



Forming Christ-centred pilgrims of hope...



...with kind hearts.

questioning minds, a thirst for knowledge, and a hunger for justice.



“Called to action”

“The mission of schools is to develop a sense of truth, of what is good and beautiful.

And this occurs through a rich path made up of many ingredients.”

Pope Leo X1V

Romero Catholic Multi-Academy is now flourishing as it celebrates its **tenth anniversary – 1 August 2015 – 1 August 2025**. 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. A sense of belonging in all eight of our Catholic schools helps pupils feel spiritually connected, emotionally supported, and valued as part of a faith-based community. In Romero we commit to inclusion, encourage academic engagement, and promote our shared MAC values of **respect, integrity, service and excellence**. This environment nurtures both personal growth and collective responsibility. 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 are now embracing a phase of transition as we collaborate within Regions Map: [BDES Regions](#) with greater links forming with **Holy Cross, Holy Spirit, Magnificat, Pope Francis MACs and VA schools**.

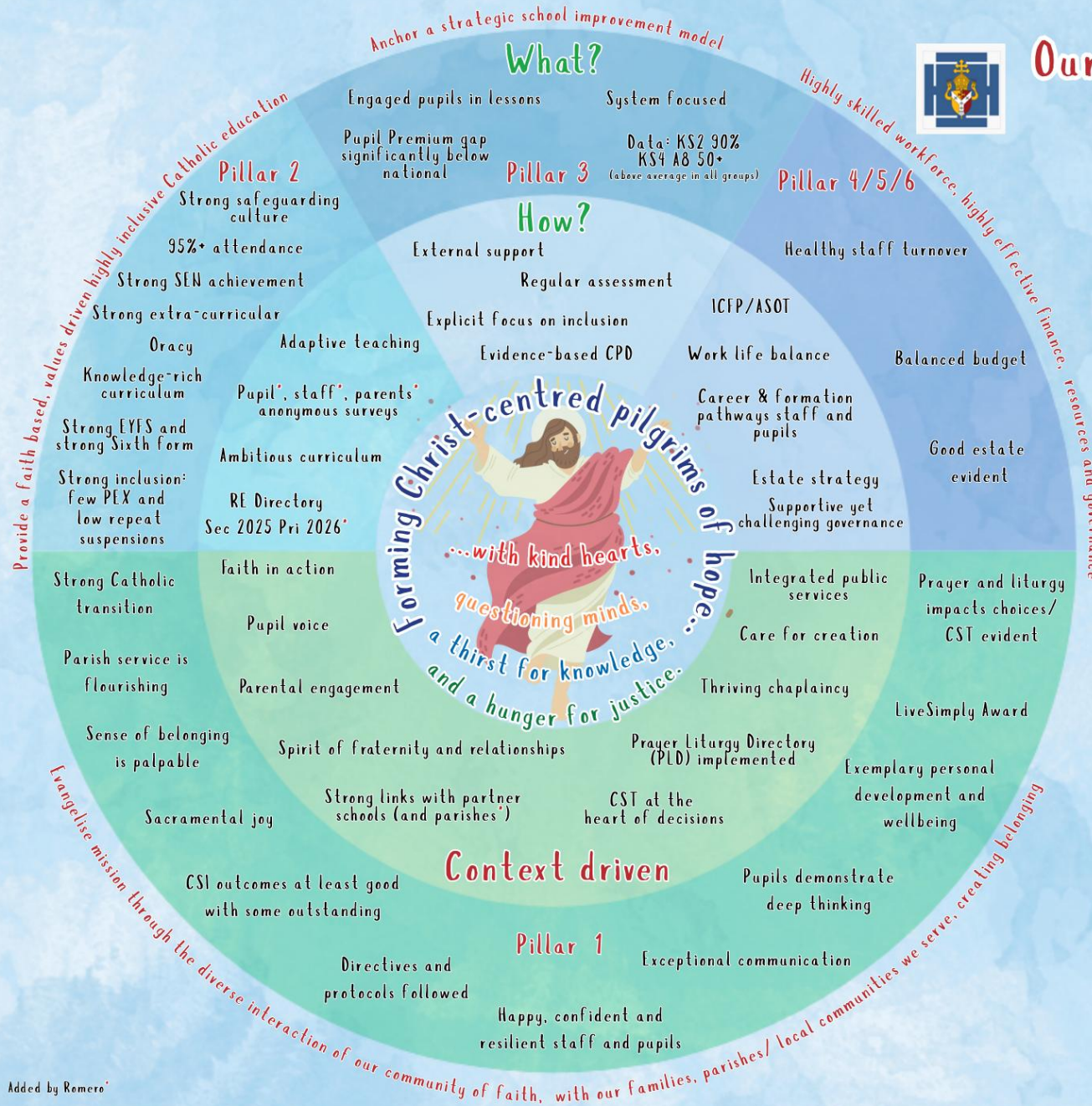
We believe that the key purpose of our collaboration must be to improve the quality of provision and outcomes so that every member of our community can fulfil their God-given potential. Never has there been a time more crucial to share our expertise, practice and resources than in the current challenging 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, families and parishes 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, creating a palpable sense of belonging</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	Strong and Flourishing Catholic MAT framework final.docx BDES 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) Strong and Flourishing Catholic MAT framework final.docx BDES

Our flourishing Archdiocese Mission Model



'Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.'



Added by Romero

Priority MAC School	Pillar 1 Evangelise mission through the diverse interaction of our community of faith with our families, parishes/ local communities we serve, with a palpable sense of belonging				
KPIs for 2025- 2026					
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. Relaunch of Wiseman Connections with 500 contacts on LinkedIn (CC3 Flash report)					
3. Recommendation of BDES MAC Monitoring – engagement with four Secondary schools to appoint a Director of School Improvement for Secondary					
4. All schools and the central team achieve the LiveSimply Award and continue to Live in Solidarity; Live Simply and Live Sustainably (SH CC CW outstanding)					
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				
	- All schools to know and understand what it is to be a Pilgrim of hope and a MAC/ School timeline is continued - Jubilee Year 2025: Pilgrims of Hope - a letter from the CES Chairman, the Rt. Rev. Marcus Stock Friday 24th January 2025 Jubilee Launch Day to Friday 21st November 2025 Celebration day. - Pope Leo https://cafod.org.uk/pray/jubilee-2025 continues to be the focus of Catholic Life Reference group to keep alive Jubilee events and activities alongside those planned. - CAFOD link - resources, events and inspiration for the Jubilee Year, Pilgrims of Hope. Schools need to sign up here: https://jubilee-schools.org.uk/ - All schools to invite CAFOD visitor share more about World Gifts and how the funds raised impact our global sisters and brothers contact schools@cafod.org.uk or birmingham@cafod.org.uk - CSI preparation for Saint John Fisher and SS Peter Paul to ensure readiness and shared understanding of expectations. - CSI compliance checks supported for St Gregory, St Patrick, and Good Shepherd, followed by feedback and support sessions	CLRG PC			
		CLRG			
		SIT SIT			
	Diocesan				
	- Diocesan working groups will now be established across the BDES and region 4 to share best practice. this regional structure is designed to foster deep and meaningful collaboration across our school and MAC communities. Ongoing prayers, insights, experiences and aspirations are vital to co-construct the future together, moving towards a smaller number of large, flourishing Catholic trusts. Regions Map: BDES Regions (Holy Cross, Holy Spirit, Magnificat, Pope Francis MACs and the relevant VA schools) - Regular meetings continue to be held with key group of stakeholders to focus on the transformative strategy to deepen the Catholic life of the MAC; CEO, Chair of CC3, EP for SI, LC, PICCL, to plan for the liturgies in the next term. - LiveSimply, Live Sustainably, Live in Solidarity; Live Simply agenda drives the overarching MAC strategy to milestones identified to bring MAC together to strengthen and deepen the Catholic ethos across the organisation; Link to DfE and Sustainability and climate change strategy – and also the Coventry Climate Strategy. General page to primary and secondary resources Education (cafod.org.uk) - COP 30 Brazil November 2025 COP30's main themes include: reducing greenhouse gas emissions. adaptation to climate change. climate finance for developing countries Mon, 10 Nov 2025 – Fri, 21 Nov 2025 in Brazil - All schools and central team achieve to LiveSimply Assessor and assessment to take place. Celebration to be held at each entity once signed off and then continue implementation. (Saint John Fisher, Good Shepherd Saint Patrick, SS Peter and Paul, Saint Gregory, SST all completed). Revisit the pledges, action plan and build on embedding further actions post award of LiveSimply to continue the legacy. Remaining schools, Cardinal Wiseman, Sacred Heart and Corpus Christi all booked in) - Review the RE Leadership in light of Directory timeline; “To love You more dearly The Prayer & Liturgy Directory”, click here. The new Prayer and Liturgy directory will be implemented from September 2025. - RED (RE Directory) Launch the RED at CW in September 2025 with a community Mass and CPD for staff. - RED (RE Directory) Begin RED planning and CPD rollout for primary schools for the 2025–2026 academic year, including collaborative planning days. - Implement the Prayer and Liturgy Directory (PLD) across all schools by Autumn 2025, ensuring integration into daily worship and community events. - One Life OPEN and STREAMS packages across the MAC - Attend and contribute to the BDES Conference at Coventry Building Society Arena (June 2026) to share best practice and network	PC			
		PC CLRG			
		CLRG			
	CLRG				
	SIT ET				
	SIT SIT SIT SIT PC/ Chairs				
	Local Engage in the Forward Planning in Deanery with forming a Pastoral/ Parish Council or Forum.	CEO PC SIT CEO			
	- Greater engagement with five parishes (linking into two groups) focusing on the Synodal pathway as an influence on vision and direction; - New Parish Priest at Saint John Fisher – Father Marco - CMAT vision – commitment from board of directors and wider schools towards the BDES vision; - Adoption of the MAC Mission model (see page 2 of this document) - Ongoing prayers, insights, experiences and aspirations are vital to co-construct the future together, moving towards a smaller number of large, flourishing Catholic trusts. Regions Map: BDES Regions	ExecT SIT Board ExecT			

	MAC wide • Host a MAC-wide Belonging Week, with themed activities rooted in Catholic teaching on dignity and community. Sense of belonging is palpable (link to Mission Model) • SYNOD – Thursday 6th November 2025 at CTK Capture the voice of the MAC through Synod-themed activities focused on belonging, relationships, and faith in action, whole MAC review of vision, mission, values (Claire Restell – involving staff, pupils, governance, parish priests) • MAC Training day – Monday 29th June 2026 on feast of SS Peter and Paul revisit the Director voice at the next Romero Day; meet a Director Café session at the Romero Training Day; Director / staff 1:1 • Conduct MAC monitoring visits in every school focusing on RE, Celebration of the Word (CW), and Catholic Life and Mission (CLM). • Carry out deep dives for schools awaiting CSI, including: Learning walks, Book scrutiny, Pupil, staff, and stakeholder voice, Policy reviews, • Annual Romero Staff Training Day at Cardinal Wiseman Friday 29 June Blessing for the Tenth Year of Operation; on feast of SS Peter and Paul • Use the MAC Skills Matrix to monitor and review liturgical practice, informing continuous improvement. • Hold termly MAC team meetings to track progress and share best practice in prayer and Celebration of the Word. • Host termly RE Leads Network Meetings to ensure consistency, collaboration, and high standards • Annual Romero Mass on 24th March 2026 on feast day of Saint Oscar at Saint Patrick's Catholic Church or another if appropriate • 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 continues to flourish • Host a Year 2 Christingle event to introduce younger pupils to the liturgical year and symbolism. • Develop legacy projects with the other Romero Trusts, inspired by pilgrimage experiences, to deepen community ties and shared mission. • Light touch review of Romero Child Charter (badges to be launched at CW); commission a review of what needs to adapted or included in each key stage and how we can strengthen and ensure purposeful transition between key stages to deepen what it means to be a 'Romero child of God'.	ExecT/ CLRG/ PC ExecT Working group SIT			
Develop spiritual and moral formation of the whole community, through retreats, pilgrimages, and days of recollection for pupils and staff	• Facilitate liturgical leadership workshops for staff and pupils to deepen understanding and ownership of the PLD. • Coordinate the Year 4 and Year 7 Romero MAC Pilgrimage to Coventry Cathedral (Friday 10th October 2025) as a spiritual encounter and community celebration. • Fan the Flame (CNCSP) Year 5 One Life retreat at Holy Family (Thursday 2.10.25 10am – 12pm) for Jubilee celebration and bringing schools together across Coventry and Nuneaton. • Commission new chaplains and support them in developing action plans that integrate Voice 21 oracy strategies into spiritual life and student leadership. • Deliver oracy-based chaplaincy training to enhance student voice in Celebration of the Word and faith-based dialogue. • Chaplaincy Strategy is embedded – page 4 MAC Strategy; Encounter, belong, (culture of) discipleship, evangelisation • All primary schools to attend one of two retreats at Cardinal Wiseman (review to two groups of four schools and three schools) • 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 • 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 • BCPP (Birmingham Catholic Primary Partnership) used in schools. • Reconciliation At Primary, each school is responsible for Reconciliation. Focus on Reconciliation in December with KS3 focus. • Pilgrimage to Lourdes/ Rome– Sixth Formers/ Staff/ with the Diocese or CES. Autumn term a financial plan and timeline sent out to Year 12 – May half term 2026 adjusted once final details are given	CLRG PC CNCSP SIT PC			
Provide inclusive, spiritual, pastoral support to all those vulnerable and in need	• Bereavement support – access for the families as and when needed especially in relation to Corpus Christi ◦ 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 and SIT			
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 2026 • Arts through Celebration of the Word 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 Launch the Romero MAC CST Programme, including: ○ Initial launch event ○ Mid-year review using staff, pupil, and stakeholder voice ○ End-of-year findings and celebration of impact • Integrate Catholic Social Teaching (CST) into at least one cross-curricular project per term in every school. • Launch a MAC-wide Faith in Action Award Scheme to recognise pupil-led service and social justice initiatives.	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, CR, LB and CW TBC) • Continued focus on improving the number of pupils who transition from Year 6 to Year 7 in Romero and the four CNW Secondary schools engagement and activities planned to promote transition from Year 6 to 7 focused on KS2 • Re-launch of the Wiseman Connections through deployment of a strategic working party and Michael Mogan as consultant	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 2025 is implemented Romero MAC Monitoring Visit Questions 2025.docx • Secondary Director of School Improvement appointed to work across Holy Cross Holy Spirit and Romero MACs • 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 • Launch the “Moving On and Moving Forwards” leadership programme, focusing on Catholic leadership pathways and spiritual formation. All schools to ensure at least one member of staff attends one of the programmes. • 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; review of the CNCSP in light of the merging of Holy Spirit with Magnificat.	CLRG PC			
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Creatively use digital technology to enhance engagement and wider reach in participation	• Streaming Masses and Celebration of the Word through digital technology reaching beyond the immediate community to wider engagement • 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 2025 - 2026					
1. To increase the number of pupils stating "I enjoy coming to school" from the pupil survey by 14% to be above national average. (CC3 Flash report)					
2. Romero comparison with national data to improve: (CC3 Flash report)					
a. To reduce the Pupil Premium gap by 20% across all statutory attainment measures.					
b. FFT shows the gap between FSM and non FSM attendance is closes to 2ppt at primary and 4 ppt at secondary; Romero comparison with national data to improve: (CC3 Flash report)					
c. At primary, the Romero average in phonics, MTC improves by 10%.					
d. At Primary, expected Reading, Writing, Maths and Combined to be at least in line with national, and closing the gap at 90% (Diocesan target - 90%+ KS2)					
e. At secondary KS4 attainment 8 50+ (above average all groups)					
3. All pupils with SEND will have appropriate scaffolding, adaptation, or support to access learning and make progress from their starting points (CC3 Flash report)					
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.	- Flourishing Diocesan Vision: “Forming Christ centred pilgrims of hope with kind hearts, questioning minds a thirst for knowledge and hunger for justice.” - Sense of belonging is palpable in the culture of each school and organisation - Focus drive on putting pupils with barriers first, all principals to have an inquiry question for 2025 – 2026 based on overcoming barriers of their choice - Pupil premium strategy to be a focus with closer scrutiny on budget. The Children’s Commissioner for England, Dame Rachel de Souza, has published a new report focused on children’s experiences of poverty, read report here	CLRG PC SIT			
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. - Order is embedded: Autumn 1 2 Stewardship of creation and Dignity of Person (link to Advent) - Spring 1 2 Common good and Social justice (link to Lent) - Summer 1 2 Solidarity and Dignity of Work 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; - Reading placed as a priority for all subject areas - New explicit reading curriculum with fortnightly lessons established across Key Stage 3 - Reading assessment redesign with specific follow-up intervention and support plan (linked to The Reading House EEF) - Redesign of the English curriculum at Key Stage 3 with reading and writing as specific strands, with specific skills and progression mapped - Reading strategies to be integrated into Walk Thrus CPD - Cover curriculum to be reviewed in light of the KS3 Reading 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. Curriculum Assessment tighter especially on more able and growing greater depth in KS3 - Review of Key Stage 3 curriculum with focus on disciplinary skills and mapping through KS3 heatmap - Follow-up curriculum work on redesign of core subjects - Follow-up curriculum work on MFL and Computing - Review of wider subjects at Key Stage 3 - MAC outcome letter; Review of KS3 / transition (2025) and increase uptake of RE A level (Philosophy and Ethics) continues to be a focus (from 2024) - Ensure effective and meaningful curriculum links between KS2 and KS3 to ensure fluidity of curriculum and development of staff understanding and both key stages. (BDES MAC Monitoring recommendation) - Curriculum statements and plans are clear for all subjects across all schools - 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	All SIT			

	At Primary - DfE: Best Start in Life Strategy Giving Every Child the Best Start in Life. The government has published its strategy. The government's 'plan for change' has already set a target of increasing the proportion of children reaching 'a good level of development' by the end of reception year from 68% currently to 75% by 2028. Each school continues 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. 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. - Read, Write, Inc programme for all seven primary schools to ensure rigour in Early Reading; linked to Secondary project - The DfE has produced a new guide for raising attainment in writing. This is an area of focus across our Archdiocese. Please see: The DfE has produced a new guide for raising attainment in writing. This is an area of focus across our Archdiocese. The writing framework - GOV.UK				
	- 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 use research, collaborate with networks to develop subject knowledge and disseminate best practice	SIT PC			
	- RE New curriculum training (Directory from 2026 2027) – timeline communicated through the Diocese and local cluster - 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 continue to be embedded with a clear, costed road map for 2025-2028 - IT team, computing leads and school improvement to work in collaboration to promote best practice in computing, particularly within the use of AI - 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 - Pupils/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 - Improved access to digital curriculum through new login system across all schools	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. - 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 2024 - 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; 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. - 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	SIT PC LGB			

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. • Launch Adapted Provision Curriculum in September 2025, ensuring it reflects Catholic values and meets the diverse needs of all learners. • Review and refine the MAC SEND Strategy, capturing legacy practices and establishing a clear timeline for implementation and evaluation. • Organise SEND Leads Forums to ensure consistent, inclusive practice and shared understanding of Catholic inclusion. • Evaluate impact of nurture provision through pupil voice, progress tracking, and wellbeing assessments. • Curriculum Development: Embed adapted provision for core subjects and begin refining foundation subject adaptations, focusing on accessibility and impact. https://www.nationalyearofreading.org.uk/ for 2026 adopted. • Behaviour Policy Review: Align behaviour approaches with trauma-informed practice to enhance emotional safety and consistency across settings. • Nurture Provision Exploration: Assess the need for nurture provision to complement adapted provision, targeting pupils with SEMH as a primary need. • Specialist Staff Training: Deliver targeted CPD on sensory integration and complex communication to strengthen staff expertise in adapted settings. • SaLT Assistant Induction: Ensure effective onboarding and integration of the new SaLT assistant to support communication needs across provisions. • 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 • 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 2025 • 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 ○ Schools to access resources and evidence from Research Hubs and EEF alongside ECF training 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 to embed the Trauma Informed Attachment Aware Schools project (TIAAS), have a named lead practitioner and develop a culture of belonging. • 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 • PSHE curriculum (through the use of 10:10, 10:10 plus and My Happy Mind), 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 development.	• Enrichment calendar set out for all schools to participate in MAC wide/ city wide and beyond activities including opportunities for pupils with SEND • Working collaboratively with Head of Music at CW, peripatetic to be joined up from KS2 and 3 in readiness for September 2026 • Ensure all schools have a minimum core offer for peripatetic music tuition • Work as a MAC to provide a wider range of sporting opportunities for all schools through Cardinal Wiseman and the use of Sports Leaders and those studying PE and Sport programmes. • 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 ○ Spring Term 2026 -Romero Child Charter Awards	SIT SIT SIT SIT PC CLRG			
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	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	SIT PC			

able to actively participate and progress.	- 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; launch at the first Principal meeting of the year Thursday 11th September 2025, led by PM - 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 Personal plans to be in place for any child that is receiving any strategies through Team Teach (complaint from school July 2025 – Romero template to be used) Reflection on each suspension in piloting school to see what steps, if any, could have reduced risk of suspension (especially repeat suspensions) e.g. having a PEP or PEEP signed off and reviewed regularly.	LGB SIT			
	Attendance updated with the Action plan Action plan for Romero.docx ; 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 any DfE updates and new MAC Strategic leads the strategy across all eight schools Part Time timetables to be tracked closely (Middle leader assigned at CW and CEO assigned to primary to track using a form) FFT implemented and better used to inform data on attendance, suspensions in 2025 - 2026 Secondary Study Bugs continues to be implemented with focus on new Year 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 - Compliance with KCSIE 2025 is signed off by CC3; staff are clear on compliance; all actions complete in the audit (Charlotte Hegarty) and remaining schools are audited in Autumn term 2025 by Jayne Lowe Develop and implement a MAC-wide Trauma-Informed Policy, co-created with school leaders and pastoral teams, embedding shared principles across all settings. Deliver CPD on trauma-informed approaches, linking to Catholic social teaching and inclusive pedagogy.	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. Destination data is tracked forensically using Andreas from TFT to share their practice; link to BDES MAC Monitoring recommendation 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 (Secondary) and 2026 (Primary); - 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 to schools in Coventry and into Region 4 - 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	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 each school bring to the MAC, and share with other schools, which would help them all to develop further? - What can each school gain from MAC, including what it needs to be able to sustain and improve educational outcomes and financial sustainability?				
KPIs 1. At all levels staff can access high quality CPD/Support in an identified area to improve teaching and learning. 2. All schools to embed Voice 21 oracy strategies and development with the support of the School Improvement Team. 3. Teacher Tapp metrics to show that the majority (70%) of leaders and teachers feel supported by the School Improvement Team (CC3 Flash report) 4. To ensure at least three system links are made with schools across BDES region 4.		Budget - Central school improvement pot: 59002 - £81,000 - TLR £2k (plus oncosts) EYFS and Art & Design for 25/26			
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/ JB/ DK) Primary Curriculum (WA) RE (CR) Disadvantaged (EL) Secondary links (KA) Embed Voice 21 oracy strategies and development with the support of the School Improvement Team to ensure that oracy permeates every lesson and school life. - Observation/ evidence from Pupil progress meetings demonstrate that school leaders are rigours in ensuring that every child makes good or better progress. - 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. Belonging Strategy / 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. - Increased confidence in using data to identify strengths and weaknesses and follow up on actions/next steps. 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 September 2025 - School Improvement Team led primary training calendar of CPD - CW to have allocated support from WA (KS3), JB (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 and SJF (Oct 2025) - Where support is needed in a subject/ year group/ department, appropriate pairing with a system leader who can provide modelling is arranged. - St P, CW, GS are due OFSTED this academic year and will therefore have additional support aligned to this; - Compliance check (SG and St P) and CSI (SJF and SSPP) completed; 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. - Conduct termly Quality Assurance (QA) reviews led by Diane Pye, with a dual focus on MAC-wide priorities and individual school development needs. - Use QA outcomes to inform school improvement planning and cross-school support strategies. - Develop leadership capacity by rotating facilitation roles and sharing best practice across schools.	SIT			

Oversee the design and implementation of ambitious, broad, well-sequenced and knowledge rich curriculum	- All schools to access and utilise National College CPD suite of training - Disaggregated INSET day will be replaced with a series of online learning modules to be completed across the academic year. - Health & Safety/Prevent Duty/Sexual Harassment and Harmful Sexual Behaviour/Equality, Diversity & Inclusion (EDI)/Data Protection / GDPR - Leaders will receive tailored modules with a contextual focus on: - Strategic safeguarding / Leadership in Prevent and EDI / Data handling and accountability - 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, disadvantaged – using research and evidence in practise - Art/ Design and Technology TLR to complete review of planning, offer additional CPD and produce best practice work examples to be shared across MAC - At Primary, heat map for subjects (identifying developing, embedded and leading) following CIR to identify any next steps for 2025/6 - At Secondary, new heatmap specifically for subjects at KS3 (identifying developing, embedded and leading) to benchmark subjects, inform next steps and measure progress in curriculum redesign. - At Secondary, Improving Literacy in Secondary Schools EEF and Supporting reading in secondary school: Guidance and workbook for all secondary school staff to ensure that there is a shared accountability to raising standards in English across the school; (SH in English and RC in Maths) - Establish a clear strategy for subject leader and year group network sessions, including termly meetings, shared planning, and moderation. - Subject leader network meetings to take place each term, led by the school improvement team to ensure a greater clarity in expected standards in phonics, history, geography, art and design, D and T, Voice 21, English, computing. - Curriculum leads to drive curriculum implementation within their schools and collaborate with subject leads. - All primaries to use NELI as their early language assessment system. Data from this will be tracked at school level. - Continue embedding Voice 21 strategies across all schools, with a focus on oracy-rich classrooms and pupil voice in learning. - Facilitate cross-school oracy showcases to share impact and celebrate progress. - Implement a coordinated Year 1 transition model across the majority of primary schools, led by LMcG, to ensure consistency and continuity in early learning; evaluate transition impact through pupil progress data and teacher feedback. - Deliver fortnightly CPD sessions for ECT1 and ECT2, led by WA focusing on pedagogy, Catholic ethos, and reflective practice. - Create a MAC-wide ECT mentoring network, pairing new teachers with experienced mentors across schools. - School Improvement team – areas of focus: Will Allen – leading on Primary curriculum and assessment; Blue Sky, ITT, supporting KS3 curriculum and assessment and outreach work Laura McGinty– leading on Primary curriculum, phonics, EYFS to Year 1 transition, assessment, strengthening subject leadership, Paul Madia– leading and managing the School Improvement Team, leading the IT Team, leading Digital strategy, to lead on Catholic Life, in partnership with CR, RE and Celebration of the Word and Prayer at MAC level Jo Bradley- advise on SEND needs, implantation of SEND fundamentals, supporting with provisions and bespoke curriculums, leadings SENDCOs and primary and secondary transition for SEND, support with emerging needs for schools. Claire Restell- leading and implementing the Catholic Social Teaching MAC strategy, leading writing the new prayer and Celebration of the Word 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, lead TIASS implementation in conjunction with Jo. Hannah Gibson - maternity	SIT			
Collaboration with MACs in the Diocese	- Diocesan working groups will now be established across the BDES and region 4 to share best practice. this regional structure is designed to foster deep and meaningful collaboration across our school and MAC communities. Your prayers, insights, experiences and aspirations are vital as we co-construct the future together, moving towards a smaller number of large, flourishing Catholic trusts. Regions Map: BDES Regions - Archdiocese of Birmingham will commission Olive Academies to develop the recommendations across the 4 key strands: CEO CSEL meeting.pptx - Staff training, professional development and the sharing of best practice across MACs and the diocese. - Development of adaptive teaching and curriculum at all educational phases. - The review of existing internal provisions and the development of others where needed . - The exploration into the development of CMAT alternative provisions, to ensure those individuals requiring an alternative provision remain in a Catholic rich culture. - The working groups will share best practice with all diocesan schools: - Curriculum in primary schools (Will Allen is Chair) to gather best practice from across MACs and VAs - Curriculum in secondary schools and 6th form provision group (check this is running) - Safeguarding (check this is running) - EYFS (Sarah Mills is a member) - Inclusion and serving the disadvantaged (Hannah Gibson and Danielle Kingham are a member/ Jo Bradley to replace Hannah)	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. Attract - Hiring Gaps of teaching staff to be below 5% (CC2 Flash report) 2. Belong - Sickness absence to be below 3% (24-25 3.03%) (CC2 Flash report) 3. Culture - To achieve a minimum of 60% completion in MAC people surveys (CC2 Flash report) 4. Develop - 100% for all staff compliance on compulsory assigned modules on National College (CC2 Flash report) 5. Leadership - 100% of Romero Schools to be engaged on either Moving On or Moving Forward Programme (CC2 Flash report)			Budget • £5k for Wellbeing Teaching With Heart - Belong		
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 whilst linking in to other local diocesan schools in Region 4 - Secondments promoted to share experiences across schools, using flexibilities of the MAC structure to create opportunities - Induction welcome event to be relaunched allowing a consistent approach for all staff and directed at all job families to highlight specifically MAC level support and initiatives termly dates to be set and all principals must commit to send new staff - 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 .	- Compulsory EDI Training to be rolled out for all MAC staff through National Online College as part of disaggregated day. - Safeguarding training and statutory requirements, with additional training to be utilised through National College where appropriate - Flexible working to be encouraged and supported within schools in line with policy reviewed in April 2024. - Continued review of Gender Pay Gap - 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 is adequate support for all staff Supervision (EYFS/ DSLs/ Pastoral) Teaching with Heart; Westfield counselling - Review of Occupational Health provision to ensure we are getting a best-in-class service - All schools are addressing absence so collectively there is consistency in application of policy and use of supply costs. - A review of Special Leave of Absence (policy being reviewed in new academic year)to ensure we are providing a flexible solution that is consistent with the market and also ensuring resourcing to schools. - 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 SCITTs/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 through Tuesday Tip expanded - 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 - Drive recognition awards across all schools ensuring staff are regularly being recognised across the MAC - Recognition for Long Service to be reviewed to reflect the milestones in a vocation and policy updated according - Continually 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 linked possibly to Training day in June or 10th anniversary. Share our wins and celebrate our staff so that there is recognition, high attendance of staff is recognised. - Promote the benefits available to all staff linked to their employment with TRCA	SIT ExecT Board CC2			

	• Induction planned and implemented, including MAC level induction • Launch of a Refer a Friend policy to support recruitment needs • Review use of paid targeted social media advertising to further drive social media presence • Link to be formed with Cardinal Wiseman careers lead to track school leavers and offer support into employment within education • Link to be formed with staff that leave the MAC				
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 'belonging strategy' to improve behaviour and relevant policies which are cascaded into schools locally so there is consistency in practice across. Part of the statutory duty for the Local Authority is to provide all schools with a named Local Authority Attendance Officer (LAAO) who can support with queries and advice, LAAO, who will liaise with Sharon Feeney. • 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 • Use of National College for statutory training, as well as training enhancements for areas such as safeguarding and Health & Safety • Recording platform for Low level concerns/ Allegations against staff and Safeguarding issues relating to staff, ensuring there is an audit log with all information tracked; Microsoft form system to be explored. • Review of Allegations against Staff policy to ensure the process is clear for all stakeholders and escalation occurs at the correct time.	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.	• Lightspeed 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. • Achieve Cyber Essentials Plus certification to improve security infrastructure and follow industry best practice • Utilise Secure Schools Security Score to actively monitor KCSIE requirements on a per-school basis • Infrastructure is stable and reliable ensuring all users (staff and pupils) have secure and consistent access to our network and Wi-Fi. • IT team continue 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. • Active CyberSecurity training for all staff to increase user-level security posture	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 2026-2027 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 centrally to support smaller schools or where capacity is tight • 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 apprenticeship providers • Regularly bring SCITT/ECT/Apprentice staff together • Recognition those who have progressed through teacher training and have successfully become an ECT • 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 on June 29 2026 • 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 (BDES MAC Monitoring priority) • Coaching sessions at all levels; Principals (Matthew Stokes) Senior Leaders Coaching for middle leaders (WA CW) and Executive Team • Continued review and reflection of apprenticeship offering to ensure we continue to have a varied selection of opportunities available across all job families • Support staff performance dialogues to begin to ensure regular communication whilst reflecting on CPD, progression and opportunities; to be tagged into existing HR business partner meetings alongside absence / case work etc.	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 - SCITT /ECT networking events to ensure that early career staff have opportunities to network linking with both Bishop Challoner and National Institute for Teaching and Education *new for 2025 to expand pathways for prospective teachers https://www.coventry.ac.uk/nite/ - Transition strengthened with strong relationships between Year 6 and Year 7 Teachers; visits and QA activities in both directions. - Staff Forum created to support Industrial and Employee Relations agenda to continue both at MAC and Diocesan level (ahead of CMAT transition)	SIT HR			
Ensure every member of staff is effectively line managed to maintain high performance. Actively encourage career progression opportunities across MAC.	- Buddy system in place – review of induction policy for all job families (current inconsistencies in practice) - Talent Mapping for staff with actions to support development with termly reviews with each school on development areas - Line management training on key areas to be rolled out for SLTs e.g. Absence Management, Performance Management, Recruitment Practices etc. - Further formalised training offering in place through external bodies such as ACAS - All staff to be clearly assigned a line manager with regular 121's happening across all job families	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. (Core) Teaching & Learning staff costs as a % of income not to exceed the previous 12 month rolling average. (CC1 Flash report) 2. Adhoc agency cover as a % of total staff cost not to exceed 1.5% (c£300k) (CC1 Flash report) 3. Sustainability – reduce colour printed sheets versus 24/25; reduce gas & electric consumption (Kwh/day) versus 24/25 (CC1 Flash report) 4. Lettings (CC MUGA, CW Hall & Pool, FSO houses) to at least meet budget level of £137k. 5. Reserves to remain no lower than 6% of GAG 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. - Measurement and benchmarking of sustaiabiity measures around enery consumption	Finance			
	Financial Oversight - Management letter feedback; through the audit outcome action any points / findings made - Monthly publication on the consolidated in year financial position and how that compares to the budget/forecast. At least 2 re-forecasts are prepared during the year to give a more up to date financial outcome predcition - Engage with budget holders / principals before making recruitment decisions in light of the financial circumstances	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			
	- Embed the 3 year planning and continuous in-year reforecasting using the IMP software tool - Review major contracts before they renew to ensure best VFM - 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 2026 to deliver a more streamlined, cost effective model that gives greater value for money.	Finance Finance 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 announcements - Triangulation of staff absence/ hiring gaps and supply costs to identify potential cost savings and solutions.	Finance			
	Estate resources continue to be allocated and prioritised via Every in conjunction with Condition Reports and external Health & Safety Reports especially considering the Academy Trust Handbook 25/26	Estate team			
Creates a capital strategy that maintains and	- Estate strategy has been created and implemented in conjunction with the four pillars; relationships with diocese estates is strengthened, condition reports, H&S reports a with operational needs the distribution of capital funding such as the SCA. - Estate teams have grown with confidence on completion of smaller in-house jobs; savings are becoming evident as reported into CC1. This will continue and ensure that the SCA funding is maximised. - 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. - In light of Secondary Sufficiency of places, continue dialogue with the LA regarding capital investment akin to The Bridge for potential expansion of Year 7 in 2027 – 2031. Look at the estate with a view to longer term repurposing site e.g. Aquinas building which is isolated and a distance away between lessons.	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 the Head of Estates and the Academy Facilities Manager. - Head of Estates has created a scoring matrix devised from the condition, health and safety teaching and learning reports.	Estate team			
	- Improving health and safety processes building on the foundations of better relationships with office and estate teams. - Standardisation of 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 to be updated and known by staff in relation to 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. - The Head of Estates to explore alternative sources of funding to improve environment; - Embed the School Hire as income generation moving forward and securing the safeguarding considering KCSIE compliance.	Estate team and PC LGB			
invests sustainably in the infrastructure, including buildings.....	- Continued 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 the changes based on first year of operation will affect us (e.g. afternoon shortening) - 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 2025/ 6 (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 completed. - 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. - Move to Inventory cloud subscription model to improve performance and standardisation of visitor management records across sites - Implementation of new login system across all schools to improve access to computing curriculum in EYFS/KS1 - Move to cloud-based VoIP telephone system for improved performance, access to additional features, and reduction in operating costs - 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			
	Adhere to Academy Trust Handbook 2025 and any in year updates affecting the MAC’s finances	Finance			
	Continued rigour on supply contracts - Informal ICFP analysis for the primaries to ensure contact time is optimal	Finance			
	- Health and safety policy, procedures and practices to be reviewed; Asbestos policy to be reviewed and arrangements with external consultant reviewed in light of changes; Emergency planning, Ensure BCP has been updated by each School. - 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 continue to enlist Stone King Legal advisor (Michael Brotherton) on behalf of school queries that can’t be dealt with at school level.	ExecT			
	- 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.	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)				
		• 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 as a part of Region 4, 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 implemented 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 collaboration of Directors Clerk, Governance professional to Clerks and Governor advisor, there is a smooth transition and engagement within the tiers of our engagement model	ExecT				
	• Scheme of delegation, Flash reports, Terms of Reference, Academy/Operational plans all updated with BDES guidance for 2025/2026 ahead of CMAT.					
	• 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 11.9.25) then three LGB meetings and two set half day visits for Governors to be the ‘eyes and ‘ears’ building on success of pilot and last year 2024/2025.	ExecT LGBs				
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Archdiocese of Birmingham Diocesan Education Service

Don Bosco House
Coventry Road
Coleshill
Birmingham
B46 3EA

Mr B Fawcett
The Romero MAC
The Romero Catholic Academy
Potters Green Road
Coventry
CV2 2AJ

Wednesday 9th July 2025

Dear Brendan,

2025 MAC Monitoring and Review Process

I would like to thank the Directors and Executive Team for attending the meeting on Wednesday 2nd July at SS Peter and Paul Catholic Primary School to conduct a MAC monitoring review of The Romero MAC on behalf of the Archbishop and the Member. It was an absolute pleasure to visit the school and see the wonderful work in action. Please do pass on our thanks to Lorraine, the staff and pupils for offering such a warm welcome.

Referencing the Strong Catholic MAC Framework, we identified during our meeting the following areas of strength and areas for development:

Areas of Strength

Catholic Life and Mission

1. With the development of a MAC-wide chaplaincy strategy, the structure and status of chaplaincy across the Romero MAC reflects a strategic and conscious decision to ensure the centrality of chaplaincy to the life and mission of the MAC and the quality of the provision for spiritual and moral development of pupils and staff. Please share your practice with other MACs/schools across the diocesan family.

Leadership and Governance

1. The MAC is focused on the needs of its schools and the communities they serve. For this reason, local governance is a crucial element of leadership and management. The Board correctly rely on local governance to ensure that its vision and strategies are welcomed and realised. Governors understand their schools through a centrally

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planned annual review of all pillars in the MAC Framework. They are further supported by the MAC's Governance Professional in developing support and challenge for school leaders. The response to the external review of governance is commendable.

Areas for development

High-Quality and Inclusive Education/School Improvement

1. The Board is clearly ambitious for all its schools. The Strong and Flourishing MAC framework calls for Boards to be meticulous in fulfilling a key aim of Canon Law - namely, to ensure that their schools offer an education at least as academically distinguished as that provided by other schools in the area (Can. 806). To achieve this, the Board should develop a clearer understanding of common MAC-wide priorities and strategies that drive school improvement. From this foundation, key performance indicators (KPIs) can be established to measure progress in individual schools and to evaluate the impact of the MAC Executive in driving improvement.

Executive Leaders are encouraged to visit comparable diocesan schools to benchmark performance and identify best practices - an approach that is especially valuable at the secondary level notably Key Stage 3.

2. There needs to be a continued focus on transition (particularly primary to Catholic secondary) to ensure all children progress through each phase of Catholic education within the MAC so that pupils leave the MAC's schools well prepared for the next stage of Catholic education, employment or training and prepared to become confident citizens serving God and serving others.

Catholic Workforce

1. There is an expectation that diocesan MACs build an innovative and vibrant Catholic community of professionals, working collaboratively across schools and with other Catholic MACs to develop and share expertise and evidence-informed practice. With agreement in principle to recruit a Secondary School Improvement Lead (exact title to be confirmed) across three MACs, there is now a timely opportunity to accelerate the establishment of a collaborative partnership in 2025/26.

Using the Strong and Flourishing Catholic MAC framework, I ask that you develop an action plan (in whatever format you currently use) to address the above areas for development and send it to Mark O'Connell at academies@bdes.org.uk within one month of the date of this letter. Please let Mark know if we can provide any assistance in this process.

Please forward:

- A copy of the Romero MAC's Chaplaincy strategy
- A list of potential future Catholic leaders

Thank you for all that you do in support of Catholic Education.

Kari Gordon
Trustee and Chair of the Education Sub-Committee

CC Helen Quinn, CEO

School / MAC (Secondary/ Middle/ High shaded in green)	Region 3	MAC
All Souls Catholic Primary School, Coventry		
Christ the King Catholic Primary School, Coventry		Holy Cross Catholic MAC
Corpus Christi Catholic Primary School, Coventry		The Romero MAC
English Martyrs Catholic Primary School, Rugby		Our Lady of the Magnificat Catholic Multi Academy Company
Good Shepherd Catholic Primary School, Coventry		The Romero MAC
Holy Family Catholic Primary School, Coventry		
Holy Trinity Catholic Primary School, Chipping Norton		The Pope Francis Catholic MAC
Our Lady and St Joseph's Catholic Academy, Nuneaton		The Holy Spirit Catholic Multi-Academy
Our Lady and St Teresa's Catholic Primary School, Rugby		Our Lady of the Magnificat Catholic Multi Academy Company
Our Lady of Lourdes Catholic Primary School, Witney		The Pope Francis Catholic MAC
Our Lady of Mount Carmel Catholic First School, Redditch		Our Lady of the Magnificat Catholic Multi Academy Company
Our Lady of the Assumption Catholic Primary School, Tile Hill		
Our Lady's Catholic Primary School, Alcester		Our Lady of the Magnificat Catholic Multi Academy Company
Our Lady's Catholic Primary School, Alcester		Our Lady of the Magnificat Catholic Multi Academy Company
Our Lady's Catholic Primary School, Cowley		The Pope Francis Catholic MAC
Our Lady's Catholic Primary School, Princethorpe		
Sacred Heart Catholic Primary School, Coventry		The Romero MAC
Sacred Heart Catholic Primary School, Henley-on-Thames		
SS Peter & Paul Catholic Primary School, Coventry		The Romero MAC
St Aloysius' Catholic Primary School, Oxford		
St Anne's Catholic Primary School, Caversham		
St Anne's Catholic Primary School, Coventry		
St Anne's Catholic Primary School, Nuneaton		
St Anthony's Catholic Primary School, Leamington Spa		The Holy Spirit Catholic Multi-Academy
St Augustine's Catholic Primary School, Coventry		
St Augustine's Catholic Primary School, Kenilworth		Holy Cross Catholic MAC
St Benedict's Catholic High School, Alcester		Our Lady of the Magnificat Catholic Multi Academy Company
St Benedict's Catholic Primary School, Atherstone		Our Lady of the Magnificat Catholic Multi Academy Company
St Elizabeth's Catholic Primary School, Coventry		The Holy Spirit Catholic Multi-Academy
St Francis Catholic Primary School, Bedworth		Holy Cross Catholic MAC
St Gregory's Catholic Primary School, Coventry		The Holy Spirit Catholic Multi-Academy
St Gregory's Catholic Primary School, Stratford on Avon		The Romero MAC
St John Fisher Catholic Primary School, Coventry		Our Lady of the Magnificat Catholic Multi Academy Company
St John Fisher Catholic Primary School, Littlemore		The Romero MAC
St John Vianney Catholic Primary School, Coventry		The Pope Francis Catholic MAC
St John's Catholic Primary School, Banbury		Holy Cross Catholic MAC
St Joseph's Catholic Primary School, Banbury		The Pope Francis Catholic MAC
St Joseph's Catholic Primary School, Carterton		The Pope Francis Catholic MAC
St Joseph's Catholic Primary School, Headington		The Pope Francis Catholic MAC
St Joseph's Catholic Primary School, Thame		
St Joseph's Catholic Primary School, Warwick		The Pope Francis Catholic MAC
St Marie's Catholic Primary School, Rugby		
St Martin's Catholic Primary School, Caversham Park Village		The Pope Francis Catholic MAC
		Our Lady of the Magnificat Catholic Multi Academy Company

St Mary & St Benedict's Catholic Primary School, Coventry
 St Mary Immaculate Catholic Primary School, Warwick
 St Mary's Catholic Primary School, Bicester
 St Mary's Catholic Primary School, Broadway
 St Mary's Catholic Primary School, Evesham
 St Mary's Catholic Primary School, Henley in Arden
 St Mary's Catholic Primary School, Southam
 St Mary's Catholic Primary School, Studley
 St Osburg's Catholic Primary School, Coventry
 St Patrick's Catholic Primary School, Coventry
 St Patrick's Catholic Primary School, Leamington Spa
 St Peter's Catholic First School, Bromsgrove
 St Peter's Catholic Primary School, Leamington Spa
 St Thomas More Catholic First School, Redditch
 St Thomas More Catholic Primary School, Coventry
 St Thomas More Catholic Primary School, Kidlington

The Pope Francis Catholic MAC
 Our Lady of the Magnificat Catholic Multi Academy Company
 Our Lady of the Magnificat Catholic Multi Academy Company
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The Romero MAC
 Our Lady of the Magnificat Catholic Multi Academy Company
 Our Lady of the Magnificat Catholic Multi Academy Company

Our Lady of the Magnificat Catholic Multi Academy Company
 Holy Cross Catholic MAC
 The Pope Francis Catholic MAC

School / MAC (Secondary/ Middle/ High shaded in green)

Region 4

1. Bishop Ullathorne Catholic School, Coventry
2. Blessed George Napier Catholic School, Banbury
3. Cardinal Newman Catholic School, Coventry
4. Cardinal Wiseman Catholic School, Coventry
5. Greyfriars Catholic School, Oxford
6. St Augustine's Catholic High School, Redditch
7. St Bede's Catholic Middle School, Redditch
8. St Thomas More Catholic School & Sixth Form College, Nuneaton
9. Trinity Catholic School, Leamington Spa

MAC

Holy Cross Catholic MAC
 The Pope Francis Catholic MAC
 Holy Cross Catholic MAC
 The Romero MAC
 The Pope Francis Catholic MAC
 Our Lady of the Magnificat Catholic Multi Academy Company
 Our Lady of the Magnificat Catholic Multi Academy Company
 The Holy Spirit Catholic Multi-Academy
 Our Lady of the Magnificat Catholic Multi Academy Company