

MAT Self-Evaluation and Action Plan

The Romero MAC



1 Catholic Life and Mission



1.1 Mission



“What help would be useful - accompaniment

** Support us as a MAC/ schools in exploring different approaches that enable all stakeholders to confidently articulate the mission, as Christ-centred pilgrims of hope with a shared language rooted in faith and purpose.*

** Explore how schools work dynamically and creatively with parishes, nurturing relationships that form young people with kind hearts and a lived sense of belonging to the Church.*

Next steps - pilgrims of hope

** MACs and schools to plan a Mission Day to reflect on their current mission, aims and values, ensuring that all stakeholders can consistently articulate mission and strategy, aligning with the diocesan mission model and strengthening our identity as Christ-centred pilgrims of hope.*

Continue to ensure that MAC belonging and inclusion strategies are shaped by listening to pupils, staff, schools, parishes and communities, fostering kind hearts and a culture where every voice is valued.

** Ways to strengthen transition from Catholic primary to Catholic secondary schools, supporting pupils as they grow as pilgrims of hope with questioning minds and a thirst for knowledge. This is an ongoing priority so we're eager to learn new ideas.*

** Continue to strengthen partnerships with parishes and schools, ensuring a greater presence from schools at Masses and community events, helping young people experience the Church as a living community that hungers for justice and accompaniment.*

** As part of the transition to the CMAT, explore how the move to Regional Governance Groups will build on existing Local Governing Body practice, particularly responsibility for Pillar 1: Catholic Life and Mission and QA visits, enabling clearer triangulation of how leaders articulate and live out the mission.*

What support can be offered to others - Solidarity

** The "I Am Church" Coventry partnership event, hosted by Sr Judith, inviting each primary school to present a young person's view of the Church; capturing the voice of pupils formed with questioning minds and a growing sense of hope (with representatives from the Deanery, LA and local churches).*

** Share good practice from the majority of schools graded Outstanding across CLM 1/2/3 of the CSI framework, particularly where schools are forming pupils with kind hearts and a hunger for justice.*

** Collaborate and share the MAC's Catholic Social Teaching strategy overview, supporting schools to deepen pupils' understanding and lived response to social justice.*

** Share resources from the Year of Hope, Year of Jubilee and Year of St Francis, reinforcing pilgrimage, reflection and service.*

** Demonstrate how Local Governing Bodies are aligned to the academy plan, which follows the Strong and Flourishing CMAT, with paired governors holding responsibility for each pillar when evaluating against the framework, monitored by directors.*

** Ensure all agendas are explicitly aligned to the mission, so that documentation and subsequent discussion*

consistently reflect how the mission is lived out in practice, forming Christ-centred pilgrims of hope across every school community.

”



1.2 Archbishop's Vision, protocols and directives



“What help would be useful - accompaniment:

- * Explore effective practice across other MACs, including how formation and retreat programmes are structured and sustained over time, supporting staff as Christ-centred pilgrims of hope.*
- * Learn how other MACs enable the release of all staff, ensuring equitable access and participation across roles and schools, so that formation nurtures kind hearts and a shared sense of mission.*
- * Gain guidance on models of retreat provision, including suitable locations and formats (day, residential, local), and approaches that encourage reflection, spiritual growth and questioning minds within the diverse contexts and commitments of staff.*

Next steps - pilgrims of hope

- * Expand our current CDPF model to include core elements of formation that deepen understanding of our mission and foster a thirst for knowledge rooted in faith.*
- * Work with secondary school chaplains to support our current sacramental retreat programme and GIFT team formation, expanding the offer to wider stakeholders and strengthening opportunities for shared formation that nurtures a hunger for justice and service.*

What support can be offered to others - Solidarity

** In November 2025, we held our first MAC Synod, which was a significant and formative experience for staff and stakeholders. As part of our commitment to solidarity and forming Christ-centred pilgrims of hope together, we would be willing to share our learning and journey with other schools and MACs, including:*

- *Planning and facilitating a CMAT-wide synodal process*
- *Engaging staff meaningfully in dialogue, reflection and discernment, supporting questioning minds and collective responsibility*
- *Translating synodal principles into strategy and school practice that reflects kind hearts and a lived commitment to mission”*



1.3 Religious Education



“What help would be useful - accompaniment

- * Establish a planned, MAC-wide timeline for the implementation of RED in primary schools, providing clarity and reassurance as schools continue to form pupils as Christ-centred pilgrims of hope.*
- * Continue to support the implementation of Secondary RED through shared resources and collaboration with other Catholic schools, strengthening curriculum expertise and a collective thirst for knowledge.*
- * Facilitate shared practice through the MAC and CNCSP, enabling schools to pool high-quality resources, develop common approaches and support consistent implementation of RED at primary, while embedding practice at secondary, where implementation is already underway and staff confidence is growing.*

** Use twilight sessions in the new academic year to create structured opportunities for staff to network across schools, share expertise, reduce workload and build collective confidence, evolving communities of professionals with kind hearts and questioning minds.*

Next steps; pilgrims of hope

** Achieve full implementation of the RED so that curriculum intent, pedagogy and formation are aligned and clearly embedded across all schools, supporting coherent Catholic education rooted in hope.*

** Ensure RED is resourced effectively and remains compliant, whilst protecting staff wellbeing and workload and recognising that sustainable implementation supports staff as pilgrims of hope in their vocation.*

** Explore how sacrament units in Year 3 (12 units) and Year 6 (6 units) can be implemented within timetable constraints, ensuring meaningful formation that nurtures faith, understanding and a growing hunger for justice.*

What support can be offered to others - Solidarity

** Leaders have identified strong teaching practice within schools and are committed to sharing this, whilst recognising that the implementation of the new RED involves a transitional period for all.*

** Share honest and reflective practice, including lessons learned during transition, supporting others with openness and professional trust.*

** Model collaboration, realistic implementation planning and mutual support, rooted in solidarity and a shared commitment to forming Christ-centred pilgrims of hope across our school communities.”*

1.4 Prayer and Liturgy

“What help would be useful - accompaniment

** Explore how schools overcome barriers to enabling all pupils to attend Mass, particularly in secondary settings where pupil numbers and logistical challenges are greater, so that young people can continue to grow as Christ-centred pilgrims of hope.*

** Identify creative and sustainable ways to support secondary pupils attending Mass at weekends across multiple parishes, helping them nurture a lived faith grounded in belonging and kind hearts within the wider Church community.*

Next steps - pilgrims of hope

** Include prayer and liturgy more explicitly within pupil voice activities and surveys, enabling pupils to reflect thoughtfully on their spiritual life and develop questioning minds that engage meaningfully with worship and faith.*

What support can be offered to others - solidarity (if applicable)

** A MAC-wide Prayer and Liturgy Policy that provides a clear, shared framework for worship and spiritual life across schools.*

** A pupil ministry support booklet for staff and pupils that brings the Prayer and Liturgy Policy to life, ensuring consistency and supporting pupils in active participation with confidence and reverence.*

** A robust APOP in place across schools, ensuring prayer and liturgy are planned, inclusive and purposeful.*

** Schools where there is strong practice in pupil-prepared prayer, fostering leadership, confidence and questioning minds.*

** A strong Chaplaincy lead at Cardinal Wiseman, including leadership of secondary retreats, with successful take-up (e.g. Year 7 retreat at Alton Castle).*

** Daily online Teams prayer at 3.17pm led by the Chaplain, enabling secondary pupils to gather virtually at the end of the school day as a community of faith.*

** Recorded liturgical season videos produced by the Chaplain for pupils and staff, used across the MAC in tutor time and staff meetings to support formation and understanding, nurturing a thirst for knowledge of the*

Church's year.

- * *Sacramental retreats planned by the Chaplain for primary pupils in preparation for Eucharist and Confirmation, supporting prayerful formation at key stages of faith development.*
- * *An active GiFT team in primary schools, particularly engaged in social action, as evidenced through articles in the Romero newsletter, reflecting a growing hunger for justice.*
- * *An annual MAC Mass on the feast of Saint Oscar Romero, bringing schools together as a community of faith, with linked activities that evolve year on year.*
- * *Annual staff formation days, with a clear focus on spiritual development and shared mission.*

From CSI inspections, we have two inspectors Paul and Claire, who have first hand experience. Both concur we are further forward than some schools."



1.5 Catholic Environment

"What help would be useful - accompaniment

- * *Whilst we have developed our outdoor environment, we would like to explore further innovation in this area, particularly approaches that enable pupils to encounter prayer and reflection as Christ-centred pilgrims of hope.*
- * *Although prayer stations are already in place, we are keen to learn how other schools have developed spontaneous prayer spaces in corridors and shared areas, supporting moments of stillness and reflection that nurture kind hearts throughout the school day.*
- * *Creating chapel spaces in smaller schools has presented challenges, and we would value seeing how others have responded creatively, ensuring that sacred space remains visible and accessible within diverse physical contexts.*

Next steps - pilgrims of hope


- * *Leaders wish to further explore the intentional use of external areas and prayer spaces, enabling pupils to engage with prayer, creation and reflection in ways that stimulate questioning minds and a deeper sense of spiritual growth.*

What support can be offered to others - solidarity (if applicable)

- * *Opportunities to visit our schools, demonstrating how we have embraced our Catholic ethos within classrooms, communal areas and our CW chapel, revealing how mission is lived daily.*
- * *Classroom and communal resources that reflect the liturgical calendar and RE, supporting a coherent approach to formation and a thirst for knowledge rooted in faith.*
- * *Consistency in our display of Catholic Social Teaching roundels across all schools, in prominent physical spaces and on digital screens, reinforcing shared values and a hunger for justice.*
- * *High-quality classroom prayer spaces that model Catholic identity and reflect the liturgical seasons, providing exemplars of good practice.*
- * *A strong online presence across all eight schools and the MAC through Instagram and Facebook, showcasing the inclusive nature of the Catholic education we offer and our shared identity as Christ-centred pilgrims of hope.*
- * *School-level and MAC-wide newsletters that offer strong evidence of Catholic identity and mission across Romero.*

** Aligned uniform logos across schools, reflecting each school's individual Catholic identity while visibly expressing belonging to a wider MAC family."*

1.6 Chaplaincy



"What help would be useful - accompaniment

** Greater clarity on what effective Chaplaincy looks like at different levels (CMAT and school), and how structured chaplaincy provision supports the formation of Christ-centred pilgrims of hope across diverse school contexts.*

Next steps - pilgrims of hope

** Clarify the role and expectations of Parish priests, particularly in light of the limited availability of deacons across our parishes and the presence of religious sisters in one parish, ensuring partnership is sustainable and clearly understood.*

** Review sacramental preparation time and how this will be shaped moving forward, given that it can no longer be counted within taught RE hours, while still enabling meaningful formation that nurtures faith, understanding.*

What support can be offered to others - solidarity (if applicable)

** A wide range of well-planned social action opportunities that enable pupils to put Gospel values into practice through engagement with parishes, local communities, charitable outreach and support for the vulnerable, fostering kind hearts and lived Catholic Social Teaching.*

** A MAC-wide Chaplaincy Strategy, rooted in the Emmaus model, which guides our work through the Catholic Life Reference Group and provides coherence and direction.*

** Strengthened links between primary and secondary schools through the secondary chaplaincy role, supporting continuity of formation as pupils grow as pilgrims of hope.*

** Whole-MAC retreats that strengthen transition and shared identity across schools.*

** A bank of formation videos for staff and pupils across the CMAT, including resources for key liturgical days, a YouTube archive of Saints, and explanations of prayers such as the Angelus; supporting questioning minds and a thirst for knowledge.*

** Strong pupil involvement in evaluation of CLM1, which is judged to be outstanding in nearly all schools, demonstrating lived engagement with prayer, liturgy and mission."*

1.7 Recruitment (workforce)



"What help would be useful - accompaniment

** Learn how other schools and MACs develop a clear succession pipeline for senior leaders, RE teachers and chaplaincy roles, ensuring long-term sustainability in forming Christ-centred pilgrims of hope, particularly where progression opportunities within a MAC are currently limited.*

Next steps - pilgrims of hope

** We recognise the need to engage more fully with Formatio, strengthening professional and spiritual formation for current and future leaders.*

** Explore a CPD offer for staff not currently working in Catholic education who are interested in senior leadership roles, supporting the development of questioning minds and informed vocational discernment.*

** Consider extending the Moving On and Moving Forward leadership programmes to include a dedicated day where leaders are immersed in the Catholic life and mission of the school, deepening understanding of how leadership shapes communities with kind hearts and a hunger for justice.*

What support can be offered to others - solidarity (if applicable)

** Use of a nine-box talent model to identify and support future leaders, enabling succession planning that is transparent and values-led.*

** Extension of CPD leadership programmes (Moving On and Moving Forward) to the wider CMAT, supporting shared formation and capacity-building.*

** A Putting Staff First inquiry question, with a standardised objective explicitly linked to mission, ensuring leadership development remains rooted in purpose and hope.*

** A robust recruitment and interview process, underpinned by a strong HR function that understands protected posts and wider recruitment needs. Diocesan feedback has consistently affirmed both our leadership pipeline approach and innovative practices, such as providing interview questions 30 minutes in advance.*

** A flexible and responsive school improvement offer, enabling strategic deployment of leadership support when vacancies arise; an intentional and critical element of our succession planning and commitment to solidarity across schools.”*

2 High Quality and Inclusive Education



2.1 Culture



2.2 Curriculum



2.3 Student Outcomes



2.4 Accessible to all



2.5 Inclusive pastoral support



2.6 Enrichment



2.7 Behaviour and Attendance



2.8 Destinations



2.9 Collaboration



3 School Improvement



3.1 Culture



3.2 School Improvement Model



3.3 Transformation



3.4 System-led Improvement



4 Catholic Workforce



4.1 Culture



4.2 Workforce, resilience and well-being



4.3 Retention



4.4 Working Environment



4.5 Developing New and Early Career Teachers



4.6 Continuing Professional Development and Formation



4.7 Collaboration



4.8 Line Management & Career Progression



4.9 Equality, diversity, inclusion



5 Leadership and Governance



5.1 Strategic approach



5.2 Workplace Culture



6 Finance and Operations



6.1 Culture



6.2 Financial strategy



6.3 Resource Allocation



6.4 Capital Strategy



6.5 Reserves



6.6 Financial Information Management



6.7 Place Planning

