SJF SG SSPP CC) and CSI (CC) completed in the Autumn term; Areas for improvement are included in the live Academy plan and shared with LGB - Pupil progress meetings to be monitored by SIT team to ensure effectiveness.	SIT			
Oversee the design and implementation of ambitious, broad, well-sequenced and knowledge rich curriculum	- 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; (SH in English and RC in Maths) - At Primary, heat map for subjects (identifying developing, embedded and leading) following CIR to identify any next steps for 2025/6 - EYFS TLR to ensure effective support for Nursery managers, transition between EYFS and KS1, effective pedagogy, leadership support and to engage in wider specific EY networks. - Art and Design and Technology TLR to complete review of planning, offer additional CPD and produce best practice work examples to be shared across the MAC. - All schools to engage in specific language and oracy programmes as a routeway for all learning. - All primaries to use NELI as their early language assessment system. Data from this will be tracked at school level and analysed at MAC level.	SIT			

	• 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 to be offered as optional sessions by the SIT team • Will – leading on Primary curriculum and assessment; Blue Sky, ITT, supporting KS3 curriculum and assessment and outreach work • Laura McG– leading on Primary curriculum, assessment, strengthening subject leadership, • Paul – leading and managing the School Improvement Team, leading the IT Team, leading Digital strategy, raising standards with CW SLT in RE department ahead of CSI, to lead on Catholic Life, RE and Liturgy and Prayer at MAC level • Hannah- leading on the MAC SEND strategy, implantation of SEND fundamentals, supporting with provisions and bespoke curriculums, leadings SENDCOs and primary and secondary transition for SEND. • Claire Restell- leading and implementing the Catholic Social Teaching MAC strategy, leading writing the new prayer and liturgy MAC policy in line with the new strategy, to work with CW RE department to raise standards and prepare for coming CSI inspection, to support Paul with all CSI preparation across the MAC				
Collaboration with MACs in the Diocese	Diocesan working groups have been established to share best practice in the following areas: • SEND (Hannah Gibson is Vice Chair) • Curriculum in primary schools (Will Allen is Chair) • Curriculum in secondary schools and 6th form provision (?) • Safeguarding (?) • EYFS (Sarah Mills is a member) • Inclusion and serving the disadvantaged (Hannah Gibson and Danielle Kingham are a member) • The working groups will share best practice with all diocesan schools.	SIT			

MAC and School priority	Pillar 4 Put the best interests of the staff and leadership team of the schools and central team first, to develop and foster a vocation in a highly skilled workforce				
KPIs 1. Time to hire to be below 36 days on average across the MAC [ATTRACT] (CC2 Flash report) 2. An improvement across the year in the percentage of our people who feel that their workload and wellbeing is considered. Results to be taken from our People Pulse Survey. [BELONG] (CC2 Flash report) 3. An improvement across the year in the percentage of our people who feel they have the opportunity for their voice to be heard. Results to be taken from our People Pulse Survey. [CULTURE] (CC2 Flash report) 4. Percentage of apprenticeship starts vs total headcount to be above 4% (Last 3 years 2.16%, 2.45% and 3.71% respectively) [DEVELOP] (CC2 Flash report) 5. Each school is engaged with at least 1 NPQ programme [Leadership] (CC2 Flash report)			Budget • £5k for Wellbeing Teaching With Heart - Belong • £5k sponsorship to be raised for Training day September 27 th 2024 - Belong • Teacher Tapp £7k for all schools and MAC wide surveys - Culture • Recruitment Platform across all schools – Attract - MyNewTerm		
Performance Area	Action	Lead	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 and integrated into training. - 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 – deliberate focus on Secondary staff exploring shadows in other Secondary schools in neighbouring MACs Induction process reviewed – ‘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	SIT ExecT			
Ensure an inclusive working environment across the MAC, that supports flexible working and takes action to promote equality, diversity inclusion .	Continued thread of EDI training for all staff within the academy Safeguarding training and statutory requirements - 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 and widening this further to look at other gaps in protected characteristics (linked to diversity) - Using recruitment events/ social media to widen circulation of recruitment for staff and governors to diversify pool to match pupil/ community profile	SIT ExecT			
Foster a supportive working environment by managing workload , prioritising wellbeing and taking action to support all staff.	- Workload reduction task force to be set up across the MAC . Workload reduction taskforce - GOV.UK (www.gov.uk) - Ensure that there adequate support for all staff Supervision (EYFS/ DSLs/ Pastoral) Teaching with Heart; Westfield counselling - All schools are addressing absence so collectively there is consistency in application of policy, Special Leave of Absence and use of supply costs. - Absence Levels continue to be monitored and reviewed through CC2 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. Education staff wellbeing charter - GOV.UK (www.gov.uk) – review and rewrite the Romero Staff Charter - 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.	SIT ExecT			
Continue to establish strategy to improve attraction the retention of great staff both within the individual MAC and across the school system. “Be employer of choice”	- Putting staff first (part 3); Managing workload; Systematic staff feedback (staff survey/ regular pulse feedback/ forums); Succession planning - Continue a staff first culture across a school led system - Continue to review the staff recognition scheme to enhance staff recognition - Review Recruitment methods and channels to ensure the best calibre are recruited into the MAC using ATS - 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 - Induction planned and implemented.	SIT ExecT Board CC2			

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.	- Principal committee meetings continue 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 (LAEO) who can support with queries and advice, LAEO, 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 - Staff incidents of harm to be monitored through CPOMs and reported at CC1	PC SIT ExecT			
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.	- Light Speed introduced (Sept 24) is used effectively and consistently to ensure all users remain safe; training rolled out to all SLT and Light Speed users (Aut 2024). Termly reports from the IT team to exec and board ensures all activates on our network are safe and appropriate protocols followed where breaches occur. - Roll out accessibility to AI technology through the office 365 licence using Co-Pilot to all users. - Infrastructure is stable and reliable ensuring all users (staff and pupils) have secure and consistent access to our network and Wi-Fi. - IT team to release a weekly "top tips" eg use of outlook, email, teams, share point etc via email to ensure end users are getting the most from their Office 365 licence. - 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.	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.	- SCITT trainees to be supported throughout the year. This will involve effective mentoring, school support, MAC support and full release for all Bishop Challoner events and training. - Mentors to receive training accreditation from Bishop Challoner upon completion of their 20 hours. Mentors to be released for training and to support trainees. At Cardinal Wiseman, Mike Bench to oversee development of all SCITTs. - SCITT recruitment plan for 2025-2026 to be rolled out. - Embed role as SCITT strategic partner - ECT to be released for Appropriate Body (AB) training - Blue Sky to deliver ECT training - Schools to link with SIT team for additional training and support as needed. - Mentors form part of a network to collaborate and support each other - Set up channel for Mentors to share good practice with report writing - Teaching apprentice programme to be launched with our collaboration with SCCU - Aspects of ECF to be shared across schools as appropriate e.g. adaptive teaching EEF Moving from 'differentiation' to 'adaptive teaching'	HR SIT ExecT			
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 – September 27th 2024 - Leadership formation – - Secondment for leaders and extend to other job families - MAC – Senior Middle leadership development (breakfast briefing NPQ) - Putting Staff First - Prioritising teacher learning; assigned dedicated time for individuals to personalise training with tailor made developmental opportunities - 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) - Full review of apprentice offering	HR SIT ExecT			
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 network - Forum created to support Industrial and Employee Relations agenda to continue - Transition strengthened with strong relationships between Year 6 and Year 7 Teachers; visits and QA activities in both directions.	HR SIT ExecT			
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 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 not to exceed 82% of total income (Budget 24/25) (CC1 Flash report) 2. Adhoc agency cover as a % of total staff cost not to exceed 1.5% (c£300k) (CC1 Flash report) 3. Hiring gap headcount less than 5% of total headcount (CC1 Flash report) 4. Sustainability – reduce printed sheeth versus 23/24; reduce gas & electric consumption (Kwh/day) by 5% versus 23/24 (CC1 Flash report) 5. SEND - EHCP application success – 80% (CC3 Flash report) 6. Lettings to at least meet budget level of £130k. 7. Reserves to remain no lower than 6% as stated in our Reserves policy					
Performance Area	Activity	Lead	Au	Sp	Su
Recognise the importance of ethical effective and efficient use of resources for the benefit of all schools in the MAC and the wider education system.	Financial Effectiveness - Complete review of LA SEN Contracts with a view to proving the service in house/hybrid without impacting outcomes - Once GAG letters received, review potential investment from reserves opportunities for the following year.	Finance			
	Financial Oversight - Management letter feedback; through the audit outcome action any points / findings made - MAC’s overall financial oversight approach is rigorous the publication of monthly accounts, and financial information to school leaders/ AO with continual reforecasting of the current year outturn so there is up-to-date visibility of the schools’ financial position, both at granular and MAC level	Finance			
	Review the financial and operational needs before making recruitment decisions	Finance			
	Information for system contribution Ensuring that the School Improvement Team, with greater capacity, 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. The setting of a minimum of days per school.	SIT			
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.	Embed the 3 year planning and continuous in-year reforecasting using the IMP software tool now in its second year	Finance			
	Continue to partner with external consultants e.g. CC Comms, Ricoh, Trident Utilities, Dukefield, to reduce our exposure to potential volatility in the marketplace	Finance			
	- 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) using expertise from WA HG. - MAC Strategic lead for SEN to liaise with Finance team to review and commission contracts for April 2025 to deliver a more streamlined, cost effective model that gives greater value for money.	SIT			
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 with particular attention to neighbouring MACs in BDES and any future CMAT announced. - Use the Kreston report to benchmark financial strategy of the MAC - Triangulation of staff absence/ hiring gaps and supply costs to identify potential cost savings and solutions.	Finance team			
	Estate resources continue to be allocated and prioritised via Every in conjunction with Condition Reports and external Health & Safety Reports especially in light of the addition in the Academy trust handbook 2024: What you need to know (schoolsweek.co.uk) Education and Skills Funding Agency boss David Withey confirmed the list of circumstances in which a notice to improve may be issued will be extended to include “estates management”.	Estate team			
Creates a capital strategy that maintains and	- Estate strategy is created and now ready for implementation with the four pillars; relationships with diocese estates is strengthened, condition reports & H&S reports inform along with any new aspects e.g. Solar Panels. Solar Panels has not yet got the approval from the Diocese. - Estate team are growing with confidence on completion of smaller in house jobs; savings are becoming evident as reported into CC1. This will continue with door hanging/ electrical. - Continued use of Estates team to improve environment into the academic year through project management and upcycling existing resources especially in relation to OPAL which is spreading across the schools.	Estate team			
	- Continue to use the condition & health & safety reports to prioritise SCA allocation; ensure there is a consideration towards sustainability in all works. - Programme of work will be set up by Tom and Pete	Estate team			
	Head of Estate is devising a scoring matrix to be devised from the condition, health and safety teaching and learning reports. implemented				
	- Tightening up on health and safety processes building on the foundations of better relationships with office and estate teams. - There is a routine of setting agendas and actioning points but clarity around the person responsible e.g. asbestos, is needed - Risk Management to be reviewed and revised and owned at the different levels with the MAC.				
	Policies need to be updated and known by staff in relation estate and health and safety.				

	- Formation and professional development of the team at all levels so there is a growing expertise in the estate strategy and health and safety compliance - Working 1 – 1 with schools with 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' - Tom to explore alternative sources of funding to improve environment; Tom to look at this with the MBA starting in September and this will form the research project. - Embed the School Hire as income generation moving forward and securing the Safeguarding in light of KCSIE compliance.	Estate team and PC LGB			
invests sustainably in the infrastructure, including buildings.....	- Engagement in the Safer Street Scheme on Potters Green Road to ease congestion; need to look at impact on operations and communications with the school community in how to - 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): - Decarbonisation projects – majority of boilers are now working at 95% not 65% and this will continue to be a focus moving forward until all are compliant - Low emission development – cleaner air and more jobs and money for Coventry - Circular Development – recycling and reusing our resources; Team Recycle; Eco Flag - Nature-based development – protecting our city's wildlife, plants and trees; LiveSustainably agenda within LiveSimply. - 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, SVP links with MoatHouse Grub Hub - 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	ExecT			
.....digital infrastructure and technology.	- Beginning of refresh for AV equipment at Cardinal Wiseman to support digital infrastructure. - CrowdStrike Anti-Virus deployment to enhance security posture and endpoint protection. The CrowdStrike Falcon platform uses intelligent threat protection in real time with high grade detection, automated protection and healing, advanced threat removing. - Lightspeed Alert Agent deployment to utilise AI to enhance the identification of concerning online indicators and alerts. Alerts include relevant context with recent web searches and site history, enabling staff to quickly understand the situation and take action, providing proactive student safety. - Device refresh to provide higher specification equipment to support the developing digital curriculum across all sites.	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	Finance			
	- Implement Academy Trust Handbook 24/25 updates and sign off the changes in this edition What-has-changed-in-this-edition ESFA letter to CEOs this morning Five area: Notices for unsafe buildings, EV scheme 'pause'; Finance lease changes provided they appear on the DfE's approved list - Internal audits mandated (GAG annual revenue over £50 million) Clear plans needed for reserves	Finance			
	- Provide clear accountable budgets to Principals removing cost areas that are outside their control to a separate central cost centre (e.g. maternity costs). Report against these, holding Principals to accounts on significant variances from plan needs review of wording for 2025/6 TK April Tighter rigour on supply contracts which were identified as an area of concern requiring greater internal control in 2023/ 2024 by CC1 and Executive team	Finance			N/A
	- Health and safety policy, procedures and practices to be reviewed; Asbestos policy to be reviewed for Autumn 2024 and arrangements with external consultant reviewed in light of changes; Emergency planning, BCP updated - Continue to implement Health and Safety as a MAC and LGB structure to ensure lines of sight for compliance	Estate			
	- 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) and enlist StoneKing Legal advisor (Paul and Helen) on behalf of school queries that can't be dealt with at school level. - Compliance, 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 especially in light of the unrest during the Summer holidays following the Southport incident.	ExecT			

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		Budget				
1. Scheme of Delegation is known and understood by Directors and governors		• Director Clerk (Sharon Lee) and LGB Clerk (Angela Brown) – SLA with Warwickshire County Council (Gurby)				
2. BDES MAC Monitoring action plan is completed by July 2024 (Recommendation 1 /2)		• StoneKing Retainer Michael Brotherton for legal advisor on Governance, Parental/Pupil				
Performance area	Activities	Lead	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.	Full support given to the transition from MAC to the CMAT that will include Romero; once announcement is made and whilst we are in transition, the board and executive team are mindful of structural and cultural changes to enable us to best steer change management	Board				
	• Scheme of Delegation is shared in the Autumn term and published online and to all LGBs and Terms of references are updated in light of any changes (e.g. LAC to LGB, CSEL to CEO)					
	• State-Funded Schools and Election Law Stone King -updates to be shared with change in power so responsive nature					
	• Through the appointment of a new Directors Clerk (Sharon Lee), smooth transition from Head of Governance, Compliance and Risk, in all aspects of our engagement model, over time, to be reviewed; Scheme of delegation, Flash reports, Terms of Reference, Academy/Operational plans all updated with BDES guidance for 2024/2025 ahead of CMAT.	ExecT				
	• Embed the 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 12.9.24) then three LGB meetings and two set half day visits for Governors to be the 'eyes and 'ears' building on success of pilot for 2023/2024	ExecT LGBs				
The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.	• 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; governors to identify questions under each pillars for school visits in Spring 1 and Summer 1					
	• 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					
	• Executive Leadership	LGBs ExecT				
	• The newly merged executive model at Corpus Christi and Good Shepherd is supported in the interim of the model (in light of principal absence at Corpus Christi) for the duration					
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	• The two merged LGBs continue to embed with 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 and apply new learning					
	• 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.					
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	• 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					
	• Academy MAC Governance Code – A voluntary code for academy MACs in England (atgc.org.uk)- the board have agreed to adopt the code;	Board				
	• Greater visibility on metrics for all aspects, finance, HR, education, health and safety					
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	• 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.	Board and ExecT				
	• As a LiveSimply organisation, 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.					
	• In the academic year 2024 – 2025, 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 CMAT is released; CMATs will be set up with none of the current directors	Board				
	• Working with Holy Cross and Holy Spirit, and with the endorsement of the diocese, executive leaders should create the opportunity for secondary schools to collaborate together and build an innovative and vibrant Catholic community of professionals to develop and share expertise and evidence-based practice. See action plan					
	• 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.					
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	• 26 th September partnership meeting TBC					
	• 22 nd October 'I am church' CST sharing of best practice amongst the CCSP					
	• Engagement with the Deanery in light of the changes to pastoral councils					

	Links made where possible, with Holy Spirit MAC e.g. Mousike Ensemble, Sporting events, links between Secondaries in particular around Sixth form, Curriculum, Moderation and Behaviour support. (Behaviour/exclusions training with KG)				
Board effectiveness Generated from Spring meeting	ACTION - detailed walk through at governors meeting at the end of our reporting period - in January 2026 before the CIR ACTION - CPD - NGA and BDES CPD Training programme for Katie. Build in to the programme the session in January on the annual report. KH ACTION - revisit the Director voice at the next Romero Day; meet a Director Café session at the Romero Training Day; Director / staff 1:1 ACTION - add the board weight behind Work Experience, linking with Alumni on Monday. ACTION- look at wider community engagement across Primary and Secondary; community engagement plan ACTION- that the planner provides visibility of progress towards strategy; Eleanor and Victor open to all ACTION- ensuring that our strategy focuses on pushing our most able as well as recognising the importance of addressing SEND. ACTION - from Board / CC need to be time bound – next meeting is often too far away ACTION - committee communication – copilot summary of minutes (picking out decisions made / key points) with links to minutes if people need more detail HQ ACTION - whole MAC review of vision, mission, values (Claire Restell – involving – staff, pupils, governance) ACTION - refresh of understanding around reserved powers / schedules of delegation (joint with SST) ACTION - Katie developing support for LGB members (but likely constrained from developing governance too far given new MAC) ACTION - open invite - Board members to LGB meeting / school visits ACTION - consider Spring 2 LGB – best use of Q&A process ACTION - continue to use WhatsApp group for transparency of information between Board, however can't assume silence is acceptance, and clarity around what is for decision vs what is for information and ties to good governance. ACTION - aim to recruit Directors with diversity in mind / LGB representatives				