

MAC Mission Accompaniment Meetings

Name of MAC: Romero Date: 9th June 2026

Time: 1.30pm Venue: St Gregory's Catholic Primary School

Introduction

This meeting is part of a wider process of accompaniment, rooted in the Church's tradition of walking together in faith. It is not an inspection or judgement, but a shared journey alongside the MAC, offering space for prayerful reflection, honest self-evaluation and thoughtful dialogue.

In the spirit of the Road to Emmaus, we walk together, listening carefully to experience, recognising what has been revealed along the way, and discerning next steps as Christ journeys with us. This is a time for openness and truthfulness - acknowledging strengths with gratitude, naming challenges without fear, and allowing growth to emerge through trust and mutual respect.

As St John Henry Newman reminds us, growth in faith and mission is a living process: "to live is to change, and to be perfect is to have changed often." This accompaniment process invites that same humility and courage - creating the conditions for renewal, conversion and flourishing in service of the Church's mission.

Part 1

Review of Progress from 2025: Please provide a brief update against each area for development.

Areas for development from last year's MAC monitoring meeting:

Area for development (please RAG rate by highlighting the wording below in red/amber/green)	Comments
<p>High-Quality and Inclusive Education/School Improvement 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.</p> <p>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.</p>	<p>Strategic Engagement and Planning</p> <ul style="list-style-type: none"> • The Board will continue its outward engagement, beginning with Coventry (Holy Cross and the six VA schools), and expanding into Saint Raphael the Archangel in September 2027. • The MAC Operational Plan outlines priorities and KPIs aligned with the BDES framework pillars. This is a live document, RAG-rated mid-term by the Executive Team and Principal Committee, and reported to the Board. • KPIs are detailed for each pillar and tracked by Core Committees. Directors monitor progress at each meeting. KPIs are now included in our PowerBi Board Dashboard. • The school improvement team meet fortnightly and review priorities for each school as well as the team reporting progress on MAC-wide initiatives (such as adaptive teaching/ CPDF on task design) and individual schools where bespoke support and challenge is initiated. <p>Collaboration and Best Practice</p> <ul style="list-style-type: none"> • Assessment systems are being linked with Holy Cross, enabling benchmarking across both primary and secondary phases. <ul style="list-style-type: none"> ○ In July 2025, Laura Burtonwood visited Our Lady and Saint Chad to gather best practice, which is informing the 2025–2026 plan. ○ In March 2026, Laura, Will and Amy (principal and two vice principals) visited Coundon Court following their successful Ofsted in February 2026 (four strong/ three expected). The focus was on Curriculum and Teaching as well as a broader discussion on other evaluation areas. ○ In Spring 2026, Laura, Will and Amy visited Barrs Hill, Coundon Court and President Kennedy to see their 'Bridge' transition block and understand how they set out the Year 7 as the gateway to KS3 securing a strong foundation to secondary. ○ In Summer 1 2026, Laura, Marina, Sarah (Bishop Ullathorne) Emma, (Cardinal Newman) took part in a peer-to-peer review on Attendance and Behaviour co-ordinated by Peter Thomas (ex CEO of Futures Trust and NLE) ○ Science, is our priority for improvement. We have reviewed our KS3 curriculum and enlisted the support of Bishop Challoner to do a review this term to sharpen our focus. ○ In Spring, Will visited Prince Albert, John Henry Newman to pick up good practice and Amy has developed links with leaders from Bishop Challoner following their networking on the NPQH course. This has resulted in a SEN and Science review. ○ Steph Hamman has been appointed on a temporary TLR as raising Attainment co-ordinator within Post 16 to strategically support A- Level outcomes especially relating to high attaining students. ○ Academic research partnership work with Coventry University's Research Team focussing on adaptive teaching strategies led by Paul Moorcroft.

	<ul style="list-style-type: none"> • Laura, in collaboration with SLT and the School Improvement Team, is prioritising the development of KS3 practice across departments. This includes visits to other diocesan secondary schools, active participation in the Coventry Secondary network ‘Collaborative B’ (includes CN BU) and The Futures Trust, where two secondary schools were rated Outstanding with KS3 as a particular strength. • Will has led a transition project on Reading at KS3 which was shared outwardly through the Staffordshire research group.
<p>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.</p>	<p>Strengthening Transition Across the MAC Ensuring smooth and effective transitions—particularly from primary to Catholic secondary—is a continued priority for the MAC and a regular conversation with stakeholders.</p> <p>Strategic Focus and Monitoring</p> <ul style="list-style-type: none"> • The Board unanimously recognises transition as a strategic priority. Key activities and a broader set of KPIs related to transition are outlined in the MAC Operational Plan and captured in our PowerBi dashboard. The Board tracks the percentage of each Year 6 cohort from each school (tracked since 2017) progressing to Cardinal Wiseman alongside other Catholic schools and destinations (which are unique to the context of each school). The first meeting with principals in September includes a discussion on the alternative destinations of Year 6 so we can build up key learning points for each school to aid transition for each individual context. <p>Embedded Transition Practice</p> <ul style="list-style-type: none"> • Transition is a standing item at every Principal meeting (first Thursday of each half term), covering: <ul style="list-style-type: none"> • Entry points from home to Early Years are a focus of our Early Year Lead for the MAC who meet regularly. • Transition from Reception to Year 1, with a current project focused on evidence-informed practice for Continuous Provision into KS1. • Broader transition points across all phases, tracked by Directors and overseen by Core Committee 3: Quality Provision and Performance. • Events and activities for primary are held at Cardinal Wiseman, such as sporting events, MAC conference/ events, joint liturgical dance in advent, Lent reflections with Year 3/ 4 to parents and Year 6 end of year plays so that parents physically come to site to challenge perceptions of school. Staff training days held at Cardinal Wiseman, so staff are on board with the significant improvements made year on year. These pupil experiences are showcased in our Romero newsletter which is shared on social media and emailed to every parent across the MAC to communicate the strong partnership that exists across our schools. <p>Alumni Engagement</p> <ul style="list-style-type: none"> • Through the Alumni Project, in consultation with Michael Mogan OBE, (past pupil of Saint John Fisher/ Cardinal Wiseman) since September 2025: <ul style="list-style-type: none"> • A reconnection of alumni with peers through LinkedIn and events, such as career week have been held with contacts gained through LinkedIn. • Celebrate the diverse achievements of former students through assemblies for year groups. • Inspire current students through real-life stories and mentorship, opportunities for Work Experience.

	<ul style="list-style-type: none"> • Raised profile to reposition Cardinal Wiseman as a school of choice in the Romero primary schools and raise a positive profile in the community. • This is now under the remit of the school leadership and Michael Mogan has completed his monthly contract with the school. <p>Expansion and Transition Infrastructure</p> <ul style="list-style-type: none"> • We are now awaiting planning permission (submission June 2026) for in a permanent expansion of Cardinal Wiseman to 270 places from 2027, as an alternative to the LA’s initial plan to build a new five-form entry secondary school nearby. <p>Click here to see the DfE/ LA £12.3m funded block: Our Year 7 Saint Oscar Romero Block due December 2027</p> <ul style="list-style-type: none"> • The proposed capital investment—a standalone Year 7 named ‘Saint Oscar Romero Block is designed to support transition through specialist lessons and a dedicated environment. There is a large open space named the ‘heart space’ to develop a sense of belonging and community as a Year 7 group embarking together on a journey through Secondary education. We believe this is now a key component of our Transition from Romero primary to Secondary especially with two new full school builds for Bishop Ullathorne and Cardinal Wiseman. This concept draws inspiration from The Futures Trust’s ‘The Bridge’ at President Kennedy School, which has demonstrated success in easing Year 7 transition although both Helen Knight and Tom Leverage, previous principals had used the Aquinas Block for Year 7 during their tenure.
<p>Catholic Workforce</p> <p>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 all three MACs, there is now a timely opportunity to accelerate the establishment of a collaborative partnership in 2025/26.</p>	<ul style="list-style-type: none"> • The Coventry (and North Warwickshire) Catholic Schools’ Partnership is now in a revised structure with a main section for all schools then a divided agenda for Primary and Secondary. Helen Quinn co-Chairs the Partnership with Rachael Batson, headteacher of Saint Anne VA. • Following a greater collaboration this year, between the Secondary schools, in the last month all three secondary schools in Coventry have taken part in a peer-to-peer review with Peter Thomas, the retired CEO of Futures Trust and an NLE. This has begun the closer working relationship between the schools. Joint moderation and twilights are planned for next year. • The post of Saint Raphael Trust Lead for Secondary School Performance and Transformation has now been secured; Sonya Lanckham from Windsor Trust has been successfully recruited. Romero has been a strong advocate for bringing this role to fruition and is delighted to see it established for September 2026. As a Trust, we have led the recruitment processes to ensure the appointment proceeds successfully and to secure a high-calibre candidate who will support the continued development and collaboration of our secondary schools. <p>The Board have expressed disappointment at the time taken to progress this appointment, particularly as it was approved last July and, with an imminent Ofsted inspection, there had been a preference for a January start. The delay was not down to Romero.</p>

Part 2: MAC Self-Evaluation

Thank you for completing the self-evaluation against pillar 1. We have attached the outcomes as an appendix. During the meeting, we will discuss your current position and how you plan to develop areas of focus. There is no need to add any further commentary to this section.

Part 3: Additional points for clarification

Exceptions Letters

Please provide an update on the progress of:	Update
Cardinal Wiseman Catholic School <ul style="list-style-type: none"> Absence rates; 	<p>Authorised/ non authorised absence</p> <p>YTD 2026 8.5.26 Absence 7.81% NA: 8.52% absence rate YTD Cardinal Wiseman 0.71ppt favourable than National Average</p> <p>YTD 2025 8.5.25 Absence 8.94% Reduction of 1.13ppt from the same point in last year.</p> <p>Persistent absence</p> <p>YTD 2026 8.5.26 PA 21.63% NA: 22.7% PA rate YTD Cardinal Wiseman 0.07ppt favourable than National Average</p> <p>YTD 2025 8.5.25 PA 26.50% Reduction of 4.87ppt from the same point in last year</p> <p>From Ofsted draft report 14 April 2026: Attendance and behaviour Expected standard</p> <p><i>“Leaders have worked effectively to improve pupils' attendance. With support from the trust, leaders now take a more systematic approach to attendance. For example, leaders now identify and remove barriers to attendance for pupils more precisely. This work has had a notable impact. Pupils' attendance has improved noticeably for the school as a whole and for groups of pupils who might find it harder to attend regularly. Consequently, it is now very close to national averages. Similarly, persistent absence is close to national average.</i></p> <p><i>Leaders are prioritising improvements in pupils' punctuality, and this work is beginning to have impact. Due to leaders' high expectations for behaviour, pupils conduct themselves well across the school. This is because pupils know and understand how they should behave towards each other. Typically, pupils try hard in lessons. Classrooms are calm places where pupils can focus on their learning. At social times, pupils are respectful and polite. They show consideration towards each other and to visitors. In this diverse school pupils celebrate difference and know that discrimination of any sort is wrong. They fully understand that bullying is not tolerated. Leaders provide appropriate support to those pupils who might find it more challenging to meet their high expectations for conduct.”</i></p> <p style="text-align: right;">Ofsted draft report</p>

Part 4: Strong and Flourishing CMAT/MAC Framework Clarification Points:

Pillars 2 and 3: High-Quality and Inclusive Education/School Improvement Report to Members

Framework reference	Questions	Answers
3.2 School Improvement Model	<p>Recent Ofsted Outcomes at Cardinal Wiseman and St Patrick’s identified Needs Attention grading for Curriculum and Teaching.</p> <p>What steps have the Board taken to ensure that there is a clearly codified and effective strategy to improve and sustain the performance of schools within the CMAT, with particular focus on schools that are vulnerable?</p> <p>The strategy is grounded in secure data-driven analysis (quantitative and qualitative, internally and externally validated) and is sufficiently granular to secure improvement.</p> <p>School Improvement Support Overview 25-26.docx</p>	<p>The Board has taken several deliberate and strategic steps to ensure that there is a clearly codified, data-informed and effective approach to securing improvement across the MAC, with a particular focus on vulnerable schools.</p> <p>Board leadership remains engaged with operational practices, with the Vice Chair, Eleanor Barry (who chairs our education committee) actively engaged in school visits and regular dialogue with executive leaders, ensuring that strategic decisions are informed by first-hand evidence.</p> <p>Steps taken:</p> <p>1. Strengthening strategic clarity and consistency School Improvement strategy click here</p> <p>The Board has worked closely with executive leaders to develop and implement a more clearly articulated and consistent MAC-wide school improvement strategy, with a sharpened focus on curriculum quality and effective teaching. This strategy is underpinned by the CST conceptual model and provides a common framework for improvement across all schools, while allowing for tailored implementation at school level.</p> <p>2. Embedding a tiered governance and accountability structure</p> <p>A strengthened tiered governance model ensures robust quality assurance:</p> <ul style="list-style-type: none"> • The Local Governing Bodies (LGBs) act as the “eyes and ears” of the Board, with a clear remit to scrutinise curriculum, teaching and assessment. • The Board receives regular triangulated assurance through LGB reporting, School Improvement Team (SIT) evaluations, and executive oversight. • Targeted 1:1 engagement with school leaders, particular at Cardinal Wiseman and Good Shepherd has ensured that concerns identified through Ofsted are directly addressed and closely monitored. <p>3. Investment in data, insight and benchmarking</p> <p>The Board has invested in a centralised performance dashboard, providing clear line of sight across key school KPIs. Recognising that metrics alone do not fully capture the quality of education, the Board has:</p> <ul style="list-style-type: none"> • Strengthened reliance on externally and internally validated qualitative evidence, including reviews and visits • Expanded the capacity and remit of the School Improvement Team to enable more consistent benchmarking and moderation of curriculum and teaching quality across schools <p>The upcoming implementation of iAbacus will further enhance the MAC’s ability to produce granular, diagnostic analysis, directly linking data to precise improvement planning for schools.</p>

		<p>4. Deployment of a system-led School Improvement Team (SIT) The Board has prioritised investment in a School Improvement Team, which operates through a model of horizontal system leadership. This includes:</p> <ul style="list-style-type: none"> • Regular in-school presence through coaching, modelling, and lesson study; investing in our staff means a higher quality teaching for our pupil learning. • Use of a shared Teams/SharePoint platform to enable weekly monitoring, collaboration, and resource sharing • Facilitation of subject and phase networks (e.g. Romero Curriculum Teams) to drive consistency and leverage best practice across schools • This approach ensures that improvement activity is evidence-informed, classroom-focused, and sustained over time, rather than episodic. <p>5. Operational alignment and school-level implementation The MAC Operational Plan is cascaded to all schools and adapted by senior leaders to reflect each school’s context and priorities. This ensures:</p> <ul style="list-style-type: none"> • Alignment between strategic priorities and day-to-day practice • Sufficient granularity in action planning, particularly in response to Ofsted/CSI findings • Clear accountability for delivery and impact at all levels <p>6. Building capacity through leadership and workforce strategy The Board continues to prioritise the MAC as an employer of choice, recognising that sustained improvement is dependent on strong leadership and teaching capacity. This includes:</p> <ul style="list-style-type: none"> • Strategic recruitment and deployment of high-quality leaders • Development of internal leadership pipelines • Targeted support for vulnerable schools through strengthened leadership capacity • Will Allen has prepared reviewed assessment building on success at primary with pathways through to Y13; developing a ‘Teaching and Learning Play book’ for 2026/7 setting out expectations; tightening up middle leadership monitoring and QA. <p>Through these combined actions, the Board has established a strategy that enables both rapid intervention where required and sustained improvement over time. This ensures that vulnerable schools are identified early, supported effectively, and held rigorously to account for impact.</p>
	<p>MAC Dividend Please explain how the MAC dividend is being used to share best practice and ensure consistency across the schools.</p>	<ul style="list-style-type: none"> • Investment in our school improvement team sharing expertise through MAC Strategic SEND Lead (returned from maternity in May 2026) SEN Advisor for Communication and Interaction, TA for Speech and Language alongside two 1.6 FTE Strategic Improvement Leads who are all in school every day every week. • Our Romero MAC Attendance lead has recently appointed two Romero Attendance leads to support across the primary and secondary schools; working as a team they coordinate work with families, home visits and collaborate closely with all pastoral staff in school. • Governance Officer (also our Shared Services Admin/ CEO Executive assistant) is a conduit between tiers of accountability. She signposts training to all governors and directors and shares best practice. The induction programme is individualised. Feedback is very positive about how this role has improved communication and effectiveness of governance especially with LGBs.

- Links between in-house catering and school improvement mean curriculum is brought to life through experiences such as Victorian pasties, King's afternoon tea, bread (Great fire of London)
 - Centralised estate structure is agile and responsive and so this means:
 - When a vacancy or temporary arises we can accommodate it from within the team; no school goes without someone to fulfil a Facilities site officer where there is a gap it is coordinated centrally.
 - Management of the SCA is coordinated using the conditions survey and knowledge of the site.
 - Health and Safety expertise from our lead in the estate team. This means that our schools are secure in their practices; meetings are held termly.
 - Fleet of minibuses has been in place from early in the operation of the MAC; centrally procured but maintained and operated at school level. The minibuses have meant that we can get pupils beyond the classroom; currently we have a football team in France playing a Coordination of minibuses for trips such as Alton Castle means less reliance on expensive coaches.
 - Lettings income goes back into our reserves then into school from MUGA pitch (Corpus Christi) swimming and occasional hiring of site (based at Cardinal Wiseman)
 - Alex (Head of HR) and Lauren (Strategic Lead for School Improvement) are active in recruiting SCITTs and apprenticeships for schools and we are creative in ensuring if we haven't a place for a strong employee at the end of the placement we try and retain them in the MAC.
 - The ability to look across the estate and share mobilise resources for MAC wide events e.g. Fetes (with the catering wagon) Romero Awards with IT, catering, estate.
 - IT recycle the machines and from the income invest it back into VR devices for the classroom, with the recent reinvestment going into the sound system in our state-of-the-art theatre at Cardinal Wiseman.
 - Romero days and shared insets have been greatly valued by staff with £5 – 6k in sponsorship so that any quality external speakers are booked with no cost to the school.
 - Parishes have been supported such as Health and Safety training for the newly opened Caritas at Corpus Christi.
 - In 2024/5 Investment income – investment back into school from excess of reserves in the last five years such as capital investment, capacity through a staff appointment, salary funded SCITT placement for each primary and three at Cardinal Wiseman. Completion Rate: 89%
 - Retention Rate of Completed Students: 63%
 - 10 Primary and 8 Secondary SCITTs
 - Secondary Subjects:
 - Maths x 2; Science x 2; English; History; RE; Music
 - 5 Primary and 5 Secondary moved into teaching roles post training
 - **Leavers:**
 - 2 Primary didn't complete programme; 3 who completed secured teaching roles outside of Romero.
 - 3 Secondary were not offered roles as deemed not strong enough all teaching outside of Romero
- In our Board strategy, the principals and leaders were keen to continue with our MAC dividend as they want it to grow not reduce when we move to the CMAT.

Pillar 4: Catholic Workforce Report to Members

Framework reference	Questions	Answers
4.5/4.6	<p>What opportunities exist for the identification, formation and development of future Catholic leaders?</p> <p>Please list any potential future Catholic leaders (plus their current school) who could benefit from diocesan CPDF opportunities and/or contribute to the wider diocesan family of schools (include brief details of their strengths). This includes staff at any stage of their career.</p>	<p>The executive team are creative at talent spotting, recruiting, effective and efficient processes to create secondment/ leadership posts where they arise. We have recently seen several Catholic leaders returning to the sector from non-Catholic settings such as the recruitment of a Vice Principal for Corpus Christi and The Trust lead for Secondary at Saint Raphael CMAT. We had already identified this as an area to target recruitment and have a planned session for Summer 2.</p> <p>The MAC has successfully implemented the <i>Moving On</i> and <i>Moving Forward</i> programmes across the Coventry partnership, extending participation to colleagues from Holy Cross and voluntary aided schools within the city. These initiatives are designed to support the formation, development and progression of future Catholic leaders across the region.</p> <p>Leadership Development and Recruitment Progress</p> <ul style="list-style-type: none"> • The Moving On Programme (for middle leaders) and Moving Forward Programme (for senior leaders) are being led by Paul and Helen. These two-day programmes are designed for nominated leaders across Coventry and the Nuneaton deanery. This is building a network of professionals across the deanery for the first time. <ul style="list-style-type: none"> • The programmes include cohorts of 18 and 24 delegates, respectively, drawn from all three MACs, the group of VA schools, and both primary and secondary phases. The first day of training took place on Thursday, 25 September with feedback from delegates overwhelmingly positive. • A KPI was set for each school to send at least one leader onto the free courses; in total across the two programmes Romero had 22 staff engaged. A number of these leaders are new to post or were appointed to a new post since attending. <p>In addition, our schools continue to utilise the 9-box grid talent mapping approach to identify high-performing staff at all levels who demonstrate the potential for further progression. This enables effective talent identification and ensures individuals are directed towards appropriate continuing professional development opportunities to support their ongoing growth.</p> <p>Where individuals are unable to fully realise their potential within our MAC, we proactively and transparently signpost them to opportunities within other local Catholic Multi-Academy Trusts. This ensures that talent is retained and continues to develop within Catholic education.</p> <p>See the last page for all delegates attending from Romero.</p>

Pillar 5: Leadership and Governance

Board	6 FDs and 1 co-opted Director in post
Cardinal Wiseman	5 foundation governors in post. 1 foundation governor and 1 parent governor vacancies
Corpus Christi	5 foundation governors in post. 1 foundation governor vacancy. All other positions filled.
Good Shepherd	4 foundation governors in post with 1 further application pending. This leaves 1 foundation governor vacancy and all other positions are filled.
Sacred Heart	8 foundation governors in post. All other positions are filled. They have a co-opted governor as they have sufficient foundation governors.
SS Peter & Paul & St Patrick's (federated LGB)	8 foundation governors in post. All other positions are filled.
St Gregory's & St John Fisher (federated LGB)	7 foundation governors in post. All other positions are filled.

The MAC has a really secure grasp on governance in terms of stability of numbers and succession planning.

Only 3 out of 37 foundation governor positions are vacant (8%). They have appropriately secured effective governance by merging governing bodies. They ensure that all their non-foundation governor positions are filled promptly when vacancies arise.

Clerking across the schools is secure with the schools all having the same clerk to ensure consistency and uniformity.

Any leadership concerns/recruitment issues to be noted by the MAC here:

Moving into the new academic year, several of our schools are in a more fragile position due to factors such as maternity leave and changes in leadership structures in current or next academic year. This means our capacity is more stretched than usual. Our immediate focus is therefore on maintaining stability and supporting leaders on the ground, so that we can strengthen schools before taking on any further demands.

- **Corpus Christi** – experienced principal in second year, new vice principal coming into post from outside Catholic sector; one assistant principal on maternity
- **Good Shepherd**- principal in post one-year, new assistant principals (2)
- **Sacred Heart** – principal currently absent, new vice principal, experienced assistant principal (not looking for VP at moment) Paul Madia, Executive Principal/ School improvement team is currently interim principal until Autumn term.
- **SS Peter and Paul** – executive principal in post but needs to support Saint Patrick with Monitoring in May 2028, vice principal appointed September 2025
- **Saint Gregory** – experienced principal but assistant principal on maternity until February and middle leader (SENCo/ EYFS Lead) due to go on maternity Autumn term
- **Saint John Fisher** – new principal Easter 2026 and new vice principal September 2025.
- **Saint Patrick** – new principal joining in September 2026 under executive principal model from SS Peter and Paul (both share the parish of Saint Patrick); Claire Restell from the School Improvement team is currently interim principal for the Summer term until Stephen takes up post. The assistant principal is due on maternity in October so an interim secondment will be appointed in Summer 2.
- **Cardinal Wiseman** – all three took up post in September or November 2025, principal and vice principals respectively.

Email to Mark O’Connell requesting approval for three posts:

We have three roles which are central that we want to seek approval on. One role is new, one is replacement (but at a lower level) and one is a change of a current role.

Role 1 - Speech and Language Therapist - We have reviewed our spend across our eight schools on speech and language therapy and have calculated that we would be better off recruiting our own member of staff to deliver this service on our behalf. This would bring a cost saving, and also a consistent level of service. This role has been graded at around 45k mark plus on costs. Our current spend is circa 50k which we would eradicate and potentially have additional capacity that we would be happy to offer support to other schools within the region.

Role 2 - IT Apprentice - we have lost one of our IT Technicians. Understanding that structures are being reviewed going forward we are proposing we only replace with an IT Apprentice as this is on a fixed term contract that would bring us to the timing of Romero joining Saint Raphael; this would also bring us a cost saving in the short term and the team feel they can deal with the shortfall in skill level by moving tasks around. We have also held off on a previous vacancy within this department so are running leaner than usual.

Role 3 - Health and Safety Officer - We currently have our administrator within the Estates department who has completed her NEBOSH and has been picking up a significant amount of work around Health and Safety for the MAC. Going forward the proposal is she takes on solely H&S, including completing all of our audits across the MAC - with also the possibility of completing audits for others with the region if other MACs would like that. With this person now holding their NEBOSH she becomes a flight risk as the skill set is valuable externally and not something we would want to lose. We would not back fill the administrative role, and these tasks will fall elsewhere.

To reassure you we are running with vacancies elsewhere in our structures e.g. Finance and Estate where we believe we are able to hold off without drastically impacting our offering to the schools; however these roles we believe are the right thing for us, our people and the future CMAT.

Safeguarding

Thank you for completing the safeguarding audit. The attached exceptions and comments were noted. Please confirm the areas are covered in a development plan:

Yes/No

Further Action Required	Actions	Not Yet Compliant	Actions
Mobile/smart technology policy is clear and covers risks from personal devices	<p>Mobile policy in place - shared with all staff, pupils, and parents. Policy outlines acceptable and unacceptable use of personal devices on site. Procedures for confiscation or sanctions when policy expectations are not followed in place.</p> <p>Guidance needs to be updated on managing risks associated with mobile/smart devices, including safeguarding, privacy, and online safety concerns.</p> <p>*We have a mobile policy referenced in a number of documents (CW policy Work Experience/ Code of Conduct). These will all be pulled into one policy.</p>	Safeguarding is a standing agenda item at governing body/board meetings	<p>This is currently not a standing item on agendas; however, from the summer term we will be adding it. Three times a year, all principals provide the LGB with a detailed Principal's Report, including evaluations of safeguarding, key metric data, and comparative analysis.</p> <p>Three times a year, the Board Report outlines key safeguarding contextual information, including LADO updates.</p> <p>This is now a standing item on Board and LGB meetings</p>
Remote education safeguarding arrangements are in place	<p>Remote learning safeguarding procedures are clearly documented. Online safety expectations for remote learning are included in safeguarding and remote education policies. Platforms used for remote learning have appropriate security, privacy, and monitoring controls - MS TEAMS. Clear guidance for staff on safe online teaching practices (e.g., appropriate locations, backgrounds, communication protocols). Pupils need to have updated TEAMS profiles to ensure they can access remote learning.</p>	There are strategies in place to collect anonymised parent, staff and pupil voice including a focus on safeguarding at least annually?	<p>We use School Survey for parent staff and pupil voice across questions relating to various aspects such as the Catholic life and mission, people strategy and quality of education. Pupil and parent voice is captured annually; staff voice is captured termly.</p> <p>Moving forwards we will add a safeguarding question in annually for key stakeholder groups. Our Summer term staff, pupil and parent surveys have all got a safeguarding question.</p>
Regular review of incidents and patterns	In each school, there are templates for primary to review incidents and patterns, whereas our recently introduced PowerBi dashboard at Secondary for suspensions, behaviour		

	<p>and hotspots in conjunction with reporting via Arbor is in the earlier stages of informing leaders so we can be proactive.</p> <p>This is being reviewed regularly and now informing next steps in the behaviour culture.</p>		
<p>Mental health lead in place and has completed DfE funded Senior Mental Health Lead training?</p>	<p>We have Mental health leads in place across all schools.</p> <p>In our next Principal meeting on April 16 - we are reviewing this in readiness for staffing changes in the September and new academic year.</p> <p>We need to ensure that we revisit training for schools where we have had staffing movement.</p> <p>We discussed at principals 16.04.26 and all are happy with current arrangements</p>		
<p>There is a Prevent risk assessment that reflects identified risks, is shared with staff, and reflects the context safeguarding profile for the school</p>	<p>We don't have this in place yet.</p> <p>This will be raised at the next Principal committee in the first week after Easter.</p> <p>Amy Hirons (VP at CW) and Paul Madia (Exec P/ Sch Imp) have written a Prevent risk assessment which was presented at our Safeguarding reference group on 21.5.26</p>		
<p>Action plans from audits are implemented and monitored</p>	<p>Core Committee 3, Quality Performance and Standards has oversight and ensures that the audits are completed.</p> <p>We need to ensure the following CC3 meeting checks that action plans are completed.</p> <p>Phew are due into CC3 and we will capture all actions.</p>		

Add any brief comments as appropriate:

The MAC Dividend:

When you join the new CMAT, which two strengths would you most want to see continue to flourish across the new CMAT?

1 The level of support and challenge our governance (both at Board and LGB) give to the principals and executive team enables school to retain their distinct identity and culture whilst benefiting from MAC dividend.

2 The MAC has developed a highly effective central service provision that is both strategic and responsive. This enables school leaders to remain focused on teaching and learning confident that operational functions are strong and well managed. The central team have built high levels of trust with principals, providing expert guidance that consistently supports strong decision making and positive outcomes for schools. In our recent Board Strategy day on May 15, we invited Sihead Smith to join us as we focused on our hopes and fears. Leaders hope that much we have achieved will be maintained as we move into the CMAT as they feel our MAC dividend is already beneficial.

- We have an executive team in which key roles are held by Catholics (Head of Estate, CFO, Head of HR, Head of IT, Head of School Improvement) along with our School Improvement team. Within these posts, the board believes that we have talented staff who will have much to contribute to the larger CMAT.
- Terrie Kenyon CFO
- Tom O'Reilly Head of Estates
- Alex Thomas Head of HR
- Max Tully Head of IT
- Paul Madia Executive Principal of Sacred Heart and School Improvement

Pillar 6: Finance and Operations Report to Members

Overall Assurance for Members: Please confirm the following statements -

- | | |
|--|---------|
| • No concerns regarding reserves, solvency or financial sustainability. | Agree |
| • Reserves are appropriate, intentional and aligned with best sector practice. | Agree |
| • Current reserves position: (31/08/2025) | £1,743k |
| • Reserves as a percentage of total income (31/08/2025) | 6.3% |
| • Anticipated reserves position at the time of conversion to the CMAT | £1,700k |
| • The financial position supports future planning, diocesan alignment and long-term Catholic education provision | Agree |
| • Full compliance with the Academy Trust Handbook | Yes |
| • Full compliance with the Diocesan Property Protocols for management, maintenance and use of school assets | Yes |
| • Any concerns with pupil numbers? | Yes |
| • Any material risks? | No |

Comment as appropriate:

Pupil numbers in Reception are expected to be below PAN for the Oct 26 census in a few of our primaries.

Year 7 has a few places but is expected to be full in September 2026.

Primary School	1st Choice	PAN	Total Applications	% First Choice
Corpus Christi	59	60	107	55%
Good Shepherd * updated	27 (up 2)	30	52	48%
Sacred Heart	74	60	138	54%
SS Peter & Paul * updated	22 (up 1)	30	54	39%
Saint Gregory * updated	18 (19) (up 2)	30	42	38%
Saint John Fisher	56	60	94	60%
Saint Patrick	31	30	55	56%
Totals	282	300	542	52%

Recommendation / confirmation of external auditor

Name of Auditor

Dains Audit Limited

Chair's Pre-Meeting Assurance Statement: Romero Catholic Multi-Academy Company

On behalf of the Board of Directors of Romero Catholic Multi-Academy Company, I confirm that the Board has reviewed this information and can provide the following assurance to Members in advance of our annual accompaniment conversation:

The Board confirms that Romero MAC continues to operate in accordance with its **Articles of Association**, advancing the Catholic religion in line with **Canon Law**, diocesan directives and protocols, and the Archbishop's vision for Catholic education including the effective use of the Strong and Flourishing CMAT framework.

The Board is satisfied that **Catholic Life and Mission**, including Religious Education, prayer and liturgy, and collective worship remain central to the strategic leadership and culture of the MAC and its schools.

The Board confirms that **governance, safeguarding and financial arrangements are in place, effective and monitored**, and that the MAC remains financially sustainable, compliant with regulatory and diocesan requirements, and prudent in its stewardship of resources.

The Board further confirms that there is a **credible and evidence-informed approach to school improvement**, particularly for schools that are vulnerable, and that the MAC can articulate the value added through collective system leadership working.

This statement is provided to support Members' assurance and discernment and does not fetter or replace Members' independent judgement.

Signed: 

Chair of the Board of Directors
Romero Catholic Multi-Academy Company

Date: 26 May 2026

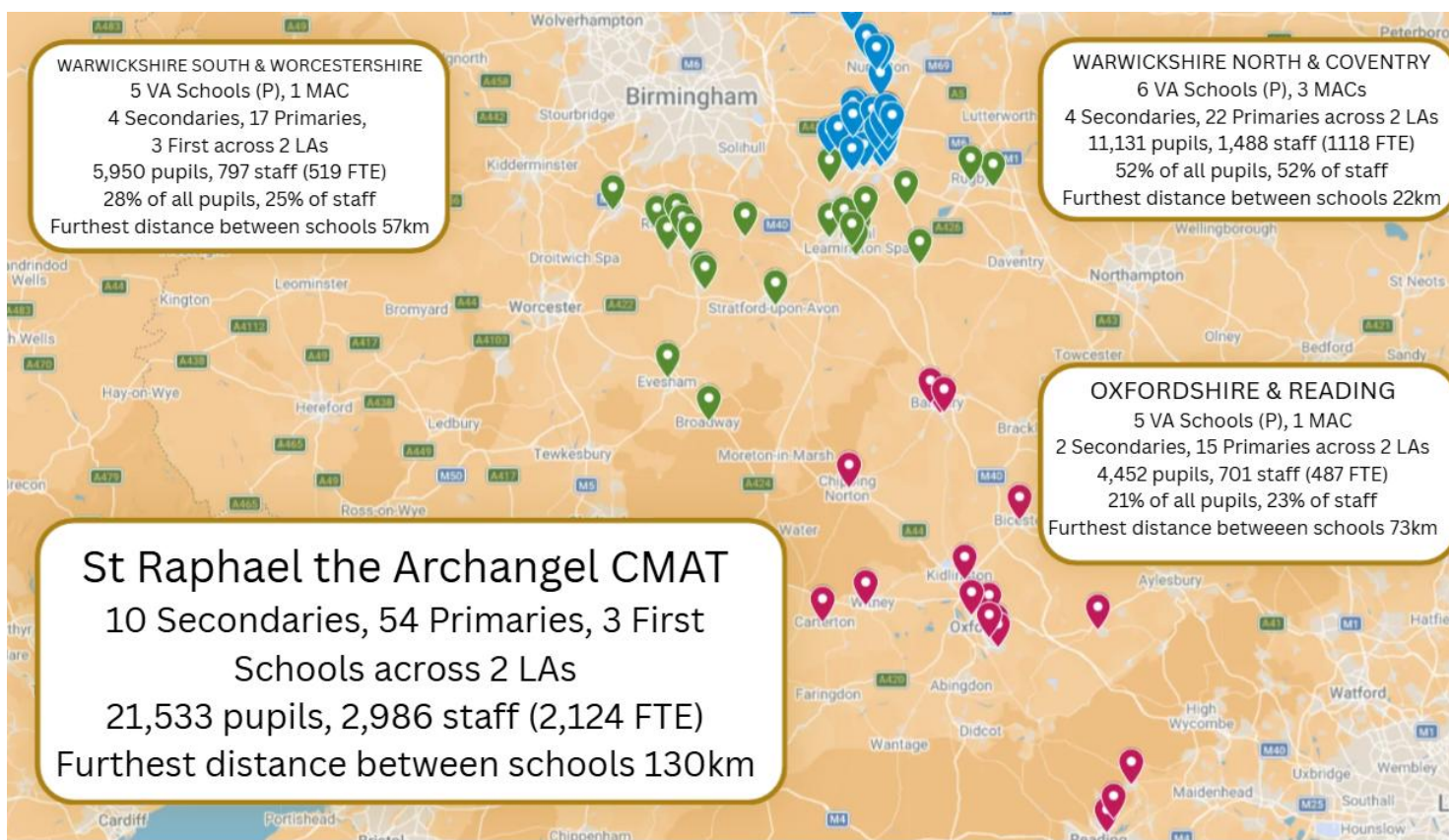
MAC feedback to Members

MACs are invited to add brief additional comments on any items not covered in the above.

Link to the slide deck [Board Strategy Session 15.05.26 with invitation extended to Sinead Smith](#)

At the last Board meeting (11.5.26) the directors considered the resolution, scheme of delegation and the indicative three regions. In a closed session without the executive team/ CEO there was much discussion about the following points:

1. There is a clear imbalance between the three regions and not a naturally equal three-region model—Coventry/North dominates, which will likely shape decision-making, influence, and capacity.
2. There is significant variation in maturity and fragmentation: Coventry/North will require alignment of multiple MAC cultures and the other two regions may integrate more easily but lack scale.
3. The scheme of delegation (from Saint Gabriel) and implication for the accountability of Region 2; there is a clear implication that Region 2 will carry a much larger share of responsibility than the other regions. Given its size, it will be important to make sure accountability is well balanced, with the right level of oversight and capacity in place. There's also a risk that too much influence could sit in one region, so the scheme of delegation needs to be applied carefully to ensure fairness, clarity and consistency across the whole CMAT.



Moving On - Aspiring to middle leader/ assistant principal posts

School	Staff member name	Staff member email address	Staff member job title	P or S	Current status
Saint Gregory	Kerry McCormick	k.mccormick@romeromac.com	Key Stage 2 Leader of Learning	P	Middle leader – needs more experience
Saint Patrick	Ciara Vega	c.vega@romeromac.com	Phase leader	P	Middle leader aspires for AP/VP post (applied for VP at SSPP but was not successful)
Saint Patrick	Ben Court	b.court@romeromac.com	Subject leader	P	Middle leader aspires for AP post
Saint Patrick	Jenny Cortese	j.cortese@romeromac.com	Phase leader	P	Middle leader aspires for AP/VP post (applied for VP at CC but was not successful).
Good Shepherd	Jennifer Gavin	j.gavin@romeromac.com	English subject leader	P	Aspires for AP post
Good Shepherd	Hannah Jacobs	h.jacobs@romeromac.com	Maths subject leader	P	Middle leader – in time will aspire for an AP post
SS Peter and Paul	Rebecca England	r.england@romeromac.com	Y5 Teacher, Science and MFL lead, ECT mentor	P	Middle leader – in time will aspire for an AP post
Saint John Fisher	Emma Davies	e.davies@romeromac.com	Year 1 teacher and KS1 phase leader	P	Middle leader – in time will aspire for an AP post
Sacred Heart	Sue O'Malley	s.omalley@romeromac.com	Phase leader	P	Middle leader – in time will aspire for an AP post
Sacred Heart	Jess Cruse	j.cruse@romeromac.com	Phase leader	P	EYFS leader – highly effective and is a potential AP

Moving Forward - Aspiring to vice principal/ principal posts

School	Staff member name 1	Staff member email address1	Staff member job title 1	P or S	Current status
Saint John Fisher	Sarah Mills	s.mills@romeromac.com	Assistant Principal	P	Recently appoint to AP
Saint John Fisher	Sarah Hall	s.hall@romeromac.com	Vice Principal	P	New to post as VP in September 2025
SS Peter & Paul	Angie Masterson	a.masterson@romeromac.com	VP, KS2 lead, Y6 teacher, maths lead	P	New to post as VP in September 2025
Saint Gregory	Lisa Priest	l.priest@romeromac.com	Assistant Principal	P	On maternity
Good Shepherd	Katie McLean	k.mclean@romeromac.com	Assistant Principal	P	New to post as AP in September 2025
Good Shepherd	Sarah Holywell	s.holywell@romeromac.com	Assistant Principal	P	New to post as AP in September 2025
SST	Laura McGinty	l.mcginty@romeromac.com	Strategic Lead for School Improvement	P	Potential VP or Principal of future
Saint Patrick	Elise Liggins	e.liggins@romeromac.com	Assistant Principal	P	Going on maternity October 2026
Corpus Christi	Elaine Cakebread	e.cakebread@romeromac.com	Vice Principal	P	Moving to Headship at Our Lady of Assumption September 2026
Cardinal Wiseman	Claire Restell	c.restell@romeromac.com	Catholic Life	P and S	Is successful in School Improvement and has flexibly moved between Primary and Secondary; currently interim principal at Saint Patrick.
Cardinal Wiseman	Siobhán Armstrong	s.armstrong@romeromac.com	PiCCL/ Assistant Principal	S	Potential VP or Principal of future – she has current personal circumstances that means the time is not yet right for her.